

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
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.org

LEA Profile

Montessori Regional Charter School (MRCS) currently enrolls students from 12 different school districts across Erie County. The largest sending district is the City of Erie School District, classified as an urban district. According to the most recent U.S. Census data, the median household income in Erie is \$42,477 (2022 estimate), with a population of approximately 93,500 and an unemployment rate of 6.4%.

MRCS remains in a strong fiscal position and continues to operate as a public charter school.

Rooted in the Montessori philosophy, MRCS offers a student-centered educational approach that emphasizes independence, self-direction, and hands-on learning. This method supports the development of the whole child—academically, socially, emotionally, and physically—within carefully prepared learning environments. In these classrooms, students are encouraged to make thoughtful choices about their learning, guided by credentialed teachers and a rich array of developmentally appropriate materials and activities.

Montessori classrooms are purposefully designed to spark curiosity and promote deep engagement in subjects such as math, science, language, art, and cultural studies. Children work both collaboratively and independently to explore concepts at their own pace, fostering intrinsic motivation and a lifelong love of learning.

MRCS first opened its doors in 2004 with 120 students in Kindergarten through 6th grade and was originally located on Sterrettania Road in Millcreek Township. The school was founded by educators and families from the Montessori Children's House of Erie—a private nonprofit that had served the region since 1978. Inspired by Pennsylvania's charter school legislation passed in 1997, this group sought to eliminate economic barriers and expand access to Montessori education in the Erie area. The charter was approved in 2003, and the school opened the following fall.

Now in its 21st year of operation, MRCS serves 650 students in grades K–8 from a school located at 2459 West 8th Street. The school is widely recognized as the region's premier Montessori program, supported by highly trained Montessori-certified educators who also hold Pennsylvania teaching credentials. MRCS offers a variety of supportive programs, including after-school activities and athletics.

Governed by an experienced Board of Trustees and deeply committed to educational excellence, MRCS continues to play a vital role in expanding high-quality, innovative public education options throughout the Erie region.

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 embody the Montessori philosophy through innovative programming, teacher preparedness and student achievement. In turn, MRCS will cultivate a strong, vibrant and authentic environment by actively engaging with stakeholders in the Greater Erie community.

Educational Values

Students

Student Centered - Decisions are made with consideration as to how they will impact our students and the goal to foster independent thinkers who love to learn. 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. Safety and Security - Providing a safe, secure and healthy environment for students is a top priority. 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. We encourage, embrace and celebrate individuality, diversity, and creativity in the classroom and school community. Achievement - We celebrate and recognize individual and team successes to foster a culture that embraces high performance and self-fulfillment. Team/Community Focused - 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.

Staff

Student Centered - Decisions are made with consideration as to how they will impact our students and the goal to foster independent thinkers who love to learn. 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. Safety and Security - Providing a safe, secure and healthy environment for students is a top priority. 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. We encourage, embrace and celebrate individuality, diversity, and creativity in the classroom and school community. Achievement - We celebrate and recognize individual and team successes to foster a culture that embraces high performance and self-fulfillment. Team/Community Focused - 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.

Administration

Student Centered - Decisions are made with consideration as to how they will impact our students and the goal to foster independent thinkers who love to learn. 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. Safety and Security - Providing a safe, secure and healthy environment for students is a top priority. 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. We encourage, embrace and celebrate individuality, diversity, and creativity in the classroom and school community. Achievement - We celebrate and recognize individual and team successes to foster a culture that embraces high performance and self-fulfillment. Team/Community Focused - 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.

Parents

Student Centered - Decisions are made with consideration as to how they will impact our students and the goal to foster independent thinkers who love to learn. 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. Safety and Security - Providing a safe, secure and healthy environment for students is a top priority. 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. We encourage, embrace and celebrate individuality, diversity, and creativity in the classroom and school community. Achievement - We celebrate and recognize individual and team successes to foster a culture that embraces high performance and self-fulfillment. Team/Community Focused - 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.

Community

Student Centered - Decisions are made with consideration as to how they will impact our students and the goal to foster independent thinkers who love to learn. 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. Safety and Security - Providing a safe, secure and healthy environment for students is a top priority. 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. We encourage, embrace and celebrate individuality, diversity, and creativity in the classroom and school community. Achievement - We celebrate and recognize individual and team successes to foster a culture that embraces high performance and self-fulfillment. Team/Community Focused - 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.

Other (Optional)

Omit selected.

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)	64% of students scored proficient or advanced in 2023-2024 school year.
Future Ready Index (ELA)	97% of students showed standard growth(AGS) index for the 2023-2024 school year

Challenges

Indicator	Comments/Notable Observations
Future Ready Index (Mathematics/Algebra)	For the 2023-2024 school year 43% of student groups did not show growth (AGS)
Future Ready Index (English Language Arts/Literature)	For the 2023-2024 school year only 37% of students scored proficient or advanced.

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

Strengths

Indicator PSSA ELA 7th and 8th grades 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 36% scored proficient and 6% advanced on the 2023-2024 assessment
Indicator PSSA Science 8th grade 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 38% students scored proficient, and 19% students scored advanced out of a total number of student on the 2023-2024 assessment.

Challenges

Indicator	Comments/Notable Observations
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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	10% of students scored proficient, and 4% of students scored advanced on the 2023-2024 assessment.
Indicator Future Ready Index: PSSA - ELA English Learner ESSA Student Subgroups English Learners	Comments/Notable Observations 84% of EL students did not meet interim goal and/or improvement target for the 2023-2024 school year.

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: 64% of students scored proficient or advanced in 2023-2024 school year on the PSSA Science Assessment
Future Ready Index: 97% of students showed standard growth(AGS) index for the 2023-2024 school year on the PSSA ELA Assessment

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) For the 2023-2024 school year 43% of student groups did not show growth (AGS)
Future Ready Index (English Language Arts/Literature) For the 2023-2024 school year only 37% of students scored proficient or advanced.
Future Ready Index: PSSA - ELA English Learner 84% of EL students did not interim goal and/or improvement target for the 2023-2024 school year.

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 low 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 from 5% to 28%.
Acadience data showed that Kindergarten students made improvements with first sound fluency and the number of students in the "well below average" range decreased from 31% to 10%.
NWEA MAP data showed that students showed growth in advanced 7th and 8th grade from 9% to 17%.

Challenges

Acadience data showed that students struggled with nonsense word fluency.
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 strong skill in number identification skills.
Acadience data showed that 1st grade students showed a strong sense of advanced quantity discrimination.
NWEA MAP 3rd grade math assessment went from 8% to 15% advanced and in 4th grade math assessment increased from 9% to 18% advanced.

Challenges

Acadience data showed in second grade 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 5th through 8th.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA 2023-2024	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.
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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 STEEL 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 and focused on DOK 2 and 3 assessment

questions

Challenges

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

ELA curriculum supplemental supports will improve ELA scores for EL students
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
PSSA	4th Grade English Learners - no student in this grade for the 23-24 school year
PSSA	5th Grade English Learners - 12% met growth standard (9 students in this category) for the 23-24 school year
PSSA	6th Grade English Learners - 8.7% met growth standard (6 students in this category) for the 23-24 school year
PSSA	7th Grade English Learners - 7.3% met growth standard (3 students in this category) for the 23-24 school year.
PSSA	8th Grade English Learners - 14% met growth standard (6 students in this category) for the 23-24 school year.

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 - 0% at or above proficiency in ELA, 0% at or above proficiency in Mathematics
PSSA	4th Grade - 33% at or above proficiency in ELA, 12.5% at or above proficiency in Mathematics, 50% at or above proficiency in Science
PSSA	5th Grade - 0% at or above proficiency in ELA, 0% at or above proficiency in Mathematics
PSSA	6th Grade - 6.25% at or above proficiency in ELA, 0% at or above proficiency in Mathematics
PSSA	7th Grade - 8% at or above proficiency in ELA, 0% at or above proficiency in Mathematics
PSSA	8th Grade - 0% 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
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PSSA	4th Grade - 29.9% at or above proficiency in ELA, 22.1% at or above proficiency in Mathematics, 68.8% at or above proficiency in Science
PSSA	5th Grade - 32.9% at or above proficiency in ELA, 19.7% at or above proficiency in Mathematics
PSSA	6th Grade - 42% at or above proficiency in ELA, 13% at or above proficiency in Mathematics
PSSA	7th Grade - 41.5% at or above proficiency in ELA, 14.6% at or above proficiency in Mathematics
PSSA	8th Grade - 48.8% at or above proficiency in ELA, 16.7% at or above proficiency in Mathematics, 55.8% at or above proficiency in Science

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	PSSA 4th Grade - 11.7% at or above proficiency in ELA, 11.7% at or above proficiency in Mathematics, 11.7% at or above proficiency in Science 5th Grade - 9.2% at or above proficiency in ELA, 9.2% at or above proficiency in Mathematics 6th Grade - 17.4% at or above proficiency in ELA, 17.4 % at or above proficiency in Mathematics 7th Grade - 22 % at or above proficiency in ELA, 21.5% at or above proficiency in Mathematics 8th Grade - 25.6 % at or above proficiency ELA, 25.6% at or above proficiency in Science, 23.8% at or above proficiency in mathematics
White	PSSA 4th Grade - 58.4% at or above proficiency in ELA, 58.4% at or above proficiency in Mathematics, 72.5% at or above proficiency in Science 5th Grade - 65.8 % at or above proficiency in ELA, 65.8% at or above proficiency in Mathematics 6th Grade - 56.5% at or above proficiency in ELA, 56.5% at or above proficiency in Mathematics 7th Grade - 61% at or above proficiency in ELA, 61.5% at or above proficiency in Mathematics 8th grade - 51.2% at or above proficiency ELA, 52.4% at or above proficiency in mathematics
Hispanic	PSSA 4th Grade - 15.6% at or above proficiency in ELA, 15.6% at or above proficiency in Mathematics, 57.1% at or above proficiency in Science 5th Grade - 11.8% at or above proficiency in ELA, 11.8% at or above proficiency in Mathematics 6th Grade - 11.6% at or above proficiency in ELA, 11.6% at or above proficiency in Mathematics 7th Grade - 12.2% at or above proficiency in ELA, 12.2% at or above proficiency in Mathematics 8th grade - 11.6% at or above proficiency ELA, 11.9% 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.

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.

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	With the adoption of a new ELA curriculum series, ELD program will be imbedded within the new series to ensure compliance with State Standards and the interventions/strategies are evidenced based

Strengths

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

The implementation of a new curriculum series will help with fidelity and consistency across all grade levels for ELD programs.

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.

Implementation of new ELD program with the ELA curriculum series may take a few months to implement with consistency and fidelity
Training of all teachers including ESL teacher may take a few months for a full training series which could impact implementation of the program

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
Use of evidence-based interventions and strategies specifically designed for EL students

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: 64% of students scored proficient or advanced in 2023-2024 school year on the PSSA Science Assessment	False
Future Ready Index: 97% of students showed standard growth(AGS) index for the 2023-2024 school year on the PSSA ELA Assessment	True
Acadience data showed that students entered 1st grade with low 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 from 5% to 28%.	True
Acadience data showed that Kindergarten students made improvements with first sound fluency and the number of students in the "well below average" range decreased from 31% to 10%.	True
NWEA MAP data showed that students showed growth in advanced 7th and 8th grade from 9% to 17%.	False
Science is still a strong core subject that our students show progress and growth.	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
Acadience data showed that kindergarten students showed strong skill in number identification skills.	True
Cultures curriculum in grades K through 8th have been recently updated due to the new PA STEEL Standards.	False
Student placement considers student diversity	True
Identify professional learning needs through analysis of a variety of data	False
Align curricular materials and lesson plans to the PA Standards	True
Acadience data showed that 1st grade students showed a strong sense of advanced quantity discrimination.	True
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 and focused on DOK 2 and 3 assessment questions	True
Student placement considers heterogenous placement based on benchmark assessments	True
NWEA MAP 3rd grade math assessment went from 8% to 15% advanced and in 4th grade math assessment increased from 9% to 18% advanced.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Continued development of the implementation of PBIS within the school system and the classrooms	True
The implementation of a new curriculum series will help with fidelity and consistency across all grade levels for ELD programs.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter 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) For the 2023-2024 school year 43% of student groups did not show growth (AGS)	True
Future Ready Index (English Language Arts/Literature) For the 2023-2024 school year only 37% of students scored proficient or advanced.	True
Future Ready Index: PSSA - ELA English Learner 84% of EL students did not interim goal and/or improvement target for the 2023-2024 school year.	True
Acadience data showed in second grade 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 5th through 8th.	True
Acadience data showed that students struggled with nonsense word fluency.	True
English Learners and students with disabilities are showing very low at or above proficiency rates across all grades - especially in mathematics.	True
NWEA MAP data showed that students did not reach the necessary benchmark for reading skills.	True
ELA curriculum aligned to the Science of Reading mandate from PDE will improve ELA scores on PSSA	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Implement evidence-based strategies to engage families to support learning	True
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
Understanding Data in placement and movement of students	True
Overall PSSA Test results show a decrease in math test scores.	False
Parental involvement	True
ELA curriculum supplemental supports will improve ELA scores for EL students	True
Collectively shape the vision for continuous improvement of teaching and learning	False
Implementation of new ELD program with the ELA curriculum series may take a few months to implement with consistency and fidelity	True
Training of all teachers including ESL teacher may take a few months for a full training series which could impact implementation of the program	True
Use of evidence-based interventions and strategies specifically designed for EL students	True

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
Future Ready Index (Mathematics/Algebra) For the 2023-2024 school year 43% of student groups did not show growth (AGS)	Consistency and fidelity of the curriculum/series across all grade levels and within each unit is a root cause of the lack of growth for students in mathematics along with change in personnel	True
Future Ready Index (English Language Arts/Literature) For the 2023-2024 school year only 37% of students scored proficient or advanced.	In compliance with the Structured Literacy law, adoption of a new curriculum series needs to be implemented. Disjointed instruction surrounding the reading rope has caused students to view ELA in separate silos versus as one whole unit of understanding.	True
Acadience data showed in second grade that struggles with reading skills impacted progress with math concepts and application skills.		False
NWEA MAP overall math results showed very little growth in math skills for students in 5th through 8th.		False
ELA curriculum aligned to the Science of Reading mandate from PDE will improve ELA scores on PSSA		False
Implement evidence-based strategies to engage families to support learning		False
Acadience data showed that students struggled with nonsense word fluency.		False
NWEA MAP data showed that students did not reach the necessary benchmark for reading skills.		False
Parental involvement		False
Understanding Data in placement and movement of students		False
English Learners and students with disabilities are showing very low at or above proficiency rates across all grades - especially in mathematics.		False
Future Ready Index: PSSA - ELA English Learner 84% of EL students did not interim goal and/or improvement target for the 2023-2024 school year.	A clearly defined and evidence-based curriculum which includes interventions and strategies has not been consistent.	True
ELA curriculum supplemental supports will improve ELA scores for EL students		False
Implementation of new ELD program with the ELA		False

curriculum series may take a few months to implement with consistency and fidelity		
Training of all teachers including ESL teacher may take a few months for a full training series which could impact implementation of the program	Professional development surrounding evidence-based interventions and strategies for students identified as EL has not been provided to all teachers who work with EL students	True
Use of evidence-based interventions and strategies specifically designed for EL students		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Acadience data showed that students entered 1st grade with low 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 from 5% to 28%.	Continued work on the Science of Reading including Scarborough's rope
Acadience data showed that Kindergarten students made improvements with first sound fluency and the number of students in the "well below average" range decreased from 31% to 10%.	Explicit instruction within the classroom as a tier 1 intervention along with Title I services focused on specific skills in ELA.
Student placement considers heterogenous placement based on benchmark assessments	Ensure that all students are evenly distributed within classrooms helps focus teachers on students strengths
Student placement considers student diversity	
Acadience data showed that kindergarten students showed strong skill in number identification skills.	
Align curricular materials and lesson plans to the PA Standards	Constant review of standards, curriculum and series
Acadience data showed that 1st grade students showed a strong sense of advanced quantity discrimination.	Focused on early numeracy skills using information from PaTTAN
Mathematics curriculum in grades K through 8th have been recently updated to align with the PA Core Standards and focused on DOK 2 and 3 assessment questions	
Continued development of the implementation of PBIS within the school system and the classrooms	Working towards Tier 1 certificate from the state team
Future Ready Index: 97% of students showed standard growth(AGS) index for the 2023-2024 school year on the PSSA ELA Assessment	
The implementation of a new curriculum series will help with fidelity and consistency across all grade levels for ELD programs.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
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	Consistency and fidelity of the curriculum/series across all grade levels and within each unit is a root cause of the lack of growth for students in mathematics along with change in personnel. Consistent observations and post-observation discussions with teachers surrounding the fidelity of the curriculum will ensure consistency and fidelity.
	In compliance with the Structured Literacy law, adoption of a new curriculum series needs to be implemented. Disjointed instruction surrounding Scarborough's reading rope has caused students to view ELA in separate silos versus as one whole unit of understanding. With the implementation of a new series endorsed by the PA Reading League, support for all personnel will included throughout the next few years.
	A clearly defined and evidence-based curriculum which includes interventions and strategies has not been consistent. Professional development along with one on one support by administration and ESL teacher will help improve the effectiveness of the ELD program
	Professional development surrounding evidence-based interventions and strategies for students identified as EL has not been provided to all teachers who work with EL students. Professional development along with one on one support by administration and ESL teacher will help improve the effectiveness of the ELD program

Goal Setting

Priority: Consistency and fidelity of the curriculum/series across all grade levels and within each unit is a root cause of the lack of growth for students in mathematics along with change in personnel. Consistent observations and post-observation discussions with teachers surrounding the fidelity of the curriculum will ensure consistency and fidelity.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Utilizing implementation of curriculum adopted in 2024-2025 and data analysis utilizing benchmark and diagnostic assessments, MRCS will provide professional development in the area of Mathematics to enhance evidence-based instruction that is being delivered to students to increase achievement by the end of the 2027-2028 school year.			
Measurable Goal Nickname (35 Character Max)			
Increased student achievement in mathematics			
Target Year 1	Target Year 2	Target Year 3	
Utilization of data from benchmark and diagnostic assessments will determine Tier 1 whole group intervention on the skill identified.	Continued professional development on evidence-based strategies and interventions for all three tiers within the classroom or in small group settings.	Utilizing implementation of curriculum adopted in 2024-2025 and data analysis utilizing benchmark and diagnostic assessments, MRCS will provide professional development in the area of Mathematics to enhance evidence-based instruction that is being delivered to students to increase achievement by the end of the 2027-2028 school year.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Utilization of data from benchmark and diagnostic assessments will determine Tier 1 whole group intervention on the skill identified.	Utilization of data from benchmark and diagnostic assessments will determine Tier 1 whole group intervention on the skill identified.	Utilization of data from benchmark and diagnostic assessments will determine Tier 1 whole group intervention on the skill identified.	Utilization of data from benchmark and diagnostic assessments will determine Tier 1 whole group intervention on the skill identified.

Priority: In compliance with the Structured Literacy law, adoption of a new curriculum series needs to be implemented. Disjointed instruction surrounding Scarborough's reading rope has caused students to view ELA in separate silos versus as one whole unit of understanding. With the implementation of a new series endorsed by the PA Reading League, support for all personnel will included throughout the next few years.

Outcome Category
English Language Growth and Attainment
Measurable Goal Statement (Smart Goal)
Utilizing new curriculum implementation and data analysis, MRCS will provide professional development in the area of Structured Literacy to enhance evidence-

based instruction that is being delivered to students to increase achievement by the end of the 2027-2028 school year.			
Measurable Goal Nickname (35 Character Max)			
Increased student achievement in English Language Growth and Attainment			
Target Year 1	Target Year 2	Target Year 3	
MRCS will engage in a new ELA series implementation by core leaders at each grade band to ensure fidelity and alignment with the Structured Literacy legislation.	MRCS will engage in full implementation of the new ELA series across all grade levels, K-6 along with professional development through the series developers and IU5 support.	Utilizing new curriculum implementation and data analysis, MRCS will provide professional development in the area of Structured Literacy to enhance evidence-based instruction that is being delivered to students to increase achievement by the end of the 2027-2028 school year.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
MRCS will engage in a new ELA series implementation by core leaders at each grade band to ensure fidelity and alignment with the Structured Literacy legislation.	MRCS will engage in a new ELA series implementation by core leaders at each grade band to ensure fidelity and alignment with the Structured Literacy legislation.	MRCS will engage in a new ELA series implementation by core leaders at each grade band to ensure fidelity and alignment with the Structured Literacy legislation.	MRCS will engage in a new ELA series implementation by core leaders at each grade band to ensure fidelity and alignment with the Structured Literacy legislation.

Priority: A clearly defined and evidence-based curriculum which includes interventions and strategies has not been consistent. Professional development along with one on one support by administration and ESL teacher will help improve the effectiveness of the ELD program

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Utilizing new ELA curriculum MRCS will increase awareness and implementation of key effective practices, strategies and interventions for students with the identification of EL.			
Measurable Goal Nickname (35 Character Max)			
ELD effective strategies and interventions			
Target Year 1	Target Year 2	Target Year 3	
Implementation of new ELA curriculum which includes a component focused on EL students, ESL teacher will provide one on one support in classrooms where EL students are located.	Continued support for all teachers in all areas within the school to utilize key practices, strategies, and interventions for students with the identification of EL.	Utilizing new ELA curriculum MRCS will increase awareness and implementation of key effective practices, strategies and interventions for students with the identification of EL.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Professional development will be	Mid year analysis including	Provide one on one support to	Implementation of new ELA curriculum

provided to the EL teacher for full understanding of ELD component in new ELA curriculum	qualitative and quantitative data with teachers using survey and benchmark assessment	teachers surrounding practices, strategies, and interventions for students with the identification of EL.	which includes a component focused on EL students, ESL teacher will provide one on one support in classrooms where EL students are located.
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Priority: Professional development surrounding evidence-based interventions and strategies for students identified as EL has not been provided to all teachers who work with EL students. Professional development along with one on one support by administration and ESL teacher will help improve the effectiveness of the ELD program

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
Utilizing IU5 and other key professionals within the school and with other organizations, MRCS will increase awareness and implementation of key effective practices, strategies and interventions for students with the identification of EL.			
Measurable Goal Nickname (35 Character Max)			
ELD professional development			
Target Year 1	Target Year 2	Target Year 3	
Create a detailed professional development schedule including beginning of the year in-service and one on one support from the ESL teacher	Continued professional development with the IU and other organizations along with observations and walk throughs to ensure compliance with Year 1 professional development.	Utilizing IU5 and other key professionals within the school and with other organizations, MRCS will increase awareness and implementation of key effective practices, strategies and interventions for students with the identification of EL.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Provide professional development at the beginning of the school year focused on effective practices within core instruction areas for EL students.	Analyze effectiveness of professional development with the use of qualitative and quantitative data from survey and benchmark assessment	Provide small group instruction to each unit with ESL teacher to ensure compliance with professional development regarding effective practices	Create a detailed professional development schedule including beginning of the year in-service and one on one support from the ESL teacher

Action Plan

Measurable Goals

Increased student achievement in mathematics	Increased student achievement in English Language Growth and Attainment
ELD effective strategies and interventions	ELD professional development

Action Plan For: Drill Sandwich strategy

Measurable Goals:
<ul style="list-style-type: none">Utilizing implementation of curriculum adopted in 2024-2025 and data analysis utilizing benchmark and diagnostic assessments, MRCS will provide professional development in the area of Mathematics to enhance evidence-based instruction that is being delivered to students to increase achievement by the end of the 2027-2028 school year.

Action Step		Anticipated Start/Completion Date	
Increase fluency in addition, subtraction, and multiplication utilizing evidence-based strategy, Drill Sandwich		2025-08-27	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Diane Pauli/Principal	Acadience/Math support from IU5	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase fluency in addition, subtraction, and multiplication	Acadience assessment data on a bi-weekly basis

Action Plan For: Paired Reading strategy

Measurable Goals:
<ul style="list-style-type: none">Utilizing new curriculum implementation and data analysis, MRCS will provide professional development in the area of Structured Literacy to enhance evidence-based instruction that is being delivered to students to increase achievement by the end of the 2027-2028 school year.

Action Step		Anticipated Start/Completion Date	
Increase reading fluency on paired reading strategy		2025-08-29	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Diane Pauli/Principal	IU5 support/Acadience	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in reading fluency	Bi-weekly progress monitoring data

Action Plan For: Pre-teach Key vocabulary

Measurable Goals:	
<ul style="list-style-type: none"> Utilizing IU5 and other key professionals within the school and with other organizations, MRCS will increase awareness and implementation of key effective practices, strategies and interventions for students with the identification of EL. Utilizing new ELA curriculum MRCS will increase awareness and implementation of key effective practices, strategies and interventions for students with the identification of EL. 	

Action Step		Anticipated Start/Completion Date	
Increase access to all subject areas using pre-teach vocabulary strategy		2025-08-29	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Diane Pauli/Principal	IU5 support	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Increase awareness of key strategy of pre-teaching vocabulary at in-service		2025-08-24	2025-08-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Diane Pauli/Principal	IU5 support	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in summative and formative assessments within core classes	ESL teacher and regular education teacher on a quarterly basis using summative and diagnostic assessment

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">• Drill Sandwich strategy• Paired Reading strategy	1190 - FEDERALLY FUNDED REGULAR PROGRAMS - 100 Salaries	227557
Instruction	<ul style="list-style-type: none">• Drill Sandwich strategy• Paired Reading strategy	1190 - FEDERALLY FUNDED REGULAR PROGRAMS - 200 Benefits	160828
Instruction	<ul style="list-style-type: none">• Drill Sandwich strategy• Paired Reading strategy	1190 - FEDERALLY FUNDED REGULAR PROGRAMS - 600 Supplies	67701
Instruction	<ul style="list-style-type: none">• Drill Sandwich strategy• Paired Reading strategy	1190 - FEDERALLY FUNDED REGULAR PROGRAMS - 600 - Supplies - Family Engagement	5000
Other Expenditures	<ul style="list-style-type: none">• Drill Sandwich strategy• Paired Reading strategy	3300 - Community Services - Homeless Set- Aside	100
Total Expenditures			461186

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
Paired Reading strategy	Increase reading fluency on paired reading strategy
Pre-teach Key vocabulary	Increase access to all subject areas using pre-teach vocabulary strategy
Pre-teach Key vocabulary	Increase awareness of key strategy of pre-teaching vocabulary at in-service

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	2025-08-27	2026-05-31

Learning Format

Type of Activities	Frequency
Workshop(s)	Quarterly
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	

Evidence-based reading fluency strategies

Action Step		
<ul style="list-style-type: none"> Increase reading fluency on paired reading strategy 		
Audience		
3rd - 5th grade teachers		
Topics to be Included		
Evidence-based strategies for reading fluency		
Evidence of Learning		
Increase in reading fluency bi-weekly progress monitoring		
Lead Person/Position	Anticipated Start	Anticipated Completion
Diane Pauli/Principal	2025-08-27	2026-06-12

Learning Format

Type of Activities	Frequency
Workshop(s)	quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Evidence-based ELD strategies and interventions

Action Step		
<ul style="list-style-type: none"> Increase access to all subject areas using pre-teach vocabulary strategy 		
Audience		
K-8th grade teachers		
Topics to be Included		
Isabel Beck's research on vocabulary instruction Pre-teach vocabulary - why an effective strategy?		
Evidence of Learning		
Survey of teachers - quarterly Summative assessment data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Diane Pauli/Principal	2025-08-26	2026-06-12

Learning Format

Type of Activities	Frequency
Inservice day	2 hour training
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Communications Activities

Family Educational Engagement					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none">Increase access to all subject areas using pre-teach vocabulary strategy	EL students and families	Engaging families in effective ways to build ELA core skills in the home	Diane Pauli/Principal	08/27/2025	06/12/2026
Communications					
Type of Communication			Frequency		
Presentation			Quarterly		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Mark J Zielinski	2024-06-28
Building Principal Signature	Date
Diane Pauli	2024-06-28
School Improvement Facilitator Signature	Date