

Pennridge North MS

TSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Pennridge North MS		122098103
Address 1		
1500 North Fifth St		
Address 2		
City	State	Zip Code
Perkasie	PA	18944
Chief School Administrator		Chief School Administrator Email
Dr Angelo G Berrios III		aberrios@pennridge.org
Principal Name		
Tara H. Collice		
Principal Email		
tcollice@pennridge.org		
Principal Phone Number		Principal Extension
215-453-6932		851001
School Improvement Facilitator Name		School Improvement Facilitator Email
Chad Evans		CEvans@BucksIU.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tara Collice	Principal	North Middle School	tcollice@pennridge.org
Jamie Vinci	Education Specialist	North Middle School	jvinci@pennridge.org
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Brad Palmer	Chief School Administrator	Pennridge School District	bpalmer@pennridge.org
Meg Burke	District Level Leaders	Pennridge School District	mburke@pennridge.org

Vision for Learning

Vision for Learning

At Pennridge North Middle School, we envision a learning community where every student is empowered to grow academically, socially, and emotionally through the development of confidence, perseverance, empathy, and the skills necessary for college, career, and community readiness.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Almost all student groups did not meet the statewide goal, nor did they increase their performance from the previous year (with the exception of the Multi-Racial student group, which made some progress) in ELA. 62.2% of the students were proficient or advanced, down from previous years.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	met or exceeded target

Challenges

ESSA Student Subgroups	Indicator
English Learners	did not meet target, did not make progress

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

42.4% of the students were proficient or advanced in Math, down from previous years. Although no group met the statewide goal, the Economically Disadvantaged group did increase performance from the previous year.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	increased performance from previous year

Challenges

ESSA Student Subgroups	Indicator
English Learners	did not meet target or make progress

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups met or exceeded the goal for ELA, but only the Hispanic, Economically Disadvantaged, and Combined Ethnicity groups also made growth from the previous year.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	met target and made growth

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	met target but did not make growth

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Although no group made growth from the previous year, the Hispanic, Economically Disadvantaged, and Combined Ethnicity groups met or exceeded their goal.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	met target, did not make growth

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	did not meet target or make growth

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The ELD group did not meet the goal and had a decrease in performance from 16% the previous year to 13.6%. The state average is 32.4%.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	no strength

Challenges

ESSA Student Subgroups	Indicator
English Learners	did not make target or show growth

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Attendance is trending up, with all groups meeting or exceeding their goal, as well as more students attending regularly.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	61.9% to 83.3% to 86.6%

Challenges

ESSA Student Subgroups	Indicator
English Learners	NA

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

There was a decrease in performance across all groups, with the Economically Disadvantaged and Students with Disabilities populations not meeting the goal.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	made goal

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	trending down, did not make goal

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

All student groups met or exceeded the goal for ELA, but only the Hispanic, Economically Disadvantaged, and Combined Ethnicity groups also made growth from the previous year.
Although no group made growth from the previous year, the Hispanic, Economically Disadvantaged, and Combined Ethnicity groups met or exceeded their goal.
Attendance is trending up, with all groups meeting or exceeding their goal as well as more students attending regularly.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Almost all student groups did not meet the statewide goal, nor did they increase their performance from the previous year (with the exception of the Multi-Racial student group, which made some progress) in ELA.
42.4% of the students were proficient or advanced in Math, down from previous years. Although no group met the statewide goal, the Economically Disadvantaged group did increase performance from the previous year.
The ELD group did not meet the goal and had a decrease in performance from 16% the previous year to 13.6%. The state average is 32.4%.
There was a decrease in performance across all groups, with the Economically Disadvantaged and Students with Disabilities populations not meeting the goal.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
LinkIt! RELA Benchmarks A & B	Student performance in English Language Arts demonstrated positive growth across all grade levels from Benchmark Form A to Form B, with the most substantial gains occurring in Grade 8. Average scores increased from 53% to 58% overall, and Pennridge North exceeded district averages in Grade 8 performance and overall student growth. Achievement-level mobility data indicate that nearly one-quarter of students moved to a higher performance band, with particularly strong growth among students who began in the Basic and Below Basic ranges. While overall achievement improved, gains were not consistently reflected in projected proficiency rates, particularly in Grade 7. Additionally, English Learners and students receiving special education services continue to perform below building averages, suggesting a need for continued emphasis on language development, vocabulary acquisition, and literacy supports within Tier 1 instruction and intervention structures.

English Language Arts Summary

Strengths

Grade 8 demonstrated particularly strong growth, increasing 10 percentage points and outperforming the rest of the district on Form B (64% vs. 59%). Sixty-two percent of students demonstrated positive growth in ELA, exceeding the district average of 57%.
Students consistently demonstrated strength in Vocabulary, Main Idea, and Key Ideas & Details, indicating an ability to identify central ideas and understand important information within texts.
Grade 8 students demonstrated particularly strong performance and growth in Character Analysis, Vocabulary, and Informational Text, exceeding district performance in several areas.
Performance in Key Ideas and Details was a consistent strength across all grade levels, suggesting students can successfully identify and support important concepts within a text.

Challenges

Students demonstrated difficulty with Inference, indicating a need for increased support in drawing conclusions and interpreting information beyond what is explicitly stated.
Craft and Structure/Integration of Knowledge and Ideas was a recurring area of need, particularly in Grades 6 and 7, requiring students to analyze author's purpose, text structure, and multiple sources of information.
Students performed less successfully on higher-order literacy skills such as Compare and Contrast, Sequence, and Plot Analysis, suggesting a need for greater emphasis on analytical thinking and text-based reasoning.

Mathematics

Data	Comments/Notable Observations
LinkIt! Mathematics Benchmarks A & B	Mathematics data reflect strong growth across all grade levels, with Pennridge North students exceeding district growth rates at every grade level and demonstrating higher growth percentiles than comparable district peers. More than three-quarters of students demonstrated positive growth, and achievement-

	level mobility exceeded district averages, particularly in Grade 6. Despite these encouraging growth trends, a substantial percentage of students remain in the Basic performance range, indicating that increased achievement has not yet translated into comparable increases in projected proficiency. Grade 8 mathematics warrants particular attention, as average scores improved significantly while projected proficiency rates remained low. Achievement gaps also persist for English Learners and students receiving special education services, reinforcing the need for targeted supports and continued implementation of the school's MTSS framework.
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Mathematics Summary

Strengths

Seventy-seven percent of students showed positive growth in mathematics. Growth exceeded district averages at every grade level. Overall average growth was 11 percentage points compared to 6 percentage points districtwide.
Students demonstrated strong performance in The Number System, including operations with rational numbers and foundational computational skills, particularly in Grades 6 and 7.
Strong achievement was evident in procedural mathematics skills, including multiplying and dividing rational numbers, computing unit rates, solving linear equations, and working with functions.
Grade 8 students demonstrated notable strength in Functions and Algebraic Reasoning, exceeding district performance in several related standards and skills.

Challenges

Students demonstrated greater difficulty with multi-step problem solving and mathematical application tasks, particularly when required to transfer learning to unfamiliar situations.
Expressions and Equations emerged as a recurring area for improvement in Grades 6 and 7, particularly when students were required to interpret or model mathematical relationships.
Grade 8 students demonstrated the greatest difficulty with Geometry concepts, specifically the application of the Pythagorean Theorem and transformational geometry.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LinkIt! Science Benchmarks A, B, & C	Across the 2025–2026 school year, sixth-, seventh-, and eighth-grade students demonstrated overall growth and achievement in science, with performance generally improving from Benchmark A to Benchmark C. Sixth grade showed the strongest growth trajectory, increasing from 50% to 71%, while seventh grade improved significantly from 48% to the low 60s and maintained those gains throughout the year. Eighth grade entered the year with the highest baseline performance and sustained achievement in the mid-60% range across all benchmark administrations. Across grade levels, students demonstrated increasing proficiency in applying scientific concepts, analyzing information, and explaining scientific phenomena. While growth was evident throughout the program, data suggest continued opportunities to strengthen higher-level scientific reasoning, application of knowledge in unfamiliar contexts, and the integration of quantitative thinking within science instruction. Overall, the benchmark data

	reflect a positive trend in student achievement and indicate that students are developing both content knowledge and scientific literacy skills over time.
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Science, Technology, and Engineering Education Summary

Strengths

Students demonstrated strong performance in Life Science concepts, including cells and body systems, genetics, inheritance, growth and development, and ecosystem interactions.
Students showed increasing proficiency in Earth and Space Science, particularly in areas related to Earth's systems, weather and climate, natural resources, and the solar system.
Students demonstrated strength in several Science and Engineering Practices, including obtaining and evaluating information, constructing explanations, developing models, and supporting claims with evidence.
Benchmark data indicate growth in students' ability to apply scientific knowledge to real-world phenomena and environmental issues, particularly within life and earth science contexts.

Challenges

Students demonstrated less consistent performance in Physical Science concepts, particularly those involving waves, energy transfer, forces, motion, and electromagnetic interactions.
Students continue to need support in applying mathematical reasoning and quantitative analysis within scientific contexts.
Performance was lower on tasks requiring students to analyze data, conduct investigations, and apply scientific concepts in unfamiliar situations, suggesting a need for continued emphasis on inquiry-based learning.
Students demonstrated greater difficulty with higher-level scientific reasoning skills, including developing evidence-based arguments, interpreting complex data, and transferring knowledge across disciplines.

Related Academics

Career Readiness

Data	Comments/Notable Observations
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Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
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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)

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

Data	Comments/Notable Observations
Civics Exam (Eighth Grade)	99.4% of the students passed the exam.
Social Studies Text Dependent Analysis (A, B, & C)	All grades improved their scores from TDA A through TDA C.

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.

99.4% of 8th grade students passed the 8th Grade Civics Exam.
The average score for the Social Studies Text Dependent Analysis rose from TDA A through TDA C at the end of the year.

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.

Shifts are needed in how we assess Social Studies, as each teacher evaluates their students differently. The listed assessments are the only common assessments, and the TDA will be replaced with something different next year.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

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.

Multiple student groups demonstrated growth in ELA and Mathematics performance between Benchmark A and Benchmark B.
English Learners demonstrated improvement in Mathematics achievement over the benchmark cycle.
Students with disabilities demonstrated measurable growth in both ELA and Mathematics.
General Education students maintained the highest levels of achievement across both content areas.
Several racial/ethnic student groups demonstrated performance gains across benchmark administrations, indicating positive movement toward grade-level expectations.

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.

English Learners demonstrated the lowest levels of achievement in ELA among identified student groups.
Achievement gaps remain between English Learners and their non-English Learner peers in both ELA and Mathematics.
Students with disabilities performed below General Education peers in both ELA and Mathematics.
Achievement differences persist between economically disadvantaged and non-economically disadvantaged students.
Performance varied among racial and ethnic student groups, with some groups demonstrating lower achievement levels than the overall school average.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
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	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

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

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	Operational
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	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

>

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *
Continuously monitor implementation of the school improvement plan and adjust as needed *
Implement an evidence-based system of schoolwide positive behavior interventions and supports *

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 systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *
Implement a multi-tiered system of supports for academics and behavior *

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
All student groups met or exceeded the goal for ELA, but only the Hispanic, Economically Disadvantaged, and Combined Ethnicity groups also made growth from the previous year.	True
Although no group made growth from the previous year, the Hispanic, Economically Disadvantaged, and Combined Ethnicity groups met or exceeded their goal.	True
Grade 8 demonstrated particularly strong growth, increasing 10 percentage points and outperforming the rest of the district on Form B (64% vs. 59%). Sixty-two percent of students demonstrated positive growth in ELA, exceeding the district average of 57%.	False
Students consistently demonstrated strength in Vocabulary, Main Idea, and Key Ideas & Details, indicating an ability to identify central ideas and understand important information within texts.	False
Grade 8 students demonstrated particularly strong performance and growth in Character Analysis, Vocabulary, and Informational Text, exceeding district performance in several areas.	False
Attendance is trending up, with all groups meeting or exceeding their goal as well as more students attending regularly.	False
Performance in Key Ideas and Details was a consistent strength across all grade levels, suggesting students can successfully identify and support important concepts within a text.	False
Seventy-seven percent of students showed positive growth in mathematics. Growth exceeded district averages at every grade level. Overall average growth was 11 percentage points compared to 6 percentage points districtwide.	False
Students demonstrated strong performance in The Number System, including operations with rational numbers and foundational computational skills, particularly in Grades 6 and 7.	False
Strong achievement was evident in procedural mathematics skills, including multiplying and dividing rational numbers, computing unit rates, solving linear equations, and working with functions.	False
Grade 8 students demonstrated notable strength in Functions and Algebraic Reasoning, exceeding district performance in several related standards and skills.	False
Students demonstrated strong performance in Life Science concepts, including cells and body systems, genetics, inheritance, growth and development, and ecosystem interactions.	False

Students showed increasing proficiency in Earth and Space Science, particularly in areas related to Earth's systems, weather and climate, natural resources, and the solar system.	False
Students demonstrated strength in several Science and Engineering Practices, including obtaining and evaluating information, constructing explanations, developing models, and supporting claims with evidence.	False
Benchmark data indicate growth in students' ability to apply scientific knowledge to real-world phenomena and environmental issues, particularly within life and earth science contexts.	False
99.4% of 8th grade students passed the 8th Grade Civics Exam.	False
The average score for the Social Studies Text Dependent Analysis rose from TDA A through TDA C at the end of the year.	False
Multiple student groups demonstrated growth in ELA and Mathematics performance between Benchmark A and Benchmark B.	False
English Learners demonstrated improvement in Mathematics achievement over the benchmark cycle.	False
Students with disabilities demonstrated measurable growth in both ELA and Mathematics.	False
General Education students maintained the highest levels of achievement across both content areas.	False
Several racial/ethnic student groups demonstrated performance gains across benchmark administrations, indicating positive movement toward grade-level expectations.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	True
Continuously monitor implementation of the school improvement plan and adjust as needed *	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your 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
Almost all student groups did not meet the statewide goal, nor did they increase their performance from the previous year (with the exception of the Multi-Racial student group, which made some progress) in ELA.	True
42.4% of the students were proficient or advanced in Math, down from previous years. Although no group met the statewide goal, the Economically Disadvantaged group did increase performance from the previous year.	True

Students demonstrated difficulty with Inference, indicating a need for increased support in drawing conclusions and interpreting information beyond what is explicitly stated.	False
Craft and Structure/Integration of Knowledge and Ideas was a recurring area of need, particularly in Grades 6 and 7, requiring students to analyze author's purpose, text structure, and multiple sources of information.	False
The ELD group did not meet the goal and had a decrease in performance from 16% the previous year to 13.6%. The state average is 32.4%.	True
There was a decrease in performance across all groups, with the Economically Disadvantaged and Students with Disabilities populations not meeting the goal.	True
Students performed less successfully on higher-order literacy skills such as Compare and Contrast, Sequence, and Plot Analysis, suggesting a need for greater emphasis on analytical thinking and text-based reasoning.	False
Students demonstrated greater difficulty with multi-step problem solving and mathematical application tasks, particularly when required to transfer learning to unfamiliar situations.	False
EExpressions and Equations emerged as a recurring area for improvement in Grades 6 and 7, particularly when students were required to interpret or model mathematical relationships.	False
Grade 8 students demonstrated the greatest difficulty with Geometry concepts, specifically the application of the Pythagorean Theorem and transformational geometry.	False
Students demonstrated less consistent performance in Physical Science concepts, particularly those involving waves, energy transfer, forces, motion, and electromagnetic interactions.	False
Students continue to need support in applying mathematical reasoning and quantitative analysis within scientific contexts.	False
Performance was lower on tasks requiring students to analyze data, conduct investigations, and apply scientific concepts in unfamiliar situations, suggesting a need for continued emphasis on inquiry-based learning.	False
Students demonstrated greater difficulty with higher-level scientific reasoning skills, including developing evidence-based arguments, interpreting complex data, and transferring knowledge across disciplines.	False
Shifts are needed in how we assess Social Studies, as each teacher evaluates their students differently. The listed assessments are the only common assessments, and the TDA will be replaced with something different next year.	False
English Learners demonstrated the lowest levels of achievement in ELA among identified student groups.	False
Achievement gaps remain between English Learners and their non-English Learner peers in both ELA and Mathematics.	False
Students with disabilities performed below General Education peers in both ELA and Mathematics.	False
Achievement differences persist between economically disadvantaged and non-economically disadvantaged students.	False
Performance varied among racial and ethnic student groups, with some groups demonstrating lower achievement levels than the overall school average.	False

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	True
Implement a multi-tiered system of supports for academics and behavior *	False

Most Notable Observations/Patterns

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

We must continue our focus on high-quality instruction and tiered supports for all learners, with additional focus on our ML population, ensuring they make growth and are successful.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Almost all student groups did not meet the statewide goal, nor did they increase their performance from the previous year (with the exception of the Multi-Racial student group, which made some progress) in ELA.		True
42.4% of the students were proficient or advanced in Math, down from previous years. Although no group met the statewide goal, the Economically Disadvantaged group did increase performance from the previous year.		False
The ELD group did not meet the goal and had a decrease in performance from 16% the previous year to 13.6%. The state average is 32.4%.		False
There was a decrease in performance across all groups, with the Economically Disadvantaged and Students with Disabilities populations not meeting the goal.		False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All student groups met or exceeded the goal for ELA, but only the Hispanic, Economically Disadvantaged, and Combined Ethnicity groups also made growth from the previous year.	
Although no group made growth from the previous year, the Hispanic, Economically Disadvantaged, and Combined Ethnicity groups met or exceeded their goal.	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	
Continuously monitor implementation of the school improvement plan and adjust as needed *	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strengthen Tier 1 literacy instruction and targeted literacy supports to improve reading, writing, vocabulary, and comprehension outcomes for all student groups.
	Establish a consistent schoolwide process for collaborative data analysis, instructional planning, intervention design, and progress monitoring to ensure instructional decisions are responsive to student needs and aligned across grade levels and content areas.

Goal Setting

Priority: Strengthen Tier 1 literacy instruction and targeted literacy supports to improve reading, writing, vocabulary, and comprehension outcomes for all student groups.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the 2027 PSSA administration, the percentage of students scoring Proficient or Advanced in ELA will increase from 63% to 66%, with particular emphasis on improving outcomes for English Learners and other identified student groups.			
Measurable Goal Nickname (35 Character Max)			
ELA Achievement Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify students and student groups requiring additional support through analysis of PSSA and other assessment data and establish intervention plans.	Increase the percentage of students projected to score Proficient or Advanced on Benchmark B from 43% to 46%.	Increase the percentage of students projected to score Proficient or Advanced on Benchmark B from 43% to 46%.	Increase the percentage of students scoring Proficient or Advanced on the ELA PSSA from 63% to 66%.

Priority: Establish a consistent schoolwide process for collaborative data analysis, instructional planning, intervention design, and progress monitoring to ensure instructional decisions are responsive to student needs and aligned across grade levels and content areas.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By June 2027, Pennridge North Middle School will establish and implement a schoolwide MTSS framework in which 100% of grade-level teams participate in structured data review meetings, utilize established decision-making protocols, and document intervention planning and progress monitoring for identified students.			
Measurable Goal Nickname (35 Character Max)			
MTSS Systems Implementation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
MTSS framework, intervention decision rules, and progress-monitoring procedures are developed and communicated to staff. 100% of staff receive MTSS training.	All grade-level teams conduct monthly MTSS data meetings using established protocols. Intervention plans are documented for identified students.	Progress-monitoring data are collected and reviewed regularly by all grade-level teams. Intervention adjustments are documented based on student performance data.	100% of grade-level teams consistently implement MTSS processes, including data analysis, intervention planning, and progress monitoring.

Action Plan

Measurable Goals

ELA Achievement Growth	MTSS Systems Implementation
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Action Plan For: Disciplinary Literacy Across the Content Areas

Measurable Goals:	
By the 2027 PSSA administration, the percentage of students scoring Proficient or Advanced in ELA will increase from 63% to 66%, with particular emphasis on improving outcomes for English Learners and other identified student groups.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional learning and ongoing coaching to all instructional staff on disciplinary literacy practices, including explicit vocabulary instruction, close reading, annotation, evidence-based writing, and collaborative academic discourse.		2026-08-24	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Instructional Coach RELA Curriculum Supervisor	Professional development time; disciplinary literacy resources; collaborative planning time; instructional coaching; curriculum materials; benchmark and PSSA data.	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will implement common disciplinary literacy routines (e.g., Say-Mean-Matter, annotation, evidence-based writing, and Tier II vocabulary instruction) during regular classroom instruction across all content areas.		2026-08-31	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers Subject Leaders	Curriculum materials, common planning time, anchor charts, instructional resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze universal screening, benchmark, and classroom assessment data during data meetings to adjust instruction and identify students requiring additional support.		2026-08-31	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Principal Grade Level/Content Teams MTSS Team	Universal screener, LinkIt, data protocols, meeting agendas	Yes	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Monitor implementation through walkthroughs, collaborative planning, instructional coaching, and teacher reflection to ensure consistent use of disciplinary literacy practices.		2026-08-31	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principals Curriculum Supervisors District Office Staff Instructional Coaches	PAETEP Anecdotal Notes Meeting Minutes	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All instructional staff will consistently implement disciplinary literacy practices across content areas, resulting in improved instructional consistency, increased student engagement in reading, writing, speaking, and analytical thinking, and measurable growth in student achievement as demonstrated through universal screening, benchmark assessments, and the 2027 PSSA.	People: Principal, Curriculum Supervisor, Teacher Leaders, and Grade-Level Teams. Frequency: Classroom walkthroughs will be conducted weekly. Grade-level team meetings will occur monthly to review instructional practices and student performance. Universal screening and benchmark assessment data will be reviewed following each assessment window, and PSSA results will be analyzed annually after state assessment data are released. Method: Monitoring will include classroom walkthrough data, grade-level team meeting agendas and minutes, universal screening results, benchmark assessment data, and PSSA data. Student achievement data will be disaggregated by subgroup, including English Learners, students with disabilities, economically disadvantaged students, and other identified student groups, to evaluate the effectiveness of disciplinary literacy practices and inform instructional decisions.

Action Plan For: Multi-Tiered System of Supports (MTSS)

Measurable Goals:
By June 2027, Pennridge North Middle School will establish and implement a schoolwide MTSS framework in which 100% of grade-level teams participate in structured data review meetings, utilize established decision-making protocols, and document intervention planning and progress monitoring for identified students.

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional learning to staff on the Pennridge North MTSS framework, including universal screening, data-based decision making, tiered instruction and intervention, and progress monitoring procedures.		2026-08-24	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal MTSS Specialist District MTSS Team Instructional Coaches	MTSS framework documents, faculty meeting time, screening manuals, intervention resources, and data protocols	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer universal screeners according to the district assessment calendar and analyze results to identify students requiring Tier 2 and Tier 3 academic supports.		2026-08-31	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Core Team Grade Level/Content Teams	Universal screening platform, LinkIt, assessment calendar, student data reports, data protocols	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct regular MTSS grade-level data meetings using established decision-making protocols to identify student needs, develop intervention plans, and monitor student progress.		2026-08-31	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Core Team Grade Level/Content Teams	MTSS meeting agendas, decision-making protocols, intervention documentation forms, student data reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement evidence-based Tier 2 interventions, monitor student progress at established intervals, and adjust instructional supports based on progress-monitoring data.		2026-08-31	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

MTSS Team Classroom Teachers Special Education Teachers	IXL intervention platform, progress-monitoring tools, intervention materials, intervention schedules	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Pennridge North Middle School will implement a consistent, schoolwide MTSS framework in which all grade-level teams participate in structured data meetings, utilize established decision-making protocols, document intervention plans, and monitor student progress to provide timely academic support for identified students.	People: Principal, Assistant Principal, MTSS Specialist, School Counselors, Grade-Level Teacher Teams, and Interventionists. Frequency: Grade-level MTSS data meetings will occur monthly. Universal screening data will be reviewed three times annually following each screening window. Progress-monitoring data for Tier 2 and Tier 3 students will be reviewed every 4–6 weeks. The Core MTSS Team will meet bi-weekly to review implementation fidelity, intervention effectiveness, and schoolwide trends. Method: Monitoring will include review of meeting agendas and minutes, intervention plans, progress-monitoring records, universal screening results, fidelity checklists, and student achievement data. The administrative team and MTSS Specialist will use these data to evaluate implementation fidelity, monitor student progress, and make adjustments to instruction and interventions throughout the school year.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Disciplinary Literacy Across the Content Areas	Provide professional learning and ongoing coaching to all instructional staff on disciplinary literacy practices, including explicit vocabulary instruction, close reading, annotation, evidence-based writing, and collaborative academic discourse.
Disciplinary Literacy Across the Content Areas	Analyze universal screening, benchmark, and classroom assessment data during data meetings to adjust instruction and identify students requiring additional support.
Multi-Tiered System of Supports (MTSS)	Provide professional learning to staff on the Pennridge North MTSS framework, including universal screening, data-based decision making, tiered instruction and intervention, and progress monitoring procedures.

Strengthening Tier I Instruction Through Disciplinary Literacy and MTSS

Action Step		
- Provide professional learning and ongoing coaching to all instructional staff on disciplinary literacy practices, including explicit vocabulary instruction, close reading, annotation, evidence-based writing, and collaborative academic discourse. - Provide professional learning to staff on the Pennridge North MTSS framework, including universal screening, data-based decision making, tiered instruction and intervention, and progress monitoring procedures.		
Audience		
All instructional staff, including classroom teachers, special education teachers, teacher assistants (if applicable), instructional coaches, and administrators.		
Topics to be Included		
Disciplinary literacy practices; explicit vocabulary instruction; close reading and annotation; Say-Mean-Matter framework; evidence-based writing; collaborative academic discourse; MTSS framework; universal screening; data-based decision making; progress monitoring; instructional planning using student data.		
Evidence of Learning		
Completion of professional learning sessions; implementation of disciplinary literacy strategies in classroom instruction; lesson plans and PLC artifacts; classroom walkthrough evidence; MTSS meeting documentation; benchmark and universal screening data analyses.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, MTSS Team, Curriculum Supervisor	2026-08-24	2027-06-11

Learning Format

Type of Activities	Frequency
Workshop(s)	Initial training during August in-service followed by ongoing coaching, team collaboration, and implementation support throughout the 2026–2027 school year.
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy	

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| <ul style="list-style-type: none">• 1e: Designing Coherent Instruction• 1f: Designing Student Assessments• 3b: Using Questioning and Discussion Techniques• 3c: Engaging Students in Learning• 3d: Using Assessment in Instruction• 4d: Participating in a Professional Community• 4e: Growing and Developing Professionally |
| This Step Meets the Requirements of State Required Trainings |
| Language and Literacy Acquisition for All Students |

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date