

2024-2025
School Improvement Plan
at a glance

**Edward A. MacDowell
Montessori School**
Grades Served: K3-Grade 12
Principal: Andrea Corona
6415 W. Mount Vernon Ave.
Milwaukee, WI 53213



State Report Card
Meets Expectations
66.5
★★★

School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including standards-aligned instruction, scaffolding, and differentiating to meet student needs, then teachers and staff will plan data-based, standards-aligned rigorous and engaging lessons. As a result, students will actively participate in guided learning as evidenced by increased reading proficiency for *all*, especially targeted groups by the end of the 2024-2025 school year.

Culture and Climate

Social and Emotional Learning

Theory of action: If we implement social and emotional learning, including holding community meetings with students that help them increase the feeling of connection to the classroom community, then teachers and staff will utilize strong student relationships to the community to more consistently implement classroom expectations and procedures. As a result, students will feel a stronger connection to their teachers and school community and comply with classroom expectations and procedures more willingly as evidenced by 100% of students attending school 90% or more of the time by the end of the 2024-2025 school year.

School Vision and Values

School Vision
Students will leave MacDowell ready to pursue their Great Work. They will be ready to pursue this work in college and career training without remediation.

School Values
Independence, inquiry, peaceful problem solving, environmental stewardship.

Long-Term Goals

ACCELERATING LEARNING

1. Schools will demonstrate a 5% increase in the number of students who score *meeting/advanced* in math and English language arts (overall and disaggregated by groups) on the state assessments for each consecutive year from the spring of the previous year to the spring of the current year.
2. Schools will demonstrate a 10% decrease in the number of students who score *developing* in math and English language arts (overall and disaggregated by groups) on the state assessments for each consecutive year from the spring of the previous year to the spring of the current year.

CULTIVATING EQUITABLE LEARNING ENVIRONMENT

1. Schools will maintain a 95% attendance rate.
2. Schools will have 100% of students regularly attending (90% of the time).
3. Schools will reduce the percentage of Black/African American students receiving behavior referrals (ODRs) by 10% by the end of the school year through the use of equitable practices as part of a multi-tiered system of support.

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