Education/Curriculum/Instruction Meeting

Tuesday, November 10, 2026 5:30 PM
This meeting will be held in a virtual format.

1.	**Opening**	
1.A.	Call to Order	
1.B.	Pledge of Allegiance	
2.	**Minutes**	
2.A.	Approval of Minutes	
3.	**Informational Items**	
3.A.	Elementary and Secondary Data	**Speaker(s):** Dr. D'Ana Waters, Dr. Pam Hart, Dr. Dennis Williams
3.B.	SHIELD Update	
3.C.	Student Representative Update	
4.	**Items Recommended for Worksession/Action Meeting**	
4.A.	Secondary Program of Studies	**Speaker(s):** Mrs. Rachel Earley and Curriculum Dept.
4.B.	Student Travel	
5.	**Other Business**	
6.	**Public Comments**	
6.A.	Guidelines for Addressing the Committee	
7.	**Summary of Items Recommended for Board Worksession and/or Action Meeting.**	
8.	**Next ECI Meeting Date will be in January 2027.**	
9.	**Adjournment**	

Student Data Update

November 10, 2026
ECI Committee Meeting

Elementary:
Dr. Pamula Hart
Ms. Jennifer Sicinski

Math:
Ms. Rebecca Rousseau
Ms. Donna Dome

Secondary:
Dr. Dennis Williams
Dr. Sean O'Sullivan
Mr. Kyle Hassler
Dr. Melissa Bolden

English Language Arts:
Ms. Rachel Earley
Dr. Nina Fenstermaker

Timeline

Summer	Fall	Winter/Spring	Ongoing
• **Preliminary** PSSA & Keystone (Achievement) Data was released • Science PSSA & Keystone has not been released yet • **Waiting for validation from PDE** • Advanced Placement Data was released (July)	• PVAAS (Growth) Data **(this has not been released)** • BOY Benchmark Math/ELA Data is collected • PSAT/NMSQT	• Mid-year Benchmark Math/ELA Data is collected • Midterms are given at secondary (January)	• Monthly PLC meetings
• Analyzed at the district & building level • District & School Goal plans are started	• Analyzed at the district & building level (Nov.) • District & School Goal plans are finalized	• Mid-year data meetings • Goal plans are monitored for mid-year progress	• Data to Impact Sessions

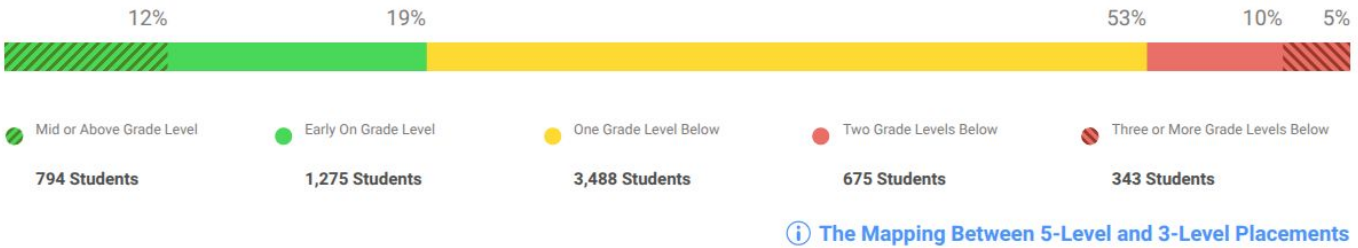
Elementary

iReady Inform - Math - Fall BOY

Grades K - 6

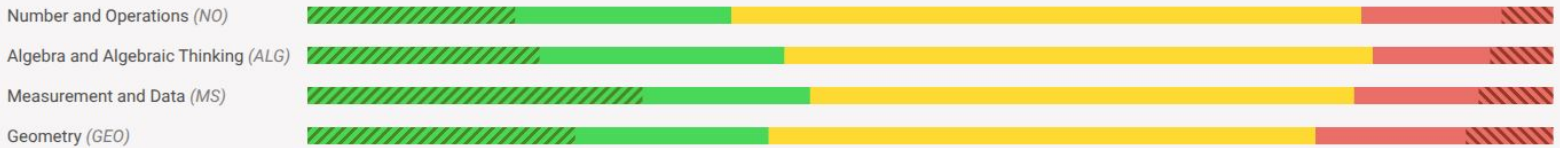
Overall Placement

Students Assessed/Total: **6,575/6,782**

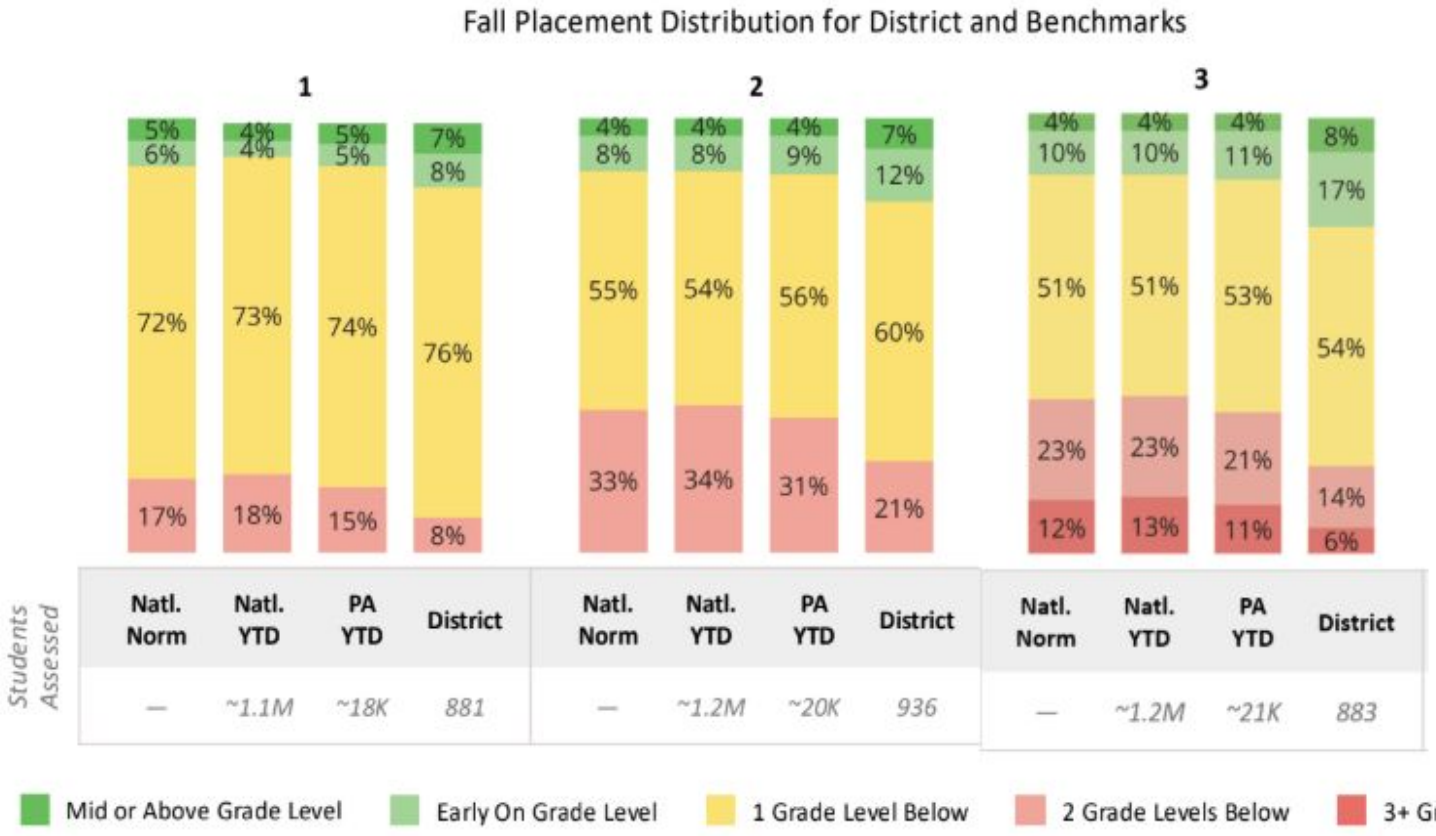


The Mapping Between 5-Level and 3-Level Placements

Placement by Domain



How Do the District's Placements Compare to the Benchmarks?



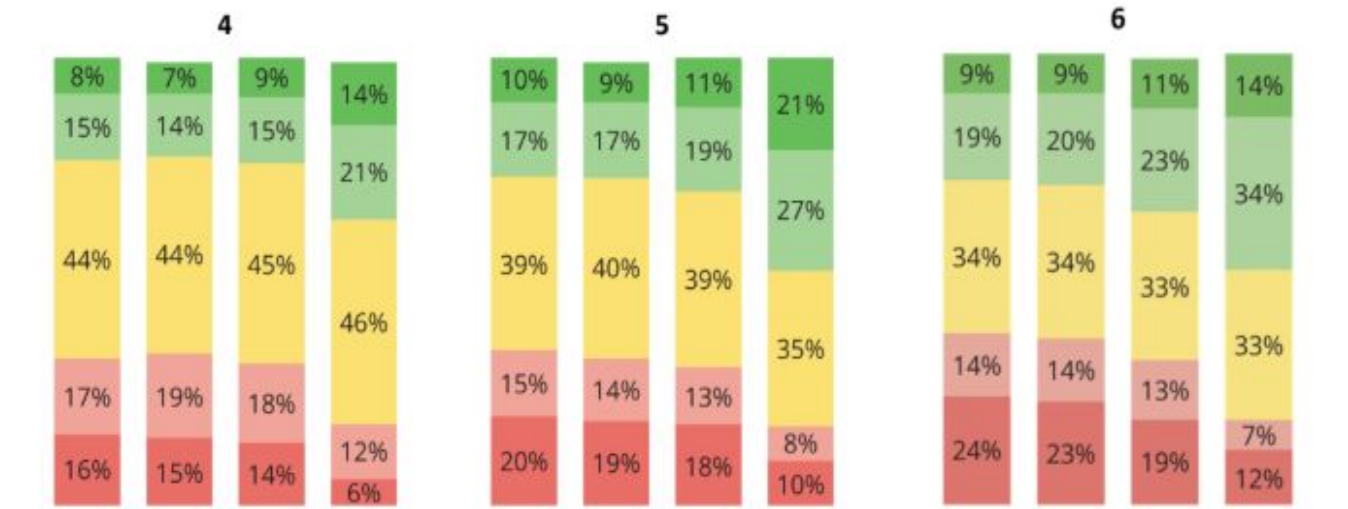
Natl. Norm: *i-Ready* National Norms Fall 22-23

Natl. YTD: National Year-to-Date Fall 26-27

PA YTD: PA Year-to-Date Fall 26-27

How Do the District's Placements Compare to the Benchmarks?

Fall Placement Distribution for District and Benchmarks



Natl. Norm	Natl. YTD	PA YTD	District	Natl. Norm	Natl. YTD	PA YTD	District	Natl. Norm	Natl. YTD	PA YTD	District
—	*~1.2M*	*~23K*	*945*	—	*~1.3M*	*~22K*	*1,077*	—	*~1.0M*	*~16K*	*941*

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

Natl. Norm: *i-Ready* National Norms Fall 22-23 **Natl. YTD:** National Year-to-Date Fall 26-27 **PA YTD:** PA Year-to-Date Fall 26-27

How Does Domain-Level Performance Compare to National?

Percent of Students Placing **Early, Mid, or Above Grade Level**, District Fall 26-27 compared to 22-23 National Norms

	1		2		3		4		5		6	
	Natl.	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*
Number and Operations	13%	21%	18%	26%	18%	27%	34%	46%	30%	47%	30%	43%
Algebra and Algebraic Thinking	22%	36%	21%	31%	23%	39%	35%	47%	31%	47%	28%	42%
Measurement and Data	18%	19%	19%	29%	27%	41%	33%	51%	35%	57%	37%	55%
Geometry	21%	29%	21%	32%	17%	28%	21%	35%	25%	44%	27%	50%
Students Assessed		*881*		*936*		*883*		*945*		*1,077*		*941*

Above National >5% pts

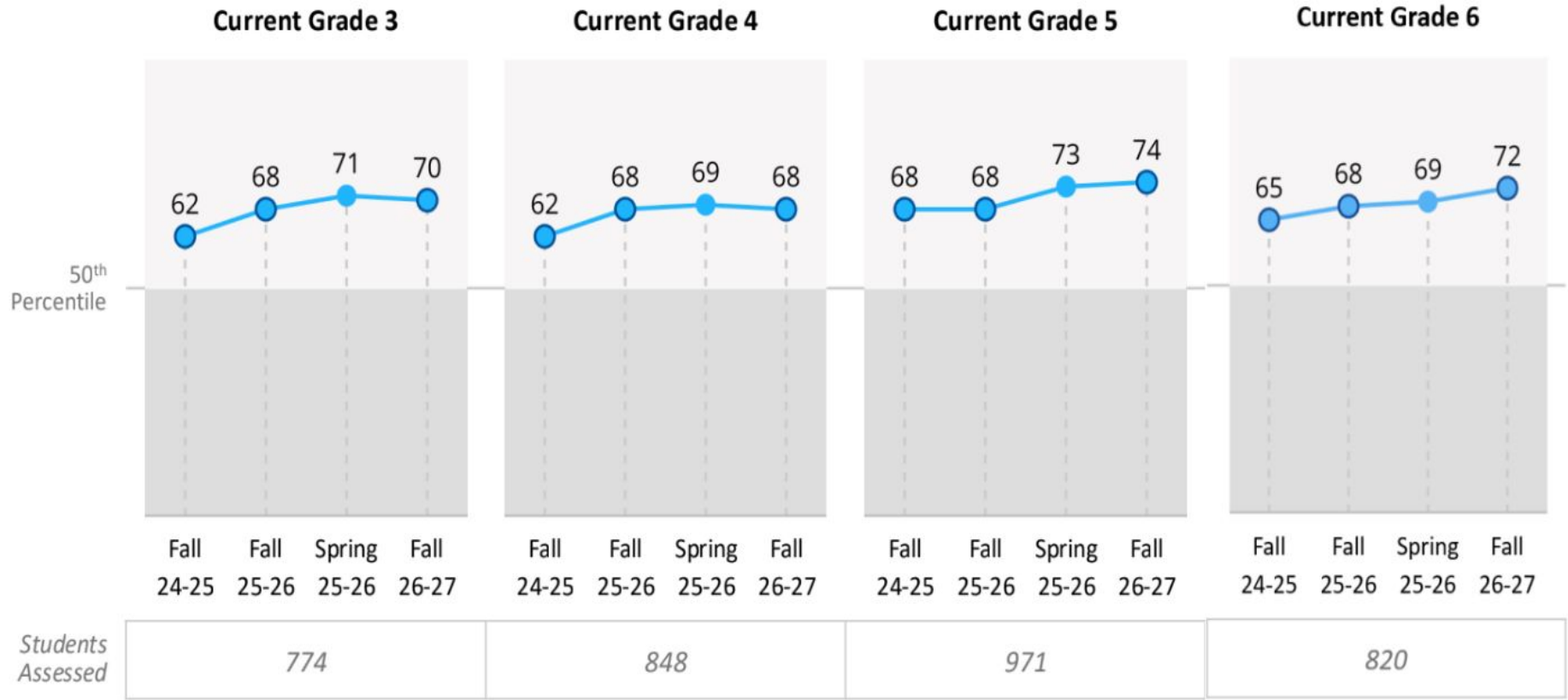
Above National 0-5% pts

Below National 1-5% pts

Below National >5% pts

How Has the District's Normed Performance Changed Year over Year?

Median Percentile Rank Relative to 22-23 National Norms, Fall 24-25 to Fall 26-27

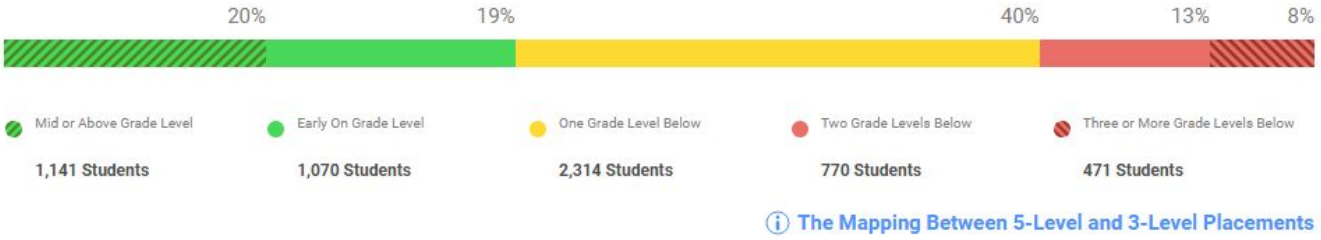


iReady Inform - ELA - Fall/BOY

Overall - Grades 1-6

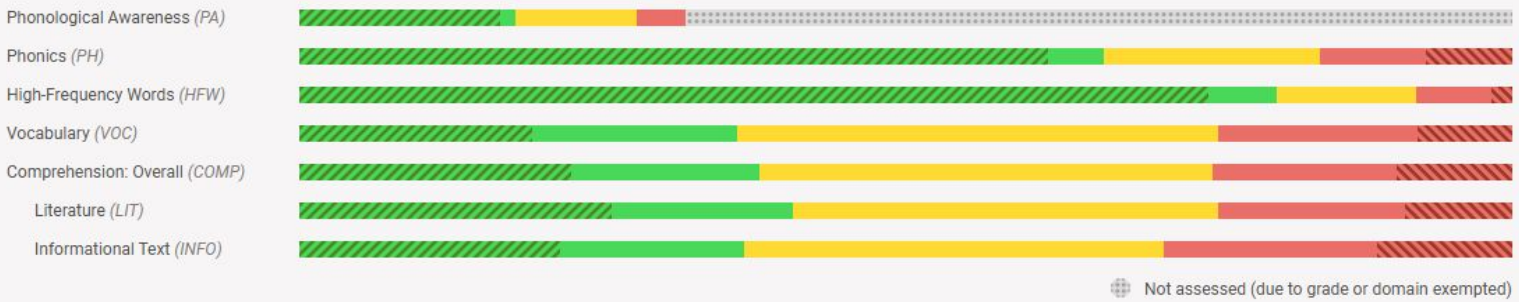
Overall Placement

Students Assessed/Total: **5,766/6,752**



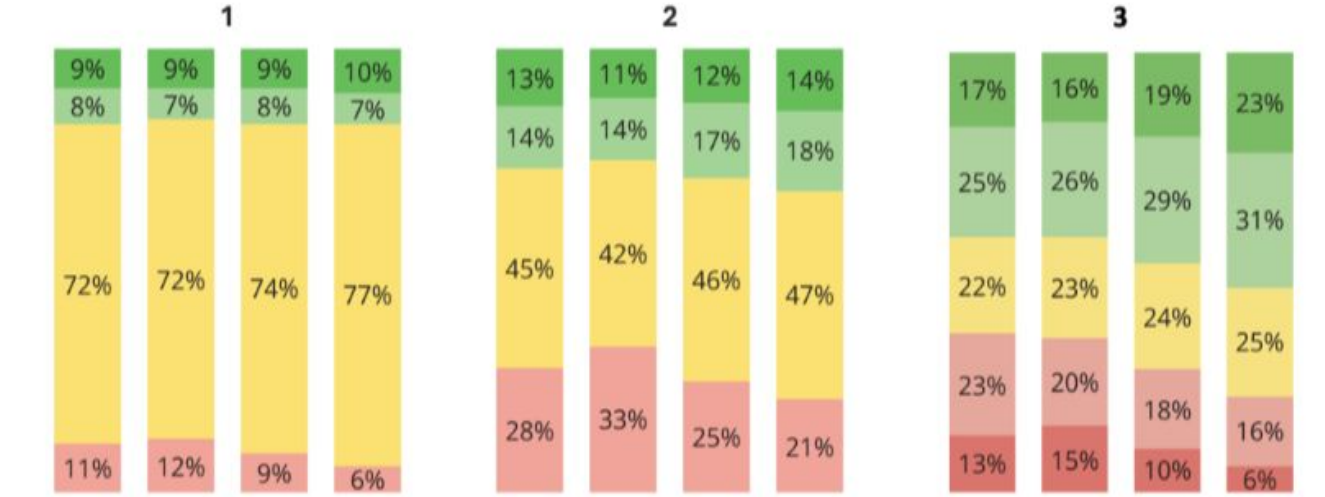
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	—	~928K	~12K	888	—	~1.0M	~13K	938	—	~1.1M	~14K	882

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

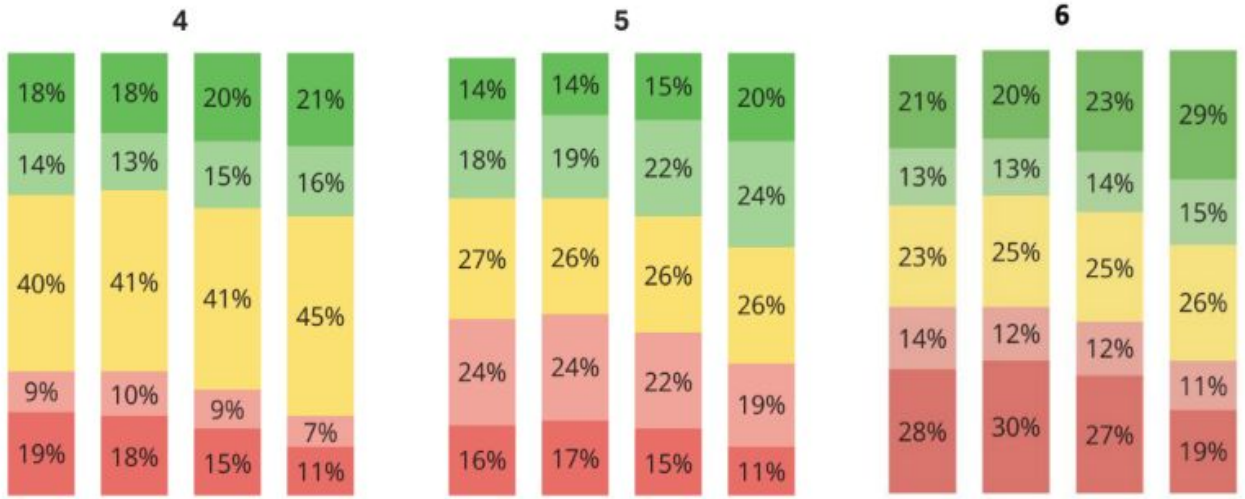
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	—	~1.2M	~16K	948	—	~1.2M	~15K	1,080	—	~1.0M	~11K	1,004

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

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	1		2		3		4		5		6	
	Natl.	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*
Phonological Awareness	33%	29%	—	82%								
High-Frequency Words	29%	31%	55%	62%	—	93%						
Phonics	24%	30%	30%	39%	51%	65%	—	79%	—	87%	—	92%
Vocabulary	20%	21%	25%	31%	39%	49%	33%	37%	31%	40%	32%	38%
Comprehension: Overall	20%	17%	25%	29%	37%	46%	33%	40%	36%	46%	36%	48%
Literature	23%	19%	27%	30%	40%	49%	38%	45%	40%	51%	39%	49%
Informational Text	24%	22%	25%	30%	36%	42%	31%	36%	32%	43%	33%	46%
Students Assessed		*888*		*938*		*882*		*948*		*1,080*		*1,004*

Above National >5% pts

Above National 0-5% pts

Below National 1-5% pts

Below National >5% pts

xx % National Comparison Not Available

The **Throughline:** A Data-Driven Framework for Student Success



DATA RETREAT & GOAL SETTING

Establishing the baseline throughline that aligns school-wide objectives with initial student data analysis.



DATA DAYS

Direct response meetings where staff analyze performance to drive resource allocation and instructional shifts.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

The overarching framework providing consistent Tier 1, 2, and 3 language and support levels.



PROFESSIONAL LEARNING COMMUNITIES (PLC)

Collaborative teams leveraging resources and shared strategies to plan targeted student skill development.



WIN (What I Need)

Targeted 30-45 minute sessions focused on specific interventions or multi-step enrichment.



Clarifying Core Instruction vs. WIN Intervention

Feature	Core Instruction	WIN (What I Need)
Focus	Grade-level standards for all students	Focused skill development for specific needs
Tech Use	Varied classroom applications	Individual iReady pathways and digital tools
Instruction	Universal Tier 1 delivery	Targeted small group and hands-on strategies

NotebookLM

How Knapp Puts Data into Action

Collaborative Conversations → Data-Driven Decisions → Targeted Instruction

Bi-Weekly PLC Meetings

- Within and across grade levels
- Ability to review student performance, identify trends and share instructional strategies

Data Days 3x Year

- Teams analyze student growth on benchmarks, identify areas of strength/need, and monitor progress toward schoolwide building goals

Daily Targeted Instruction (WIN time: What I Need)

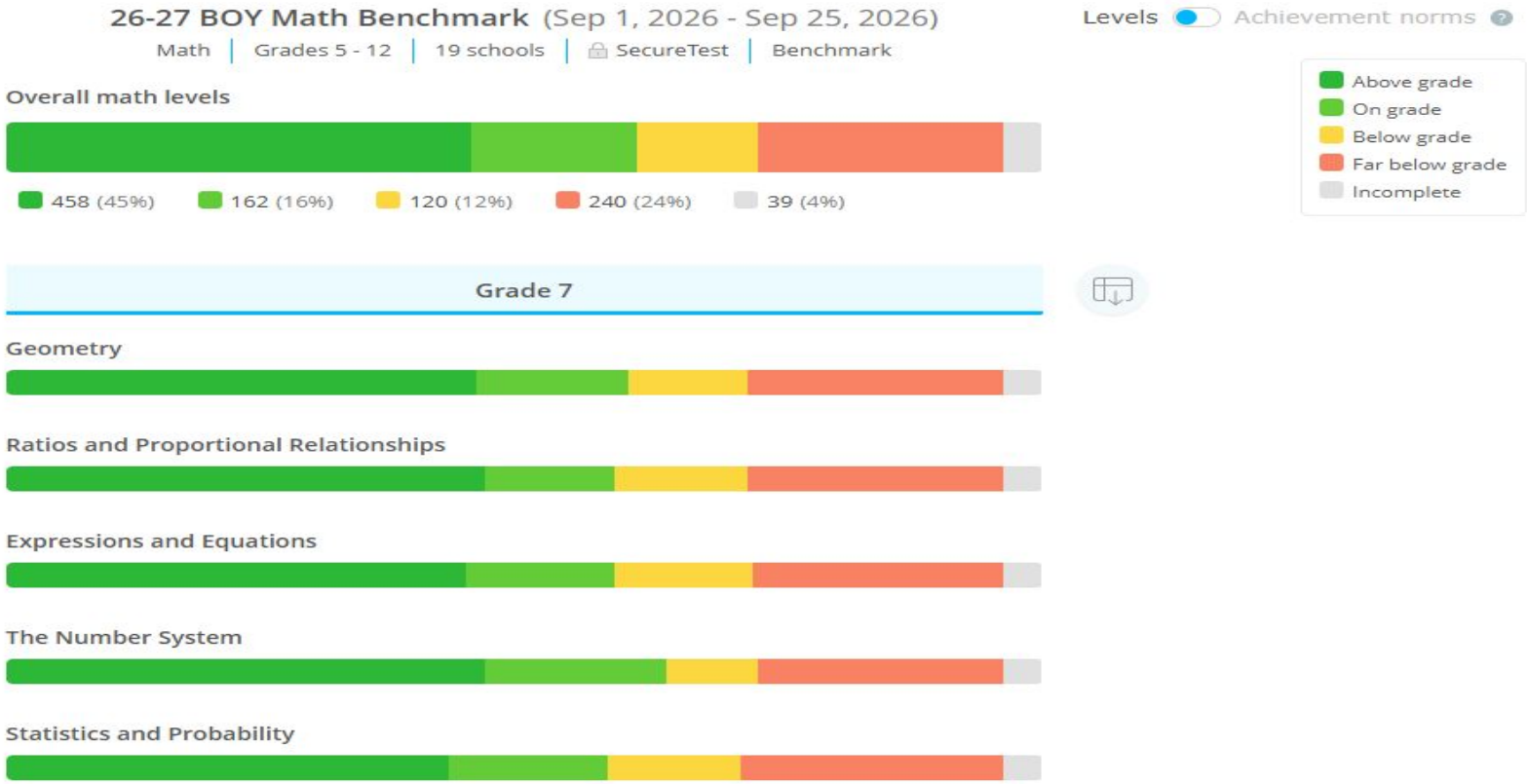
- As we review progress-monitoring data and classroom performance, students can move between Tier 1, Tier 2, and Tier 3 supports

How Knapp Puts Data into Action

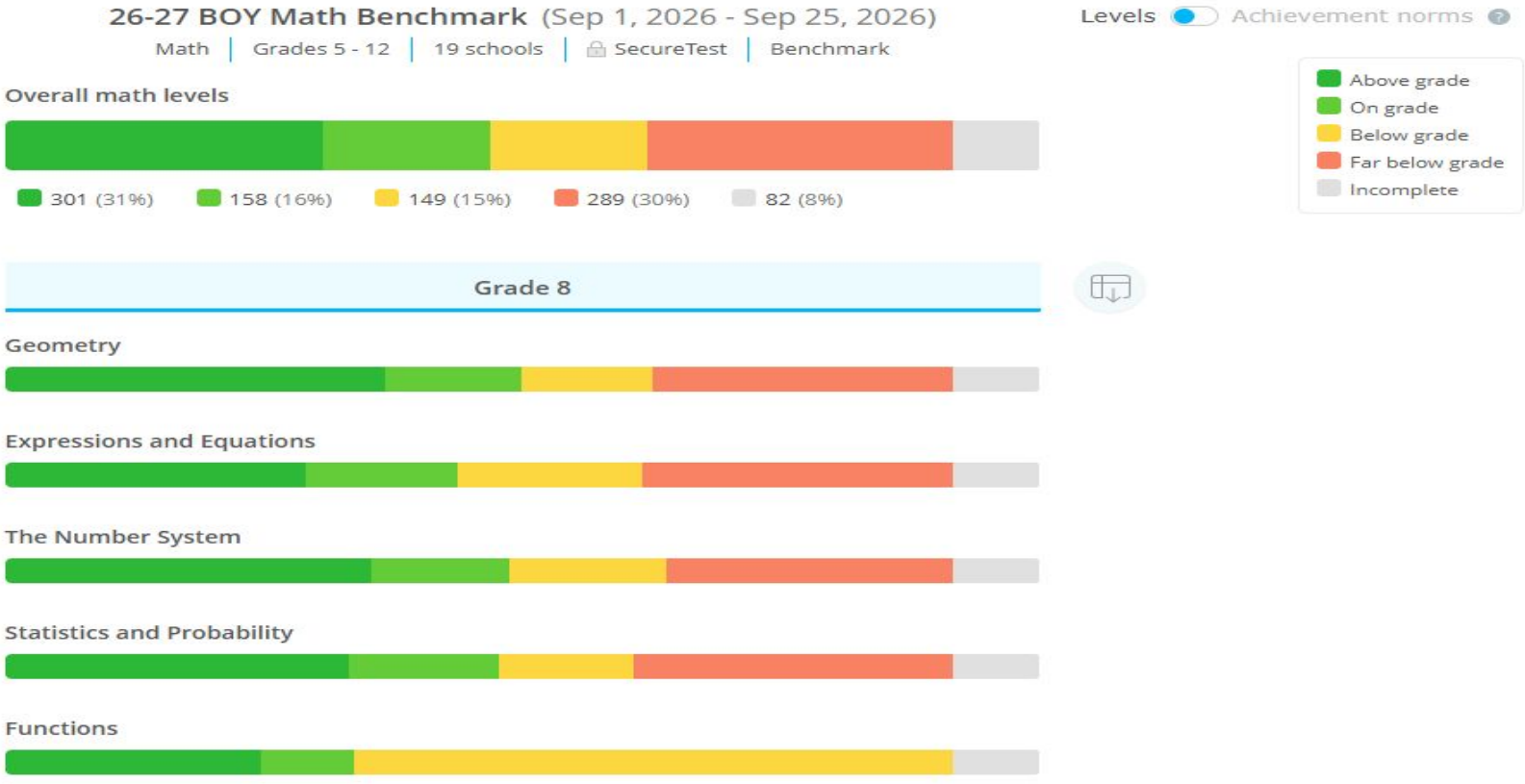


Secondary

MS IXL BOY Data - Math



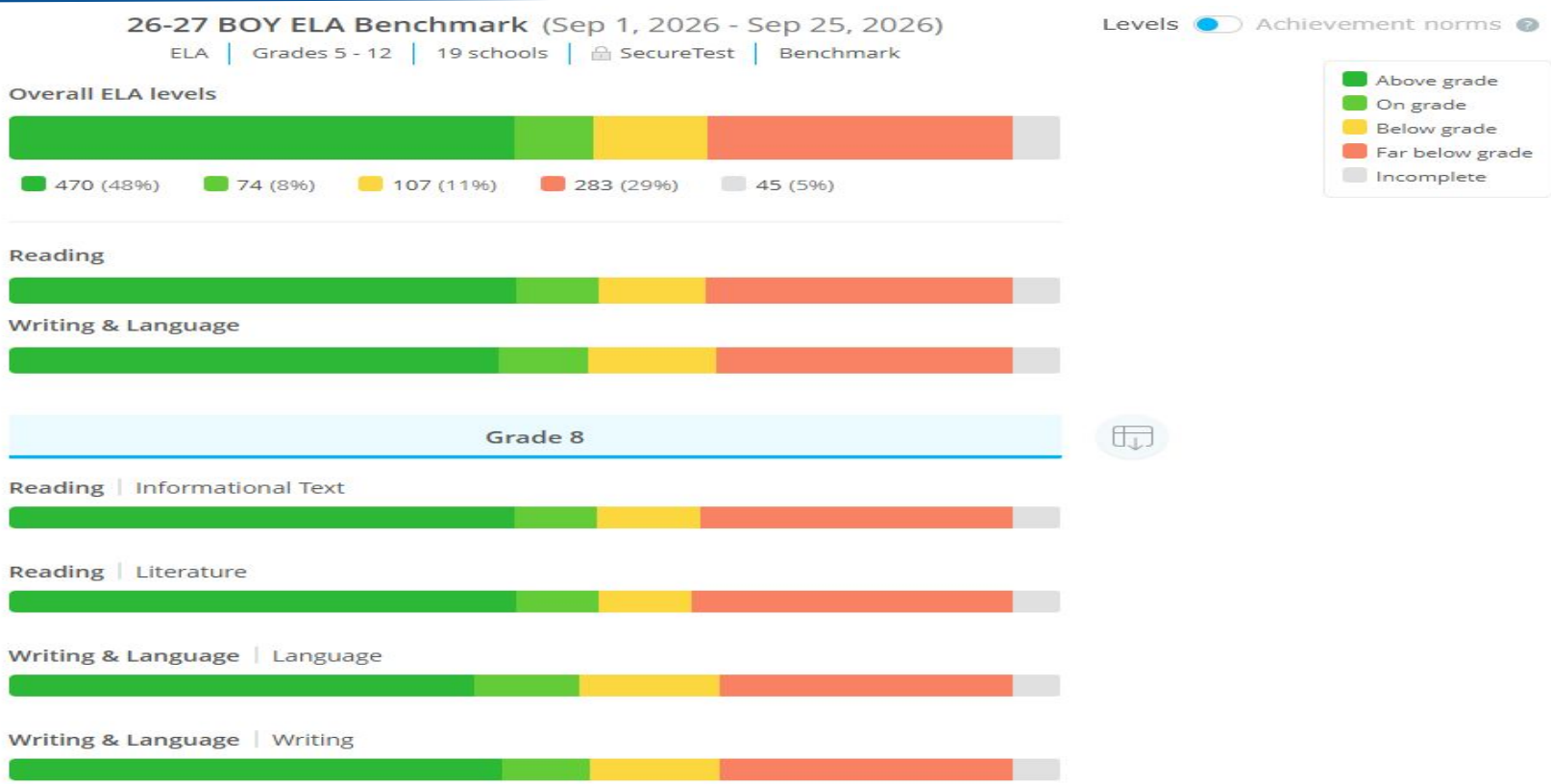
MS IXL BOY Data - Math



MS IXL BOY Data - ELA



MS IXL BOY Data - ELA



Middle Schools Putting Data into Action

1x PER CYCLE

PLC Meetings

Department and grade level teams collaborate to analyze current assessment data, identify learning gaps and share best practices.

4x PER YEAR

Data to Impact Days

- Dedicated deep-dive sessions
- Teacher led professional development with shared responsibility for student success.

TARGETED SUPPORT

Interventions

- Designated time within the regular schedule for targeted support and remediation.
- Small-group or individualized Tier 1, 2, or 3 interventions.
- MTSS specialist working to assist staff in data collection, analysis, and action planning.

AP Performance Overview
5-Year Trend Data

Total AP Students (2026)
889 +31.5% 5-Yr

Exams Administered (2026)
1,872 +39.2% 5-Yr

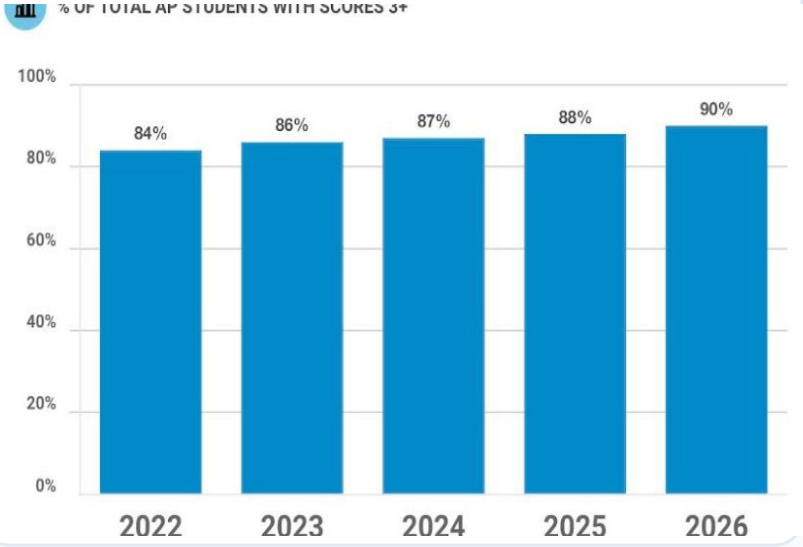
Passing Rate (Score 3+)
90.10% Record High

SCHOOL SUMMARY METRICS

SCHOOL SUMMARY

	2022	2023	2024	2025	2026
Total AP Students	676	744	822	879	889
Number of Exams	1,345	1,446	1,761	1,931	1,872
AP Students with Scores 3+	565	637	712	774	801
% of Total AP Students with Scores 3+	83.58	85.62	86.62	88.05	90.10

% OF TOTAL AP STUDENTS WITH SCORES 3+

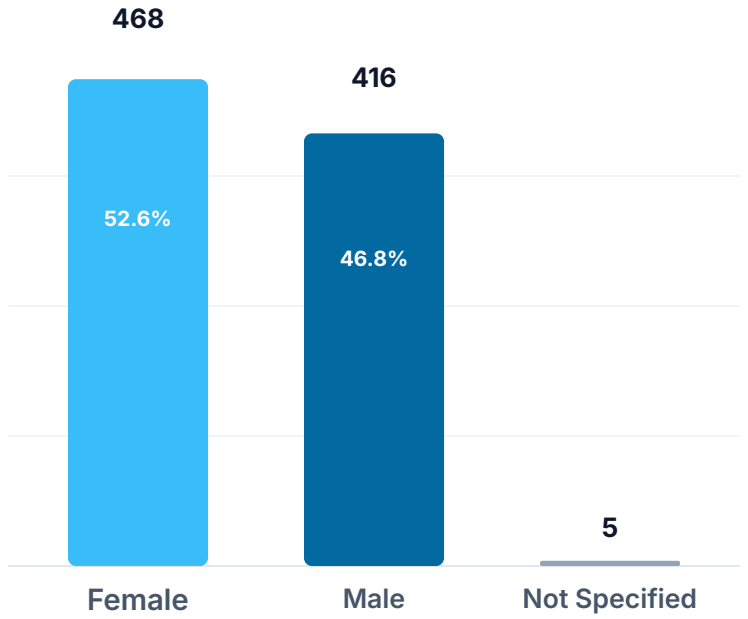


AP DEMOGRAPHIC DATA (2026)

TOTAL AP STUDENTS BY GRADE LEVEL

9th Grade	3	0.3%
10th Grade	170	19.3%
11th Grade	376	42.3%
12th Grade	330	37.1%

TOTAL STUDENTS BY GENDER

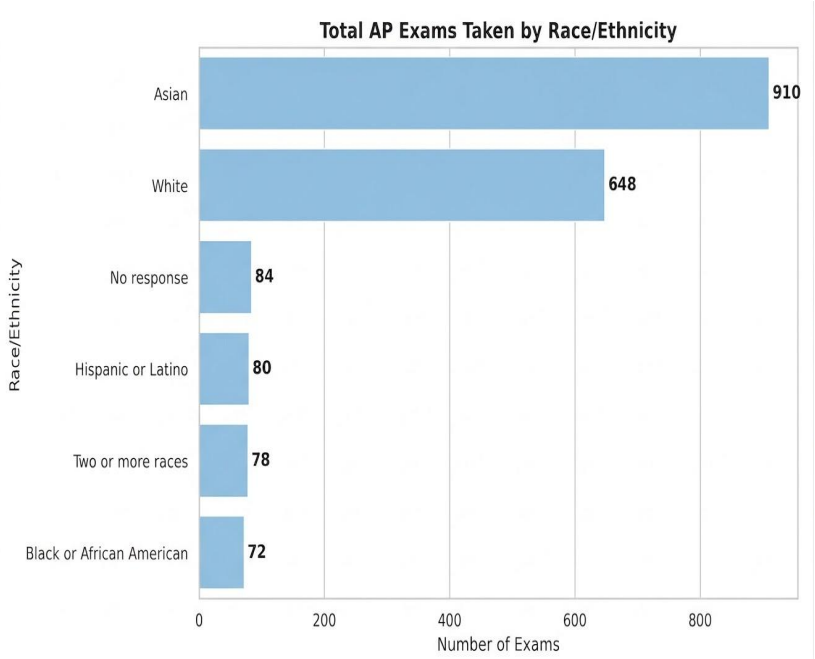


Total AP Cohort Size: **889 Students**

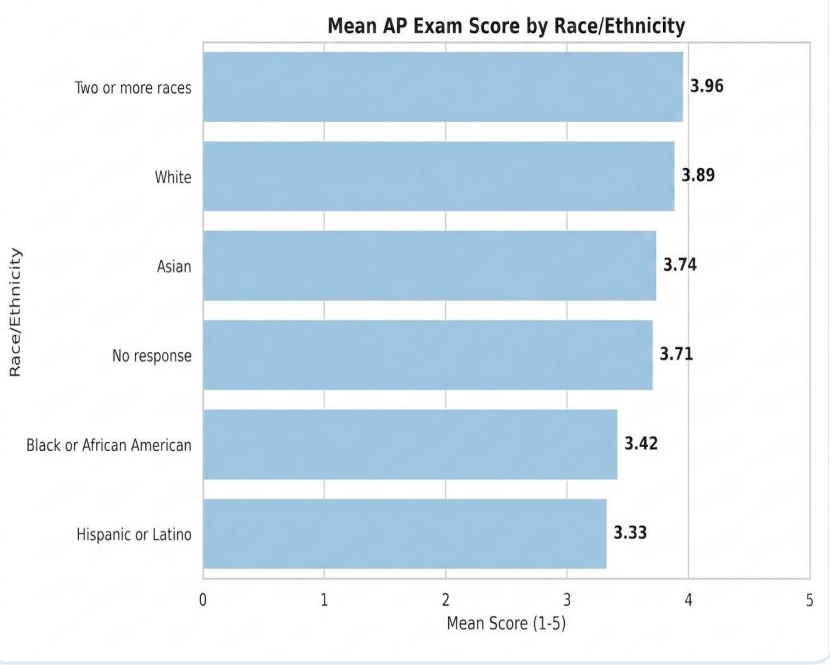
AP DEMOGRAPHIC BREAKDOWN

Performance & Participation by Race/Ethnicity

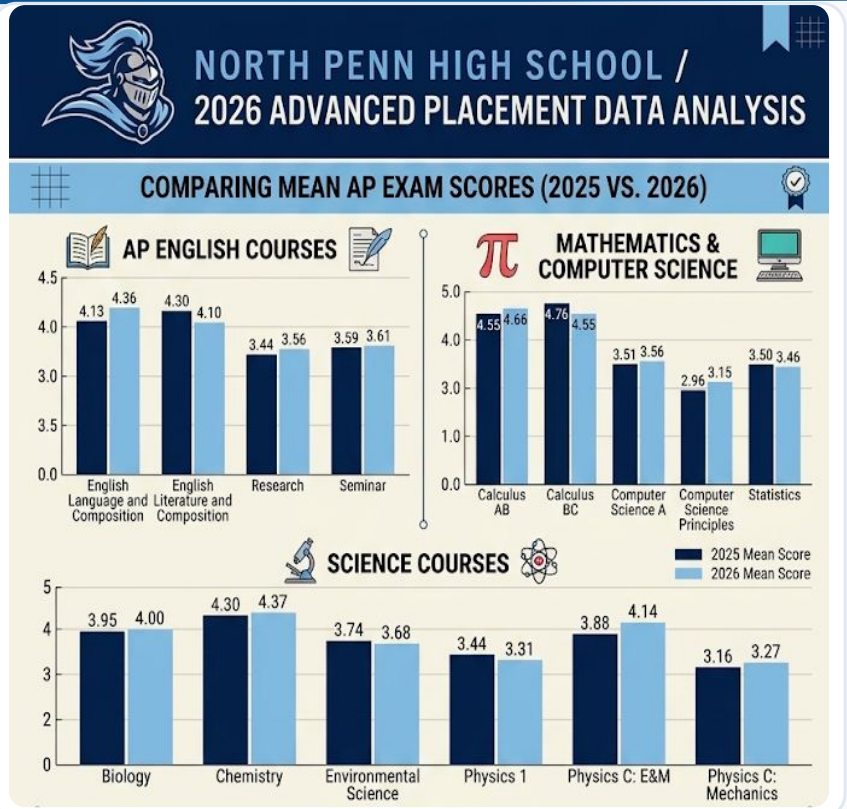
TOTAL AP EXAMS TAKEN BY RACE/ETHNICITY

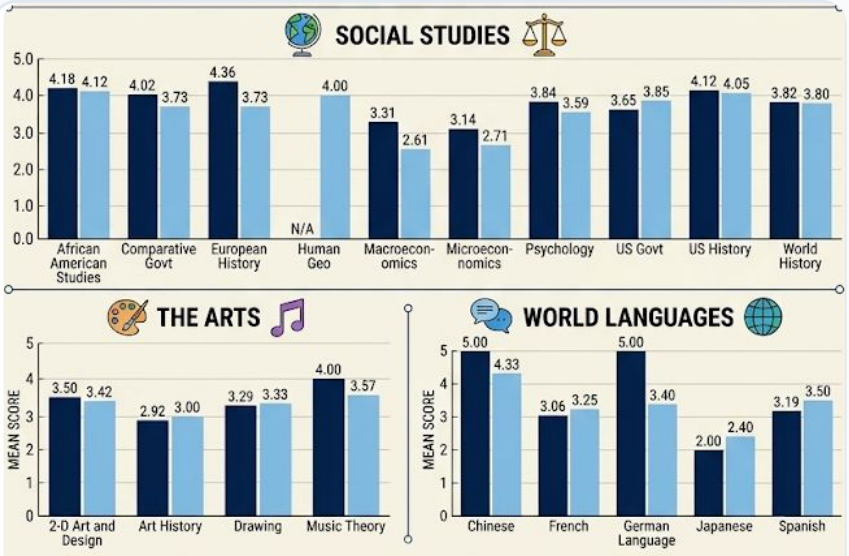


MEAN AP EXAM SCORE BY RACE/ETHNICITY



AP Exam Scores by Mean Average (2025 vs. 2026)





Plan for English Language Arts

PDE Literacy Update - Act 135 & 47

1. Evidence-based reading curriculum (K–3)
2. Universal reading screening (K–3)
3. Identification of reading deficiencies and parent notification
4. Individualized reading intervention plans
5. Professional development and educator training
6. Designated literacy leadership and implementation support
7. Accountability, reporting, and monitoring student outcomes

Data-Informed Priorities

From Data to Impact:

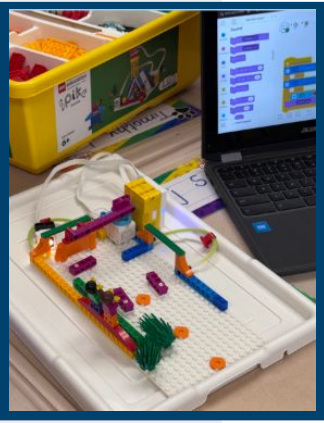
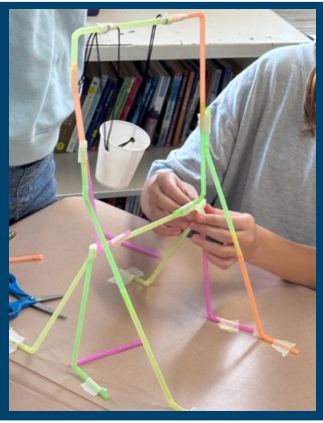
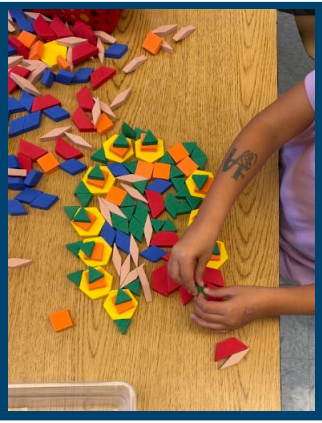
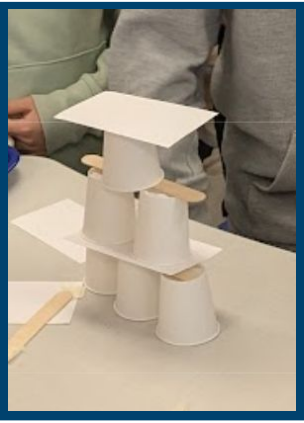
- K-2 focus: *Building the Bridge from Accuracy to Fluency*
- 3+ focus: *Comprehension: Key Ideas and Details*

Questions?

Thank You!

Elementary SHIELD

Program Update



NPSD Program of Studies

Proposed Changes for 2027-2028

November 10, 2026 ECI Committee

Presented by:
Rachel Earley, Director of Curriculum
Donna Dome, Curriculum Supervisor
Rebecca Rousseau, Curriculum Supervisor

Guiding Principles

- Ensuring high expectations for students
- Expanding opportunities and increasing access
- Balancing rigor with support
- Providing a solid foundation for college and career readiness

Proposed Course Additions & Changes

7th Grade Social Studies - Current

Current 7th Grade Social Studies:

- World Cultures and Geography 1076
- World Cultures and Geography 1076P
  - Both courses share the same curriculum and pacing; 1076P has an additional project included.
  - The project is not part of the core curriculum.

Implications of current model:

- Limited access to enrichment
- Lack of flexibility in scheduling

7th Grade Social Studies for 27-28

Recommendations for 2027-2028 school year:

- All students enrolled in World Cultures and Geography 1076
- All students have an expanded opportunity for research and additional study

Benefits:

- Expands access to enrichment
- Supports student exploration and future course readiness
- Aligns with changes made to 7th Grade Science last year

Mathematics
Financial Algebra

Redesigned course - 2745 Financial Algebra Level 5.0 (1 credit)

Replacement of 2745 Algebra/Geometry 4

- This course provides high school seniors with an application-based mathematical pathway that explores the world of finance through an algebraic lens. Synthesizing core concepts from Algebra 1 and Algebra 2 alongside statistics and data analysis, students will develop mathematical proficiency through real-world problems and project based learning. Drawing from the personal finance framework unit topics cover discretionary expenses, banking and interest, stock market investing, credit and debt management, employment and income taxes, automobile ownership, independent living, household budgeting, and retirement planning. Students utilize algebraic modeling, spreadsheets, and statistical tools to analyze financial data and make sound financial decisions for home, college, and career settings.

Rationale: Financial Algebra provides seniors with a modern, highly engaging 4th-year mathematics option. Grounding algebraic and statistical functions in concrete financial scenarios increases student motivation, reinforces mathematical skills, and satisfies the state personal finance graduation requirement while supporting overall college and workforce readiness.

Prerequisite: Successful completion of Algebra 1.

Broadcasting Course Changes at NPHS

- Proposed changes to enhance course structure
- Change year-long courses: Broadcasting and Video Production 1 0605 & Broadcasting and Video Production 2 0615 to **semester courses**
- Addition of two new additional semester courses: **Podcasting and Radio** & **Sports Broadcasting** (Course Numbers to be Assigned)
- **Rationale:** accelerated progression, deep exploration, scheduling flexibility, portfolio, and skill building

New Broadcasting Course Descriptions

Podcasting and Radio

This hands on course introduces students to audio storytelling, podcast production, and radio broadcasting. Students develop their writing, interviewing, vocal delivery, recording, and audio editing skills while creating content for specific audiences. Projects include interviews, news updates, public service announcements, themed radio segments, and original podcast episodes. Students explore programming, broadcast ethics, copyright, and responsible publishing while gaining experience as hosts, producers, editors, and audio operators. Opportunities include producing content for NPTV and WNPV.

Sports Broadcasting

This hands on course introduces students to the storytelling, preparation, and technical skills used in sports broadcasting. Students explore play-by-play announcing, color commentary, sports reporting, interviewing, camera operation, replay, graphics, and live production. Working in broadcast teams, students research teams and athletes, develop production rundowns, and create game coverage, highlights, and sports features. Emphasis is placed on accuracy, fairness, teamwork, and effective communication during live events. Opportunities include contributing to NPTV coverage of North Penn athletics.

Questions & Thank you!