Profile and Plan Essentials

LEA Type		AUN	
Montessori Regional Charter School		105250004	
Address 1			
Erie			
Address 2			
2549 W 8th St			
City	**State**	**Zip Code**	
Erie	PA	16505	
Chief School Administrator		**Chief School Administrator Email**	
Mark Zielinski		mzielinski@mrcserie.org	
Single Point of Contact Name			
Mark Zielinski			
Single Point of Contact Email			
mzielinski@mrcserie.org			
Single Point of Contact Phone Number		**Single Point of Contact Extension**	
8148337771		199	
Principal Name			
Diane Pauli			
Principal Email			
dpauli@mrcserie.org			
Principal Phone Number		**Principal Extension**	
8148337771		135	
School Improvement Facilitator Name		**School Improvement Facilitator Email**	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mark Zielinski	Chief School Administrator	Montessori Regional Charter School	mzielinski@mrcserie.org
Diane Pauli	Principal	Montessori Regional Charter School	dpauli@mrcserie.org
Jill Duncan	Administrator	Montessori Regional Charter School	jduncan@mrcserie.org
Michele Reed	Administrator	Montessori Regional Charter School	mreed@mrcserie.org
Laura Coulter	Parent	Parent	laurabethcoulter@gmail.com
Trisha Snook	District Level Leaders	Montessori Regional Charter School	tsnook@mrcserie.org
Ariel Denman	Teacher	Teacher	adenman@mrcserie.org
Melissa Judware	Parent	Parent	mellyholly8@yahoo.com
Rebecca Osiecki	Community Member	Community Member	ro84pt@yahoo.com
Courtney Thompson	Parent	Parent	cthompson@mrcserie.og

LEA Profile

Montessori Regional Charter School currently has students enrolled from 12 different districts throughout Erie County. The largest district, Erie, is an Urban School District. The median household income in 2020 for Erie City is $38,2655 with a population estimate of 93,999. The 2020 unemployment rate is 6.8%.

Montessori Regional Charter School is in a good fiscal position.

Montessori is a method of education that is based on self-directed activity, and hands-on learning which enables students to be both independent and self-reliant and fosters a love of learning. The Montessori Method views the child as one who is naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. It attempts to develop children physically, socially, emotionally, and cognitively. Montessori classrooms are beautifully crafted environments designed to meet the needs of children in a specific age range. Dr. Maria Montessori discovered that experiential learning in this type of class-room led to a deeper understanding of language, mathematics, science, music, social interactions, and much more.

In Montessori classrooms, children make creative choices in their learning, while the classroom and the teacher offer age-appropriate activities to guide the process. Children work in groups and individually to discover and explore the knowledge of the world and to develop their maximum potential.

Montessori Regional Charter School opened its doors as a tuition-free charter school in the fall of 2004 serving 120 Kindergarten through 6th-grade students, reaching 9 districts in Erie county and located at 2910 Sterrettania Road in Millcreek. Now entering its 15 year, the school is recognized as the premier Montessori program in the region, with a highly trained Montessori teaching staff and an array of programs, including childcare and afterschool activities, to serve our 550 students and their families.

The school was born of Montessori Children's House of Erie a private, nonprofit school that had operated in the region since 1978. As a private elementary school, there were limited opportunities to provide this unique, hands-on, quality education as a choice for the Erie region. When Pennsylvania charter school law was introduced in 1997, the teachers, families, and board of the Montessori Children's House saw this as an opportunity to expand their reach into the community and break the economic barriers. The Montessori community applied for a charter which was approved in the fall of 2003.

Led by a Board of Trustees and guided by a faculty that hold both Pennsylvania teaching credentials and rigorous Montessori training, the school is committed to contributing to the Erie region's high-quality academic choices.

Mission and Vision

Mission

Our mission is to provide a superior Montessori program of study that will develop lifelong learners. Our children will be prepared academically, emotionally, and socially by creating a love of learning through meaningful and fulfilling educational experiences.

Vision

MRCS will be recognized as a top academic performer and elementary school of choice for the Erie Region, and will be recognized within the Montessori community for its dedication to the Montessori philosophy and teacher excellence. We will be a positive and engaged part of the Erie Community helping to strengthen our region through education and outreach

Educational Values

Students

Achievement - We celebrate and recognize individual and team successes to foster a culture that embraces high performance and being the best we can be. Diversity - We encourage, embrace and celebrate individuality, diversity, and creativity in the classroom and school community. Enthusiasm - We inspire and foster a love of learning through our passion, spirit, and energy inside and outside of the classroom.   Honesty - We give and receive honest feedback and opinions in a graceful and open manner.   Montessori Philosophy - We believe and practice an independent focus for each student and prepare our teachers through advanced education to foster a love of learning.   Respect - We value, honor, and recognize that each individual perspective and contribution from students, staff members, families, and stakeholders is well-intentioned and worthy of thoughtful consideration.   Safety and Security - Providing a safe, secure, and healthy learning environment for students is a top priority.   Student-Centered - Decisions are first made with regard to how they will impact our students and the goal to foster independent thinkers who love to learn.   Team/Community Focused - Internally and externally we work to bring people together and foster collaboration towards one vision.

Staff

Achievement - We celebrate and recognize individual and team successes to foster a culture that embraces high performance and being the best we can be. Diversity - We encourage, embrace and celebrate individuality, diversity, and creativity in the classroom and school community. Enthusiasm - We inspire and foster a love of learning through our passion, spirit, and energy inside and outside of the classroom.   Honesty - We give and receive honest feedback and opinions in a graceful and open manner.   Montessori Philosophy - We believe and practice an independent focus for each student and prepare our teachers through advanced education to foster a love of learning.   Respect - We value, honor, and recognize that each individual perspective and contribution from students, staff members, families, and stakeholders is well-intentioned and worthy of thoughtful consideration.   Safety and Security - Providing a safe, secure, and healthy learning environment for students is a top priority.   Student-Centered - Decisions are first made with regard to how they will impact our students and the goal to foster independent thinkers who love to learn.   Team/Community Focused - Internally and externally we work to bring people together and foster collaboration towards one vision.

Administration

Achievement - We celebrate and recognize individual and team successes to foster a culture that embraces high performance and being the best we can be. Diversity - We encourage, embrace and celebrate individuality, diversity, and creativity in the classroom and school community. Enthusiasm - We inspire and foster a love of learning through our passion, spirit, and energy inside and outside of the classroom.   Honesty - We give and receive honest feedback and opinions in a graceful and open manner.   Montessori Philosophy - We believe and practice an independent focus for each student and prepare our teachers through advanced education to foster a love of learning.   Respect - We value, honor, and recognize that each individual perspective and contribution from students, staff members, families, and stakeholders is well-intentioned and worthy of thoughtful consideration.   Safety and Security - Providing a safe, secure, and healthy learning environment for students is a top priority.   Student-Centered - Decisions are first made with regard to how they will impact our students and the goal to foster independent thinkers who love to learn.   Team/Community Focused - Internally and externally we work to bring people together and foster collaboration towards one vision.

Parents

Achievement - We celebrate and recognize individual and team successes to foster a culture that embraces high performance and being the best we can be. Diversity - We encourage, embrace and celebrate individuality, diversity, and creativity in the classroom and school community. Enthusiasm - We inspire and foster a love of learning through our passion, spirit, and energy inside and outside of the classroom. Honesty - We give and receive honest feedback and opinions in a graceful and open manner. Montessori Philosophy - We believe and practice an independent focus for each student and prepare our teachers through advanced education to foster a love of learning. Respect - We value, honor, and recognize that each individual perspective and contribution from students, staff members, families, and stakeholders is well-intentioned and worthy of thoughtful consideration. Safety and Security - Providing a safe, secure, and healthy learning environment for students is a top priority. Student-Centered - Decisions are first made with regard to how they will impact our students and the goal to foster independent thinkers who love to learn. Team/Community Focused - Internally and externally we work to bring people together and foster collaboration towards one vision.

Community

Achievement - We celebrate and recognize individual and team successes to foster a culture that embraces high performance and being the best we can be. Diversity - We encourage, embrace and celebrate individuality, diversity, and creativity in the classroom and school community. Enthusiasm - We inspire and foster a love of learning through our passion, spirit, and energy inside and outside of the classroom. Honesty - We give and receive honest feedback and opinions in a graceful and open manner. Montessori Philosophy - We believe and practice an independent focus for each student and prepare our teachers through advanced education to foster a love of learning. Respect - We value, honor, and recognize that each individual perspective and contribution from students, staff members, families, and stakeholders is well-intentioned and worthy of thoughtful consideration. Safety and Security - Providing a safe, secure, and healthy learning environment for students is a top priority. Student-Centered - Decisions are first made with regard to how they will impact our students and the goal to foster independent thinkers who love to learn. Team/Community Focused - Internally and externally we work to bring people together and foster collaboration towards one vision.

Other (Optional)

Achievement - We celebrate and recognize individual and team successes to foster a culture that embraces high performance and being the best we can be. Diversity - We encourage, embrace and celebrate individuality, diversity, and creativity in the classroom and school community. Enthusiasm - We inspire and foster a love of learning through our passion, spirit, and energy inside and outside of the classroom. Honesty - We give and receive honest feedback and opinions in a graceful and open manner. Montessori Philosophy - We believe and practice an independent focus for each student and prepare our teachers through advanced education to foster a love of learning. Respect - We value, honor, and recognize that each individual perspective and contribution from students, staff members, families, and stakeholders is well-intentioned and worthy of thoughtful consideration. Safety and Security - Providing a safe, secure, and healthy learning environment for students is a top priority. Student-Centered - Decisions are first made with regard to how they will impact our students and the goal to foster independent thinkers who love to learn. Team/Community Focused - Internally and externally we work to bring people together and foster collaboration towards one vision.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	**True** 1	**True** 2	**True** 3	**True** 4	**True** 5	**True** 6
True 7	**True** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Future Ready Index (Science/Biology)	68.5% of students scored proficient or advanced in 2022-2023 school year.
Future Ready Index (ELA)	82% of students exceeded the standard growth index for the 2022-2023 school year

Challenges

Indicator	Comments/Notable Observations
Future Ready Index (Mathematics/Algebra)	For the 2022-2023 school year 23.2% of student groups did not meet the interim goal/improvement target
Future Ready Index (English Language Arts/Literature)	For the 2022-2023 school year 36.8% of student groups did not meet the interim goal/improvement target.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	
Indicator PSSA ELA **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** 31.9% of students scored proficient, and 4.9% of students scored advanced on the 2022-2023 assessment
Indicator PSSA Science **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** 48% of students scored proficient, and 20.5% scored advanced on the 2022-2023 assessment.

Challenges

Indicator	Comments/Notable Observations
Indicator PSSA- Mathematics **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** 16.2% of students scored proficient, and 7% of students scored advanced on the 2022-2023 assessment.
Indicator PSSA - Reading English Learner **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** 8.0% of English learners did not meet the interim goal/improvement target and decreased from the previous school year based on the 2022-2023 assessment.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Future Ready Index (Science/Biology) - 68.5% of students scored proficient or advanced in 2022-2-23.
Future Ready Index (Mathematics/Algebra) - Our Academic growth score was 100%, which was our highest and the state average was 70%.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Future Ready Index (Mathematics/Algebra) - In 2022-2023, 23.2% of students scored proficient or advanced, which was below the statewide average of 38.3%.
Future Ready Index (English Language Arts/Literature) - In 2022-2023, 36.8% of students scored proficient or advanced, which was below the statewide average of 54.5%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Assessments	K-2nd
NWEA MAP Assessments	3rd - 8th

English Language Arts Summary

Strengths

Acadience data showed that students entered 1st grade with strong skills in nonsense word fluency. By the end of the year, 1st-grade students increased their nonsense word fluency with evidence-based interventions within a small group setting.
Acadience data showed that second-grade students made improvements with retelling skills and the number of students in the "well below average" range decreased.
NWEA MAP data showed that students showed growth in oral language skills.

Challenges

Acadience data showed that students struggled with oral reading skills.
NWEA MAP data showed that students did not reach the necessary benchmark for reading skills.

Mathematics

Data	Comments/Notable Observations
Acadience	K-2
NWEA MAP	3-8

Mathematics Summary

Strengths

Acadience data showed that kindergarten students showed good number identification skills.
Acadience data showed that Kindergarten students showed a strong sense of quantity discrimination.

Challenges

Acadience data showed that struggles with reading skills impacted progress with math concepts and application skills.
NWEA MAP overall math results showed very little growth in math skills for students in 3rd through 8th.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

PSSA 2023	Science data continues to indicate above state average growth index

Science, Technology, and Engineering Education Summary

Strengths

Science is still a strong core subject that our students show progress and growth.

Challenges

Overall PSSA Test results show a decrease in math test scores.
Overall PSSA Test results show a decrease in reading test scores.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness lessons	Evidence pieces collected

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Cultures curriculum in grades K through 8th have been recently updated due to the new PA Core Standards.
Continued use of evidence-based reading intervention to address needs surrounding Phonemic Awareness and phonics
Mathematics curriculum in grades K through 8th have been recently updated to align with the PA Core Standards

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

ELA curriculum aligned to the Science of Reading mandate from PDE will improve ELA scores on PSSA

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA	4th Grade English Learners - 10% at or above proficiency in ELA,0 % in Mathematics, 60% in Science.
PSSA	5th Grade English Learners - 0% at or above proficiency in ELA, 0% in Mathematics
PSSA	6th Grade English Learners - 0% at or above proficiency in ELA, 0% in Mathematics
PSSA	7th Grade English Learners - 14.3% at or above proficiency in ELA, 14.3% in Mathematics

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Special education progress monitoring and quarterly reports	Use of Acadience reading and math probes
PSSA	3rd Grade - 20% at or above proficiency in ELA, 20% at or above proficiency in Mathematics
PSSA	4th Grade - 0% at or above proficiency in ELA, 0% at or above proficiency in Mathematics, 50% at or above proficiency in Science
PSSA	5th Grade - 20% at or above proficiency in ELA, 6.7% at or above proficiency in Mathematics
PSSA	6th Grade - 0% at or above proficiency in ELA, 0% at or above proficiency in Mathematics
PSSA	7th Grade - 11.1% at or above proficiency in ELA, 0% at or above proficiency in Mathematics

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA	3rd Grade - 38.5% at or above proficiency in ELA, 28.2% at or above proficiency in Mathematics
PSSA	4th Grade - 29.2% at or above proficiency in ELA, 28.8% at or above proficiency in Mathematics, 68.5% at or above proficiency in Science

PSSA	5th Grade - 41% at or above proficiency in ELA, 21.8% at or above proficiency in Mathematics
PSSA	6th Grade - 29.4% at or above proficiency in ELA, 11.8% at or above proficiency in Mathematics
PSSA	7th Grade - 46.8% at or above proficiency in ELA, 21.3% at or above proficiency in Mathematics

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	PSSA 3rd Grade- 30% at or above proficiency in ELA, 10% at or above proficiency in Mathematics 4th Grade - 14.3% at or above proficiency in ELA, 14.3% at or above proficiency in Mathematics, 57.1% at or above proficiency in Science 5th Grade - 23.1% at or above proficiency in ELA, 0% at or above proficiency in Mathematics 6th Grade - 20% at or above proficiency in ELA, 0% at or above proficiency in Mathematics 7th Grade - 54.5% at or above proficiency in ELA, 18.2% at or above proficiency in Mathematics
White	PSSA 3rd Grade - 42.6% at or above proficiency in ELA, 31.9% at or above proficiency in Mathematics 4th Grade - 33.3% at or above proficiency in ELA, 31.4% at or above proficiency in Mathematics, 72.5% at or above proficiency in Science 5th Grade - 44.7% at or above proficiency in ELA, 23.4% at or above proficiency in Mathematics 6th Grade - 31.2% at or above proficiency in ELA, 15.6% at or above proficiency in Mathematics 7th Grade - 46.2% at or above proficiency in ELA, 23.1% at or above proficiency in Mathematics
Hispanic	PSSA 3rd Grade - 22.2% at or above proficiency in ELA, 33.3% at or above proficiency in Mathematics 4th Grade - 14.3% at or above proficiency in ELA, 14.3% at or above proficiency in Mathematics, 57.1% at or above proficiency in Science 5th Grade - 33.3% at or above proficiency in ELA, 16.7% at or above proficiency in Mathematics 6th Grade - 33.3% at or above proficiency in ELA, 16.7% at or above proficiency in Mathematics 7th Grade - 20% at or above proficiency in ELA, 0% at or above proficiency in Mathematics

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Student placement considers student diversity
Student placement considers heterogenous placement based on benchmark assessments
Science is a strength for Black, White, Hispanic, Economically Disadvantaged, and EL students - PSSA's show the highest percentage of at or above proficiency for this subject area.
Black and White student groups showed higher at or above proficiency rates in 7th grade ELA than did other groups across the grade levels.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Parental involvement
Understanding Data in placement and movement of students
English Learners and students with disabilities are showing very low at or above proficiency rates across all grades - especially in mathematics.
Black and Hispanic student groups showed lower at or above proficiency rates than did other groups in Mathematics.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths
Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Identify professional learning needs through analysis of a variety of data
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Align curricular materials and lesson plans to the PA Standards
Continued development of the implementation of PBIS within the school system and the classrooms

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Collectively shape the vision for continuous improvement of teaching and learning
Implement evidence-based strategies to engage families to support learning
Use of evidence-based interventions that are aligned to the goals and needs of the student

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Future Ready Index (Science/Biology) - 68.5% of students scored proficient or advanced in 2022-2-23.	False
Future Ready Index (Mathematics/Algebra) - Our Academic growth score was 100%, which was our highest and the state average was 70%.	False
Acadience data showed that students entered 1st grade with strong skills in nonsense word fluency. By the end of the year, 1st-grade students increased their nonsense word fluency with evidence-based interventions within a small group setting.	False
Acadience data showed that second-grade students made improvements with retelling skills and the number of students in the "well below average" range decreased.	False
NWEA MAP data showed that students showed growth in oral language skills.	True
Student placement considers heterogenous placement based on benchmark assessments	True
Science is still a strong core subject that our students show progress and growth.	True
Acadience data showed that kindergarten students showed good number identification skills.	False
Science is a strength for Black, White, Hispanic, Economically Disadvantaged, and EL students - PSSA's show the highest percentage of at or above proficiency for this subject area.	False
Black and White student groups showed higher at or above proficiency rates in 7th grade ELA than did other groups across the grade levels.	True
Cultures curriculum in grades K through 8th have been recently updated due to the new PA Core Standards.	False
Student placement considers student diversity	False
Identify professional learning needs through analysis of a variety of data	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Align curricular materials and lesson plans to the PA Standards	False
Acadience data showed that Kindergarten students showed a strong sense of quantity discrimination.	False
Continued use of evidence-based reading intervention to address needs surrounding Phonemic Awareness and phonics	False
Mathematics curriculum in grades K through 8th have been recently updated to align with the PA Core Standards	False
Continued development of the implementation of PBIS within the school system and the classrooms	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Single Entity School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Future Ready Index (Mathematics/Algebra) - In 2022-2023, 23.2% of students scored proficient or advanced, which was below the statewide average of 38.3%.	False
Future Ready Index (English Language Arts/Literature) - In 2022-2023, 36.8% of students scored proficient or advanced, which was below the statewide average of 54.5%	False
Acadience data showed that students struggled with oral reading skills.	False
NWEA MAP data showed that students did not reach the necessary benchmark for reading skills.	False
Acadience data showed that struggles with reading skills impacted progress with math concepts and application skills.	True
NWEA MAP overall math results showed very little growth in math skills for students in 3rd through 8th.	True
ELA curriculum aligned to the Science of Reading mandate from PDE will improve ELA scores on PSSA	False
Parental involvement	True
Understanding Data in placement and movement of students	True
English Learners and students with disabilities are showing very low at or above proficiency rates across all grades - especially in mathematics.	False
Black and Hispanic student groups showed lower at or above proficiency rates than did other groups in Mathematics.	True
Overall PSSA Test results show a decrease in math test scores.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Collectively shape the vision for continuous improvement of teaching and learning	True
Implement evidence-based strategies to engage families to support learning	False
Overall PSSA Test results show a decrease in reading test scores.	False
Use of evidence-based interventions that are aligned to the goals and needs of the student	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Some percentages for student groups contained a small sample size, for example, the Hispanic student group was represented by a number of 9 or less across each of the grade levels.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Acadience data showed that struggles with reading skills impacted progress with math concepts and application skills.	The pandemic has had an impact on student achievement in the areas of mathematics and language arts. The school has developed professional development trainings for all staff on evidence-based interventions that can occur at each tiered level.	True
NWEA MAP overall math results showed very little growth in math skills for students in 3rd through 8th.	The use of whole group tiered 1 evidence-based interventions in the math classrooms will occur on a daily basis to address the needs of each student. A supplemental online resource that is aligned to the PA Core standards will also be utilized in the classrooms.	True
Collectively shape the vision for continuous improvement of teaching and learning	Student achievement needs to be the focus for all staff members. Professional development in targeted areas will support teachers in providing students with rigorous instruction that will promote student achievement.	True
Parental involvement	Due to multi-faceted reasons; pandemic, work, etc; developing a way for all families to be involved in the culture of the school	True
Understanding Data in placement and movement of students		False
Black and Hispanic student groups showed lower at or above proficiency rates than did other groups in Mathematics.		False
Overall PSSA Test results show a decrease in math test scores.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
NWEA MAP data showed that students showed growth in oral language skills.	The use of technology has helped students' ability to retell elements of reading passages which supports reading comprehension.
Student placement considers heterogenous placement based on benchmark assessments	
Black and White student groups showed higher at or above proficiency rates in 7th grade ELA than did other groups across the grade levels.	
Science is still a strong core subject that our students show progress and growth.	Montessori has many core lessons rooted in science and students have the ability to experience these lessons hands-on. This continues to be a strength.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and	The Montessori values are shared with the staff and families. These values help to support students socially and emotionally throughout the school

physically	year.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The language arts curriculum will be a top focus for MRCS. We will spend time reviewing and analyzing data to enhance the instruction that is provided in the classroom to improve students' performance.
	The math curriculum will be a top focus for MRCS. We will spend time reviewing and analyzing data to enhance the instruction that is provided in the classroom to improve students' performance.
	Administrators, teachers, students, and families will collaboratively work towards the unified vision of MRCS. MRCS will be recognized as a top academic performer and elementary school of choice for the Erie Region and will be recognized within the Montessori Community for its dedication to the Montessori Philosophy and teacher excellence. We will be a positive and engaged part of the Erie Community, helping to strengthen our region through education and outreach.
	Development of a parent involvement program that enhances the parents' understanding of the school's curriculum and partnership with the school.

Goal Setting

Priority: Development of a parent involvement program that enhances the parents' understanding of the school's curriculum and partnership with the school.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
MRCS families will have access to a parent resource center located on campus by the end of the 2024-2025 School Year.			
Measurable Goal Nickname (35 Character Max)			
Parent Engagement			
Target Year 1	**Target Year 2**	**Target Year 3**	
MRCS families will have access to a parent resource center located on campus by the end of the 2024-2025 School Year	MRCS families will have access to parent resource center located on campus and on the school website by the end of the 2025-2026 School Year	MRCS families will have access to a parent resource center located on campus by the end of the 2024-2025 School Year.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Parent communication materials provided in the resource center	Mental health materials provided in the resource center	Academic materials focused on reading and mathematics provided in the resource center	MRCS families will have access to a parent resource center located on campus by the end of the 2024-2025 School Year.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
MRCS families will be offered courses in the areas of Parent/School Communication, Mental Health Support, Behavioral Support, Math, and Reading Strategies by the end of the 2026-2027 school year.			
Measurable Goal Nickname (35 Character Max)			
Parent University			
Target Year 1	**Target Year 2**	**Target Year 3**	
MRCS families will be offered courses in Social Emotional Learning with a focus on the curriculum "Positive Action"	MRCS families will be offered courses in the areas of Behavior and Academic Supports via in person and/or online.	MRCS families will be offered courses in the areas of Parent/School Communication, Mental Health Support, Behavioral Support, Math, and Reading Strategies by the end of the 2026-2027 school year.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

Priority: The math curriculum will be a top focus for MRCS. We will spend time reviewing and analyzing data to enhance the instruction that is provided in the classroom to improve students' performance.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Utilizing curriculum review and data analysis, MRCS will provide professional development in the area of mathematics to enhance the instruction that is being delivered to students to increase student achievement by the end of the 2026-2027 school year.			
Measurable Goal Nickname (35 Character Max)			
Increased Student Achievement in Mathematics			
Target Year 1	**Target Year 2**	**Target Year 3**	
MRCS will provided professional development on the use of NWEA Map data to drive instruction at all three tiers	MRCS will provided professional development on evidence-based interventions in a Tier 1 system to be utilized by core math teachers	Utilizing curriculum review and data analysis, MRCS will provide professional development in the area of mathematics to enhance the instruction that is being delivered to students to increase student achievement by the end of the 2026-2027 school year.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
NWEA Map analysis by Title 1 teachers to determine supports within the classroom	Small group interventions focused on the data from NWEA MAP in core class	NWEA Map analysis and movement of students within the tier 1 core intervention groups	Small group interventions focused on the data from NWEA MAP in core intervention groups

Priority: Administrators, teachers, students, and families will collaboratively work towards the unified vision of MRCS. MRCS will be recognized as a top academic performer and elementary school of choice for the Erie Region and will be recognized within the Montessori Community for its dedication to the Montessori Philosophy and teacher excellence. We will be a positive and engaged part of the Erie Community, helping to strengthen our region through education and outreach.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
With the collaboration of all stakeholders, MRCS will work to unify a vision and develop a new strategic plan that supports student achievement in all areas by August of 2026-2027.			
Measurable Goal Nickname (35 Character Max)			
Unified Vision			
Target Year 1	**Target Year 2**	**Target Year 3**	
Based on the Strategic Plan developed key stakeholders, implementation of 2 out of the 5	Based on the Strategic Plan developed by key stakeholders, implementation of all 5 goals will be completed by	With the collaboration of all stakeholders, MRCS will work to unify a vision and develop a new strategic plan that supports student	

goals by 2024-2025 school year	2025-2026 school year.	achievement in all areas by August of 2026-2027.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Present Strategic Plan to Stakeholders and continued analysis of data from key target groups	Present Strategic Plan Goals to all stakeholders and begin process of implementation of goal one	Analyze implementation of goal one and begin the process of implementation of goal 2	Data analysis both quantitive and qualitative on the 2 Strategic Plan Goals and presented to all stakeholders

Priority: The language arts curriculum will be a top focus for MRCS. We will spend time reviewing and analyzing data to enhance the instruction that is provided in the classroom to improve students' performance.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Utilizing curriculum review and data analysis, MRCS will provide professional development in the area of English Language Arts to enhance the instruction being delivered to students and increase student achievement by the end of the 2026-2027 school year.			
Measurable Goal Nickname (35 Character Max)			
Language Arts			
Target Year 1	**Target Year 2**	**Target Year 3**	
Professional development focused on the Science of Reading provided by internal and external experts throughout the 2024-2025 school year	Targeted professional development in small group settings focused on Scarborough's Rope and the Science of Reading will be provided in Unit Meetings throughout the 2025-2026 school year.	Utilizing curriculum review and data analysis, MRCS will provide professional development in the area of English Language Arts to enhance the instruction being delivered to students and increase student achievement by the end of the 2026-2027 school year.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Professional development presented by IU5 staff on the Science of Reading and evidence-based interventions	Data analysis of Acadience benchmark assessments and development of tier 2 and 3 groups.	Data analysis of Acadience benchmark assessments and development of tier 2 and 3 groups.	Data analysis of Acadience assessments and the use of evidence-based interventions

Action Plan

Measurable Goals

Unified Vision	Increased Student Achievement in Mathematics
Parent Engagement	Parent University
Language Arts	

Action Plan For: Positive Action and SEL

Measurable Goals:
- With the collaboration of all stakeholders, MRCS will work to unify a vision and develop a new strategic plan that supports student achievement in all areas by August of 2026-2027.

Action Step		Anticipated Start/Completion Date	
Presentation of Strategic Plan to all Stakeholders and implementation of two goals		2024-09-01	2025-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mark Zielinski/CEO	Decision Associates	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in Stakeholder awareness of Strategic Plan Goals	Data analysis by Decision Associates on a quarterly basis with the use of surveys, observations, and discussion groups

Action Plan For: Drill Sandwich strategy

Measurable Goals:
- Utilizing curriculum review and data analysis, MRCS will provide professional development in the area of mathematics to enhance the instruction that is being delivered to students to increase student achievement by the end of the 2026-2027 school year.

Action Step		Anticipated Start/Completion Date	
Increase fluency in addition, subtraction, and multiplication utilizing evidence-based strategy, Drill Sandwich		2024-09-01	2025-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Diane Pauli/Principal	Acadience/Math support from IU5	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

Students will increase automaticity in math fluency facts	Title one Math teacher and core teachers with the use of progress monitoring on a weekly basis

Action Plan For: Paired Reading strategy

Measurable Goals:
• Utilizing curriculum review and data analysis, MRCS will provide professional development in the area of English Language Arts to enhance the instruction being delivered to students and increase student achievement by the end of the 2026-2027 school year.

Action Step		Anticipated Start/Completion Date	
Increase reading fluency on paired reading strategy		2024-09-01	2025-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Diane Pauli/Principal	IU5 support/Acadience	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase reading fluency in grades 3rd - 5th grade	Acidience Oral Reading Fluency on a weekly basis monitored by Title 1 reading teachers

Action Plan For: CASEL SEL strategies for Family Engagement

Measurable Goals:
• MRCS families will have access to a parent resource center located on campus by the end of the 2024-2025 School Year.
• MRCS families will be offered courses in the areas of Parent/School Communication, Mental Health Support, Behavioral Support, Math, and Reading Strategies by the end of the 2026-2027 school year.

Action Step		Anticipated Start/Completion Date	
Increase parent engagement through the use of a parent resource center and parent meetings focused on SEL interventions and strategies		2024-09-01	2025-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Diane Pauli/Principal	Various SEL parent resources/ IU5 support/ Achievement Center	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in parent engagement	Monthly by Administrative staff using data from sign in sheets and visitations to the parent resource center

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Positive Action and SEL • Drill Sandwich strategy • Paired Reading strategy • CASEL SEL strategies for Family Engagement	1190 - FEDERALLY FUNDED REGULAR PROGRAMS - 100 Salaries	219769
Instruction	• Positive Action and SEL • Drill Sandwich strategy • Paired Reading strategy • CASEL SEL strategies for Family Engagement	1190 - FEDERALLY FUNDED REGULAR PROGRAMS - 200 Benefits	156200
Other Expenditures	• Positive Action and SEL • Drill Sandwich strategy • Paired Reading strategy • CASEL SEL strategies for Family Engagement	1190 - FEDERALLY FUNDED REGULAR PROGRAMS - 600 - Supplies	85338
Title II.A and Title IV.A Transfer Funds	• Positive Action and SEL • Drill Sandwich strategy • Paired Reading strategy • CASEL SEL strategies for Family Engagement	1190 - Federally Funded Programs - 100 Salaries	35536
Total Expenditures			496843

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Drill Sandwich strategy	Increase fluency in addition, subtraction, and multiplication utilizing evidence-based strategy, Drill Sandwich

IU5 Mathematical Interventions

Action Step		
• Increase fluency in addition, subtraction, and multiplication utilizing evidence-based strategy, Drill Sandwich		
Audience		
K-6th grade teachers		
Topics to be Included		
Evidence-based interventions How to use data to drive instruction Small group norms Progress monitoring		
Evidence of Learning		
Increase in fact fluency by the use of data analysis of weekly progress monitoring proges		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Diane Pauli/Principal	2024-08-26	2025-05-31

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Other	yearly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Strategic Plan

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Presentation of Strategic Plan to all Stakeholders and implementation of two goals	All stakeholders in and outside of MRCS	Presentation of the Strategic plan Presentation on Goal 1 and Goal 2 and implementation of the goals throughout the school year	Mark Zielinski/CEO	08/26/2024	05/31/2025

Communications

Type of Communication	Frequency
Presentation	Monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Mark J Zielinski	2024-07-10
Building Principal Signature	**Date**
Diane Pauli	2024-07-10
School Improvement Facilitator Signature	**Date**