



# STRATEGIC PLAN 2026-2029





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# Note from Leadership

## Dear City Garden Community,

In the following pages, we present to you our 2026-2029 Strategic Plan, as we enter our 32nd year serving preschool students and our 19th year as a K-8 charter school. City Garden Montessori School was founded in 1995 in an old tavern with four students and a vision to make Montessori education accessible to families of all economic backgrounds in St. Louis. In 2008, parents and teachers from the preschool founded the charter school, determined to expand this vision into the elementary and middle school years. The charter school began in the basement of a church with 53 children.

City Garden now serves 608 students in preschool through 8th grade, in two beautiful buildings.

At the heart of City Garden's vision has been a conviction that every single child deserves to be deeply known and seen and to learn in an environment that is uniquely designed for them, with peers and adults who love and care for them. We believe that every child has a unique purpose in the world and that, when supported well, they will flourish beyond our wildest expectations.

We also believe that, as families, educators, and community members, we can work together to disrupt the segregation and inequities that have historically plagued St. Louis's schools and neighborhoods. We know that the future of our city depends on all of our children accessing the best education possible.

Since our last strategic plan in 2018, City Garden has achieved remarkable growth and impact. We more than doubled the number of students and families we serve, expanding access to high-quality Montessori education for more St. Louis children. We launched an elementary Montessori teacher education program and have achieved a goal of every lead guide obtaining Montessori training. Through legislative advocacy, we increased the percentage of economically disadvantaged students served from 36% to 54%, strengthening our commitment to an integrated school community. We also expanded the student experience through athletics, music, and art, and a Friday Enrichment program, providing opportunities for children to explore their interests, develop confidence, and grow as whole people.

The past several years have been about growing our community and building structures, physically and organizationally. It has been exciting, and also hard. During this time, we also navigated a global pandemic. The disruption and challenges caused by COVID-19 have been sobering; our children need more academic, mental health and community support than ever before and our team of educators has brilliantly innovated to meet rapidly changing needs. In many ways, however, the needs of our students have outpaced our capacities, leading to academic and social-emotional outcomes that are not yet where we want them to be.

That is why our 2026-2029 strategic plan is focused on **Regrounding and Reimagining.**



## Our Strategic Plan, 2026-2029

Over the next three years, City Garden will deepen our commitments and refining our practices, to ensure that every single child receives an extraordinary education and is prepared for a life of choice and opportunity.

### By 2029, City Garden will:

- Ensure that 75% or more of students who have been at City Garden for three or more years are reading and doing math at or above grade level.
- Significantly reduce achievement gaps, with a focus on reducing the number of students performing “Below Basic” on state tests by 60% or more.
- Retain at least 90% of our students and lead guides.
- Maintain consistently positive feedback regarding students’ sense of belonging, self-efficacy, self-management, sense of agency and relationships with teachers – with decreasing gaps among student demographics.
- Increase financial sustainability by doubling the number of days of cash on hand from 30 days to 60 days or more.

### Our Theory of Action will guide this work:

*If City Garden codifies and strengthens its integrated learning model, builds adult capacity to deliver rigorous Montessori-aligned Tier 1 instruction, increases data literacy and shared accountability, and streamlines organizational systems to reduce strain and increase coherence, then instructional quality will become more consistent across classrooms, students with the greatest needs will experience accelerated growth, and the organization will achieve greater sustainability and alignment in service of its Graduate Profile.*

We will accomplish all of this by rooting ourselves in our identity, clarifying how we deliver our model and anchoring in a core set of priorities:

- **Our Identity – Who We Are:** In order to support this vision, we have clarified and updated our mission, vision and values.
- **Our Model – How We Deliver:** We have aligned and further defined our Graduate Profile, our Core Principles and our Practices.
- **Our Strategy – Where We Are Focusing:** We have identified a focused set of strategic priorities for the next three years, with clear indicators of success.

This next phase will require all of us to embrace a learning stance, shared clarity about expectations, honest conversations grounded in data, a belief that every child can achieve at a high level, and a willingness to embrace tradeoffs in order to meet our goals.

City Garden has always dared to do things differently. This chapter asks us to pair that boldness with discipline and coherence. I am energized by the work ahead, and I am deeply grateful to be doing this work alongside you.

With gratitude and belief in our children,



Christie Huck, CEO





# Reground &

We are **regrounding** in our roots – a clear mission, our inclusive Montessori model, shared practices, and aligned systems – so that every student can thrive and leave City Garden more prepared for life.

After several years of navigating disruption and rapid change, this era is defined by **disciplined clarity**: doing fewer things, done well, and focusing on what matters most for students' learning. By strengthening clarity, consistency and coherence across classrooms, teams, and the student experience – and letting go of things that haven't been working – we're making it easier for educators to teach well and for students to grow, learn, and succeed.

At the same time, we're **lifting up the magic, creativity, joy, and humanity** that make City Garden feel like City Garden. By clarifying our model and aligning around what works, we create the conditions for deeper learning, stronger relationships, and meaningful progress toward our graduate outcomes.



&

# Reimagine

**City Garden has always been a place that dares to reimagine.** This theme honors that creative, hopeful spirit by reminding us that **stability and possibility** must go hand in hand. As we get clearer and more coherent

in our practice, we expand our capacity to ensure every child who walks through our doors leaves with the skills, confidence, and readiness to thrive beyond our walls.

# We Started with Our Biggest Questions

These are the complex, interconnected challenges we must address together to become the school we aspire to be. They are:



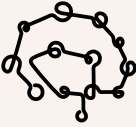
## MISSION-CRITICAL

Our success depends on how we answer them



## COMMUNITY-WIDE

They affect everyone in our community



## INTER-CONNECTED

Each question influences all the others



## FUTURE-SHAPING

The answers will guide our strategies for years to come



## What outcomes should City Garden hold itself most accountable to, and how do we make sure we are measuring them in ways that both reflect the whole child and help close racial and economic gaps?

**Academic metrics are essential but incomplete** – students need skills for an uncertain future that tests can't measure, yet we haven't defined or aligned on the holistic outcomes that actually predict long-term success and well-being.

**Holistic development can get deprioritized** – without systematic measurement, whole-child goals become secondary to academic benchmarks.

**Achievement gaps persist despite our efforts** – significant disparities remain between student groups, requiring more targeted approaches to ensure equitable outcomes.

## How do we build and sustain a team – inclusive of staff, leaders, and board – that embodies our values and has the systems, skills, and mindsets needed to implement our model with clarity, consistency, and accountability?

**Our visionary model requires specialized skills** – staff need understanding of Montessori methods, ABAR principles, public charter expectations, and racial/socioeconomic integration in ways that don't exist elsewhere.

**This work isn't for everyone** – we need to understand which qualities and commitments are essential for success in our model versus what can be developed through training and support.

**Our systems must cultivate what we need most** – aligning how we make decisions, navigate conflict, hire, evaluate, and support growth to bring out the qualities essential for implementing our model successfully.

## How can we clarify and codify City Garden's multifaceted model so that everyone understands what to expect, embraces the trade-offs, and uses it to guide consistent decisions and practices?

**Our model is visionary but complex** – combining ABAR education, Montessori pedagogy, public charter accountability, and intentional integration creates unique opportunities but also real tensions.

**We haven't defined clearly enough what this means for the day-to-day** – while we share values, we can lack clear guidance for classroom decisions, hiring, and daily choices when different parts of our identity seem to conflict.

**This creates real problems** – without clear definitions, staff feel confused, families see inconsistencies, and our model doesn't work as well as it could.

“

As someone who sees both the frontline impact and long-term ripple effects of our strategy, I believe our success hinges on resolving – not avoiding – the tensions between our core identities. We can't scale what we haven't clarified. We can't measure what we haven't defined. And we can't grow what we haven't nurtured systemically. These questions matter because our kids' futures – and our school's sustainability – depend on how courageously and coherently we answer them.”

# Key Findings

## What We Heard from Students, Staff, Families, Board, and Alumni

To gather insights from City Garden's community, we examined data and student, staff, and caregiver surveys from recent years; surveyed alumni; interviewed board members and administrators; and conducted "Strategy Labs" with a variety of stakeholders.

The findings reveal a community deeply aligned in values. Students are proud, staff are committed, and families trust the culture.

However, there was consensus across all groups that City Garden is in need of greater clarity, coherence, and systemization.



### Strengths named by our community:

- A deep commitment to Montessori and ABAR
- Strong sense of belonging, cultural respect, and pride in City Garden’s inclusive community
- Transformational teacher-student relationships
- Confidence, agency, and self-advocacy development among students
- A sense that students feel prepared for high school and life

### Where We Experience Strain:

- There is no dominant shared future vision across stakeholder groups
- Disaggregated data surfaces concerns about equity, both academically and in social emotional development
- Unclear expectations and inconsistent accountability systems persist
- Classroom-to-classroom variability in rigor and implementation
- Workload and compensation pressures affects staff sustainability

### Our Community Is Asking For:

- A shared vision that remains bold but also clarifies day-to-day practices
- Codified instructional non-negotiables, resulting in stronger Tier 1 coherence
- Transparent and consistent accountability, grounded in high expectations and trusting relationships
- Measurable holistic outcomes
- Stronger systems that reduce strain on students, staff, and caregivers

“

I am enough. I am becoming the best version of myself. I have all of the skills, talents, and experiences to be great.”



# What We Heard from External Leaders

In Fall 2025, City Garden invited national and local leaders in education, philanthropy, Montessori, and public policy to reflect on our impact and future direction. Here is what they said:

## CITY GARDEN IS A NATIONAL PROOF POINT

City Garden is widely respected, but the next chapter requires strengthening durability and coherence. One theme that emerged is that City Garden must codify its model without losing its soul.

## NEED FOR DURABLE LEADERSHIP AND COHERENCE

Stakeholders named leadership succession and academic coherence as generational inflection points.

### External stakeholders described City Garden as:

- A moral and civic anchor for St. Louis
- A national example of diverse-by-design public Montessori
- A rare institution integrating Montessori, Anti-Bias, Antiracism (ABAR), and public school accountability
- A school that proves love and rigor can coexist

### There was strong support for:

- Clear academic leadership
- Codified instructional expectations
- A strategic, future-facing board
- Systems that outlast individual leaders

“

It’s possible to do both and do both well – the only way to close learning gaps is to be extremely loving and intentional about standards.”

## MONTESSORI IS FUTURE-READY

Experts affirmed Montessori’s alignment with the skills students will need in an AI-shaped world, such as executive function, self-direction, creativity, empathy and civic discernment.



# What We Understood from Research

Findings from external research affirm the core of City Garden’s mission while clarifying the conditions required to accelerate student growth and sustain long-term impact.



## What the Evidence Shows:

- Montessori educational models align with predictors of adult success, such as mastery, independence, executive function, and social-emotional competence
- Program coherence is a defining feature of high-performing schools, with strong core curriculum, clear instructional strategies, and early literacy and math intervention
- Diversity benefits all students when paired with strong instruction
- Achievement gaps by race and class remain persistent nationwide and are closely tied to concentrated poverty and early-grade disparities
- Literacy is a primary lever for equity and long-term opportunity, and math achievement often requires strong curriculum alignment and consistent skill progression, particularly in Montessori or project-based environments
- Academic rigor and whole-child development are mutually reinforcing, so pairing quantitative growth measures with broader developmental indicators is essential

“

Bottling the DNA and building systems for accountability – that’s how the magic becomes durable.”

# Who We Are

City Garden’s identity – **mission, vision, values** – articulates who we are and what grounds our work over time, providing critical continuity beyond any single strategic plan.

Through our community engagement, we heard clearly that while City Garden’s identity had been articulated in the past, it was often aspirational and not consistently translated into shared expectations or daily practice. The updated mission, vision, and values do not change City Garden’s core commitments; rather, they clarify and operationalize them – driving greater coherence and helping current and prospective students, families, staff, and board members understand what is distinctive about City Garden.

“

A belief that every child can flourish beyond our wildest expectations.”





## Our Mission

City Garden redefines education by centering children in an excellent, inclusive Montessori model that honors the humanity and potential of every learner. We nurture the whole child in partnership with families and cultivate a community where children and adults learn, grow, and build meaningful relationships.

## Our Vision

We envision a St. Louis strengthened by thriving children, connected families, and a reimagined community: where lifelong learning and equitable opportunity are the norm, relationships across difference are foundational, and young people grow as compassionate, critical thinkers who help shape a more just and inclusive future.



# Our Values

“

City Garden has and will always be my village.”



## UNIFIED COMMUNITY

We act as one school – aligned, connected, and committed to one another.



## JOY

We honor the beauty, wonder, and creativity that make learning and community come alive.



## LIFELONG LEARNING

We grow continuously – through reflection, curiosity, humility, and imagination.





### **INTENTION**

We make purposeful choices rooted in mission, clarity, and what matters most for children.

“

You have to know who you are and what you value to do this well.”



### **PREPARATION OF SELF**

We show up ready to learn, ready to contribute, and ready to be part of something bigger than ourselves.



“



### **CHALLENGE WITH CARE**

We believe in everyone's potential and pair high expectations with meaningful support, so our community can thrive.

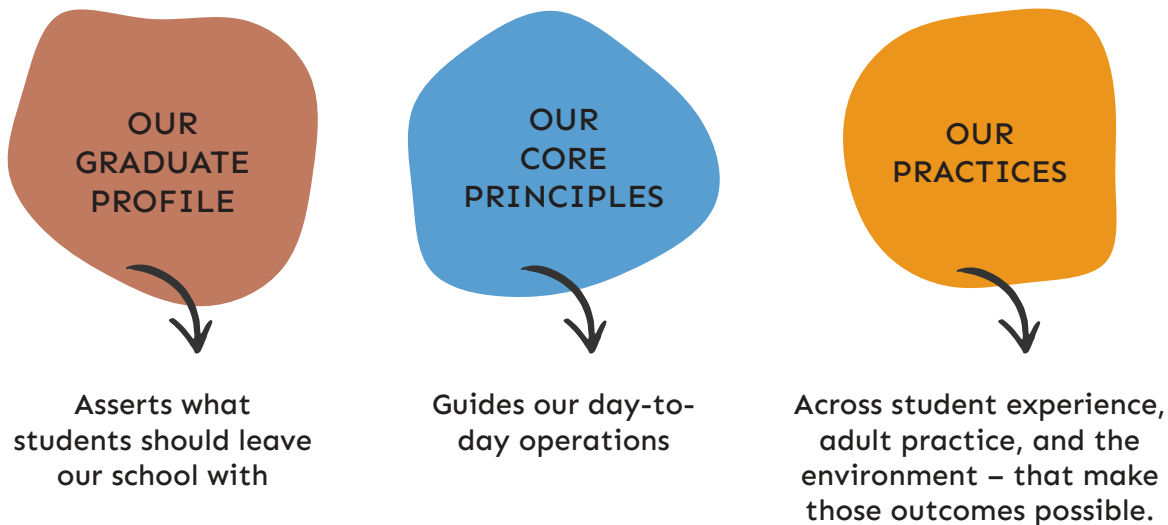
The child who has felt a strong love for his surroundings and for all living creatures... gives us reason to hope that humanity can develop in a new direction.”

– Maria Montessori

# How We Deliver

## Our Model

City Garden’s educational model clarifies three core elements:



## Educational Model

City Garden’s educational model is anchored in our **Graduate Profile**, which defines the kind of people we aim to help students become – prepared not only for college, but for their lives as engaged and compassionate members of a democratic society.

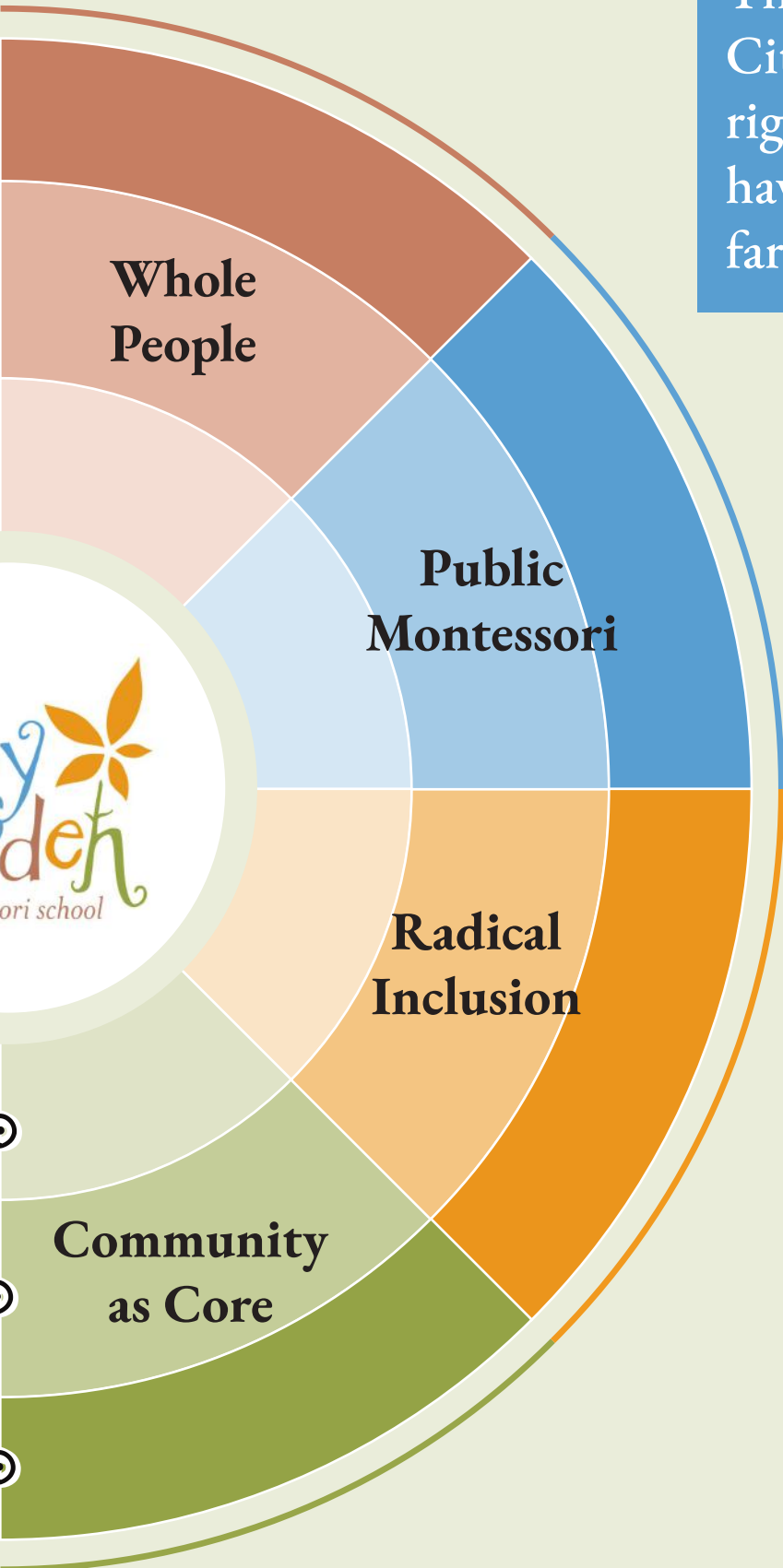
The model is guided by four **Core Principles: Public Montessori, Radical Inclusion, Whole People, and Community as Core** – defining City Garden’s distinctive approach to learning and engagement. These principles are enacted through clear **Practices** across three interconnected lenses: following the child in the student experience, preparing the adults who support learning, and preparing the environment through aligned systems and structures.

Following  
the Child

Preparing  
the Adult

Preparing the  
Environment

City  
Garden  
montessori



“

The holistic perspective that City Garden has taken is exactly right for the times. Kids who have this type of education will fare better in the future.”

### Graduate Profile

- Prepared and Purposeful Learners
- Self-Aware and Self-Managing Individuals
- Agents of their Own Lives
- Connected and Compassionate Community Members



# Graduate Profile

The graduate outcomes describe the **knowledge, skills, and dispositions** we expect City Garden students to develop over time. Together, they clarify what success looks like and underscore the need for intentionally designed programs, instructional practices, and supporting systems that consistently drive and reinforce these outcomes.



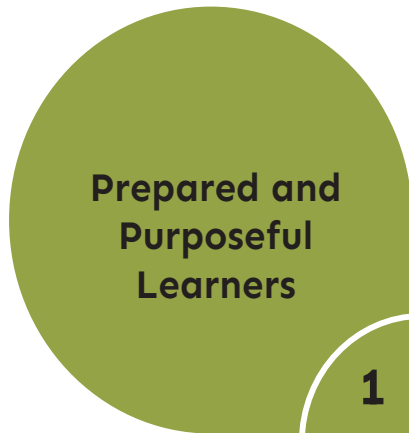


The education of even a small child, therefore, does not aim at preparing him for school, but for life.”

– Maria Montessori

Our goal is for City Garden students to leave our school not only prepared for their next academic experience, but prepared for their lives outside of school by becoming:

City Garden graduates demonstrate strong academic readiness, intellectual curiosity, and the skills to pursue opportunities that align with their personal passions and goals.



City Garden graduates have a strong sense of who they are. They understand themselves and regulate their learning, behavior, and emotions with increasing independence.



City Garden graduates contribute to a just and inclusive community, demonstrating empathy, respect, and responsibility.

City Garden graduates act with agency, confidence, and a belief in their ability to influence their future and contribute to the world around them.

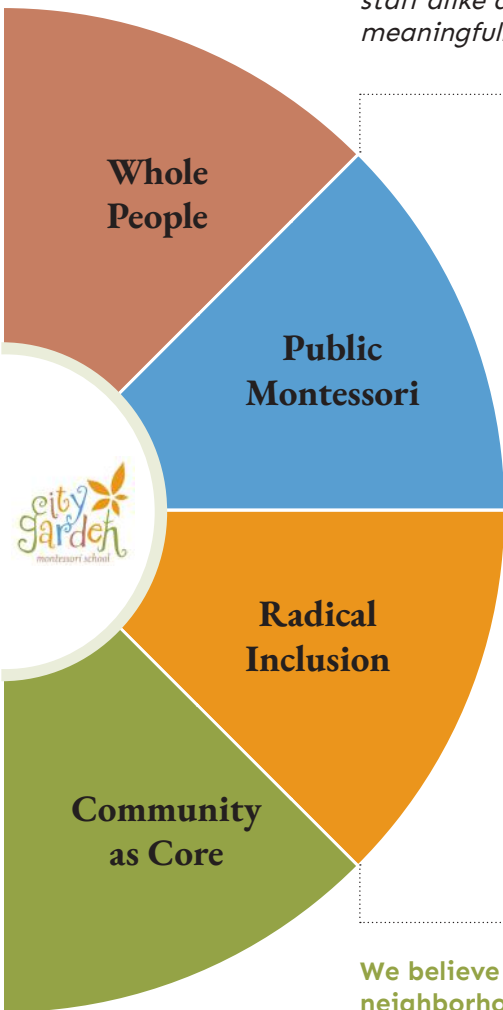
### Social-emotional learning & academic achievement as mutually reinforcing.

- At City Garden, **self-management** – students’ ability to focus, follow directions, and stay prepared – is most strongly correlated with academic performance. Other important SEL measures include **self-efficacy**, **grit**, and **engagement**.
- Current and former students emphasized the importance of **self-efficacy** through greater confidence, ability to navigate challenges, and belief in their own potential.
- External research also finds **growth mindset** and rigorous **expectations** to be among the strongest predictors of academic proficiency.

# Core Principles

**We educate for humanity, nurturing the intellectual, social, emotional, and ethical development of all children and adults in our community.**

*We know that learning is both cognitive and relational. We cultivate curiosity, agency, compassion, and critical thinking – with the understanding that academic success is informed by strong social-emotional foundations and a deep sense of self. Students and staff alike develop the skills and habits to help them navigate complexity and contribute meaningfully.*



**We deliver an education that is grounded in Montessori and accessible to all – adapting thoughtfully to meet the realities of a public school serving diverse learners.**

*Our pedagogy is rooted in Montessori principles – independence, agency, hands-on learning, multi-age classrooms, and respect for each child's needs. As a public school, we are committed to removing barriers to access, designing supports for all learners, and adapting our practice in ways that preserve what matters most about Montessori while serving the needs of the whole community.*

**We operate our school with an explicit commitment to equity, ensuring that every child, family, and staff member – across race, identity, ability, language, and background – has access to the supports, opportunities, and conditions needed to participate and thrive.**

*Radical inclusion builds on our longstanding commitment to anti-bias and anti-racism by clarifying how equity shows up in action: interrupting bias, dismantling barriers that create disparities, and expanding access to opportunity so all students can succeed. We cultivate a culture where belonging is not assumed but actively built – through identity-affirming relationships, equitable systems, and decisions that lead to fairer outcomes.*

**We believe that our school should reflect, serve, and strengthen its neighborhood – and that children learn best in a community that is intentionally integrated and facilitates strong partnership across stakeholders.**

*We are committed to being community-centered: partnerships with families, purposeful integration, and collaboration with the broader community. Our school is a shared space for learning and connection, and what we do at City Garden has positive ripple effects beyond our walls.*

“City Garden’s power lies in its ability to model the both/and: rigorous expectations, culturally responsive instruction, and unconditional belonging.”



# Principles in Practice

This section describes how City Garden's guiding principles show up in practice – enacted through consistent behaviors, routines, and experiences across three key lenses: the student experience, adult practice, and the learning environment.

## Following the Child

From the student perspective, these principles shape daily learning, relationships, and opportunities to build academic skill, agency, and social-emotional growth.

### Integrated Social-Emotional Learning (SEL):

SEL is embedded in daily routines and part of everyday practice, rather than a separate experience.

### Agency & Awareness:

Students build curiosity, agency, self-awareness, self-management, and compassion.

### Collaborative Skills:

Classroom practices foster conflict resolution and collaboration.

### Multi-Age Mastery:

Children learn together across ages through hands-on work.

### Structured Independence:

Students independently progress toward shared learning goals with clear, intentional support.

### Dignified Support:

Additional supports are integrated without undermining independence or dignity.

### Representation & Belonging:

Children learn together across ages through hands-on work.

### Responsive Support:

Instruction and supports respond to students' lived experiences, identities, and developmental needs.

### Restorative Intervention:

Academic and behavioral interventions are restorative and supportive – not punitive – preserving dignity, belonging, and continued access to learning.

### Intentional Integration:

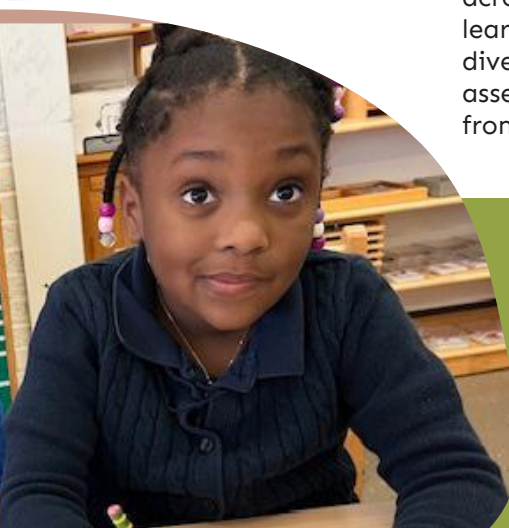
Students learn in intentionally integrated classrooms – across race, income, and learning abilities – where diversity is treated as an asset and students learn from one another.

### Classroom Cohesion:

Multi-age classrooms and cross-grade connections foster long-term relationships, stability, and belonging.

### Shared Responsibility:

Students develop shared responsibility for contributing to their classroom and caring for the school environment.



Montessori's multi-age classrooms and collaborative peer learning structures are – and have been from Montessori's inception – designed to benefit all.



## Preparing the Adult

This lens describes the skills, mindsets, and practices that City Garden adults – staff, leaders, and caregivers – must develop and enact to support student learning and long-term success.

### Emotional Intelligence:

Adults model emotional regulation, compassion, and reflection.

### Psychological Safety:

Staff norms support psychological safety and interpersonal relationship-building.

### Integrated Learning:

Professional learning focuses on both instruction and relational skills.

### Montessori Expertise:

Adults are trained in Montessori philosophy and how it is thoughtfully applied within a public school setting.

### Reflective Practice:

Teachers practice rigorous observation and responsive adjustment.

### Intentional Trade-Offs:

Staff are prepared to make intentional trade-offs: adapt where necessary, hold where it matters most.

### Cultural Humility:

Adults practice cultural humility, identity-affirming instruction, and listening.

### Bias Interruption:

Staff actively interrupt bias, address harm, and engage in repair – with ongoing training, tools, and organizational support that build shared capacity and accountability.

### Equity Mindset:

Adults understand their role in advancing equity by examining how decisions, expectations, and systems either expand or restrict access to opportunity.

### Family Partnership:

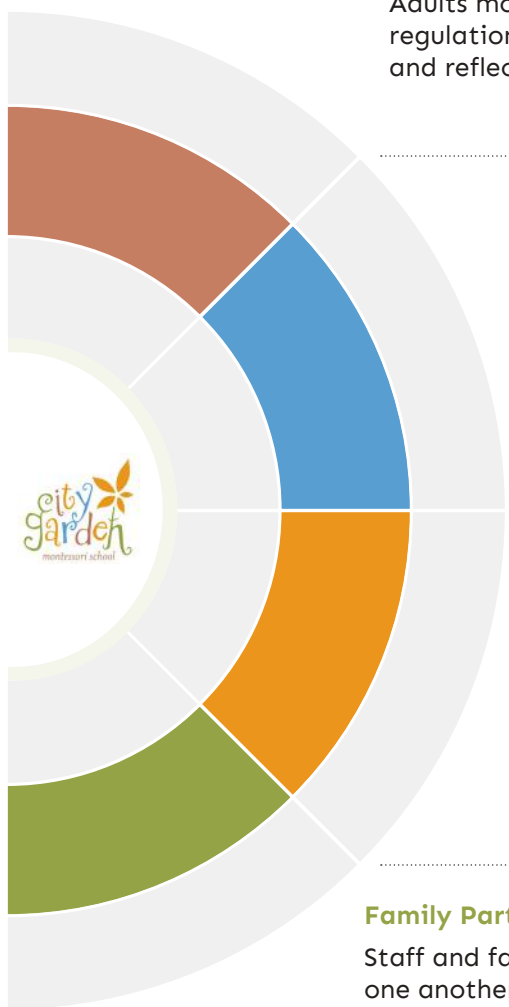
Staff and families view one another as partners and co-educators.

### Collective Ownership:

Adults see themselves as “one team” – collectively responsible for student outcomes.

### Team Support:

Staff cultivate practices to bridge differences and support each other.





## Preparing the Environment

This lens describes the systems, structures, routines, and physical spaces that support adult practice and create the conditions for consistent, high-quality student learning.

### Schedules Support Wholeness:

Schedules allow time for connection, reflection, and choice.

### Developmental Commitment:

Policies reflect a belief that ongoing learning and development is non-negotiable for both students and adults.

### Prepared Environment:

Classrooms are prepared Montessori environments with accessible materials.

### Aligned Systems:

Systems uphold Montessori integrity while meeting accountability expectations (e.g., hiring, scheduling, evaluation).

### Barrier Removal:

Policies and systems are designed to remove barriers to access and participation (e.g., enrollment, discipline, supports).

### Spaces of Belonging:

School spaces communicate belonging (e.g., representation, design).

### Accountability:

Systems and structures define clear expectations, track progress toward equitable outcomes, and prompt action when disparities persist.

### Community Spaces:

School spaces are leveraged for community-building.

### Intentional Integration:

Enrollment practices, policies, and systems support intentional integration and equitable access for all families.



# Where We're Focusing

Guided by the theme of **Reground & Reimagine**, City Garden will focus on four cross-organizational priorities that represent the most powerful levers for improving student outcomes over the next three years.

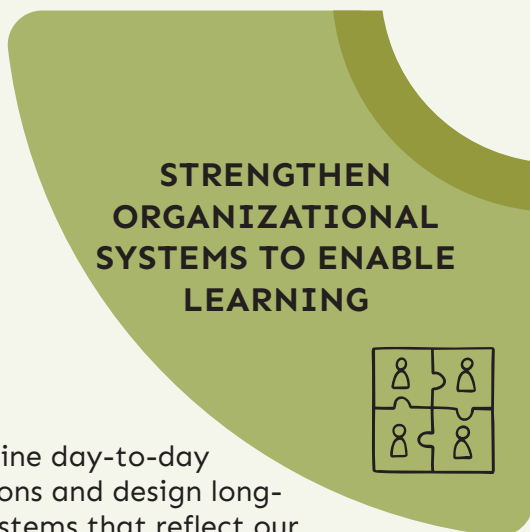
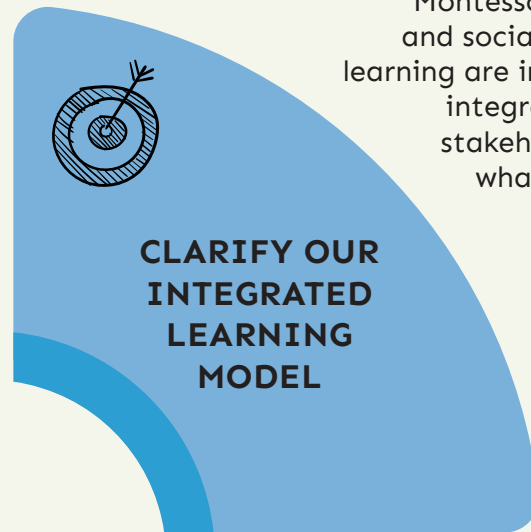




Ensure students below grade level can access and remain engaged in Tier 1 instruction through responsive instruction and collective ownership for student success.



Clarify a shared north star for Tier 1 instruction – where academic rigor, Montessori practice, and social-emotional learning are intentionally integrated - so all stakeholders know what to expect.



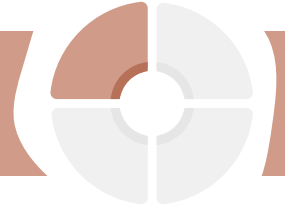
Streamline day-to-day operations and design long-term systems that reflect our values, reduce unnecessary strain, and create the clarity and stability that support meaningful learning.



Develop the mindset, skills, and structures to use multiple forms of data as a Montessori-aligned tool for reflection, instructional decision-making, and whole student growth.

# By 2029, City Garden Will...

## ACCELERATE GROWTH FOR STUDENTS WITH THE GREATEST NEED



“

To fulfill our promise of belonging and excellence for every child, we must prioritize closing gaps in opportunity.”



- Students spend the majority of their time engaged in Tier 1, grade-level instruction, through strategies that support access.
- Instructional coaching is focused on strengthening teachers' ability to support diverse learners in the classroom.
- Teachers understand how Tier 1, 2, and 3 supports connect, and there is a clear process outlined for navigating students' needs that exceed the mode.
- Classroom environments intentionally leverage peer learning, allowing students who are excelling to expand instructional capacity without lowering expectations.
- Instructional teams use formative data to monitor progress and adjust instruction in real time.
- Families of students with the greatest needs are engaged through a clear, proactive communication and partnership plan.
- Teachers report increased confidence and skill in supporting students who are behind without lowering expectations.
- Students below grade level show measurable growth and fewer remain in the "below basic" category over time.



## CLARIFY OUR INTEGRATED LEARNING MODEL



Barriers to effective instruction (e.g., schedule, materials, training gaps, transitions, etc.) are identified, mitigated, and monitored.

A clearly articulated vision of a high-quality CG Tier 1 instruction is codified, published, trained, and used consistently across classrooms.

The school has a clearly articulated definition of public Montessori, including shared principles and guardrails that clarify where there is flexibility and where alignment to Montessori is essential.

SEL practices are consistently embedded within academic instruction rather than treated as separate activities.

Classroom walkthroughs show greater coherence, reduced variability, and stronger alignment.

Teachers report increased clarity about expectations and capacity to deliver strong core instruction.

Families understand what to expect from the learning model and how it supports the whole child.



“

Program coherence is essential for success, with a curriculum that is known to all and applied rigorously.”

# By 2029, City Garden Will...

## STRENGTHEN ORGANIZATIONAL SYSTEMS TO ENABLE LEARNING



“

City Garden stands at a point where systems must bring coherence and support outcomes, without compromising the school’s soul.”



- A multi-year systems improvement plan is adopted and progress benchmarks are tracked.
- Systems have clearly defined staff owners and in-house expertise.
- A shared set of operational principles, leveraged across buildings, guides day-to-day decisions.
- Operational pain points (e.g., supplies, transitions, dismissal, communication burdens) are reduced as measured by staff feedback.
- Cross-functional systems (e.g., HR, operations, academics, student support, budgeting) operate with improved coherence and clarity.
- Hiring and onboarding systems ensure new staff are prepared and supported.
- A consistent, effective performance evaluation cycle is implemented and used for development.
- Family engagement principles are clearly articulated, and consistent venues are established to support meaningful participation while minimizing unnecessary strain on staff capacity.
- Teachers report increased capacity for instruction due to fewer operational and process barriers.



## INCREASE DATA LITERACY & SHARED ACCOUNTABILITY



The school has a clear, prioritized set of core indicators aligned to academic rigor, SEL, and whole-child outcomes.

Data expectations are transparent and consistent across classrooms and grade levels.

Instructional coaching explicitly supports teachers in translating data into classroom practice.

Regular data routines (e.g., cycles, meetings, reflection protocols) are consistent, purposeful, and experienced by staff as helpful.

Data is used to inform action and shared responsibility, rather than to assign blame.

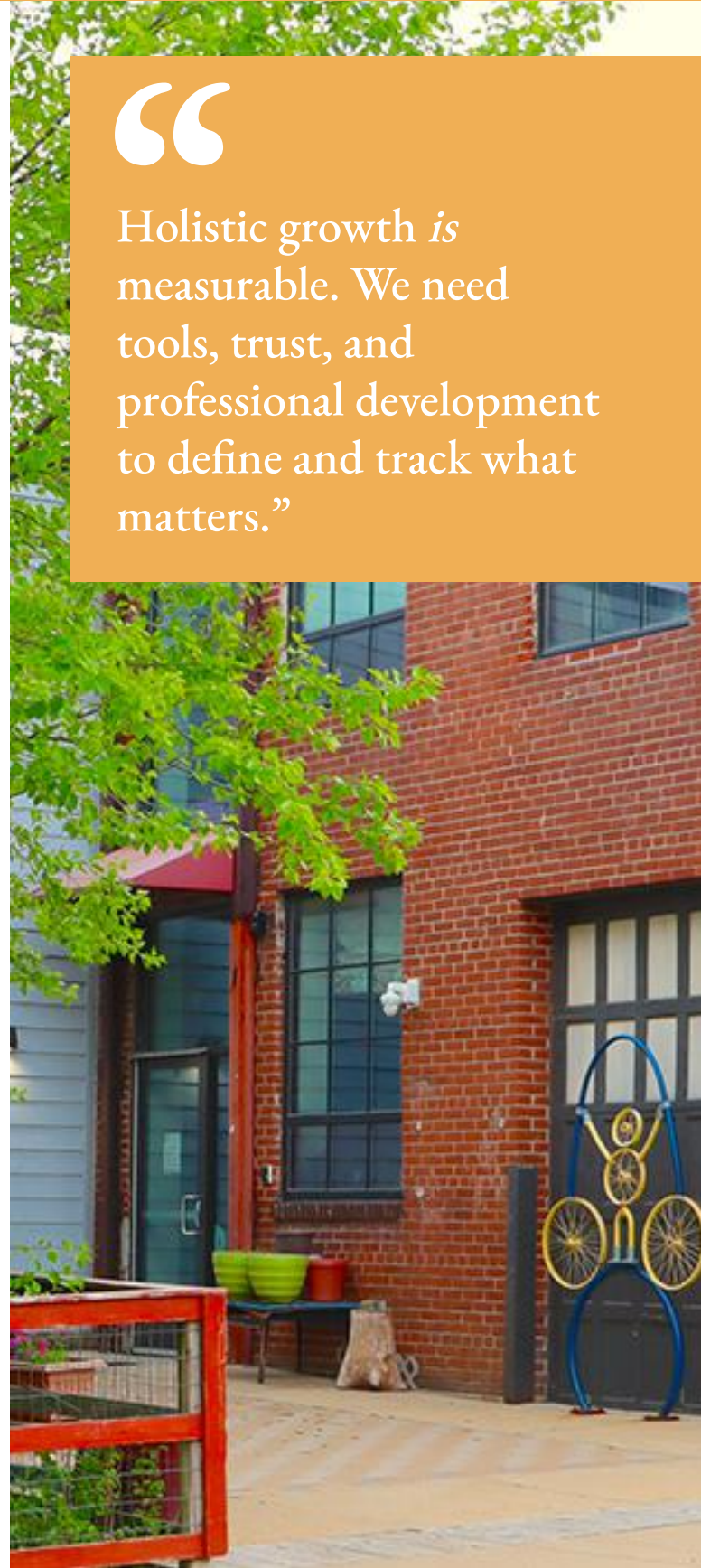
Families receive clear, accessible communication about student progress and what data means.

Student performance improves across core indicators, especially for those furthest behind.

Staff report increased confidence in using data to inform their work.

“

Holistic growth *is* measurable. We need tools, trust, and professional development to define and track what matters.”



## What This Will Require

To support focus on these priorities, this plan centers a more disciplined approach to measurement by identifying a **small set of core outcomes** the organization will be most accountable to, prioritizing measures that are actionable and meaningfully reflect student learning, adult experience, and organizational sustainability.

### Student Outcomes

- Reduction in Students Performing **Below Basic**
- Multi-Year **Academic Growth**
- Student **Social-Emotional Skills**: Self-Management, Agency, and Self-Efficacy

### People & Climate

- **Student Retention**
- **Staff Retention**
- Teachers' Sense of **Efficacy**
- Teacher/Student **Relationship Quality**
- Sense of **Belonging**

### Resources & Sustainability

- Healthy **Financial** Outlook
- **Board Fundraising** Participation

“

Knowing where every child is, all the time.”

We also understand that to realize our vision in this next era, we must **focus deeply rather than broadly** – making clear choices about where to place our time, attention, and resources. We know this will require trade-offs, like deprioritizing new program launches that don't directly strengthen student learning, and revisiting policies or decisions that are causing strain or disruption on our system.





# Thank You!

We look forward to partnering with students, families, staff, and community to ensure every single student flourishes.



# City Garden is a visionary school.

We're working to transform education, heal communities, and create a just society – visions far beyond our society's current reality.

Being visionary requires doing things fundamentally differently. If straightforward solutions existed for public schools that foster true racial and socioeconomic integration while achieving academic excellence and developing the whole child, we would see these outcomes everywhere.

City Garden Montessori School is *regrounding* in our values and *reimagining* what is possible for all children.

Join us.

citygardenschool.org  
314-664-7646

Early Childhood Education Center  
1618 Tower Grove Ave., St. Louis, MO 63110

Elementary and Adolescent Education Center  
4209 Folsom Ave., St. Louis, MO 63110