Monday, November 2, 2026
Pennridge School District - Curriculum Committee Meeting

Pennridge School District
Board of School Directors
Curriculum Committee

Committee Chairperson: Mr. Bradley Merkl-Gump
Committee Members: Mr. Nathaniel Leffever, Mr. Brian McMullen, Mrs. Leah Rash, Mrs. Carly Taylor
Co-Cabinet Liaisons: Dr. Jennifer Bloom

Location: Pennridge School District Board Room
Time: 6:30 PM

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1. Public Comment on Agenda Items

1.A. Public Comment According to Policy #903
Description: According to Policy #903, public comment on matters of concern, official action or deliberation is limited to three minutes should be directed to the entire School Board following the announcement of your name and municipality. Under this policy, the presiding officer has the authority to warn or stop a public commenter when violation of this policy occurs.

2. Curriculum Review

2.A. November Curriculum Review
Description:
Local Assessment Data
Science 9: Environmental Systems
Being A Reader: K-2

3. Public Comment

4. Next Meeting
Description: The next Curriculum Committee Meeting is scheduled for Wednesday, January 6, 2027.

November Curriculum Committee Meeting

Pennridge School District

Proud
Principled
Prepared

Dr. Jennifer Bloom
Director of Teaching and Learning

Agenda:

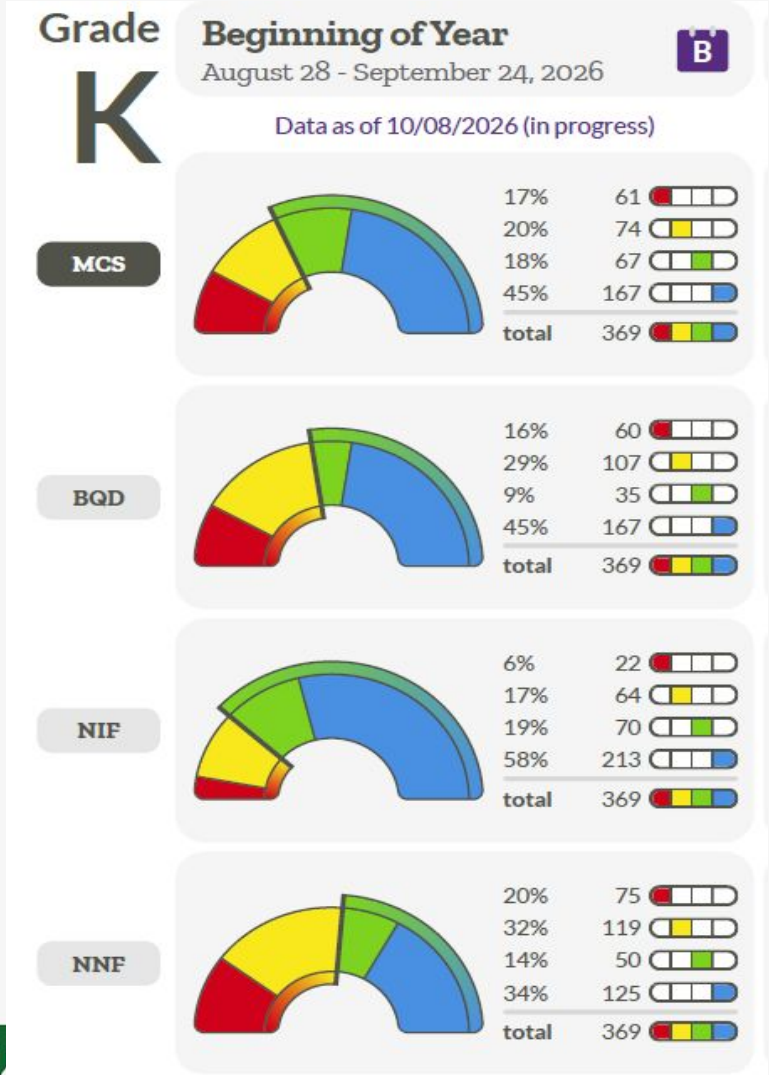
1. Local Assessment Data Presentation (No Actionable Item)
2. Science 9: Environmental Systems (Actionable Item)
3. Being A Reader: K-2 (Actionable Item)

Beginning of the Year MTSS Data

Elementary and Middle School MTSS: Data Trends

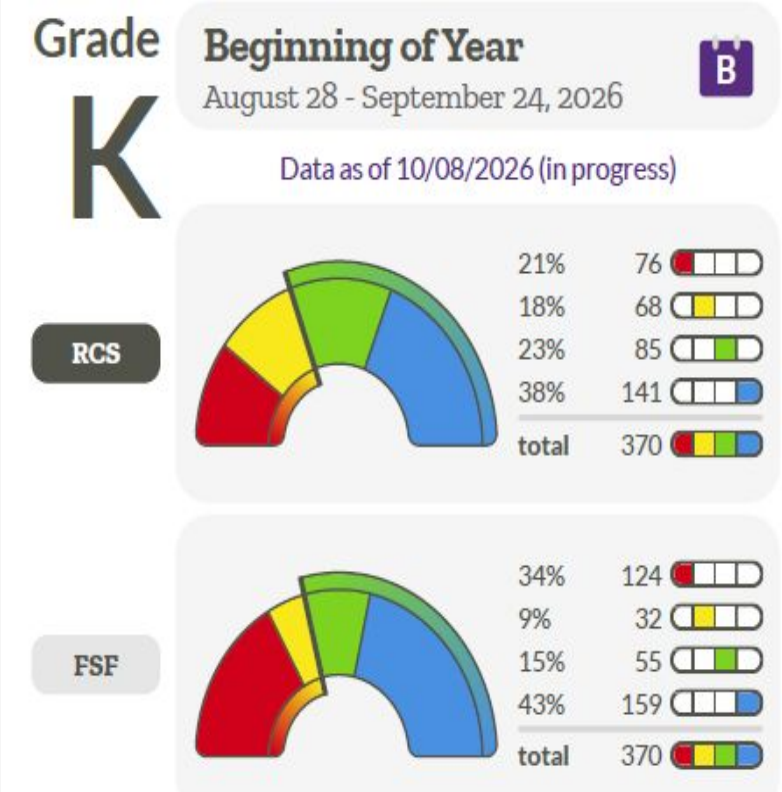
- Acadience serves as the Universal Screener for K-2 (Math and Reading)
- STAR serves as the Universal Screener 3-5 (Math and Reading)
- IXL is used for the Universal Screener in grades 6-8 (Math and ELA)
- Data trends on our strengths and areas of growth
- Intervention plans

Kindergarten - Math



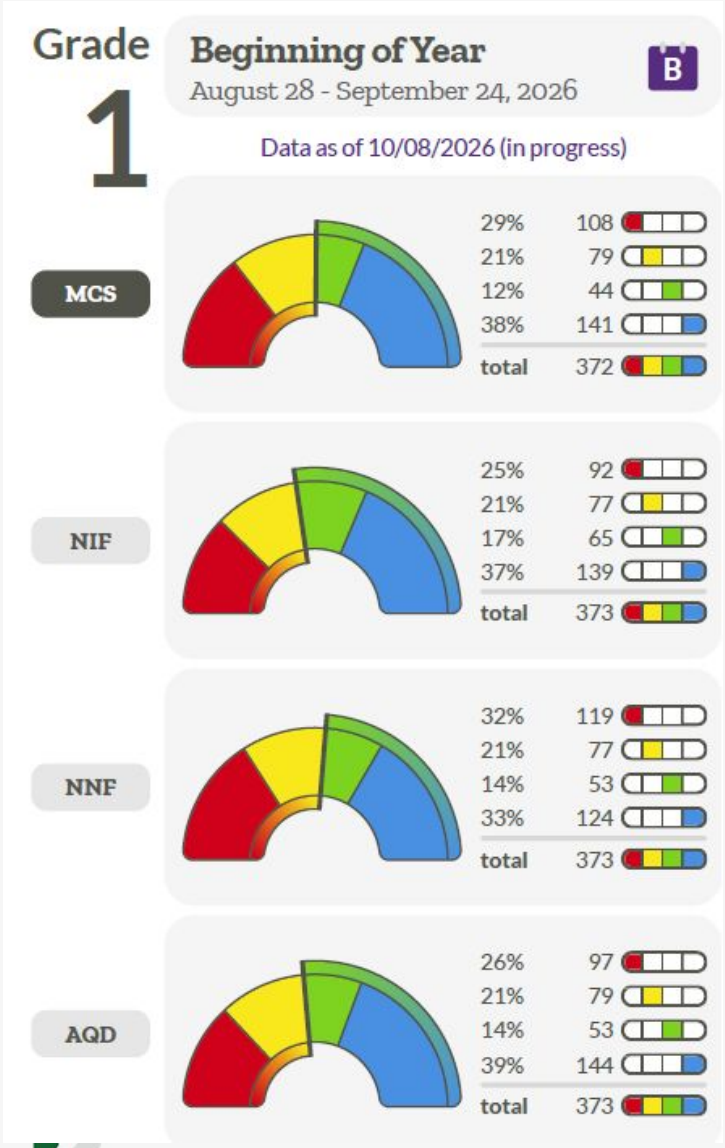
Measure	What It Measures	Why It Matters
BQD: Beginning Quantity Discrimination	Ability to compare two quantities and identify which is greater	Builds number sense and an understanding of magnitude, essential for comparing numbers and developing addition and subtraction skills.
NIF: Number Identification Fluency	Ability to quickly and accurately recognize and name written numerals.	Establishes the connection between numbers and their symbols, supporting counting, computation, and future mathematical learning.
NNF: Next Number Fluency	Ability to identify the number that comes next in a counting sequence.	Strengthens number sequencing and understanding of numerical relationships, foundational for counting on, addition, and mental math.

Kindergarten - Reading



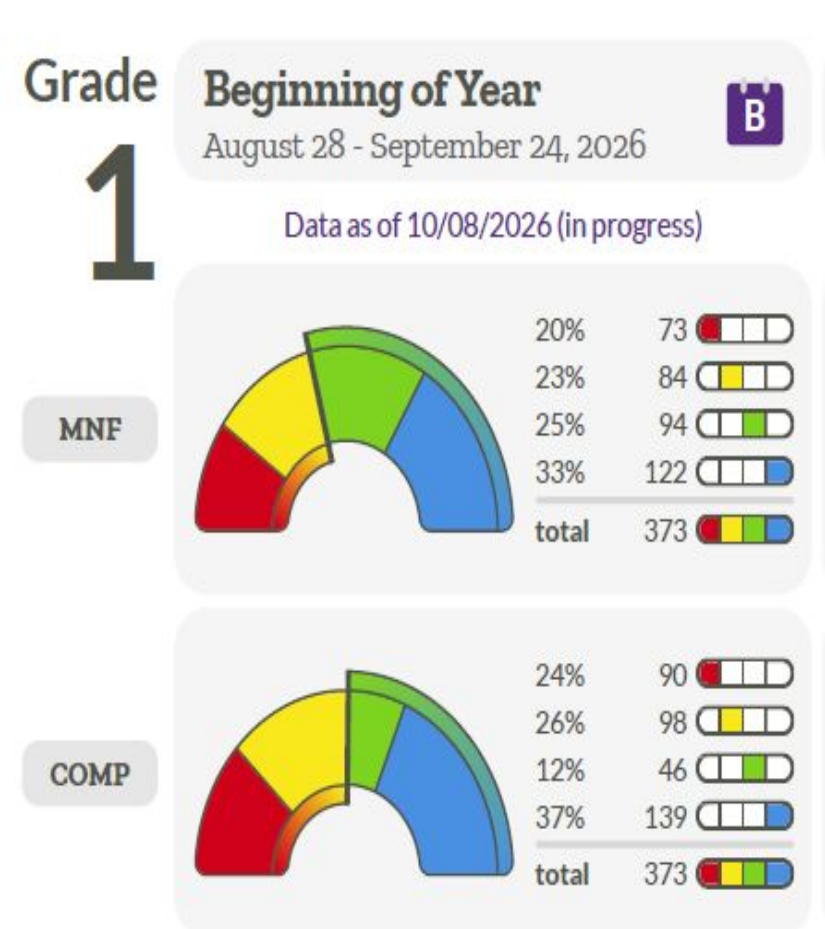
Measure	What It Measures	Why It Matters
Reading Composite Score (RCS)	An overall measure of a student's early literacy development and risk for future reading difficulties. Combines performance across multiple foundational reading assessments.	Provides a comprehensive picture of early reading readiness and helps identify students who may need additional support to develop essential literacy skills.
FSF: First Sound Fluency	Ability to hear and identify the first sound in a spoken word. For example, recognizing that sun begins with /s/.	Develops phonemic awareness, a critical foundation for connecting sounds to letters, decoding words, and becoming a successful reader.

1st Grade - Math



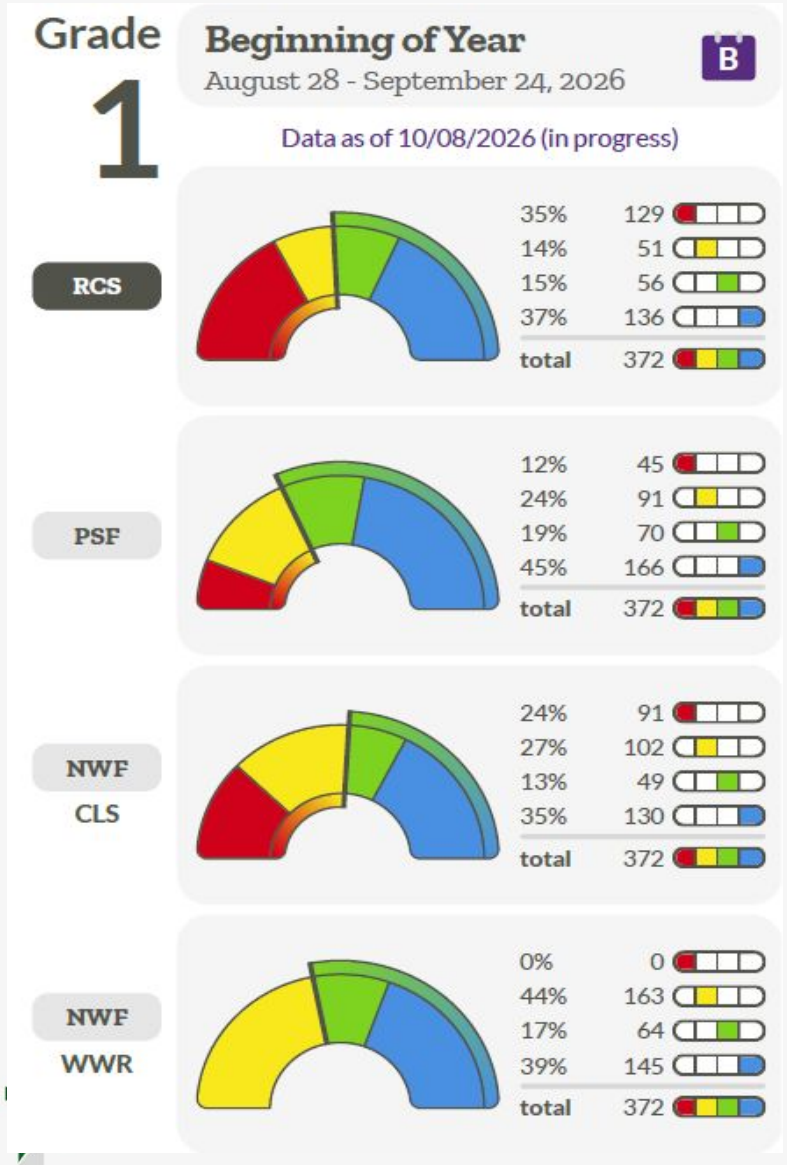
Measure	What It Measures	Why It Matters
NIF: Number Identification Fluency	Ability to quickly and accurately recognize and name written numbers.	Builds number recognition and number sense, essential for counting, computation, and understanding place value.
NNF: Next Number Fluency	Ability to identify the number that comes next in a counting sequence.	Strengthens number sequencing and numerical relationships, supporting counting on, addition, and mental math.
AQD: Advanced Quantity Discrimination	Ability to quickly compare two written numbers and identify which is greater.	Develops understanding of number magnitude, place value, and numerical relationships needed for computation.

1st Grade - Math Cont.



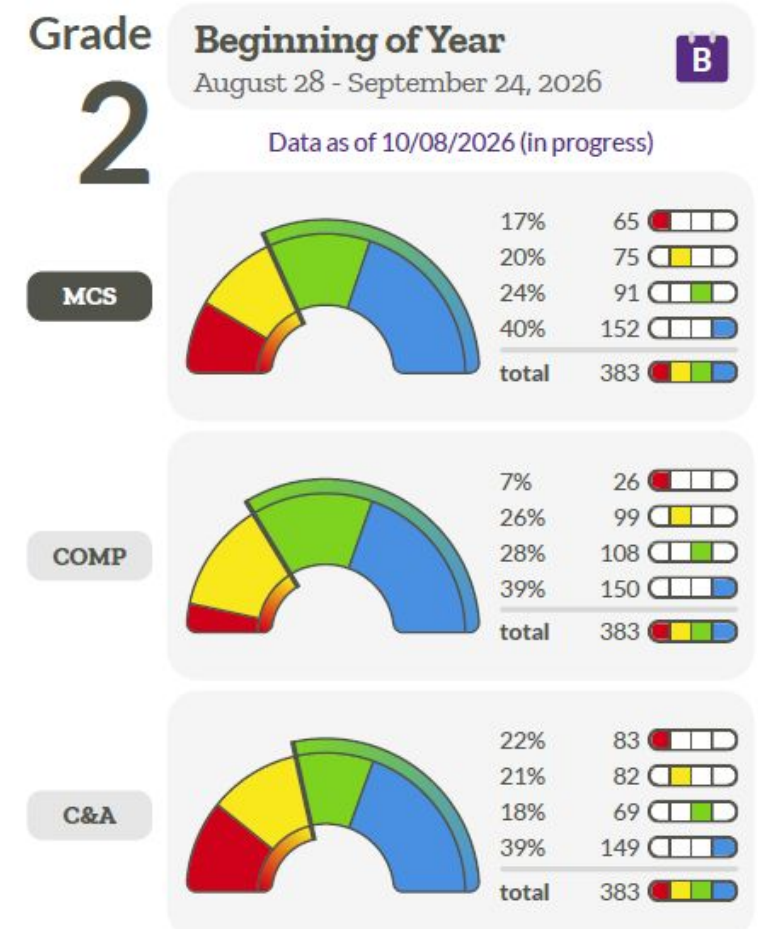
Measure	What It Measures	Why It Matters
MNF: Missing Number Fluency	Ability to identify a missing number within a numerical sequence.	Strengthens understanding of number patterns and relationships, supporting addition, subtraction, and mathematical reasoning.
COMP: Computation	Ability to accurately and efficiently solve written addition and subtraction problems.	Builds computational fluency, allowing students to focus on increasingly complex mathematical problems.

1st Grade - Reading



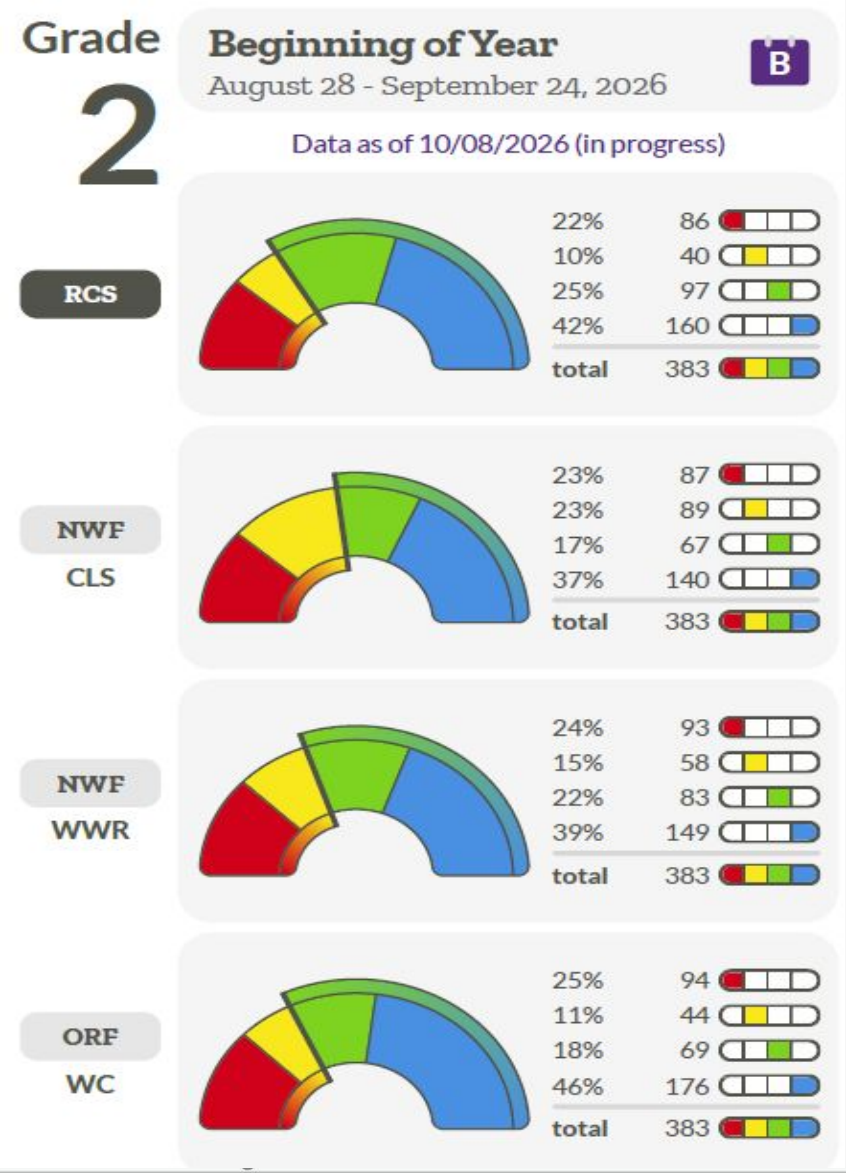
Measure	What It Measures	Why It Matters
PSF: Phoneme Segmentation Fluency	Ability to hear and separate spoken words into individual sounds. For example, cat becomes /c/ /a/ /t/.	Develops phonemic awareness, a critical skill for connecting sounds to letters, decoding words, and spelling.
NWF-CLS: Nonsense Word Fluency – Correct Letter Sounds	Ability to accurately produce letter sounds when reading unfamiliar, made-up words.	Demonstrates understanding of letter-sound relationships, essential for decoding unfamiliar words.
NWF-WWR: Nonsense Word Fluency – Whole Words Read	Ability to accurately blend sounds together and read unfamiliar, made-up words as complete words.	Demonstrates developing decoding automaticity, allowing students to read words more efficiently and fluently.

2nd Grade - Math



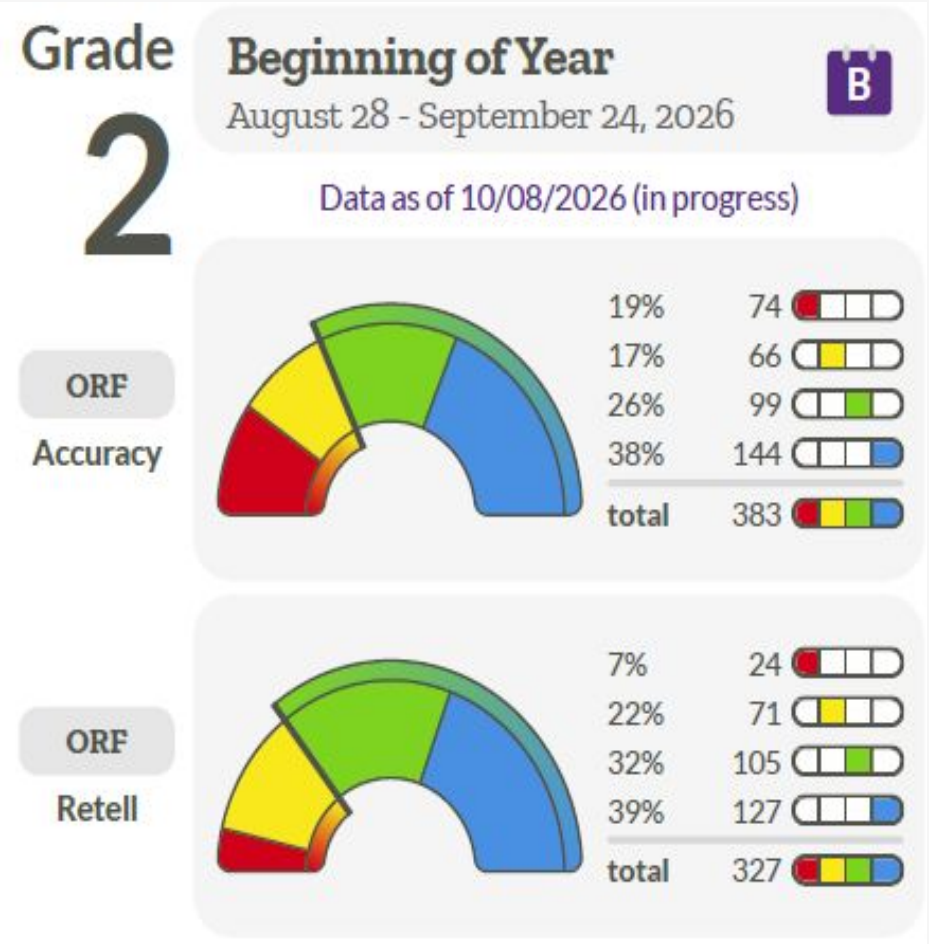
Measure	What It Measures	Why It Matters
COMP: Computation	Ability to accurately and efficiently solve written addition and subtraction problems.	Builds computational fluency and automaticity, allowing students to focus on more complex mathematical concepts and problem-solving.
C&A: Concepts and Applications	Ability to apply mathematical understanding to solve problems involving number relationships, operations, measurement, and mathematical reasoning.	Develops students' ability to apply math skills in meaningful situations, interpret problems, and select appropriate strategies to solve them.

2nd Grade - Reading



Measure	What It Measures	Why It Matters
NWF-CLS: Nonsense Word Fluency – Correct Letter Sounds	Ability to accurately produce letter sounds when reading unfamiliar, made-up words.	Demonstrates knowledge of letter-sound relationships, essential for decoding unfamiliar words.
NWF-WWR: Nonsense Word Fluency – Whole Words Read	Ability to accurately blend sounds together and read unfamiliar, made-up words as complete words.	Demonstrates developing decoding automaticity, helping students recognize words more efficiently and fluently.
ORF-WC: Oral Reading Fluency – Words Correct	Measures the number of words a student reads correctly in one minute when reading connected text.	Demonstrates reading fluency and automatic word recognition, allowing students to focus more attention on comprehension.

2nd Grade - Reading Cont.



Measure	What It Measures	Why It Matters
ORF-Accuracy: Oral Reading Fluency – Accuracy	Measures the percentage of words a student reads correctly when reading a grade-level passage aloud.	Ensures students are reading words correctly, which is essential for understanding text and developing strong reading comprehension.
ORF-Retell: Oral Reading Fluency – Retell	Measures a student's ability to recall and verbally retell information from a passage immediately after reading it.	Provides insight into whether students are attending to and understanding what they read, rather than simply reading words accurately and quickly.

MTSS: Tiered Intervention Plan and Progress Monitoring

Tier 1: Core Instruction for All Students

- Establish grade-level goals to move closer to, and ultimately exceed, 80% of students meeting grade-level benchmarks through Tier 1 instruction.
- Grade-level teams collaboratively determine instructional strategies, intervention plans, scheduling, and frequency of support.
- Measure overall progress through middle-of-year universal screening data and adjust Tier 1 instructional practices as needed.

Tier 2: Targeted Small-Group Intervention

- Provide targeted, skill-based instruction in small groups based on identified student needs.
- Interventions may occur within the classroom or with Reading Specialists or MTSS Specialists.
- Monitor student growth biweekly using skill-specific progress monitoring assessments.
- Conduct midpoint data meetings to evaluate student progress and adjust interventions, groupings, or intensity as needed.

Tier 3: Intensive, Individualized Intervention

- Provide intensive instruction targeting specific skill deficits, ideally one-on-one, with small-group instruction when appropriate.
- Interventions are delivered by MTSS Specialists for mathematics and Reading Specialists for reading.
- Conduct weekly progress monitoring using skill-specific assessments to closely track student growth and response to intervention.
- Hold midpoint data meetings to review student progress and adjust instructional strategies, frequency, or intensity of interventions as needed.

3-5 STAR Math Domains

Domain Area	What It Measures	Why It Matters
Numbers & Operations	Understanding place value, addition, subtraction, multiplication, division, fractions, decimals, and numerical relationships. Students apply computation skills and number sense to solve problems.	Number sense is the foundation for all future mathematics. Students who struggle in this area often have difficulty with problem-solving, algebra, and higher-level mathematics.
Algebra / Algebraic Thinking	Using patterns, expressions, equations, and mathematical relationships. In Grade 3, this includes multiplication, division, fact families, and solving word problems involving unknown quantities.	Algebraic thinking helps students recognize patterns, solve problems efficiently, and build the reasoning skills needed for later algebra courses.
Geometry & Measurement	Identifying and describing shapes, understanding lines and angles, measuring length, time, and mass, and calculating perimeter and area. [	These skills help students understand spatial relationships and apply mathematics to real-world situations such as time, distance, area, and design.
Data Analysis, Statistics & Probability	Reading graphs, interpreting data, organizing information, comparing quantities, and drawing conclusions from data sets.	Students use data skills throughout school to analyze information, make decisions, and support conclusions with evidence. These skills are essential in math, science, and everyday problem-solving.

3rd Grade - Math

Star Math Enterprise - L10N.State

Below Basic | Basic | Proficient | Advanced

District

Pennridge School District

Grade	Star Math Enterprise Benchmark - Distribution of Students in Each Category - State							
	Fall							
	Below Basic		Basic		Proficient		Advanced	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
3	108	25%	91	21%	84	19%	148	34%
Summary	**108**	**25%**	**91**	**21%**	**84**	**19%**	**148**	**34%**

Domain Areas:

1. Numbers & Operations
2. Algebra/Algebraic Thinking
3. Geometry & Measurement
4. Data Analysis, Statistics & Probability

Students At or Above Proficiency:

232 (53%)

4th Grade - Math

Star Math Enterprise - L10N.State

Below Basic Basic Proficient Advanced

District

Pennridge School District

Grade	Star Math Enterprise Benchmark - Distribution of Students in Each Category - State							
	Fall							
	Below Basic		Basic		Proficient		Advanced	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
4	92	21%	97	22%	89	20%	160	37%
Summary	**92**	**21%**	**97**	**22%**	**89**	**20%**	**160**	**37%**

Domain Areas:

1. Numbers & Operations
2. Algebra/Algebraic Thinking
3. Geometry & Measurement
4. Data Analysis, Statistics & Probability

Students At or Above Proficiency:

249 (57%)

5th Grade - Math

Star Math Enterprise - L10N.State

Below Basic Basic Proficient Advanced

District

Pennridge School District

Grade	Star Math Enterprise Benchmark - Distribution of Students in Each Category - State							
	Fall							
	Below Basic		Basic		Proficient		Advanced	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
5	67	15%	98	22%	105	24%	170	39%
Summary	**67**	**15%**	**98**	**22%**	**105**	**24%**	**170**	**39%**

Domain Areas:

1. Numbers & Operations
2. Algebra/Algebraic Thinking
3. Geometry & Measurement
4. Data Analysis, Statistics & Probability

Students At or Above Proficiency:
275 (63%)

STAR Reading Domains

Domain Area	What It Measures	Why It Matters
Literature	Ability to read and comprehend literary texts, including stories, dramas, and poetry. Skills include identifying characters, setting, plot, theme, making inferences, and using text evidence.	Strong literary comprehension helps students think critically about text, make connections, and support their ideas with evidence. These skills are essential for classroom discussions, written responses, and success on state assessments.
Informational Text	Ability to understand and analyze nonfiction text. Skills include identifying main ideas, supporting details, text structure, author's purpose, and interpreting text features such as headings, charts, and diagrams.	Strong informational text skills support learning across all subjects and prepare students for grade-level academic work.Students encounter increasing amounts of nonfiction reading in science, social studies, and other content areas.
Vocabulary Acquisition and Use	Ability to determine the meaning of words and phrases using context clues, word relationships, and knowledge of prefixes, suffixes, and roots. It also measures understanding of academic vocabulary.	Vocabulary knowledge is a strong predictor of reading comprehension. Students with strong vocabulary skills are better able to understand complex texts, learn new concepts, and communicate effectively in speaking and writing

3rd Grade - Reading

Star Reading Enterprise - L10N.State

Below Basic Basic Proficient Advanced

District

Pennridge School District

Grade	Star Reading Enterprise Benchmark - Distribution of Students in Each Category - State							
	Fall							
	Below Basic		Basic		Proficient		Advanced	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
3	49	11%	89	21%	188	43%	108	25%
Summary	**49**	**11%**	**89**	**21%**	**188**	**43%**	**108**	**25%**

Domain Areas:

1. Literature
2. Informational Text
3. Vocabulary Acquisition and Use

Students At or Above Proficiency:

296 (68%)

4th Grade - Reading

Star Reading Enterprise - L10N.State

Below Basic | Basic | Proficient | Advanced

District

Pennridge School District

Grade	Star Reading Enterprise Benchmark - Distribution of Students in Each Category - State							
	Fall							
	Below Basic		Basic		Proficient		Advanced	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
4	48	11%	96	22%	127	29%	166	38%
Summary	**48**	**11%**	**96**	**22%**	**127**	**29%**	**166**	**38%**

Domain Areas:

1. Literature
2. Informational Text
3. Vocabulary Acquisition and Use

Students At or Above Proficiency:

293 (67%)

5th Grade - Reading

Star Reading Enterprise - L10N.State

Below Basic Basic Proficient Advanced

District

Pennridge School District

Grade	Star Reading Enterprise Benchmark - Distribution of Students in Each Category - State							
	Fall							
	Below Basic		Basic		Proficient		Advanced	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
5	41	9%	81	18%	165	37%	154	35%
Summary	**41**	**9%**	**81**	**18%**	**165**	**37%**	**154**	**35%**

Domain Areas:

1. Literature
2. Informational Text
3. Vocabulary Acquisition and Use

Students At or Above Proficiency:
319 (72%)

Intervention Plan

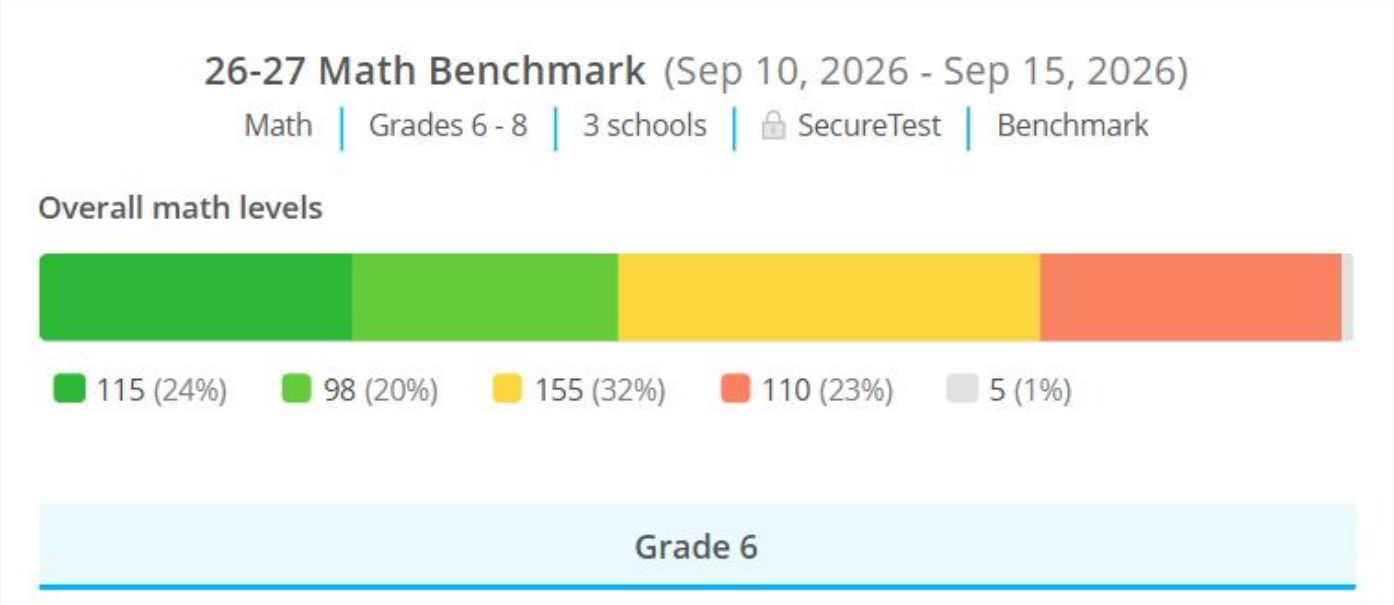
MTSS: Tiered Intervention Plan and Progress Monitoring

- Grades 3–5: Follow the same Tier 1, Tier 2, and Tier 3 intervention framework.
- Establish grade-level goals to move closer to, and ultimately exceed, 80% of students meeting grade-level benchmarks through Tier 1 instruction.
- Provide targeted, skill-based Tier 2 and intensive Tier 3 interventions based on student needs.
- Conduct biweekly progress monitoring for Tier 2 and weekly progress monitoring for Tier 3.
- Hold midpoint data meetings to review student growth and adjust interventions as needed.
- Evaluate overall progress through middle-of-year universal screening results.

Grade 6-8 Math Domains in IXL

Strand Area	Grade Levels	What It Measures	Why It Matters
The Number System	**6-8**	Understanding of fractions, decimals, integers, factors, multiples, and operations with rational numbers. Apply number concepts and computational skills to solve mathematical and real-world problems.	This strand provides the foundation for all future math learning. Strong number sense and computation skills support success in algebra, problem-solving, and higher-level mathematics.
Ratios & Proportional Relationships	**6, 7**	Ability to understand and solve problems involving ratios, rates, unit rates, proportions, and percents.	Proportional reasoning is one of the most important mathematical concepts in middle school and serves as a bridge to algebra and real-world problem solving.
Expressions & Equations	**6-8**	Ability to write, interpret, and evaluate expressions, solve equations and inequalities, and use variables to represent mathematical relationships.	These skills help students transition from arithmetic to algebraic thinking and prepare them for Algebra I and advanced mathematics courses.
Geometry	**6-8**	Understanding of shapes, area, surface area, angles, coordinate planes, and geometric relationships.	Geometry develops spatial reasoning and helps students apply mathematical concepts to measurement, design, and real-world situations.
Statistics & Probability	**6-8**	Ability to collect, organize, analyze, and interpret data, as well as understand probability and draw conclusions from data sets.	Data literacy helps students make informed decisions, interpret information critically, and apply mathematical reasoning across content areas.
Functions	**8**	Ability to define, analyze, represent, and interpret functions using tables, graphs, equations, and real-world scenarios.	Functions help students understand how quantities change in relation to one another and are a critical bridge to Algebra I and higher-level mathematics

6th Grade - Math



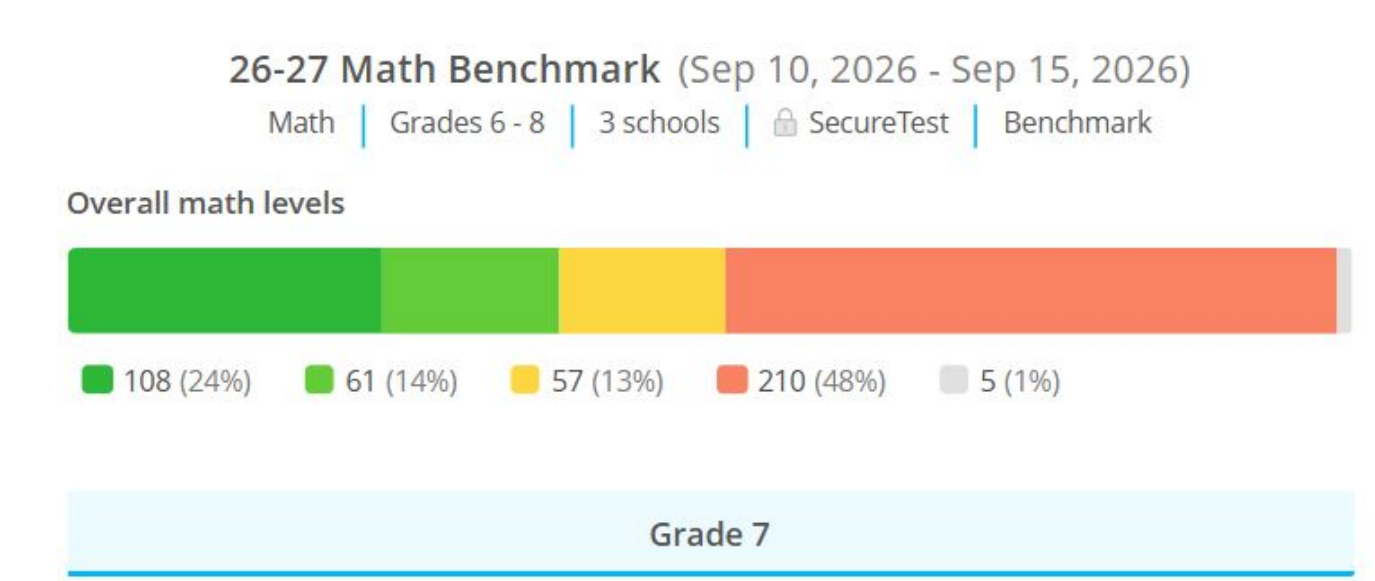
Domain Areas:

1. Geometry
2. Ratios & Proportional Relationships
3. Expressions & Equations
4. The Number System
5. Statistics & Probability

Students On or Above Grade Level Proficiency:
213 (44%)



7th Grade - Math



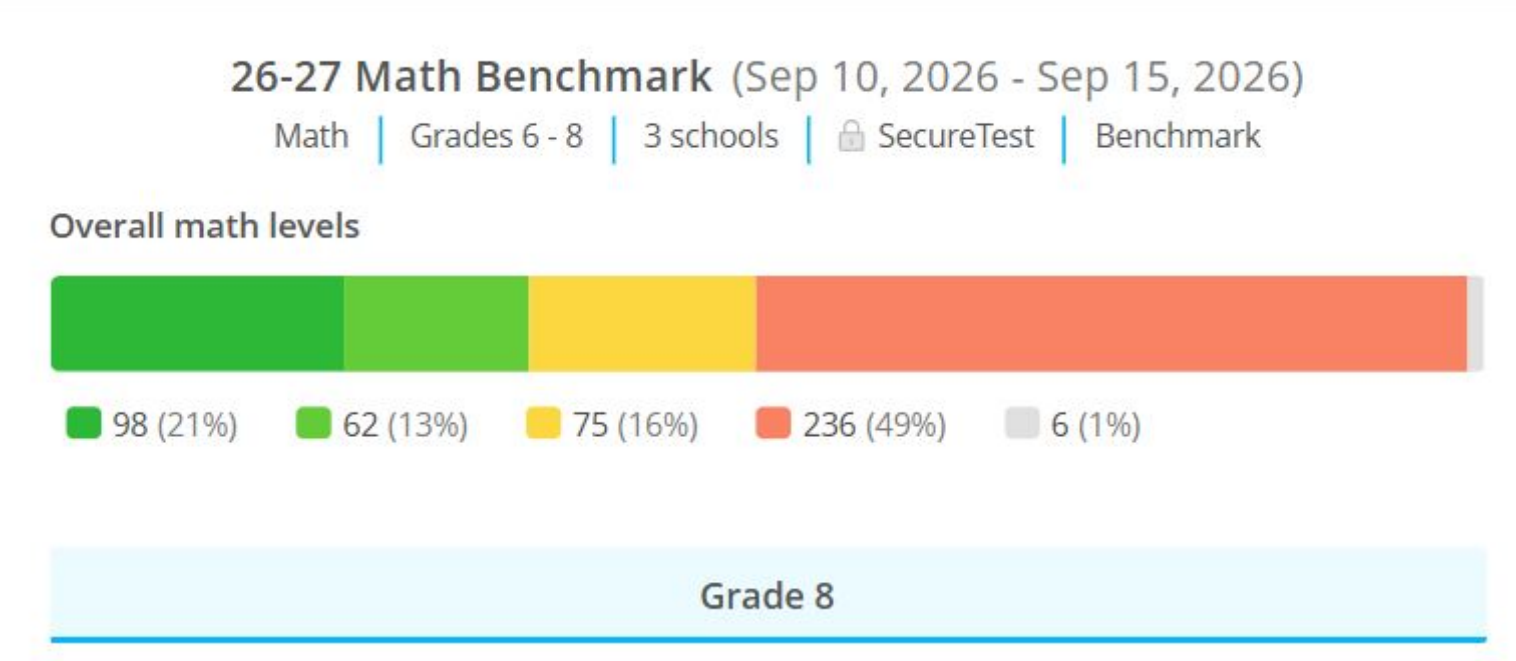
Domain Areas:

1. Geometry
2. Ratios & Proportional Relationships
3. Expressions & Equations
4. The Number System
5. Statistics & Probability

Students On or Above Grade Level Proficiency:
169 (38%)



8th Grade - Math



Students On or Above Grade Level Proficiency:
160 (24%)

Domain Areas:

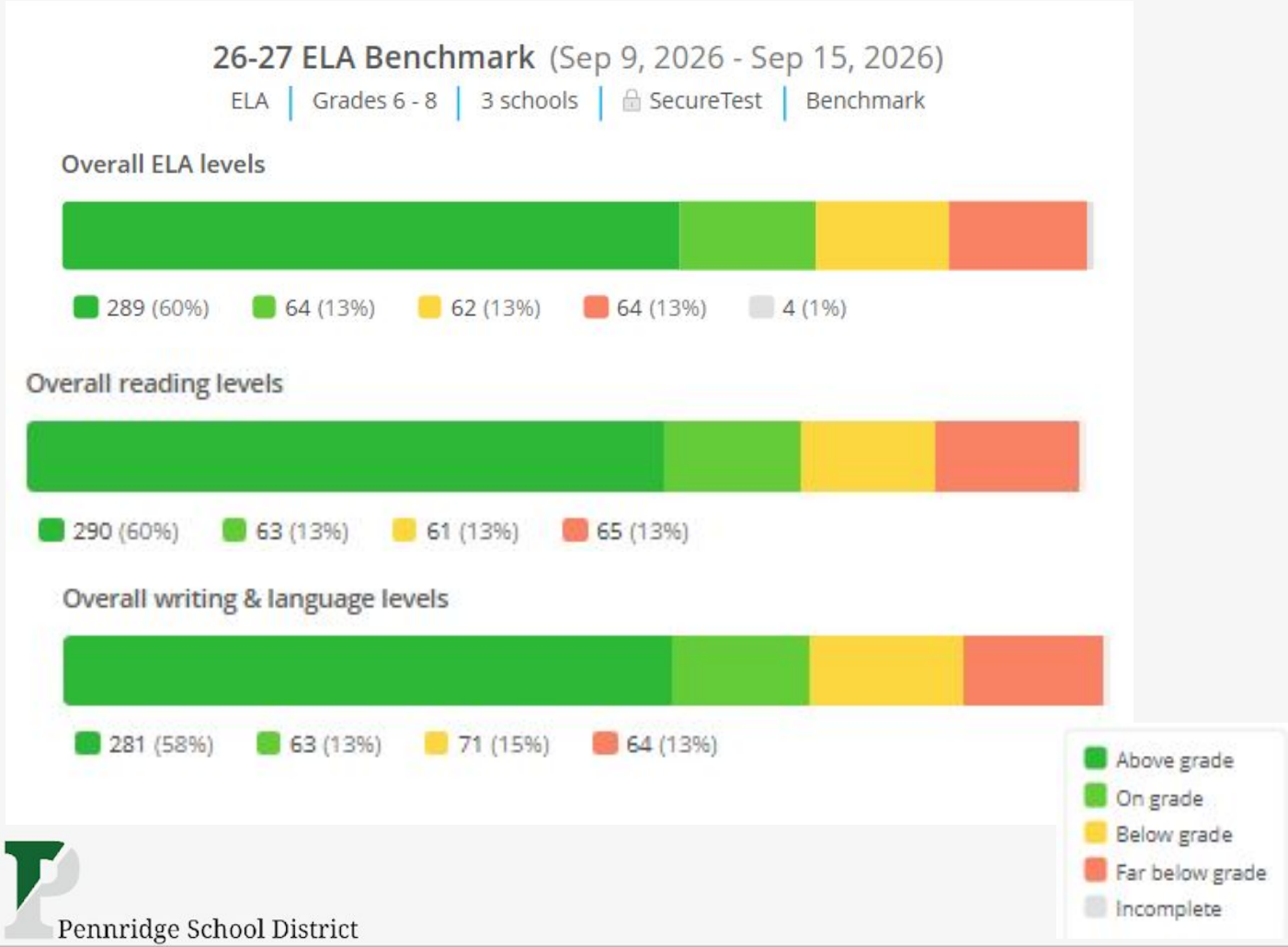
1. Geometry
2. Expressions & Equations
3. The Number System
4. Statistics & Probability
5. Functions



Grades 6-8 ELA Domains in IXL

Strand Area	What It Measures	Why It Matters
Reading - Informational Text	Ability to comprehend and analyze nonfiction texts, including identifying main ideas, supporting details, text structure, author's purpose, argument analysis, and use of textual evidence.	Strong informational reading skills support learning across all subjects.These skills are essential because students encounter increasingly complex informational texts in science, social studies, and other content areas.
Reading - Literature	Ability to comprehend and analyze literary texts, including theme, character development, plot, point of view, figurative language, and making inferences supported by evidence.	Literary analysis develops critical thinking and helps students interpret complex texts, support ideas with evidence, and engage in higher-level discussions and writing.
Writing & Language - Writing	Ability to organize ideas, develop claims, use evidence, revise writing, and communicate effectively for different purposes and audiences.	Writing is a key tool for demonstrating understanding, explaining thinking, and communicating effectively across all content areas.
Writing & Language - Language	Knowledge of grammar, usage, sentence structure, punctuation, capitalization, spelling, and conventions of standard English.	Strong language skills improve both written communication and reading comprehension, enabling students to express ideas clearly and accurately.

6th Grade - ELA

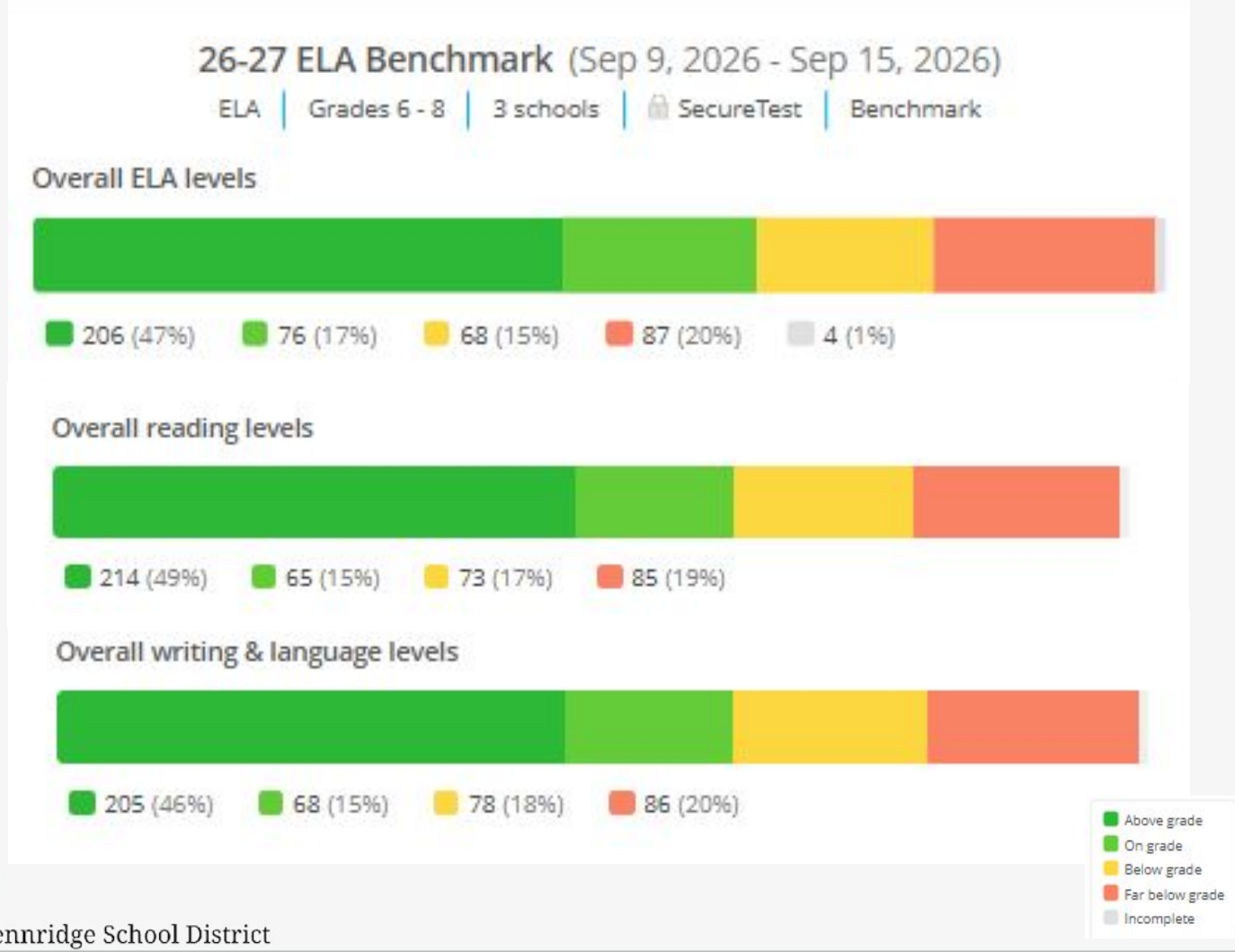


Students On or Above Grade Level Proficiency for <u>Overall ELA Levels:</u>
353 (73%)

<u>Domain Areas:</u>

1. Reading- Informational Text
2. Reading- Literature
3. Writing & Language- Writing
4. Writing & Language - Language

7th Grade - ELA

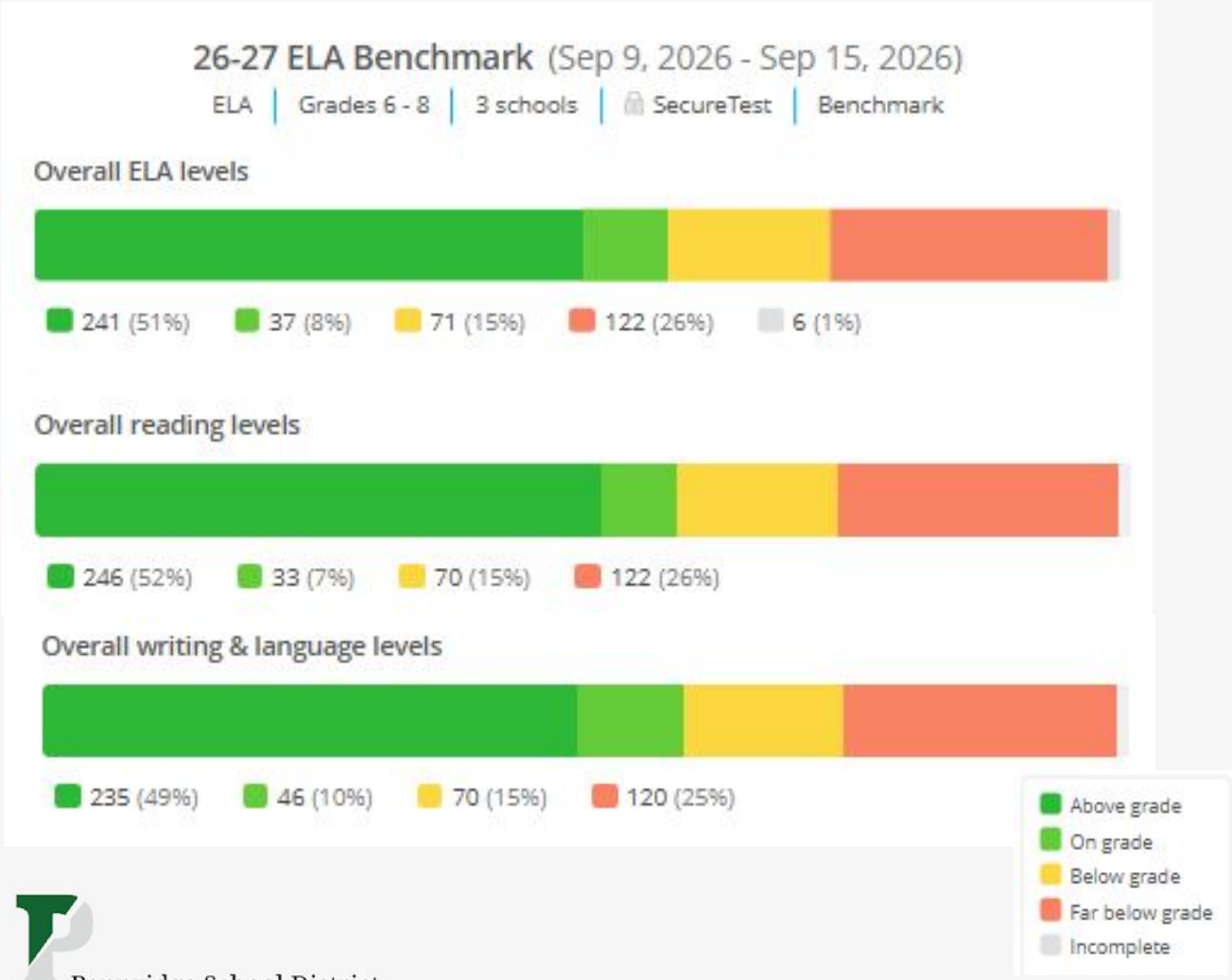


Students On or Above Grade Level Proficiency for <u>Overall ELA Levels</u>:
353 (73%)

<u>Domain Areas:</u>

1. Reading- Informational Text
2. Reading- Literature
3. Writing & Language- Writing
4. Writing & Language - Language

8th grade - ELA



Students On or Above Grade Level Proficiency for <u>Overall ELA Levels</u>:
378 (59%)

<u>Domain Areas:</u>

1. Reading- Informational Text
2. Reading- Literature
3. Writing & Language- Writing
4. Writing & Language - Language

Intervention Plan

MTSS: Tiered Intervention Plan and Progress Monitoring

- Grades 6-8: Follow the same Tier 1, Tier 2, and Tier 3 intervention framework.
- Establish grade-level goals to move closer to, and ultimately exceed, 80% of students meeting grade-level benchmarks through Tier 1 instruction.
- Provide targeted, skill-based Tier 2 and intensive Tier 3 interventions based on student needs.
- Conduct biweekly progress monitoring for Tier 2 and weekly progress monitoring for Tier 3.
- Hold midpoint data meetings to review student growth and adjust interventions as needed.
- Evaluate overall progress through middle-of-year universal screening results.

MTSS Behavioral Update

Elementary Schools

- **Implemented SWIS (School-Wide Information System)** to strengthen how behavioral data is collected, analyzed, and used to support student success.
- **PBIS (Positive Behavioral Interventions and Supports) teams meet monthly** to review school climate data, identify student needs, and plan proactive supports.
- **Developing consistent Tier 1 behavioral and social-emotional learning lessons** through collaboration among school counselors, MTSS specialists, and building principals to ensure all students receive universal support.
- **Preparing for the district's Brain-Based Approach to Regulation initiative**, which will launch this winter and focus on helping students develop self-regulation, coping, and emotional management skills.

Middle Schools

- **Completed PBIS professional learning through the Intermediate Unit (IU)**, resulting in stronger systems and practices to support positive student behavior and consistent expectations across the school that are currently in place.
- **Beginning implementation of the PBIS Benchmarks of Quality process**, mirroring the successful work completed at the elementary level to strengthen behavioral support systems and improve school climate.

Science Grade 9 Course Proposal:
Environmental Systems

New Science Course

Course Name: Environmental Systems

Description:
A one semester course that addresses the Environmental Literacy and Sustainability Standards, as well as, foundational Biology, Chemistry and Physics principles intended for instruction in Grade 9.

Need and Justification

Pennsylvania's updated STEELS standards introduced Environmental Literacy and Sustainability Standards. This course addresses them in 9th grade.

Meet the new standards

Addresses the Environmental Literacy and Sustainability Standards in the recently updated Pennsylvania STEELS standards.

Build the foundation

Supports students in developing foundational concepts and critical thinking skills for 10th-grade Biology

Course at a Glance

GRADE LEVEL

Grade 9

High School Science department

LENGTH

One semester

85 class periods of 88 minutes

WHEN OFFERED

Fall and spring

Units taught in the same order each semester

STANDARDS

39 standards

Pennsylvania STEELS, grades 9–12

SETTING

Local watershed

East Branch of the Perkiomen Creek

LEADS TO

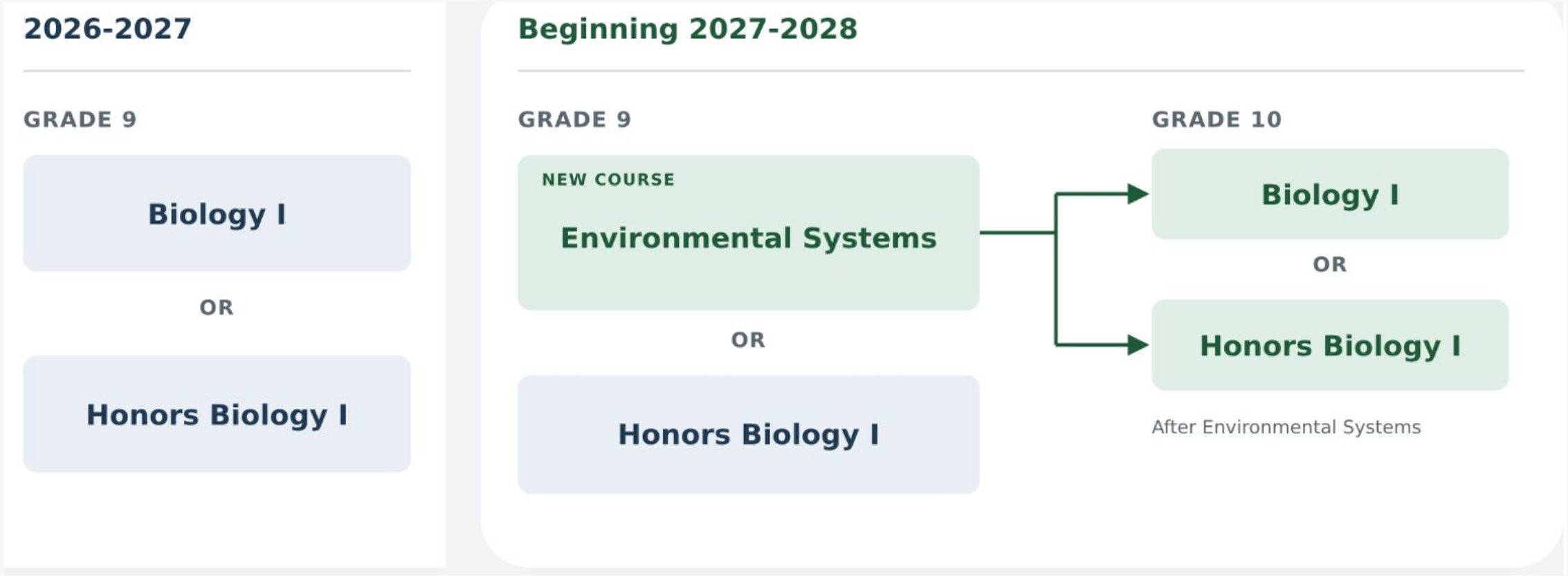
Biology

10th grade, then the PA Biology Keystone Exam

Who is a good candidate for this course?

Environmental Systems is recommended for students who would traditionally select Biology I in Grade 9. The course builds foundational scientific knowledge and skills to support success in Grade 10 Biology I and prepare students for the Keystone Biology Exam. Through field investigations, critical thinking, and evidence-based argumentative writing, students deepen their understanding of scientific concepts and strengthen their ability to apply their learning.

Science Course Offerings for Incoming Grade 9 Students



Course Goals: What students will be able to do

- Explain how energy and matter move through ecosystems, including food webs and the carbon cycle.
- Explain how the properties of water and basic chemistry shape life in a stream or pond.
- Describe how cells take in materials, use energy, and stay in balance with their surroundings.
- Explain how traits are inherited and how populations change over time through natural selection.
- Evaluate how human activity affects the environment and design solutions that weigh costs and benefits.
- Collect, graph, and interpret real environmental data.
- Write evidence-based scientific arguments: state a claim, support it with data, and explain the reasoning.
- Measure accurately and follow lab and field safety practices.

Costs Associated with the Course

Professional Development

5 hours of Professional Development time for teachers instructing the course

(Approximately $190/teacher)

Department meetings and professional learning days will also be utilized for training

Total Cost to be determined by the number of sections and instructors

Equipment Needs

Instructional activities will utilize the current instructional equipment in the room

Science department budget will allocated funds for water testing kits

Upfront costs approximately $4000-$4200

Anticipated annual costs $1000-$1500

Timeline

Dec 2026
Board approval pending

Dec 2026
Released as part of the High School Program of Studies

Jan–Jun 2027
Teacher professional development and curriculum training

Jul–Aug 2027
Classroom equipment purchase and teacher preparations

Aug 2027
Welcome first students

Requested Action

Board Approval, December 2026

Adopt Environmental Systems as a one-semester 9th grade course, opening to students in August 2027

Being A Reader: K-2

PDE Structured Literacy Mandate Timeline

Date	Milestone
Nov 2025	Act 47 of 2025 signed into law
Mar 31, 2026	Literacy survey due to PDE, including K–3 curriculum used in 2025–26
Aug 2026	PDE publishes list of evidence-based reading programs
Dec 2026	Next list update (Cycle 2 review, Aug 1–Nov 30)
Jul 31, 2027	First annual report: curricula adopted, PD selected, educators trained
Start of 2027–28	Adopt K–3 curriculum and approve a PD program from the PDE list

Pennridge Is Well Positioned

- Pennridge has already taken significant steps toward meeting these requirements.
- Being a Reader, Second Edition, which was Board approved in November 2025 and is currently being implemented in grades 3–5, appears on the Pennsylvania Department of Education's current list of evidence-based core reading programs for grades K–5.
- In grades K–2, Pennridge currently uses the legacy 2014 edition of Making Meaning, along with Fundations, Heggerty, Being a Writer, and other literacy supports.
- While Making Meaning has served the district well, it is going out of print and is not included on PDE's current list of evidence-based core reading programs.

Recommended Path Forward

- Rather than introducing an entirely different literacy program in the primary grades, the adoption of Being A Reader K-2 would create one coherent, vertically aligned K–5 literacy program while building upon a resource the district has already approved, invested in, and begun implementing.
- It would also position Pennridge to meet Pennsylvania's evidence-based reading requirements by the 2027–2028 deadline.
- With Board approval, the district proposes an early adoption of Being a Reader with a small group of K–2 teachers beginning in early 2027 and approval of Being A Reader for full implementation in the 2027-2028 school year.
- The early adoption will provide opportunities for teacher feedback, professional learning, curriculum alignment, and thoughtful integration with existing foundational literacy supports.

K–2 Early Adoption January 2027 - May 2027

Early Adoption Cost Update

Early Adoption Materials	$3,900.00
*Addition of Early Adoption Materials For West Rockhill	$975.00
Professional Learning	$2,000.00
*Shipping (8% of product cost)	from $312.00 to $390.00
Total (No New Money)	**from $6,212.00 to $7, 265.00**

Schools/Teachers

Seylar:
6 K-2 teachers
(2 teachers per grade)

Deibler:
2 1st grade teachers

***West Rockhill:**
3 1st grade teachers

January 2027 - May 2027 Early Adoption Timeline

Date	Milestone
January - Launch	Getting started with Being A Reader implementation, accessing online resources, and planning for week 1 of instruction.
February - Plan	Intentional Planning (weeks 2 - 4) and Preparing to teach small-group comprehension (grades 1-2).
March - Monitor	Monitoring and Supporting Implementation Check - in sessions and planning (weeks 5 - 7).
April - Monitor	Monitoring and Supporting Implementation Check-in sessions and reflections (weeks 8 -10).
May - Reflect	Pilot teacher check-ins, reflect on pilot and implementation plan. Communication plan for 2027-2028 school year to all K-2 teachers.

Communication Plan

- **October 7th** - Virtual meeting with principals to share the Being A Reader proposal for implementation and request for early adoption schools/teachers.
- **October 28th** - Met with Union representation to review Being A Reader implementation.
- **October 30th** - Shared Being A Reader proposal with all K-2 teachers and early adoption plan with identified teachers and building principals.
- **December 3rd** -Communication to early adoption families (pending board approval).

2027 - 2028 Being A Reader K-2 Cost

Grade	Class packages	Learning Portal subscriptions	Trade book sets	Grade total
Kindergarten	$53,100.00	$2,750.00	$3,969.00	$59,819.00
Grade 1	$64,600.00	$2,750.00	$3,787.00	$71,137.00
Grade 2	$59,075.00	$2,750.00	$1,778.00	$63,603.00
Estimated cost, K-2 Being a Reader	$176,775.00	$8,250.00	$9,534.00	$194,559.00
Professional development				$3,000.00
Total estimated cost				**$197,559.00**

K-5 Being A Reader Cost Analysis 2025 - 2029

Action Item

Recommendation to approve Being A Reader K-2 Early Adoption (January 2027 - May 2027) and Being A Reader Implementation K-2 2027 - 2028 School Year

Pending Board Approval