

(ATTACHMENT 2) REPORT WITH POSSIBLE ACTION RELATED TO PROGRESS ON THE MPS  
MONTESSORI STRATEGIC PLAN

**The Milwaukee Public Schools Montessori Strategic Plan (MPSMSP) FY20-FY24**

~~February~~ March 14, 2019 - June 30, 2024

The Montessori Advisory Committee

Founded October, 2018

*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 ¶*~~

~~February~~ March 14, 2019

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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 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.

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~~ Certification
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~~ could 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~~ certification pipeline pathway to supply demand for growth
- Create and execute an adolescent teacher ~~training~~ certification 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 lost enrollment. 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~~ has 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 approximately thirty-five million dollars (\$35,000,000) a year for the District. Montessori programs retain 87% of the students who begin at K-3 resulting in a pay back to the district by grade three (3). ¶

Milwaukee’s public Montessori community, the largest in the US, except the territory of Puerto Rico, 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 charter 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 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 E), 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 and expand 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.

K-3 and K-4 students waitlists demonstrate the demand for the MPS Montessori programs (Appendix B). On average, 30% of the K-3 waitlisted students do not attend another MPS school for later grades, decreasing the potential enrollment in MPS. 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 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 Strategic Plan Priority List of Budgetary Recommendations**

<b><u>Requested Initiatives to be Funded</u></b>	<b><u>Estimated Budget</u></b>
<u>Montessori Coordinator Position</u>	<u>\$131,580 annually FY20-24</u>
<u>Teacher certification sponsorships</u>	<u>\$84,000 annually FY20-24</u> <u>(\$12,000 x 7 sponsorships)</u>
<u>Additional trained teachers (use as Mont-subs if no vacancies) to fill anticipated vacancies following hiring cycles</u>	<u>\$120,000 up front annually (\$40,000 x 3 teachers) reimbursed by centrally allocated teacher funds</u>
<u>Montessori Principal Administrative Professional Development</u>	<u>\$16,000 (\$8,000 x 2 principals) FY20</u>
<u>Adolescent (Middle / High School) Montessori Certification for current teachers in Milwaukee Summers 2020-21</u>	<u>\$200,000 FY21</u>
<u>Montessori program support (consultations / PD) by international, national or regional Montessori organizations</u>	<u>\$25,000 annually (funds matched by individual schools) FY20-24</u>
<u>Marketing / Branding – MKE &amp; MPS community</u>	<u>\$4,000 annually FY20-24</u>
<u>Expansion costs for new program (facility, materials)</u>	<u>\$727,500 total start-up (447,500 facility + 280,000 materials) FY23</u>

<u>Fiscal Year</u>	<u>Estimated Costs</u>
<u>FY20</u>	<u>\$380,580</u>
<u>FY21</u>	<u>\$563,080</u>
<u>FY22</u>	<u>\$370,080</u>
<u>FY23</u>	<u>\$992,080</u>
<u>FY24</u>	<u>\$497,580</u>

## **MAC Strategic Plan Priority List of Structural System Recommendations**

### **1. Communication System for Effective MPS Montessori Program Functioning**

- Create Montessori coordinator position (program support, not supervisory)
- Designate district administrator “Montessori point person”
  - Attend monthly principal and MAC meetings
  - Collaborate with Montessori principals and coordinator
  - Engage in Montessori PD (with principals, conferences, etc.)
- Schedule monthly principal meetings as part of monthly district principal PD
- Schedule monthly MAC meetings
- Communication system flow: MAC/principal group/Montessori coordinator → district point administrator → departments/leadership/superintendent
- Principal group role with district leadership for programmatic Montessori items
  - Principal group advocates for Montessori-certified administrators
  - Principal group is part of the interview and selection committee for Montessori Coordinator position
  - Principal group is part of regional development process in relation to Montessori programmatic decisions for school expansions and growth

### **2. Staffing and Leadership Certification Systems and Supports/Recruitment**

- Establish annual recruitment procedures and timelines between HR and Montessori coordinator/principal
  - Coordination of recruitment with hiring timelines
  - Principal, coordinator or designee attend AMI & AMS conferences
  - Recruitment materials to Montessori certification centers, MPS staff, local community
  - Mono- and bilingual recruitment focus
- Establish teacher certification process
  - Teacher certification sponsorships—work with HR to define details
  - Additional trained teachers (use as subs if no vacancies; first preference in Mont. schools)
  - Para teacher certification process through MPS U (Supplemental Teacher status)
- Principals without Mont. certification attend Montessori PD
- MPS Montessori teacher-to-administrator process

### 3. District Administration Support for Curriculum/Program Fidelity

- Adopt the nationally accepted Montessori Essential Elements for program implementation
- Prioritize hiring Montessori-trained principals as preferred choice
- Recommend administrators without Montessori certification to begin AMI or AMS teacher/ administrative certification within first year of beginning position (and complete); attend Montessori PD
- Continue AMI or AMS teacher certification requirements, and recommend adding Montessori adolescent teacher certification requirement
- Continue currently defined enrollment practices (Appendix F)
- Montessori Program Support (consultations, PD) by recognized Mont. organizations
- Adolescent (grades 7-12) curriculum expectations defined and supported
- Work with appropriate departments to align district initiatives to Montessori curriculum/ approach to the largest extent possible
- Montessori specific school-based PD sessions (district PD days and staff meetings) as appropriate
- Advocate for annual all-MPS Montessori full-day PD session
- District department support staff (SST coaches, curriculum coaches, etc.) knowledgeable of Montessori curriculum approach (relevant Montessori PD provided)
- Work with appropriate departments to potentially extend phase-in for K-3 / K-4 students
- District textbook adoption funds utilized for Montessori material replacement during textbook adoption cycle
- Work with appropriate departments to develop a process, including Mont. representation, to support approval of national Mont. research in MPS

### 4. Montessori Program Facilities Expansion 3-5 Year Plan

- Work within the Regional Development plan to develop process to determine timing, location and implementation of program expansion, considering, but not limited to:
  - Underrepresented and high demand locations (equity and enrollment)
  - Mont. teacher and administrator availability (staff/program viability) & hiring
  - Initial and ongoing facility needs during expansion until full program implementation
  - Mont. support during expansion growth (staff PD, Principal group recommendations)

- Montessori principal group input throughout expansion/growth process
- Emphasize supporting current program expansions at Bay View and Riley prior to new program expansion

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

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Year 1				
Activity	Measurement Milestone	Input	Timeline	Estimated Budget
I. All MPS Montessori schools will have staffing and leadership with proper Montessori training certification				
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	131,580/yr
Analyze the costs of current Montessori teacher training certification investment. <ul style="list-style-type: none"> <li>Determine timelines for recoup of MPS-sponsored teacher training certification 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	84,000 total (12,000 x 7 sponsorship /yr)
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	N/A

determine recruitment needs for the following year. Additional Teachers 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	<u>120,000</u> total ( <u>40,000 x 3</u> teachers)
Annually establish teacher needs for existing programs and expanded programs... create projections, retirements.	Data Analyzed	Mont. Coor. HR	March Annually	<u>N/A</u>
<u>Recommend that</u> <del>n</del> Non-Montessori-trained principals take Montessori administrative or teacher training certification	<del>Training Certification</del> enrollment and completion	Non-Mont principals	August 2019	<u>16,000</u> ( <u>8,000 x 2</u> )
2. All MPS Montessori schools will have materials, furniture, and facilities that support Montessori education				
Establish a rating system for Montessori facilities, classrooms, and materials.	System developed	Mont. Coor. Facilities and Maint. Mont. Prin.	August 2020	<u>N/A</u>
<del>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.)</del> <del>Annually complete a review and inventory of the Montessori classroom materials at each site to determine condition and replacement needs. Montessori materials replenished during</del>	Inventory developed and complete	Mont. Coor., Mont. SST's, Mont. Prin.	August 2020	<u>District</u> <u>textbook</u> <u>adoption</u> <u>funds</u>

<u>district curriculum textbook adoption cycle, utilizing district textbook adoption funds that the school would have received.</u> <u>Individual schools inventory their Montessori material needs.</u>				
Determine retention rate of students transitioning from K-3 to K-4, 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	<u>N/A</u>
3. All MPS Montessori schools will have curriculum and policies congruent with Montessori principles				
<del>Implement</del> <u>Work with administration, MTEA, and appropriate departments to implement</u> annual full-day all-Montessori PD, to bring all the Montessori staff together for unity and common support.	Confirmed date with district admin. approval	Mont. Principals; District administration, <u>MTEA</u>	August 2019	<u>N/A</u>
Explore opportunities for providing equitable implementation of ELL interventions for ELL students in Montessori classrooms.	Potential opportunities defined	Bilingual; Mont. prin	August 2020	<u>N/A/N/A</u>
Develop opportunities for Adolescent <del>training</del> <u>certification</u> for current and future Montessori Adolescent staff through AMI, AMS, or Great Work Incorporated	<del>Orientation</del> <u>Certification</u> date and funding approved	Mont. Coord., Dist admin.; HR	By August 2019	<u>200,000 in summer 2021-22</u>
Define expectations for the implementation of the Montessori middle and high school curriculum.	Curriculum Defined Expectations created	Mont. Prin. Mont. Coor. MAC	August 2020	<u>N/A</u>

<p><u>Continue</u> 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. ¶</p>	<p>Approved as <u>policy</u> Continue <u>current practice</u></p>	<p><del>School Board Directors</del> <u>Student services,</u> <u>Montessori principals</u></p>	<p>August 2019</p>	<p><u>N/A</u></p>
<p>Continue to provide funding for K-3 students as the foundation for Montessori enrollment and developmentally appropriate Montessori education. ¶</p>	<p>Continue funding annually</p>	<p>Finance</p>	<p>Ongoing</p>	<p><u>N/A</u></p>
<p>Continue to support implementation of the basic Montessori essential elements (multi-aged class arrangements, <del>three</del> three-hour integrated curriculum work cycle, material curriculum implementation).</p>	<p>Continue Mont. essentials implementation</p>	<p>Dist Admin; Mont Principals</p>	<p>Ongoing</p>	<p><u>N/A</u></p>
<p>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</p>	<p>PD implemented</p>	<p>Mont Coord; Mont Prin; Mont organizati ons</p>	<p>August 2019/20</p>	<p><u>Included in consultation costs</u></p>
<p><u>Begin annual consultations with international, national and regional Montessori agencies to support fidelity of program implementation</u> <del>Begin annual consultations with international, national and regional Montessori agencies to support fidelity of program implementation</del></p>	<p><u>Consultations contracted</u> <del>Consultations contracted</del></p>	<p><u>Mont coord;</u> <u>Mont principals</u> <del>Mont coord;</del> <del>Mont principals</del></p>	<p>August 2019 <del>August 2019</del></p>	<p><u>25,000 with school matching</u></p>



<del>Align Primary report cards with Montessori curriculum</del>	<del>Aligned Report Cards completed</del>	<del>Mont. coord; Mont teachers; Student Information Services</del>	<del>August 2019</del>	<del>N/A</del>
Align Primary report cards with Montessori curriculum	Aligned Report Cards completed	Mont. coord; Mont teachers	August 2019	N/A

4. Evaluation and development of students, teachers, and schools that are congruent with Montessori pedagogy

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	N/A
<del>Work with appropriate departments to Define policy around research pathways in MPS streamline/improve transparency/facilitate increased research on MPS Montessori program.</del>	<del>Protocols developed and adopted by MPS Research and Evaluation</del>	<del>Mont. Coord. Mont. Prin. MAC, Research Dept.</del>	<del>August 2019</del>	<del>N/A</del>
Begin collaborative work with appropriate departments.	Begin collaborative work with appropriate departments.	Reg. Sup. Mont. Prin. Mont. Coord. MAC	Monthly	N/A
Hold monthly principal meetings and monthly MAC meetings with consistent representation from administration.	Meeting Schedule Developed, Agendas, Sign-Sign-in Sheets	Reg. Sup. Mont. Prin. Mont. Coord. MAC	Monthly	N/A
District administration representative for MAC and principal group meetings would will participate in ongoing Montessori orientation for informed support and communication of program needs.	Meeting agendas, Informed communications	Reg. Sup. Mont. Prin. Mont. Coord. MAC	Monthly	N/A

<p><u>Begin to develop and implement systems of communication between the district, the Montessori principals' group and MAC.</u> *Principal group provide recommendations for program expansion / new program implementation decisions</p>	<p>Organizational Structure Developed and Communicated to all District Leadership</p>	<p>Reg. Sup. Mont. Prin. Mont. Coor. MAC</p>	<p>August 2019-2024</p>	<p><u>N/A N/A</u></p>
<p>Identify options and budget for consultation with AMI, AMS or NCMPS for each program.</p>	<p>Schedule developed for all programs to receive consultation.</p>	<p>Mont. Coor.</p>	<p>June 2020</p>	<p><u>N/A</u></p>
<p>5. MPS will implement an Outreach Plan to support expansion of the successful Montessori program</p>				
<p><u>Work with MPS Foundation</u> <del>Create a non-profit Montessori foundation</del> where charitable giving can get allocated equitably to all Montessori schools.</p>	<p><del>Foundation</del> <del>Developed</del> if FUND board identified</p>	<p>Mont. Coor.; <u>Mont</u> <u>Principals,</u> <u>MPS</u> <u>Foundatio</u> <u>n</u></p>	<p>June 2020</p>	<p><u>N/A</u></p>
<p>Develop marketing that improves communication with prospective parents about Montessori K-3 and K-4 Kindergarten enrollment and provides parents information about available Montessori seats when they are waitlisted.</p>	<p>Development of Plan, Communication structure developed and communicated with schools and school leaders.</p>	<p>Mont. Coor. Mont. Prin.</p>	<p>June 2020</p>	<p><u>N/A</u></p>
<p><del>Request that the MPS Office of Community Affairs</del> <u>Work with appropriate departments</u> provide information to all families in the Montessori programs' transportation regions with the purpose of providing information about Montessori opportunities to diverse parent populations.</p>	<p>Development of Plan Communication structure developed and communicated to schools and school leaders.</p>	<p>Mont. Coor., Mont. Prin., Student Services, <u>Transporta</u> <u>tion.</u></p>	<p>Jan. 2020</p>	<p><u>N/A</u></p>

		<u>Communi cations</u>		
Develop a Marketing and branding for the MPS Montessori program from K-3-12 that can be delivered to internal and external stakeholders.	Plan Developed and Communicated to stakeholders	Mont. Coord. MPS Media Mont. Prin.	Jan. 2020	4,000
<u>Evaluate the school performance of each Montessori school based on academic, fiscal and operations to measure impact of MPSMSP.</u>	<u>Academic, fiscal and operational performance review and report to Milwaukee Board of School Directors annually</u>	<u>Appropriate Departments</u>	<u>Annually</u>	<u>N/A</u>
Year 3				
Activity	Measurement	Input	Timeline	
I. Recommendation: All MPS Montessori schools will have staffing and leadership with proper Montessori training certification				
<u>Work with school administration to have all Montessori schools staffed with Montessori-certified administrators if possible with approval of Chief School Administration Officer and Superintendent.</u>	Certification from AMI or AMS	<u>School Admin., Mont Principals</u>	August 2024	<u>N/A</u>
<u>Continue current practice of hiring AMI and AMS certified teachers. Principals and teachers will be Montessori-trained</u>	<u>Training Certification certificates from AMI or AMS for all certified staff</u>	Mont. Coord. Mont. Prin. <u>MAGHR</u>	August 2019-24	<u>N/A</u>
<u>Work with local and regional Montessori organizations (example: Wisconsin Montessori Association, Montessori Institute of Milwaukee) will to establish a standardized training certification</u>	Event scheduled and held	Mont. Organizations; mont. coord.	By August for onboarding	<u>Included in consultation funds</u>

<p>for all paraprofessionals and support staff <del>to have</del>; and implement a PD together for networking and collaboration. <del>Create and define</del> Encourage Montessori-certified teachers who are interested in pursuing administrative opportunities to apply to the <u>Aspiring Leaders program</u>, a pipeline for <del>Montessori-trained teachers to fill Montessori Administrative vacancies.</del></p>	<p><u>Teachers joining program</u> <del>Pipeline defined</del></p>	<p>Mont. Coord., Mont principals, teachers</p>	<p>2020</p>	<p>N/A</p>
<p><del>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.</del> <u>Create and offer an optional module on Montessori leadership for interested candidates enrolled in the Aspiring Leaders program.</u></p>	<p><u>Component</u> <del>Module created and added</del> offered to MPS aspiring leader program</p>	<p>Mont. Coord., Mont. Prin., School Admin.</p>	<p>2021</p>	<p>N/A</p>
<p><del>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.</del> ¶</p>	<p><del>Review completed</del> ¶</p>	<p>Mont-Coord., Mont-Principals ¶</p>	<p>ongoing ¶</p>	<p>N/A ¶</p>
<p>Montessori Coordinator will continue to explore external funding sources for professional</p>	<p>Funding sources identified, <del>ongoing</del> process</p>	<p>Mont Coord</p>	<p>ongoing</p>	<p>N/A</p>

development. ( <del>Title 2 funds, grants, etc</del> ), especially for <del>teacher training</del> .				
<u>Montessori Principals will work with appropriate departments in the selection of the Montessori Coordinator.</u>	<u>Collaboration implemented</u>	<u>Mont. Prin. Office of Academic s</u>	<u>Ongoing</u>	<u>N/A</u>
<del>Inform and encourage interested paraprofessionals to join the teacher certification pathways in MPS. 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.</del>	<del>Program implemented and employees enrolled</del>	<del>Mont. Coord; Mont prin., HR</del>	<del>By August 2021 Ongoing</del>	<del>N/A</del>
Develop relationship with Puerto Rico AMS National Organization and US bilingual <del>trained certified</del> teachers to meet the expanding needs of the bilingual Montessori program.	Relationship established	Mont coord; HR	Dec 2021	<u>N/A</u>
Develop relationship with the AMI Mexico <del>training certification</del> center to recruit bilingual Montessori teachers.	Relationship established	Mont coord; HR	Dec 2021	<u>N/A</u>
Confirm that all current middle and high school teachers have attended the AMI, AMS or Great Works/NAMTA Montessori	<del>Training Certification</del> complete	Mont coord; Mont Principals	July 2022	<u>N/A</u>

Adolescent Orientation, offered locally and paid for by MPS. <u>Work with HR to extend current primary and elementary Montessori certification practice to adolescent (7th-12th) positions.</u>	<u>Practice extended</u>	<u>HR, Mont. Coord, Mont Prin.</u>	<u>July 2022</u>	<u>N/A</u>
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2. All MPS Montessori schools will have materials, furniture, and facilities that support Montessori education

<u>Through the regional development process, <del>Review and determine</del> facilities that could accommodate Montessori expansion, prioritizing underserved student populations, areas of the city that do not have a Montessori school, and areas of high demand.</u>	<u>Facilities list complete</u>	<u>Mont Coord; Regional Development</u>	<u>July 2022</u>	<u>N/A</u>
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<u>Solidify and implement Montessori materials and furniture replenishment <del>policy</del> recommendations related to textbook adoption and other district funding, including an annual review of existing facility needs (technology, furniture, materials, etc.).</u>	<u>Policy Needs assessment completed created and implemented</u>	<u>Mont Coord</u>	<u>July 2022</u>	<u>N/A</u>
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3. All MPS Montessori schools will have curriculum and policies congruent with established Montessori principles

<u>Annually establish PD <del>training</del> 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</u>	<u>Scheduling and Agendas</u>	<u>Mont Coord; Mont principals</u>	<u>August 2021</u>	<u>N/A</u>
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enhance cultural responsiveness within a Montessori approach.				
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'.	PD planned and completed	Mont coord; Mont principals	August 2021	<u>School based &amp; included in consultation funds</u>
<del>Educate</del> Offer to provide Montessori PD to District Administrators who supervise or work in Montessori schools (eg., Regional Superintendents, SST support administrators, SPEC ED supervisors, etc.). <del>in Montessori principles.</del> <del>Pre</del> Offer wide orientation to Montessori curriculum, pedagogy and philosophy. Continue offering orientation with new hires.	Orientation provided/offered	Mont Coord; Mont principals	August 2021; ongoing	<u>N/A</u>
<del>Implement</del> Work with departments to explore a new Montessori early childhood <del>new</del> K-3 and K-4 phase-in best practices, <del>based on survey of parents and Montessori teachers</del> with input from all stakeholders, 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 prin; <u>District Depts.</u>	August 2021	<u>N/A</u>

<u>Continue annual consultations with international, national and regional Montessori agencies to support fidelity of program implementation</u>		<u>Mont coord;</u>		
<del>Continue annual consultations with international, national and regional Montessori agencies to support fidelity of program implementation</del>	<u>Consultations contracted</u>	<u>Mont principals</u>	<u>August 2019</u>	<u>\$25,000 with school matching</u>

4. All MPS Montessori schools will have evaluation of students, teachers, and schools that are congruent with Montessori principles

Montessori leaders work with the appropriate departments 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 appropriate departments	Identified Mont Leader	Dec 2021	<u>N/A</u>
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	<u>N/A</u>
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	<u>N/A</u>
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	<u>Included in consultation funds</u>



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	<u>N/A</u>
Maintain class sizes that are aligned with AMI and AMS guidelines.	All classes enrolled at acceptable sizes	Mont principals	Aug 2021	<u>N/A</u>
5. MPS will implement an Outreach Plan to support expansion of the successful Montessori program				
<del>Develop</del> Work with Higher Education to <u>explore development of a marketing plan for Alverno College training certification</u> opportunities in conjunction with MPS University for paraprofessionals and others aspiring to become a Montessori teacher.	Joint plan created	Mont Coord	July 2021	<u>N/A</u> <u>MPS U</u>
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	<u>N/A</u>
Year 5				
Activity	Measurement	Input	Timeline	<u>Estimated Budget</u>
I. All MPS Montessori schools will have staffing and leadership with proper Montessori <del>training certification</del>				
<u>Continue to work with school administration to have all Montessori schools staffed</u>	<u>Training Certification certificates from AMI</u>	Mont. Coord.	August 2024	<u>N/A</u>

<del>with Principals and teachers will be Montessori-trained certified administrators if possible with approval of Chief School Administration Officer and Superintendent.</del>	or AMS for all certified staff	Mont. Prin. <del>MAC</del> HR		
Maintain the Montessori Coordinator position	Position filled	HR MAC	August 2024	<u>\$131,580</u>
Develop an affiliate relationship with AMI or AMS Montessori training certification centers in Spanish-speaking countries Puerto Rico and Mexico for dual language trainees, and build pathways for international recruitment and hiring.	recruitment of international staff established and Spanish Language Montessori training certification options available for MPS teaching candidates.	HR Mont. Coord.	August 2024	<u>N/A</u>
<del>Continue to require work with HR to recruit and retain Montessori-certified teachers at all grade levels (K-3-12<sup>th</sup>), 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):</del>	<del>Practice continued Hiring Expectations developed and enforced.</del>	HR Mont. Coord. Mont. Prin.	August 2024	<u>N/A</u> <u>Connect to sponsorship funds</u>
<del>Continue facilitation of paraprofessionals utilizing district pathways to become Montessori-certified teachers. Maintain and support a</del>	<del>Pool and pipeline in budget with positions maintained paraprofessionals in pathway.</del>	HR Mont. Coord. Mont. Prin.	August 2014	<u>N/A</u>

pool of Montessori-trained intern teachers.				
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2. All MPS Montessori schools will have materials, furniture, and facilities that support Montessori education

<p><u>Based on regional development plan</u> 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 <u>to the extent possible.</u></p>	<p>Needs assessment including school and student performance indicators supportive of expansion. Facility and area of city identified for expansion program.</p>	<p><del>MPS-F&amp;M</del> <del>MPS-Office of Acct.</del> <del>Finance</del> <del>Mont-Prin.</del> <del>MBSD</del> <del>Office of Sup-Regional Developm</del> <del>ent team;</del> <del>Mont.</del> <del>Prin.</del></p>	<p>June 2025</p>	<p><u>Estimated \$447,500 facilities + \$280,000 materials start-up costs dependent upon facility</u></p>
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3. All MPS Montessori schools will have curriculum and policies congruent with Montessori principles

<p>Continue to review and implement a <u>multilingual-dual-language immersion</u> curriculum within the Montessori pedagogy during the development of the dual-language Montessori program at Riley Montessori School.</p>	<p><u>Needs assessment</u> Clear curriculum for biliteracy and delivered through the Montessori pedagogy.</p>	<p>Bilingual Dept. Mont. Prin. Mont. Coor.</p>	<p>June 2025</p>	<p><u>N/A</u></p>
<p>Continue to have professional development facilitated (and potentially administered) by the Montessori Coordinator</p>	<p>Yearly timelines developed and implemented each year.</p>	<p>Mont. Coor. Mont. Prin.</p>	<p>August 2024</p>	<p><u>N/A</u></p>

4. Evaluation and development of students, teachers, and schools that are congruent with Montessori pedagogy

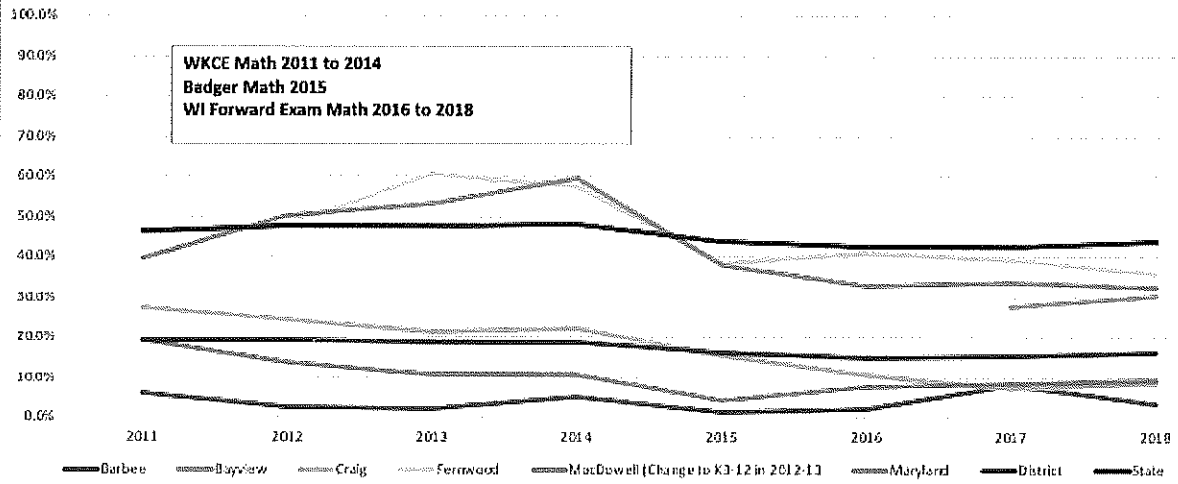
<p>Continue to fully implement Montessori curriculum, including</p>	<p>AMI/AMS accreditation</p>	<p>Mont. Prin.</p>	<p>August 2024</p>	<p><u>N/A</u></p>
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Montessori 3-grade classroom groupings.		Mont. Coor. Reg. Sup.		
Evaluate and implement district 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	<u>N/A</u>
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	<u>N/A</u>
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	<u>N/A</u>
<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	<u>N/A</u>

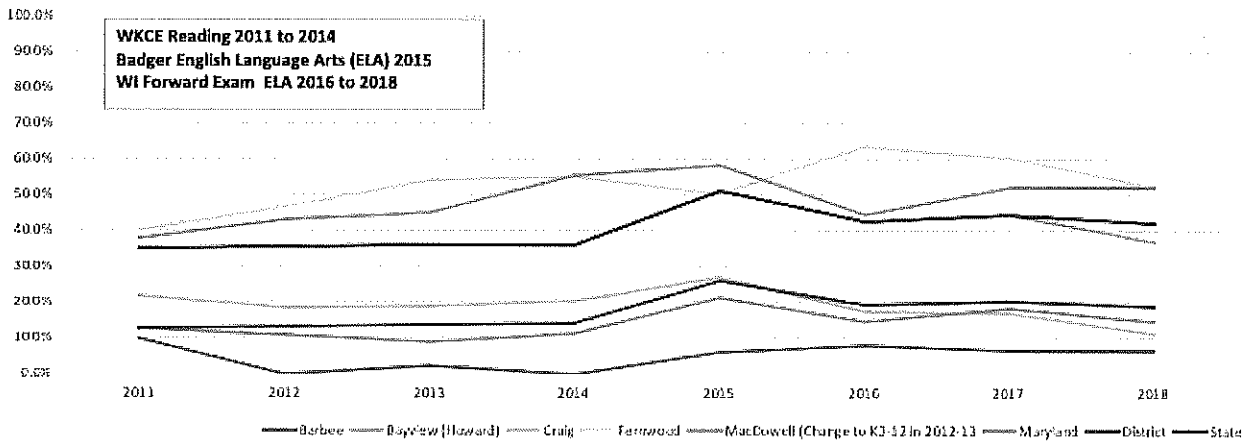
**Appendix A Montessori Achievement Data**

	WKCE Reading				Badger ELA	Forward ELA		
	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)							44.4%	36.8%
Craig	21.6%	18.6%	18.8%	20.4%	27.1%	17.6%	17.0%	11.4%
Fernwood	40.4%	46.6%	54.3%	55.0%	50.1%	63.7%	60.2%	52.2%
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		
	2011	2012	2013	2014	2015	2016	2017	2018
Barbee	5.9%	2.6%	2.4%	5.2%	1.5%	2.3%	8.2%	3.6%
Bayview							27.8%	30.3%
Craig	27.1%	24.5%	21.2%	22.3%	15.3%	10.5%	7.3%	8.6%
Fernwood	46.1%	47.9%	60.3%	57.5%	38.4%	40.8%	39.0%	35.7%
MacDowell (Change to K3-12 in 2012-13)	19.3%	13.5%	10.6%	10.7%	4.5%	7.6%	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%
<b>Graduation Cohort</b>	<b>Students that spent K5-5th or K5-8th grade</b>							
<b>School</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>		
Barbee								
Bayview								
Craig								
Fernwood								
MacDowell								
Maryland								
Riley								

**Percent Proficient and Advanced on WSAS Math**



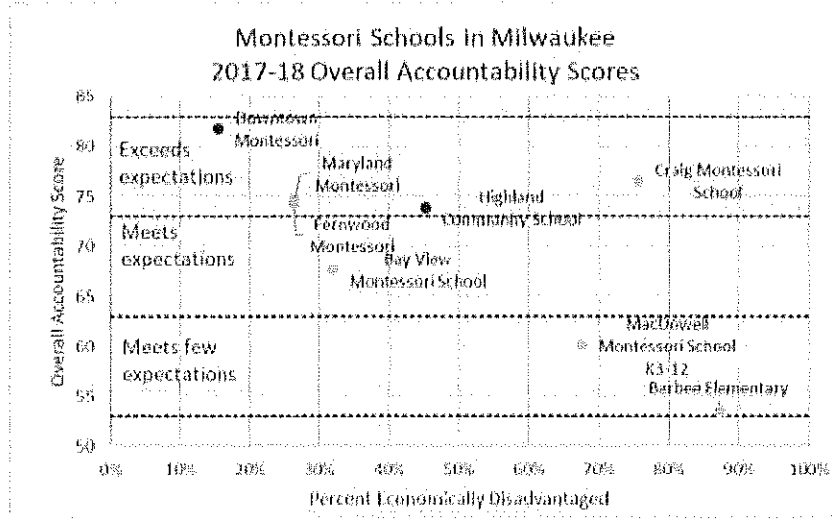
**Percent Proficient and Advanced on WSAS Reading/ELA**



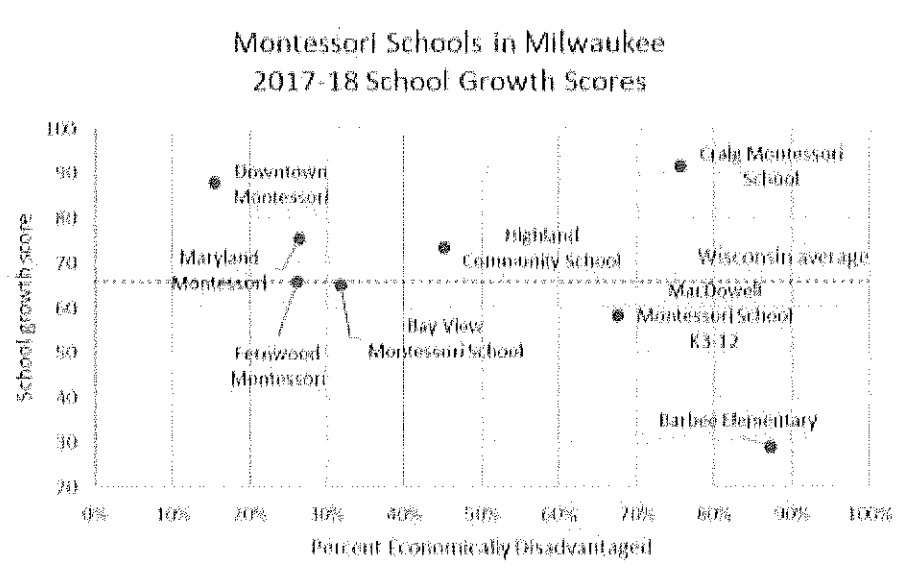
**DPI Report Card Data from Montessori Schools in Milwaukee—2017-18**

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.



### Appendix B Waitlist Information from MPS Montessori Programs

Year/Grade	Fernwood	Bay View(Howard)	Maryland	Craig	Barbee	Macdowell	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>



## Appendix C Montessori Essential Elements (MPPI & NCMPS)



### 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.

## Appendix D Overview and Mission of The Montessori Advisory Committee

For 43 years, MPS has been an international leader in tuition-free public Montessori education. Over 3,500 students now attend eight Montessori programs, with strong academic achievement, parent satisfaction, and consistently growing enrollments.

The Montessori Advisory Committee (MAC) began in the spring of 2018 as an informal working group of MPS Montessori parents. MAC expanded to include parents from all eight MPS Montessori schools, engaging teaching faculty, principals, and community partners. They identified the need for a unified strategic plan to increase MPS enrollment by coordinating faculty, facilities, families, and finance, with a goal of increasing Montessori options while maintaining high academic, arts and cultural standards.

In October, 2018, the MPS School Board unanimously passed resolution 1819R-004, formally creating The Montessori Advisory Committee (MAC). MAC was tasked with creating and coordinating a long-term Montessori Strategic Plan (MSP). The Board called for representatives from all eight MPS Montessori schools and senior MPS administration to formulate the MSP on an aggressive timetable, to accommodate inclusion in the 2019-2020 budget, teacher training certification, facility build-out and community outreach during the 2019-2020 school year.

From inception, MAC addressed equity of both access and academic achievement within and among Montessori schools and Milwaukee neighborhoods. Areas of the city remain with insufficient Montessori seats. While Montessori academic achievement exceeds MPS standards, economic and ethnic disparities remain a challenge.

Immediate objectives for MAC include:

- Collaborate among administrators, principals, teachers, parents and students
- Coordinate faculty, facilities, finances and leadership to maintain quality education
- Improve equity by expanding Montessori options to under-represented and high-demand communities

In five months of work groups, research, data compilation and monthly coordinating meeting, MAC submitted a draft report to The Student Achievement and School Innovation (SASI) Committee on February 14, 2019. The Committee charged MAC to bring back a finished MSP at their March meeting, for action at the March Board meeting.

Once adopted, MAC will shift function to coordinating and overseeing MSP implementation, in keeping with the goals with which it began:

- To enhance MPS Montessori schools through uniform quality standards
- To improve MPS Montessori by addressing equity
- To expand MPS Montessori for both equity and increased enrollment

## **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.

**Enrollment history for the MPS Montessori programs and the revenue generated**

<b><u>Year</u></b>	<b><u>Total NET enrollment</u></b>	<b><u>Annual Revenue</u></b>
<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

**K3 students not included**

**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>

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Montessori Data Request

Per Pupil	\$10,121.71	\$10,122.11	\$10,122.11	\$10,020.20	\$9,866.99	\$9,689.11	\$9,547.89	\$10,012.65	\$9,726.99	\$9,461.96	\$9,141.34	\$8,832.82	\$8,544.95
Year	FY18	FY17	FY16	FY15	FY14	FY13	FY12	FY11	FY10	FY09	FY08	FY07	FY06
Max/Dorwell	714	727	694	665	683	710	518	550	549	532	539	519	508
Non Sped 3													
Yr Olds	65	72	72	83	80	84	91	118	112	97	108	115	88
Net Enroll	709	655	622	582	603	626	427	432	437	435	422	404	420
Revenue	7,176,307	6,629,982	6,295,652	5,831,780	5,949,795	6,065,383	4,076,949	4,325,443	4,260,695	4,115,953	3,657,629	3,568,459	3,568,879
Fernwood	782	739	714	705	630	611	591	578	643	522	504	477	453
Non Sped 3													
Yr Olds	62	68	69	60	68	66	71	80	62	61	63	63	61
Net Enroll	720	676	645	639	562	645	520	492	481	461	441	414	392
Revenue	7,287,646	6,832,424	6,528,761	6,402,933	5,545,248	5,280,565	4,964,903	4,926,159	4,678,682	4,361,964	4,031,313	3,656,787	3,349,620
Craig	391	444	497	519	514	521	552	537	528	597	621	519	520
Non Sped 3													
Yr Olds	62	83	67	75	77	65	88	77	78	70	60	58	62
Net Enroll	329	361	430	444	437	456	464	460	448	437	461	460	463
Revenue	3,339,049	3,654,082	4,352,507	4,448,987	4,311,875	4,418,234	4,430,221	4,605,796	4,357,692	4,134,677	4,214,139	4,063,097	3,956,312
Highland	409	390	375	347	303	254	206	182	160	147	129	123	109
Non Sped 3													
Yr Olds	30	50	45	51	52	48	28	31	23	28	32	22	31
Net Enroll	369	340	330	293	251	206	178	151	137	119	90	101	78
Revenue	3,734,918	3,441,517	3,340,296	2,935,930	2,476,614	1,995,957	1,699,524	1,511,903	1,332,598	1,125,973	622,717	892,115	666,506
Maryland	452	433	401	398	386	382	373	354	320	309	282	310	303
Non Sped 3													
Yr Olds	50	53	46	52	44	42	40	61	53	54	44	58	42
Net Enroll	402	380	355	346	342	340	327	303	267	242	218	251	261
Revenue	4,068,935	3,846,432	3,593,349	3,467,001	3,374,511	3,294,297	3,122,160	3,033,818	2,597,106	2,290,794	1,992,803	2,217,038	2,230,232
Lloyd													
Barbee	331	342	325	312	297	300	281	319	216	245	283	286	303

Elementary before FY13

Non Sped 3													
Yr Olds	66	62	64	69	84	67	68	111	0	0	0	0	0 Start FY11
Net Enroll	275	280	261	243	213	233	213	208	216	245	283	286	303
Revenue	2,783,476	2,834,191	2,641,871	2,434,918	2,101,669	2,257,563	2,033,701	2,082,621	2,101,030	2,318,180	2,586,988	2,526,187	2,589,120
Howard/ Bay View	282	257	226	183	144	106							
Non Sped 3													
Yr Olds	39	39	37	36	40	0							Start FY13
Net Enroll	243	218	189	147	104	106							
Revenue	2,459,580	2,206,620	1,913,079	1,472,975	1,026,167	1,027,046							
Riley	498	477	535	566	559	588	551	545	663	604	644	663	635
Non Sped 3													
Yr Olds	48	0	0	0	0	0	0	0	0	0	0	0	0 Start FY18
Net Enroll	450	477	535	566	559	588	551	545	663	604	644	663	635
Revenue	4,554,779	4,828,246	5,415,329	5,671,456	5,516,647	5,697,197	5,260,887	5,456,867	5,476,295	5,715,024	5,886,997	5,856,160	5,426,043
Greenfield is not a Montessori School													
Not a Montessori School													

Please Note: The revenue amount is based on the DPI per pupil for each year. This amount must cover all costs of the District including utilities, building costs and upkeep, transportation, central services, centralized school staff and debt. Although Montessori schools receive allocations for 3 year olds the District does not receive revenue for these students.



## **Appendix F MPS Montessori Enrollment Practice - Policy Draft**

Students shall be enrolled in the Milwaukee Public Schools (MPS) Montessori Schools at age 3 (K-3) and age 4 (K-4) 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/enrollment in order to verify the child's birth date. Parents will be notified by mail of their child's acceptance in the program.

### **MONTESSORI ADMISSION PROCESS**

Students older than four years (K-4) 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 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 ~~3-3~~-year multi-grade developmental level following an intake conference with the school principal.

