

Joseph Dicarlo, Principal



Maryland Avenue Montessori School
Grades K3 - 8

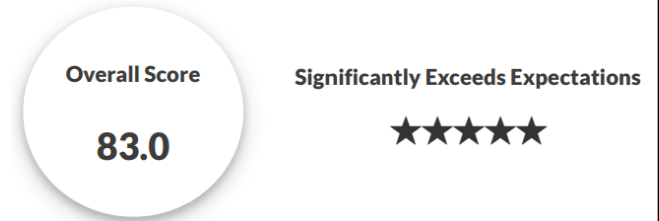
2418 N Maryland Ave.
Milwaukee WI 53211

School Improvement Plan
At-A-Glance
2022 - 2023

[Submit Feedback](#) - your feedback is important and helps us to improve.

State Report Card

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings.
See <https://dpi.wi.gov/accountability/resources> for more details.



ESSA Accountability Report 2018-2019:
Not Identified

[Notice of Educational Options](#)

Vision and Values

School Improvement Goals and Strategies

Vision:

We envision that Maryland Avenue Montessori staff, students, and families cultivate a positive and peaceful culturally responsive Montessori school culture within the school building and virtual community. We will utilize school-based and technological resources for all members of our school community to ensure that all students show growth toward and beyond proficiency in the common core state standards, become prepared for success in higher education, post-educational opportunities, work and culturally responsive citizenship. We support and incorporate all individual students in their life journey as they strive to reach their natural potential through the use of the Montessori curriculum and environment.

Values:

We believe in the natural child development approach of lifelong learning based on the teachings of Maria Montessori, in which our trained Montessori teachers address all students' individual identities and personalities within the developmental, multi-aged curriculum framework. We continually reflect, intentionally involving diverse perspectives, to develop an inclusive and culturally responsive school community based on acceptance and understanding which supports all students, staff and families in their personal and communal growth.

District Key Metrics

- 1. Schools will demonstrate a 5% increase in the number of students who score proficient in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24.
- 2. Schools will demonstrate a 10% decrease in the number of students who score below basic in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24.
- 3. Schools will increase the percentage of students (overall and disaggregated by groups) graduating by 10% as measured by the four-year graduation rate in WISEdash.
- 4. Schools will maintain a 95% attendance rate.
- 5. Schools will have 100% of students regularly attending (90% of the time).
- 6. Schools will reduce the racial/ethnic disproportionality in referrals, identifications and disciplinary procedures through the use of equitable practices as part of a multi-tiered system of support.

ACCELERATING LEARNING GOAL: Every student will reach academic excellence/proficiency at every grade level and graduate on time ready to meet their future success.

Academic Theory of Action: If we implement staff PD on accelerated learning combined with formative practices, then we will see increased student engagement and in-depth learning, which will lead to increased student proficiency.

CULTIVATING EQUITABLE LEARNING ENVIRONMENT GOAL: Every student will thrive as a result of a positive school climate and culture in which all students are supported, valued and respected.

Culture/Climate Theory of Action: If we implement restorative practices and Courageous Conversations About Race (CCAR) staff PD, then staff will be able to apply a restorative lens to problem solving, which will lead to continued decrease in disproportionality in behavior referrals and maintain low discipline referral rates.