

# **The Milwaukee Public Schools Montessori Strategic Plan (MPSMSP)**

February 14, 2019 - June 30, 2024

The Montessori Advisory Committee

Founded October, 2018

February 14, 2019

## ***Draft***

***This draft does not represent the position of The Milwaukee Public Schools or any of its schools or personnel until and unless approved by the MPS Board of School Directors***

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### **Introduction**

This plan offers a strategy to protect, enhance, and expand Montessori public education within Milwaukee Public Schools (MPS), and more broadly, a strategy to reverse the trends of decreased enrollment and buildings sacrificed to other occupants in MPS. The flagship excellence of Montessori education can become a rallying frontier for re-energized confidence and faith in public education in Milwaukee, Wisconsin and the nation. While this claim seems bold, we think bold ideas are needed to continue to change the perception of MPS in Milwaukee, Madison, and beyond.

### **Executive Summary**

**Purpose:** The Montessori Advisory Committee (MAC) formed in response to the resolution passed by the Milwaukee Board of School Directors (School Board) in October 2018. The Montessori Strategic Plan (MSP) supports the fortification of existing Montessori programs and expansion to underserved communities. To guarantee a collaborative process, parent leadership engaged Montessori parents, teachers, principals, MPS administration, school board directors, and community members in the formation of MAC.

Evidence shows the Montessori Method works for Milwaukee's children (Appendix A). The rigorous, project-based or social-emotional learning with near-universal literacy in the Montessori program prepares students for innovative middle and high school programs. Despite the growing number of Montessori schools and classrooms in MPS, waitlists show the demand far exceeds supply (Appendix B). This untapped demand costs MPS money every year. Strategic planning, implementation, and growth of Montessori education will lessen MPS's budget shortfalls by reversing enrollment trends.

**Process:** Once MAC was established, the creation of three work groups formed, ultimately developing the following themes:

1. **Facilities, Enrollment, and Expansion:** To serve the continued Montessori demand, MPS must update facilities with buildings that are safe, functionally support the Montessori curriculum, and meet the needs of the community, to serve our students for generations to come.

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2. **Staffing and Leadership:** School leaders and classroom teachers provide mentored experience and Montessori credentials to their students, improving student outcomes, nurturing a unique environment, building active, supported and peaceful communities.
3. **Curriculum and Evaluation:** The Montessori Method has specific, rigorous curriculum and evaluation standards, which must be carefully considered and utilized to sustainably maintain and grow the enrollment of MPS, and produce high quality student outcomes.

### **Overall Goals and Recommendations of the Montessori Strategic Plan (MSP):**

The MPS Montessori program will have essential elements of Montessori education that include:

1. Staffing and Leadership with Proper Montessori Training
2. Materials, Furniture, and Facilities that support Montessori Education
3. Curriculum and Policies Congruent with Montessori Principles
4. Evaluation and development of students, teachers, and schools that are congruent with Montessori Pedagogy
5. Implementation of a Marketing and Outreach Plan to sustain and expand Montessori programs

### **Implementation Recommendations**

The MSP timeline is organized through action items, prioritized in years one (1), three (3), and five (5).

The recommendations in this plan should be fully implemented by **2024** and include the following:

- Adopt Montessori Essential Elements, creating definition of Montessori within MPS.
- Seek and hire a Montessori Coordinator position to support programing
- Implement a new teacher training pipeline to supply demand for growth
- Create and execute an adolescent teacher training by 2021
- Expand program offerings with equity, growing schools and enrollment.

MAC seeks to add at least one Montessori school to MPS schools and create a process for the development of future expansion of the program in a sustainable, innovative, and impactful fashion by 2024.

### **Reversing MPS Enrollment and Revenue Decline**

Since 2005, Milwaukee Public Schools has lost an average of 1,288 students annually. Demographic changes account for a small proportion of some of that loss. However, non-MPS charters, school choice options, cross-district enrollment, and homeschooling account for most of it. 1,288 students at an estimated \$10,000 each is \$12,880,000 in lost revenue each year. (See appendix E “Program Statistics Report”) During this decline, the expansion of Montessori schools have created notable enrollment growth.

### **Opportunity to Reverse the Trend**

Since 1976, MPS has become the global leader in Montessori public education. MPS’s eight tuition-free Montessori schools and enrollment of 3,500 students generates thirty-five million dollars (\$35,000,000) a year for the District.

Milwaukee’s public Montessori community, the largest in the US, is not at a sustainable point as demand far outstrips supply. Rather, MPS loses millions of dollars per year when those families choose open enrollment, Charter (including at least two other Montessori schools outside of MPS), Choice or the four private Montessori schools in Milwaukee. An MPS Montessori Strategic plan offers the opportunity to capture a population that already initially seeks out MPS by continuing to build world class Montessori programs. The Montessori curriculum has demonstrated its ability to attract and retain families and their children within a district where enrollment is on a general decline.

### **The Cost of Non-Planning**

Since the inception of Montessori in MPS 43 years ago, the development and overall support of Montessori programs in relation to specific pedagogy and implementation have been initiated by the teachers and the Montessori community. These trained montessorians continue to work individually to provide education and an overall understanding of the needs of the Montessori schools in MPS. Over the years, and much more recently, more integration of ideas between the Montessori leaders and community and MPS administration in regards to implementation of

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programming has developed. However, this has been a fragmented approach that does not fully support the development and expansion of the successful Montessori program in MPS. If strategic planning is implemented going forward, it provides a structured outline within district administration and the Montessori communities to systematically support quality implementation and expansion to its maximum potential for students, families, staff and all of MPS.

The MPS school board requested a study of Montessori education in 2001 by Professor Joseph Prococcini (see appendix F), providing an initial framework to support this globally leading system of quality, credentialed, no-tuition Montessori programs. This study has provided insight over the years in ways to support Montessori programs in MPS.

Clear planning increases teacher and principal satisfaction resulting in retention of qualified teachers. An effective plan also helps regain student enrollment through parent satisfaction. The costs of non-planning may be invisible to the MPS Board or Central Administration, because they do not appear in reports or resolutions considered by the Board and implemented by the administration.

Montessori programs have demonstrated the ability to attract and retain students while generating parent engagement. The result of that engagement is evident in the current enrollment in the existing MPS Montessori programs and the extensive K-3 and K-4 wait lists at the majority of the eight MPS Montessori Schools.

K3 and K4 students waitlists demonstrate the demand for the MPS Montessori programs (Appendix B).

Montessori education is a system that consistently provides enduring and sustainable education and continues to address enrollment loss and student achievement in MPS. Montessori school expansions will alleviate these waitlists and expand District enrollment and revenue.

### **Montessori Education in MPS**

Montessori education, based on the scientifically developed pedagogy of Dr. Maria Montessori, is a holistic approach to natural human development. Academic, social, and emotional aspects of

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development are fostered within developmentally appropriate, multi-aged classroom environments (ages birth-3, 3-6, 6-9, 9-12, 12-15, 15-18). Scientifically based manipulative materials support a conceptually based curriculum, which guides students through a sequential process toward abstraction, application and integration of concepts. Natural human tendencies and specific “sensitive periods” of developmental concept acquisition, provide guidance for adult instruction and student learning within an approach of student interest and choice. The three-year, multi-aged classroom communities support positive and peaceful peer interactions within an integrated academic and social curriculum focus. Intrinsic student motivation and the love of learning (in all areas of the curriculum and life) is developed through an individualized learning approach within a social and collaborative classroom environment. Student choice within an adult-guided environment provides the opportunity for each child to reach their natural potential and show overall growth and success. The Montessori pedagogical approach supports individualized student growth, executive function, and learning while fostering a positive and productive whole school community.

### **Montessori Student Achievement**

Montessori programs in MPS, as a whole, have historically performed above district levels and some above state levels on the district and state assessments (See Appendix A). The Montessori pedagogy and concept based (not individual grade level) curriculum provide an opportunity for students to grow beyond their grade level expectations and perform at high levels. The Montessori curriculum and method supports and allows for accelerated academics for those students who show the ability for advanced academic achievement. The integrated Montessori curriculum within a socially powered classroom community encourages the development of critical thinking and executive functioning skills which translate into an intrinsically motivated student who shows engagement and joy in learning. This development of the whole student supports overall academic achievement while integrating the necessary social skills to be successful in life.

**Montessori Standards**

The Association Montessori Internationale (AMI) and the American Montessori Society (AMS) have established standards for Montessori programs throughout the US and the world. The National Center for Montessori in the Public Sector (NCMPS) and Montessori Public Policy Initiative (MPPI), working with both AMI and AMS, have developed “Essential-Elements Summaries” for public schools (see Appendix C). When these Essential Elements are followed, the science behind the method is fostered and implemented in an authentic manner. Given that public Montessori programs are susceptible to district and state mandates, it is crucial the Essential Elements are followed. It is further recommended that MPS Montessori programs receive consultations from either AMI or AMS. These periodic reviews provide the staff with reflective practices and administrators are reminded and informed why Montessori pedagogy and philosophy must be adhered to in order to fully implement Montessori programs. MAC considered these elements in creating the MSP.

**NCMPS Essential Elements for Public Montessori Schools (See Appendix C)**

**MAC Recommendations for Fully Implemented Montessori Education in MPS**

Year 1			
Activity	Measurement	Input	Timeline
I. All MPS Montessori schools will have staffing and leadership with proper Montessori training			
Create a Montessori Coordinator position for central office to coordinate, connect and support all Montessori programs within MPS. *Coordinator to be hired with input from principal group and Montessori principal representatives on the interview committee.	Position Filled	Human Resources	July 2019
Analyze the costs of current Montessori teacher training investment. <ul style="list-style-type: none"> <li>Determine timelines for recoup of MPS-sponsored teacher training and credentialing.</li> </ul> Implement MPS-sponsorship model. <ul style="list-style-type: none"> <li>Determine length of contracted time the teacher would have to commit to MPS</li> </ul>	Analysis Complete and Shared with Stakeholders (Montessori Principals & MAC)	Finance, Human Resources	August 2019
Develop and implement a retention survey for Montessori program employees to be completed by December of each year. This survey will be used to	Survey Developed and Administered	HR Mont. Principals	December 2019



determine recruitment needs for the following year.			
Over-hire in cycle A. If any extra teachers, these can be substitutes. Post jobs before winter break and hiring done by May.	Processes developed and implemented	HR Mont. Coor.	August 2019
Annually establish teacher needs for existing programs and expanded programs... create projections, retirements.	Data Analyzed	Mont. Coor. HR	March Annually
<b>2. All MPS Montessori schools will have materials, furniture, and facilities that support Montessori education</b>			
Establish a rating system for Montessori facilities, classrooms, and materials.	System developed	Mont. Coor. Facilities and Maint. Mont. Prin.	August 2020
Develop a process for identifying available textbook adoption funds and other district funding to replace Montessori Materials based on annual inventory. (Develop a budget for replacement and purchase of new classroom Montessori materials.) Annually complete a review and inventory of the Montessori classroom materials at each site to determine condition and replacement needs.	Inventory developed and complete	Mont. Coor., Mont. SST's, Mont. Prin.	August 2020
Determine retention rate of students transitioning from K3 to K4, K5 to elementary, 3rd to 4th, 6th to 7th, 8th to 9th, for all sites.	Report complete & shared with all stakeholders.	Accountability & efficiency	Annually, in October
<b>3. All MPS Montessori schools will have curriculum and policies congruent with Montessori principles</b>			

Implement annual full-day all-Montessori PD, to bring all the Montessori staff together for unity and common support.	Confirmed date with district admin. approval	Montessori Principals; District administration	August 2019
Explore opportunities for providing equitable implementation of ELL interventions for ELL students in Montessori classrooms.	Potential opportunities defined	Bilingual; Mont. prin	August 2020
Develop opportunities for Adolescent training for current and future Montessori Adolescent staff through AMI, AMS, or Great Work Incorporated	Orientation date and funding approved	Mont. Coord., Dist admin.; HR	By August 2019
Define expectations for the implementation of the Montessori middle and high school curriculum.	Curriculum Defined Expectations created	Mont. Prin. Mont. Coord. MAC	August 2020
Montessori Enrollment Practice, developed in collaboration with student services clarifying current enrollment practices consistent among all Montessori schools, presented to the Board for policy adoption.	Approved as policy	School Board Directors	August 2019
Continue to provide funding for K3 students as the foundation for Montessori enrollment and developmentally appropriate Montessori education.	Continue funding annually	Finance	Ongoing
Continue to support implementation of the basic Montessori essential elements (multi-aged class arrangements,	Continue Mont essentials implementation	Dist Admin; Mont Principals	Ongoing

three hour integrated curriculum work cycle, material curriculum implementation).			
Develop and implement a Montessori on boarding professional development for non-Montessori support staff members in Montessori schools that provides an overview of the Montessori Method of Education	PD implemented	Mont Coord; Mont Prin; Mont organizatio ns	August 2019/20
<b>4. Evaluation and development of students, teachers, and schools that are congruent with Montessori pedagogy</b>			
Develop and adopt MPS Montessori Essential Elements	Essential Elements adopted as a part of the Montessori Strategic Plan	Milw. Board of School Directors	August 2019
Define policy around research pathways in MPS- streamline/improve transparency.	Protocols developed and adopted by MPS Research and Evaluation	Mont. Coor. Mont. Prin. MAC	August 2019
Hold monthly principal meetings and monthly MAC meetings with consistent representation from administration.	Meeting Schedule Developed Agendas Sign In Sheets	Reg. Sup. Mont. Prin. Mont. Coor. MAC	Monthly
District administration representative for MAC and principal group meetings would participate in ongoing Montessori orientation for informed support and communication of program needs.	Meeting agendas Informed communications	Reg. Sup. Mont. Prin. Mont. Coor. MAC	Monthly
Develop and implement systems of communication between the district, the Montessori principal's	Organizational Structure Developed	Reg. Sup. Mont. Prin.	August 2019

group and MAC. *Principal group provide recommendations for program expansion / new program implementation decisions	and Communicated to all District Leadership	Mont. Coor. MAC	
Identify options and budget for consultation with AMI, AMS or NCMPS for each program.	Schedule developed for all programs to receive consultation.	Mont. Coor.	June 2020
5. MPS will implement an Outreach Plan to support expansion of the successful Montessori program			
Create a non-profit Montessori foundation where charitable giving can get allocated equitably to all Montessori schools.	Foundation Developed FUND board identified	Mont. Coor.	June 2020
Develop marketing that improves communication with prospective parents about Montessori K3 and K4 Kindergarten enrollment and provides parents information about available Montessori seats when they are waitlisted.	Development of Plan Communication structure developed and communicated with schools and school leaders.	Mont. Coor. Mont. Prin.	June 2020
Request that the MPS Office of Community Affairs provide information to all families in the Montessori programs' transportation regions with the purpose of providing information about Montessori opportunities to diverse parent populations.	Development of Plan Communication structure developed and communicated to schools and school leaders.	Mont. Coor. Mont. Prin. Student Services	Jan. 2020
Develop a Marketing and branding for the MPS Montessori program from K3-12 that can be delivered to internal and external stakeholders.	Plan Developed and Communicated to stakeholders	Mont. Coor. MPS Media Mont. Prin.	Jan. 2020
Year 3			

Activity	Measurement	Input	Timeline
I. All MPS Montessori schools will have staffing and leadership with proper Montessori training			
Local and regional Montessori organizations (example: Wisconsin Montessori Association, Montessori Institute of Milwaukee) will establish a standardized training for all paraprofessional teachers to have a PD together for networking and collaboration.	Event scheduled and held	Mont. Organizations; mont. coord.	By August for onboarding
Create and define a pipeline for Montessori-trained teachers to fill Montessori Administrative vacancies.	Pipeline defined	Mont. Coord.	2020
Provide a Montessori component to the MPS aspiring leader program to support Montessori leadership development, utilizing Montessori leaders for mentoring and support, with aspiring leaders working within a Montessori school.	Component created and added to MPS aspiring leader program	Mont. Coord.	2021
Review Montessori Principal/Assistant Principal vacancies and fill with Montessori-trained aspiring administrators (admin. pipeline) with proper Montessori mentoring support for success. Principal group recommendations and representation on interview committee recommended.	Review completed	Mont Coord, Mont Principals	ongoing
Montessori Coordinator will continue to explore external funding sources for professional	Funding sources identified; ongoing process	Mont Coord	ongoing

development (Title 2 funds, grants, etc), especially for teacher training.			
Establish job classification for paraprofessional Montessori interns undergoing teacher training, such as Supplemental Teachers (increase pay for paras working as interns while attending Montessori training). Para interns work under lead teachers at each level (primary/elementary). Lead teachers will mentor other teachers in the school.	Program implemented and employees enrolled	Mont. Coord	By August 2021
Develop relationship with Puerto Rico AMS National Organization and US bilingual trained teachers to meet the expanding needs of the bilingual Montessori program.	Relationship established	Mont coord; HR	Dec 2021
Develop relationship with the AMI Mexico training center to recruit bilingual Montessori teachers.	Relationship established	Mont coord; HR	Dec 2021
Confirm that all middle and high school teachers have attended the AMI, AMS or Great Works/NAMTA Montessori Adolescent Orientation, offered locally and paid for by MPS.	Training complete	Mont coord; Mont Principals	July 2022
2. All MPS Montessori schools will have materials, furniture, and facilities that support Montessori education			
Review and determine facilities that could accommodate Montessori expansion, prioritizing underserved student populations,	Facilities list complete	Mont Coord	July 2022



areas of the city that do not have a Montessori school, and areas of high demand.			
Solidify and implement Montessori materials and furniture replenishment policy related to textbook adoption and other district funding, including an annual review of existing facility needs (technology, furniture, materials, etc.).	Policy created and implemented	Mont Coord	July 2022
3. All MPS Montessori schools will have curriculum and policies congruent with established Montessori principles			
Annually establish PD training. Establish annual timelines for the delivery of a city-wide Montessori PD based on the MPS calendar, with topics related data and staff input from surveys. Individual school PD aligns to specific program needs based on their data that also enhance cultural responsiveness within a Montessori approach.	Scheduling and Agendas	Mont Coord; Mont principals	August 2021
Implement specific Montessori PD for special education teachers and non-Montessori support staff, throughout the year (in conjunction with staff PD), to support an integrated (and inclusive) instructional approach, and to support student transitions to the next Montessori classroom 'level'.			

Educate District Administrators who supervise or work in Montessori schools (eg., Regional Superintendents, SST support administrators, SPEC ED supervisors, etc.) in Montessori principles. Provide orientation to Montessori curriculum, pedagogy and philosophy. Continue orientation with new hires.	Orientation provided	Mont Coord; Mont principals	August 2021; ongoing
Implement Montessori early childhood new K3 and K4 phase-in best practices, based on survey of parents and Montessori teachers, potentially increasing the phase-in period to 2 weeks in order for students to have a successful introduction to school.	Survey conducted; results implemented.	Mont coord; mont principals	August 2021
<b>4. All MPS Montessori schools will have evaluation of students, teachers, and schools that are congruent with Montessori principles</b>			
Montessori leader works with the Research Department to facilitate approval and implementation of Montessori Research, support overall recruitment and retention goals and increase MPS's visibility in the national Montessori community.	Leader identified, connection made with Research Dept.	Identified Mont Leader	Dec 2021
Explore Montessori evaluations that are aligned to Montessori curriculum, based on the state standards, to replace district-required assessments.	Evaluations identified	Mont coord; Mont principals	Dec 2021
Investigate Montessori-specific classroom rating scales to use as teacher support and evidence for district-utilized evaluation system.	Rating scales identified	Mont Coord; mont principals	Dec 2021



Strengthen/unify/improve existing programs through Montessori consultations, individual school staff PD and community involvement (to ensure that all schools are enrolled to their capacity).	Consultations in place; All schools enrolled at capacity	Mont Coord; Mont principals	Aug 2021
Continue monthly MAC meetings, and Principal/ Administration meetings. Maintain communication systems between MAC, the Montessori Principal group, and district administration.	Meetings held; ongoing	Mont coord; Mont principals	Aug 2021; ongoing
Maintain class sizes that are aligned with AMI and AMS guidelines.	All classes enrolled at acceptable sizes	Mont principals	Aug 2021

5. MPS will implement an Outreach Plan to support expansion of the successful Montessori program

Develop a marketing plan for Alverno College training opportunity in conjunction with MPS University for paraprofessionals and others aspiring to become a Montessori teacher.	Plan created	Mont Coord	July 2021
Develop relationships (through MAC and district administration) with neighborhood organizations and city leaders to continue to educate the Milwaukee community about the benefits of Montessori education in MPS.	Relationships developed	MAC; Mont Coord; Mont Principals	June 2021

Year 5			
Activity	Measurement	Input	Timeline

I. All MPS Montessori schools will have staffing and leadership with proper Montessori training	Training certificates from AMI or AMS for all certified staff	Mont. Coor. Mont. Prin. MAC	August 2024
Maintain the Montessori Coordinator position	Position filled	HR MAC	August 2024
Develop an affiliate relationship with AMI or AMS Montessori training centers in Spanish speaking countries for dual language trainees, and build pathways for international recruitment and hiring.	Pipeline for recruitment of international staff established and Spanish Language Montessori training options available for MPS teaching candidates.	HR Mont. Coor.	August 2024
Ensure that all Middle and high school teachers are Montessori trained through AMI, AMS, or Great Work Incorporated.	Training Certificates for all staff, with an MOU developed that ensures all newly hired staff receive training within a reasonable timeframe	HR Mont. Prin.	August 2024
Develop and implement a policy that requires any newly hired adolescent (grades 7-12) Montessori teacher to be enrolled in the Montessori adolescent orientation from AMI, AMS or Great Works Inc. within 1 year of beginning teaching in that position (and ultimately successfully complete orientation).	Hiring Expectations developed and enforced.	HR Mont. Coor. Mont. Prin.	August 2024
Maintain and support a pool of Montessori trained intern teachers.	Pool and pipeline in budget with positions maintained.	HR Mont. Coor. Mont. Prin.	August 2014

2. All MPS Montessori schools will have materials, furniture, and facilities that support Montessori education			
Open one expansion Montessori school by 2024 and create a timeline to analyze enrollment for future expansions by 2029, and every five to ten years thereafter.	Facility and area of city identified for expansion program.	MPS F&M MPS Office of Acct. Finance Mont. Prin. MBSD Office. Of Sup.	June 2025
3. All MPS Montessori schools will have curriculum and policies congruent with Montessori principles			
Continue to review and implement a multilingual curriculum within the Montessori pedagogy during the development of the dual language Montessori program at Riley Montessori School.	Clear curriculum for biliteracy and delivered through the Montessori pedagogy.	Bilingual Dept. Mont. Prin. Mont. Coor.	June 2025
Continue to have professional development facilitated (and potentially administered) by the Montessori Coordinator	Yearly timelines developed and implemented each year.	Mont. Coor. Mont. Prin.	August 2024
4. Evaluation and development of students, teachers, and schools that are congruent with Montessori pedagogy			
Continue to fully implement Montessori curriculum, including Montessori 3-grade classroom groupings.	AMI/AMS accreditation	Mont. Prin. Mont. Coor. Reg. Sup.	August 2024

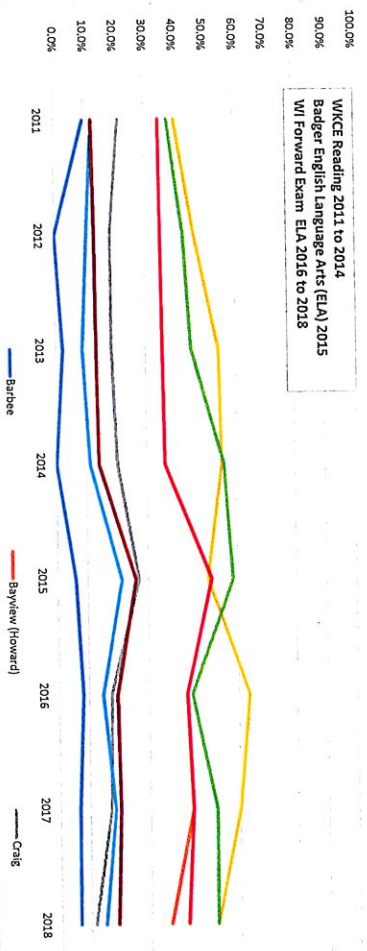
Evaluate and implement district school improvement plans and initiatives through the lens of the Montessori pedagogy, supported by the designated Regional Superintendent or Leadership Specialist that supports Montessori programs.	School plans created, approved, and implemented	Mont. Prin Reg. Sup.	August 2024
Implement the use of Montessori coaching tools for observation to improve teacher efficacy.	School coaches trained and implementing the model in all schools	Mont. Prin Mont. Coor.	August 2024
Research normed universal screeners for use in Montessori schools that are aligned with Montessori pedagogy and inclusive of Montessori English Language Learners.	Research for inclusion of a screener in an RFP at the district level.	Mont. Coor. Mont. Prin. Research and Eval. Reg. Sup.	August 2024
<b>5. MPS will implement an Outreach Plan to support expansion of the successful Montessori program</b>			
Establish relationships with Professional organizations, higher education institutions, and Volunteer Organizations for the purpose of educating the community about Montessori education and recruiting a diverse population of Montessori teacher staff and parents.	Relationships developed and strategic outreach for the purpose of community education and recruitment of families and potential staff.	Mont. Coor. MPS Media Induction Dept.	June 2025

	2011	2012	2013	2014	2015	2016	2017	2018
Barbee	9.8%	0.0%	2.4%	0.0%	5.9%	8.0%	6.4%	6.3%
Bayview (Howard)	21.6%	18.6%	18.8%	20.4%	27.1%	17.6%	44.4%	36.8%
Craig	40.4%	46.6%	54.3%	55.0%	50.1%	63.7%	60.2%	52.2%
Ferrowood								
MacDowell (Change to K3-12 in 2012-13)	12.7%	10.7%	8.9%	11.2%	21.4%	14.7%	18.5%	14.8%
Maryland	38.1%	43.1%	45.3%	55.7%	58.5%	44.5%	52.4%	52.2%
District	12.6%	13.2%	13.5%	14.1%	26.0%	19.4%	20.1%	19.0%
State	35.1%	35.4%	35.8%	36.2%	51.3%	42.7%	44.4%	42.4%
	WKCE Math		Badger		Forward Math			
Barbee	5.9%	2.6%	2.4%	5.2%	1.5%	2.3%	8.2%	3.6%
Bayview	27.1%	24.5%	21.2%	22.3%	15.3%	10.5%	7.3%	30.3%
Craig	46.1%	47.9%	60.3%	57.5%	38.4%	40.8%	39.0%	35.7%
Ferrowood								
MacDowell (Change to K3-12 in 2012-13)	19.3%	13.5%	10.6%	10.7%	4.5%	7.5%	8.7%	9.3%
Maryland	39.8%	50.4%	53.3%	59.5%	38.0%	32.9%	33.5%	32.6%
District	19.2%	19.2%	19.0%	18.6%	16.1%	14.8%	15.4%	16.2%
State	46.4%	47.8%	47.8%	48.3%	43.9%	42.5%	42.8%	43.8%

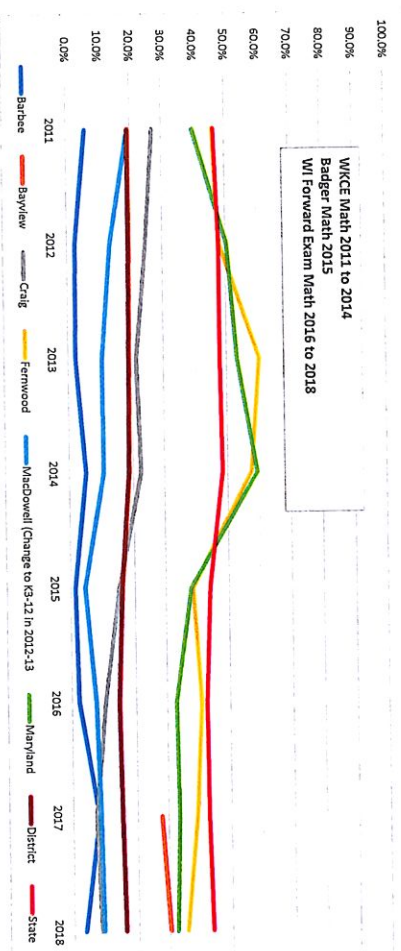
Students that spent K5-5th or K5-8th grade

School	2013	2014	2015	2016	2017	2018
Barbee						
Bayview						
Craig						
Ferrowood						
MacDowell						
Maryland						
Riley						

Percent Proficient and Advanced on WSAS Reading/ELA



Percent Proficient and Advanced on WSAS Math

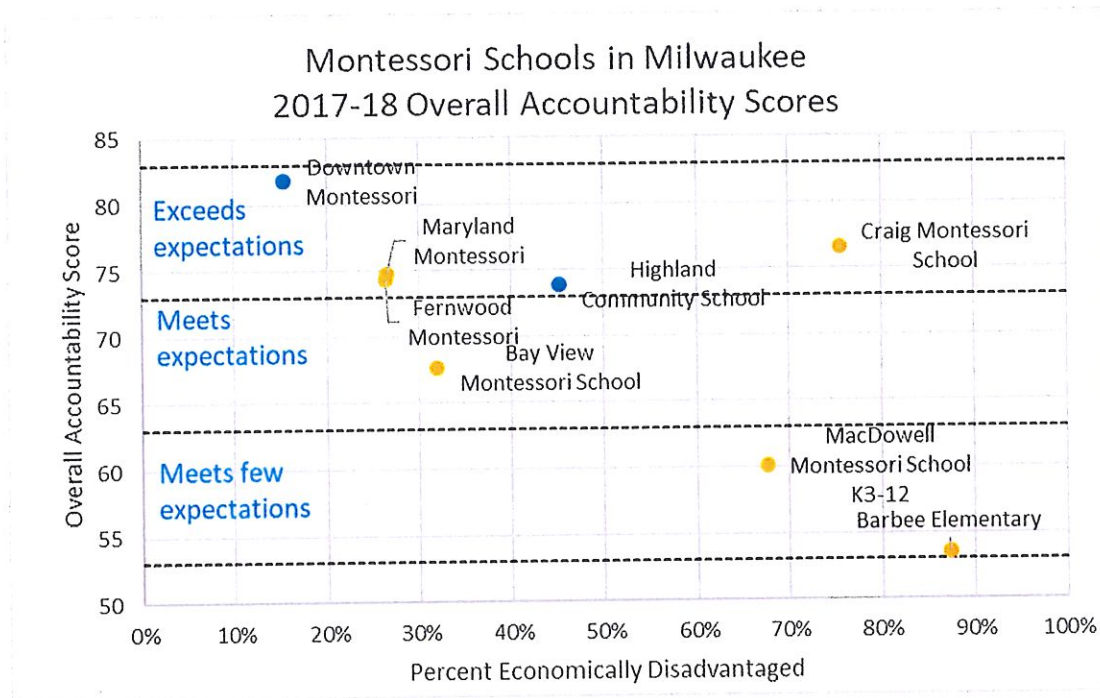




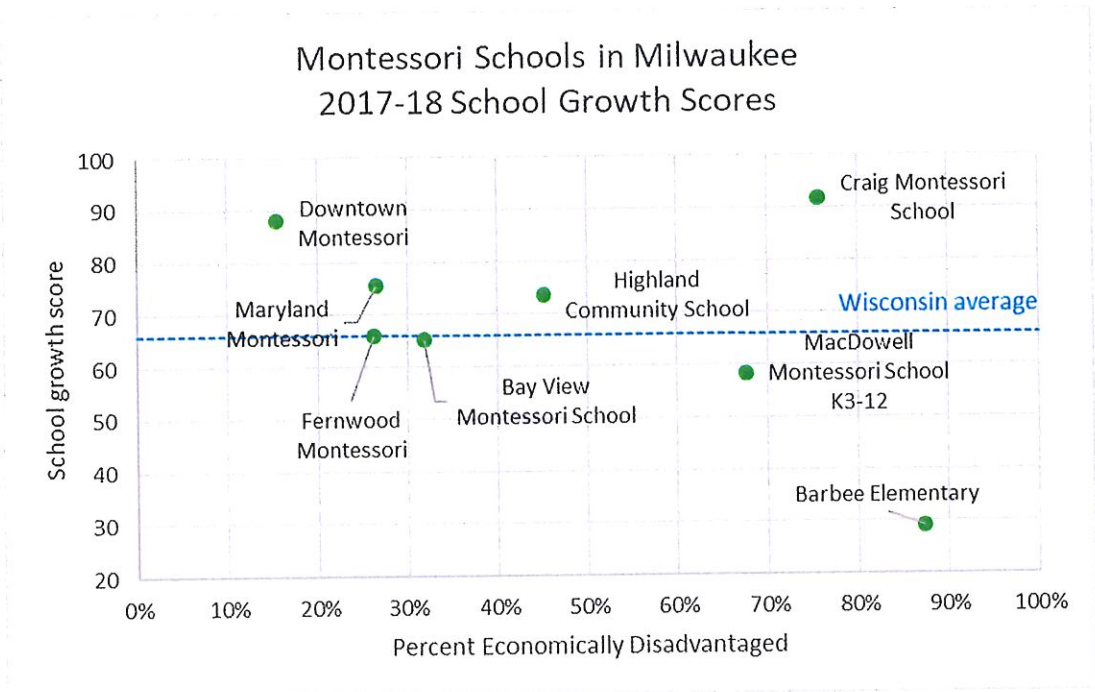
### DPI Report Card Data from Montessori Schools in Milwaukee—2017-18

These calculations are based on a spreadsheet that DPI publishes every year showing data used in “school report cards” for all schools in Wisconsin that receive public funds.

The chart below compares the Montessori schools’ overall accountability scores to the percentage of students defined as economically disadvantaged. The noncharter MPS schools are shown in yellow; the two charter schools in blue.



This plot compares the overall growth scores of the Montessori school to the percentage of students who are economically disadvantaged. The dotted line shows the average growth of all Wisconsin schools.



Year/Grade	Fernwood	Bay View(Howard)	Maryland	Craig	Barbee	Maddowell	Riley	Total for year
14-15 K3 Waitlist	73	110	72	93	17	29	NA	394
15-16 K3 Waitlist	71	67	51	31	19	2	NA	241
16-17 K3 Waitlist	69	90	87	41	29	66	NA	382
17-18 K3 Waitlist	71	85	92	28	64	55	NA	395
18-19 K3 Waitlist	62	58	62	43	86	24	8	343
<b>Total K3</b>	<b>346</b>	<b>410</b>	<b>364</b>	<b>236</b>	<b>215</b>	<b>176</b>	<b>8</b>	<b>1755</b>
<b>Average per year</b>	<b>69.2</b>	<b>82</b>	<b>72.8</b>	<b>47.2</b>	<b>43</b>	<b>35.2</b>	<b>1.6</b>	<b>351</b>
14-15 K4 Waitlist	44	31	34	21	1	9	NA	140
15-16 K4 Waitlist	54	8	27	9	7	5	NA	110
16-17 K4 Waitlist	58	21	40	30	16	30	NA	195
17-18 K4 Waitlist	46	28	44	46	4	24	NA	192
18-19 K4 Waitlist	32	23	41	16	27	12	15	166
<b>Total K4</b>	<b>234</b>	<b>111</b>	<b>186</b>	<b>122</b>	<b>55</b>	<b>80</b>	<b>15</b>	<b>803</b>
<b>Average per year</b>	<b>46.8</b>	<b>22.2</b>	<b>37.2</b>	<b>24.4</b>	<b>11</b>	<b>16</b>	<b>3</b>	<b>160.6</b>





## The Montessori Public Policy Initiative

### Montessori Essentials

An authentic Montessori school will implement a philosophical approach that is consistent with the educational methods and areas of instruction as defined by the observations, research, writings and instruction of Dr. Maria Montessori. A Montessori school must allow the child to develop naturally—children are able to learn at their own pace and follow their own individual interests, learning primarily through the hands-on use of scientifically prepared auto-didactic materials, and interacting with the environment under the guidance of a specially trained adult. A Montessori environment promotes the child’s ability to find things out independently, enabling motivation and knowledge-building through internal development rather than external teaching or rewards.

In addition, an authentic Montessori school will apply the following pedagogical elements. It is critical that all of these elements be present in order for the Montessori approach to be successfully implemented. Montessori schools should:

1. Implement the Montessori curriculum which must include:
  - a. A classroom design that is compatible with Montessori “prepared environment” principles.
  - b. A full complement of Montessori materials for each class and age group.
  - c. Uninterrupted Montessori daily work periods, with 3-hour work periods being the ideal.
  - d. Instruction characterized by a high degree of freedom given to the student to choose what to work on, where to work, how long to work.
  - e. Instruction that primarily takes place in small groups (Elementary & Secondary) or one-on-one (Early Childhood).
2. Have appropriately trained instructional staff defined as:
  - a. Having a lead teacher in each classroom with an AMI, AMS, NCME, and/or MACTE accredited teacher education program credential at the level being taught.
  - b. Having staff members engage in ongoing Montessori professional development.

(Over)

3. Have classrooms

- a. With the appropriate multi-aged groupings: 2.5/3-6, 6-9, 9-12, or 6-12 years of age. Children from birth to 3 years of age and 12-18 years of age may be grouped in varying multi- age configurations.
- b. With class sizes and adult/child ratios that align with Montessori principles. Montessori classroom standards require larger class sizes and higher student to teacher ratios than is typically seen in traditional classrooms. Adding additional teaching staff to a Primary classroom can interfere with, rather than encourage, child-directed learning. It would not be uncommon to see 30 or more children in a classroom at the early childhood and elementary levels.

4. Assess student progress through

- a. Teacher observation
- b. Detailed record keeping

The above statement was created by the Montessori Public Policy Initiative,  
a collaborative project of Association Montessori International-USA (AMI-USA) and American  
Montessori Society (AMS). For more information visit  
[www.montessoriadvocacy.org](http://www.montessoriadvocacy.org)

## Essential Elements for Montessori in the Public Sector

### Fidelity Elements

#### Adults

- Teachers have Montessori credentials from a MACTE or AMI accredited training program for the age group they teach, in addition to any required licenses or credentials.
- Each teacher is supported by a paraprofessional/ assistant given Montessori-specific orientation for that role.
- All adults, Montessori trained or not, embrace core Montessori principles, respecting the process of human development and supporting children's independence, freedom, responsibility, and growth.

#### Environment

- Children are grouped according to Montessori age groupings:
  - 2.5 to 6
  - 6 to 9
  - 9 to 12
  - 12 to 15
  - 15 to 18
- Learning environments provide uninterrupted three-hour work periods.
- Specialty programs such as music, art, and second languages are integrated into the three-hour work cycle.
- The environment supports a high degree of student choice in what to work on, where to work, and how long to work.
- The full complement of Montessori materials is available in every area, representing the majority of materials on all shelves. Additional materials conform to Montessori standards of order, beauty, and simplicity.
- The learning environment offers ongoing access to real-world materials and activities.
- The learning environment offers appropriate access to a prepared outdoor environment.
- SPED students are fully included and supported within the classroom.
- ELL students are fully included and supported within the classroom.

## **Sustainability Elements**

### **Leadership and Organizational Development**

- An experienced Montessori educator guides the implementation of the Montessori program, as Principal, Program Director, Curriculum Coordinator or Instructional Coach.
- The school has a clear vision for how it delivers Montessori education, and has an active cycle of reflection and self-review.
- The school maintains membership in one or more Montessori professional organizations, and seeks accreditation to ensure consistent quality.
- The school has a pipeline for recruiting, training, hiring, and retaining high quality Montessori teachers.
- All adults engage in ongoing Montessori professional development.
- Adults treat one another with respect and model grace and courtesy in their interactions.
- Montessori practice is supported by a clearly defined Montessori scope and sequence, integrated with (but not driven by) state standards.

### **Family Engagement**

- A strong partnership between home and school is evident in all formal and informal communications.
- The school provides ongoing opportunities for family education, including information sessions, discussion groups, observation of classrooms, and parent-teacher-student conferences
- The school cultivates a strong school-home association, in which parents have authentic opportunities to contribute meaningfully to the school's mission and communicate with school leadership.

### **Assessment**

- Assessment protocols integrate measures of academic achievement with measures of executive functions such as self-regulation, initiation, and cognitive flexibility.
- Ongoing, personalized qualitative assessment, in the form of observation and documentation, drives all instructional decisions.
- Assessments are delivered in the least obtrusive manner possible
- As students mature, they are increasingly involved in monitoring their own progress

NCMPS gratefully acknowledges the work of national Montessori organizations which have guided and influenced this document. The recommendations and guidelines presented here are those of the National Center for Montessori in the Public Sector.



## DRAFT

### Overview and Mission of The Montessori Advisory Council

Over the last 43 years, MPS has become a national leader in free and public Montessori education. Now enrolling over 3,500 students in eight MPS Montessori programs, Montessori student outcomes have historically exceeded district and some state achievement measures. Historically, Montessori programs have reduced and reversed enrollment losses, resulting in over subscribed and populated schools.

In October 2018, the MPS school board unanimously passed resolution 1819R-004, calling for the convening of all stakeholders to establish The Montessori Advisory Council and to create a long-term Montessori Strategic Plan.

#### **MISSION:**

**The Montessori Advisory Council exists to elevate and support the children of Milwaukee Public Schools through the improvement, enhancement, and expansion of tuition-free, authentic Montessori education. Through the development and implementation of a strategic plan for the MPS Montessori programs, we strive to educate and engage the community, support our current schools and students, and collaborate with all stakeholders to sustain high quality Montessori in MPS.**

Immediate objectives include:

- Support and strengthen existing MPS Montessori schools through collaboration with students, parents, teachers, administrators, and school board members.
- Develop specific strategies to unify the broad Milwaukee Montessori community.
- Create equity for students through access to high-quality Montessori programs by the evaluation of Montessori expansion opportunities to neighborhoods not presently served or in demand.

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## Appendix E

### MPS Montessori Program Statistics Report

According to the district enrollment and demographics on the Milwaukee Public Schools website, since 2005, MPS has lost 18,041 students. This is an average of 1,288 annually. When one (1) student leaves the district, it is a collective revenue loss = -\$10,000 plus  $-10,000 \times 1,288$  lost students = **-\$12,880,000 at least lost district revenue annually**

If we estimate \$143,000 earnings per student over the entire course of the students education X 1,288 lost students= \$184,184,000 per year when a family chooses a school outside of MPS. (1. MPS District Enrollment and Demographics)

Given MPS's fixed costs for buildings, retirement liabilities, central office and other non-school-based personnel, unchecked enrollment losses put MPS on a troublesome financial path. However, the Montessori method within MPS has historically grown and sustained enrollment, creating wait lists and lower attrition rates than other programs. It has also created proven and promising student achievement outcomes (Appendix A).

Milwaukee Public School's eight (8) tuition-free Montessori schools, now enroll three-thousand and five-hundred (3,500) students, generating \$35,000,000 a year for the District. MPS Montessori enrollment has increased by 46% over the past 12 years (1,883 students) creating additional revenue for MPS. No other program has historically created this proven, sustained growth for MPS.

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This chart shows enrollment history for the MPS Montessori programs and the revenue generated.

<u>Year</u>	<u>Total NET enrollment</u>	<u>Annual Revenue</u>
<b><u>2006</u></b>	1,614	\$13,791,549
<b><u>2007</u></b>	1,630	\$14,900,319
<b><u>2008</u></b>	1,632	\$14,918,602
<b><u>2009</u></b>	1,694	\$15,485,362
<b><u>2010</u></b>	1,770	\$17,216,772
<b><u>2011</u></b>	2,046	\$20,485,780
<b><u>2012</u></b>	2,129	\$20,327,458
<b><u>2013</u></b>	2,512	\$24,339,044
<b><u>2014</u></b>	2,512	\$24,785,879
<b><u>2015</u></b>	2,694	\$26,994,527
<b><u>2016</u></b>	2,832	\$28,665,816
<b><u>2017</u></b>	2,909	\$29,445.218
<b><u>2018</u></b>	3,497	\$35,395,690

**MPS District Enrollment and Demographics.**

<http://mps.milwaukee.k12.wi.us/en/District/About-MPS/School-Board/Office-of-Accountability-Efficiency/Public-Items-Emjay/District-Enrollment.htm>

8/7/18

## **MPS Montessori Enrollment Policy (Draft)**

Students shall be enrolled in the Milwaukee Public School (MPS) Montessori Schools at age 3 (K3) and age 4 (K4) through the MPS Kindergarten Enrollment process.

### **THREE- AND FOUR-YEAR-OLD KINDERGARTEN**

In addition to the regular kindergarten program, the Board may establish three- and four-year-old kindergarten programs at selected locations. The establishment of any such program shall be in keeping with budgetary limitations and the needs of the community.

- 1) A child entering the three-year-old kindergarten program must be three years of age on or before September 1.
- 2) A child entering the four-year-old kindergarten program must be four years of age on or before September 1.
- 3) A birth certificate must be shown at the time of application/registration in order to verify the child's birth date. Parents will be notified by mail of their child's acceptance into the program.

### **MONTESSORI ADMISSIONS PROCESS**

Students older than 4 years (K4) may be enrolled in MPS Montessori Schools as seats are available at each 3-year multi-grade developmental level using the following specifications:

- 1) Students with verified continuous, previous Montessori school experience shall receive Montessori enrollment preference.
- 2) Students without Montessori school experience, and students with limited Montessori school experience, may be enrolled as seats are available at each 3-year multi-grade developmental level following an intake conference with the school principal.