

2024-2025 School Improvement Plan *at a glance*

State Report Card

Exceeds Expectations

76.8



Fernwood Montessori School

Grades Served: K3-Grade 8

Principal: Kristy Lowell

3239 S. Pennsylvania Ave.

Milwaukee, WI 53207



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including comprehensive reviews and implementation of the Montessori transition rubrics for each top-grade student, then teachers and staff will identify student strengths and needs with quantifiable data to determine next instructional steps to ensure proficiency of students. As a result, students will show proficiency in all mathematical areas as evidenced by Star and Forward proficiency by the end of the 2024-2025 school year.

Culture and Climate

Sense of Belonging

Theory of action: If we implement a sense of belonging, including intentional relationship building with students of color and training of staff on understanding cultural differences and responding in practice through multiple methods, then teachers and staff will intentionally focus on making meaningful connections with Black/African American students. As a result, students will have clear expectations communicated and will feel a deeper sense of belonging with our community as evidenced by more proportionate PLP/behavioral data by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Fernwood Montessori School will inspire all children to achieve their fullest potential through Montessori philosophy, principles, and specialized materials. Students will be prepared for active global citizenship through intrinsic development in an environment that fosters equity, inquiry, flexibility, and responsibility.

School Values

Program Features and Goals:

A prepared, orderly environment in which students have freedom to work on their own or in small groups.

Self-correcting, sequenced learning materials, which help the child develop a strong foundation in reading and mathematics skills.

Development of self-discipline and independence built around respect for each other and the school environment.

Parent sessions on the Montessori philosophy and methods, with a strong emphasis on how parents can support the program.

Belief that learning is a lifelong process. The importance of developing a love of learning is central to the Montessori method of education.

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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