Profile and Plan Essentials

LEA Type		AUN	
School District		122091352	
Address 1			
5 Blue Lake Rd			
Address 2			
City	**State**	**Zip Code**	
Levittown	PA	19057	
Chief School Administrator		**Chief School Administrator Email**	
Mr Michael A Nitti		michael.nitti@bristoltwpsd.org	
Single Point of Contact Name			
Michael Nitti			
Single Point of Contact Email			
Michael.Nitti@bristoltwpsd.org			
Single Point of Contact Phone Number			
267-799-2962			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dawn Martesi	Administrator	Mill Creek Elem School	Dawn.martesi@bristltwpsd.org
Amber Kitchenman	Administrator	Truman HS	amber.kitchenman@bristoltwpsd.org
Bernadette Hannah	Administrator	Admin	bernadette.hannah@bristoltwpsd.org
Robert Findlay	Administrator	Admin	Robert.findlay@bristoltwpsd.org
Amy Coleman	Administrator	Admin	amy.coleman@bristoltwpsd.org
Jessica Festa	Staff Member	Brookwood Elemn	jessica.festa@bristoltwpsd.org
Eric Serappo	Staff Member	Armstrong MS	eric.serappo@bristoltwpsd.org
Mary Sharble	Board Member	Mill Creek Elem	mary.sharble@bristoltwpsd.org
Al Oberman	Administrator	Admin	al.oberman@bristoltwpsd.org
Karen Madden	Staff Member	Brookwood Elem	karen.madden@bristoltwpsd.org
Megan Repko	Staff Member	Brookwood Elem	megan.repko@bristoltwpsd.org
Aimee Ramos	Staff Member	Keystone Elem	aimee.ramos@bristoltwpsd.org
Jillian Cargill	Staff Member	Mill Creek Elem	jillian.cargill@bristoltwpsd.org
Damita Harvey	Community Member	Bristol Cares Coalition	djharvey01@gmail.com
Tonya Peterkin	Parent	Parent	tpeterkin1@gmail.com
Kati Bryson	Parent	Parent	kati.bryson@bristoltwpsd.org
Carolyn Grow	Parent	Parent	Carolyngrow923@gmail.com
Justin Grow	Parent	Parent	jgrow217@gmail.com
Michael Nitti	Administrator	Administrator	michael.nitti@bristoltwpsd.org

LEA Profile

Bristol Township School District is an urban suburban school district which is one of six districts located Bucks County. The township encompasses a total area of 17.2 miles, and is approximately twenty-eight miles from Doylestown, Pennsylvania which is the county seat. The township is made up of twenty-one neighborhoods. It is in close proximity to Philadelphia and New Jersey where families and the district staff are able to access various arts, academic, and sporting events. Bristol Township also offers recreational activities, sporting programs such as little league baseball and football, which create communities where families and friends gather frequently for events. Families in the township are able to select from a wide range of experiences for their children to participate in year round which allows them to continue to build a strong community where parents can help their children reach their highest potential.

Bristol Township School District serves 6,037 students. Demographic data indicates that 65.2% of enrolled students are classified as economically disadvantaged, 4.9% are English Language Learners and 21.8% are identified Special Education students. There are three elementary schools, two middle schools, and a high school serving the community.

The Bristol Township School District is working diligently to significantly enhance the rigor and relevance of its academic programs and raise performance expectations for all students. The standardization of materials and a more systemic approach to learning has been instrumental in students' academic success, Students are realizing the importance of their education which has also had an impact on learning.

Bristol Township School District offers innovative technology-enhanced learning experiences and project-based instructional approaches at all grade levels. The district is a member of the Digital Promise League of Innovative Schools and is a Project Lead the Way District. Elementary students engage in cross-curricular problem solving through Defined STEM, a framework that allows students to explore real-world situations in science, technology, engineering, and math (STEM) careers. Middle school students participate in courses on design and modeling, automation and robotics, and app creation through Project Lead the Way (PLTW), a curriculum framework that exposes students to engineering and computer science through engaging hands-on learning opportunities. Middle Schools offer Innovation Lab/Maker Spaces outfitted with laser cutters, video and sound production studios as well as VR/AR equipment. High school students likewise can pursue additional PLTW courses in integrated pathways that prepare students for careers in engineering, computer science, and biomedical sciences

During this Comprehensive Planning Process, board members, district administrators, teachers, parents, and concerned community members have worked together to effect the needed operational and academic changes that will maintain the upward spiral of achievement. The district's new focus on accountability at all levels, and operational attention to our mission and belief statements will assist us as we continue to serve *Every Student, Every Day.*

Mission and Vision

Mission

Bristol Township School District will prepare and empower our students to be productive, competitive members in an ever-changing global society.

Vision

We believe ... All individuals can learn and achieve. Understanding and respecting diversity strengthens our educational community. A safe and healthy learning environment is essential for success. Students require high-quality, standards-based instruction. An effective partnership of families, staff and community will improve opportunities for student success. Students must be empowered to become life-long learners and effective members of society. All successes should be acknowledged and celebrated.

Educational Values

Students

Students will define their strengths, needs, and develop goals based on their needs. Students will identify personal strengths and how their personal strength contributes to the community. Students will comply with SWPBS requirements generated in their schools. Students will make gains toward individual goals and seek opportunities for new learning experiences. Students will work collaboratively with family, staff, and community-based services in working toward the achievement of their goals. Students will participate in college and career exploration activities in preparation for life after high school.

Staff

Staff will conference with students to review performance and assist them in individual goal setting relative to their strengths and needs.   Staff will celebrate the strength of diversity when working with students, parents, and the community.   Staff will review student data, identify decreasing trends in student performance, and utilize Tier I, Tier II, or Tier III strategies in support of students.   Staff will deliver research-based, high quality, standards-based instruction. Staff will build and maintain effective partnerships with families and the community.   Staff will empower students to become life long learners and effective members of society.   Staff will celebrate all success.

Administration

Administration will support all student learning and achievement.   Administration will promote understanding and respect for the strength that diversity brings to our educational community.   Administration will create a safe supportive and collaborative educational environment.   Administration will support high-quality, standards-based instruction.   Administration will facilitate effective partnerships with families and the community to improve opportunities for student success.   Administration will empower students to become life long learners and effective members of society. Administration will celebrate the success of students, staff, peers, and community.

Parents

Parents will support their child's learning. Parents will support understanding and respect diversity in our educational community. Parents will support a safe learning environment at home. Parents will support high quality instruction for their child through effective communication with the school. Parents will partner with school and community to improve opportunities for student success. Parents will empower their child to become a life-long learner and an effective member of society. Parents will celebrate successes for their child, school and community.

Community

Community stakeholders will support the learning and achievement of all students. Community stakeholders will support a safe and healthy community. Community stakeholders will offer opportunities for students to participate with the community. Community stakeholders will partner with the district to provide opportunities for student success. Community stakeholders will support students as life long learners and effective members of society. Community stakeholders will join the district and parents in celebration of student success.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Truman HS Regular Attendance	We are above the statewide average for average daily attendance.
Middle School Growth English Language Arts	Both Middle Schools show significant growth scores on the 21-22 English language Arts PSSA
Middle School Regular Attendance	Both middle schools are above the daily regular attendance statewide averages.
Middle School Career Standards Benchmark	Both middle schools are at or above the career standards benchmark.
Elementary School Growth Standards	All three elementary schools exhibited above expected growth in mathematics with 2/3 elementary schools exhibiting above expected growth in English/Language Arts
Elementary School Regular Attendance	All elementary schools are above the daily regular attendance statewide averages.
Elementary Schools Career Standards Benchmark	All elementary schools are meeting or exceeding the career standards benchmark.

Challenges

Indicator	Comments/Notable Observations
English Language Arts/ Literature Proficient/Advanced Truman High School	52.9% of identified students at Truman HS are proficient/advanced on the Keystone in 21-22 which is just below the statewide average and significantly below the statewide 2030 goal of 81.1%
Mathematics Proficient/Advanced Truman High School	21.3% of identified students at Truman HS are proficient/advanced on the Keystone in 21-22 which is below the statewide average and significantly below the statewide 2030 goal of 71.8%
Science/ Biology Proficient/Advanced Truman High School	22.4% of identified students at Truman HS are proficient/advanced on the Keystone in 21-22 which is below the statewide average and significantly below the statewide 2030 goal of 83%
English Language Arts/ Literature, Mathematics, and Biology Growth Scores Truman High School	Growth in 2021-2022 was stagnant at about 50% of students meeting their expected growth as measured on the Keystone exams.
4 year cohort graduation rate	At 83.5% is below the statewide average and the statewide 2030 goal of 92.4%
Middle School Proficient/Advanced on English Language Arts, Mathematics, Science PSSA	Overall % proficient/advanced on PSSA's are below the statewide average as well as the statewide 2030 goal
Elementary School Proficient/Advanced on English Language Arts, Mathematics, Science PSSA	Overall % proficient/advanced on PSSA's are below the statewide average as well as the statewide 2030 goal

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

Strengths

Indicator English Language Arts, Mathematics, Science Achievement **Grade Level(s) and/or Student Group(s)** Middle School- all subgroups	**Comments/Notable Observations** While all subgroups are below the statewide averages and the 2030 goals, all subgroups at the middle level are trending upwards from previous achievement tests.
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

Challenges

Indicator English Language Arts/ Literature, Mathematics, and Biology/Science Proficient/Advanced Truman HS **Grade Level(s) and/or Student Group(s)** Students with Disabilities, Black, Hispanic, Economically Disadvantaged	**Comments/Notable Observations** Students in the identified categories score disproportionately compared to the all student group %
Indicator English language Growth and Attainment **Grade Level(s) and/or Student Group(s)** English language Learners	**Comments/Notable Observations** Across the district our English Language proficiency is not meeting the statewide expectations.
Indicator English Language Arts, Mathematics, Science Growth Scores Middle School **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** Our students with disabilities growth scores trended down on all three assessments.
Indicator Elementary Science **Grade Level(s) and/or Student Group(s)** All Subgroups	**Comments/Notable Observations** A generalized trend based on the Grade 4 PSSA is that all subgroups scored lower on the 21-22 assessment.
Indicator Elementary Math and English Language Arts **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations** Our subgroup populations score disproportionately, but also trend in different directions depending on the assessment and the building.

Subgroup populations	

Summary

Strengths

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

Our attendance and data around our college and career readiness indicators continue to strengthen.
We are seeing some academic growth especially amongst some of our subgroup populations.

Challenges

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

We continue to fall below the statewide averages and the 2033 expectations in academic subject areas despite growth, especially at the secondary level.
English learners is an area where we must continue to evolve and grow.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
K ELA i Ready Benchmark	Growth from Fall 22 to Winter 23 saw 23% less students 2+ grade levels behind and 10% students grow above grade level.
Grade 2 ELA i Ready Benchmark	Growth from Fall 22 to Winter 23 saw 17% less students 2+ grade levels behind, and an 15% increase of students at or above grade level.
Grade 3 ELA i Ready Benchmark	Growth from Fall 22 to Winter 23 saw 1% less students 2+ grade levels behind, and an 2% increase of students at or above grade level.
Grade 4 ELA i Ready Benchmark	Growth from Fall 22 to Winter 23 saw 1% less students 2+ grade levels behind, and an 1% increase of students at or above grade level.
Grade 5 ELA i Ready Benchmark	Growth from Fall 22 to Winter 23 saw the same number of students 2+ grade levels behind, and an 1% decrease of students at or above grade level.
Grade 6 ELA Exact Path	Fall to Winter Benchmark indicates an overall increase in scaled scores but an 8% decrease in students meeting/exceeding the standard. (42%)
Grade 6 Reading Exact Path	Fall to Winter Benchmark indicates an overall increase in scaled scores and Lexile scores and an 4% increase in students meeting/exceeding the standard. (36%)
Grade 7 ELA Exact Path	Fall to Winter Benchmark indicates an overall increase in scaled scores but an 5% decrease in students meeting/exceeding the standard. (34%)
Grade 7 Reading Exact Path	Fall to Winter Benchmark indicates an overall increase in scaled scores and Lexile scores and an 5% increase in students meeting/exceeding the standard. (26%)
Grade 8 ELA Exact Path	Fall to Winter Benchmark indicates an overall increase in scaled scores and a 2% increase in students meeting/exceeding the standard. (43%)
Grade 8 Reading Exact Path	Fall to Winter Benchmark indicates an overall increase in scaled scores and Lexile scores and an 7% increase in students meeting/exceeding the standard. (33%)
Grade 9 Exact Path Results	Fall to Winter Benchmark indicates an overall decrease in scaled scores and Lexile scores .
Grade 10 Exact Path Results	Fall to Winter Benchmark indicates an overall decrease in scaled scores and Lexile scores .

English Language Arts Summary

Strengths

Improved growth from Fall to Winter benchmarks amongst K-2 populations.
Improved growth from Fall to Winter benchmarks amongst 3-8th grades.

Challenges

Middle school data continues to lag behind in growth and achievement.

Middle school subgroup populations continue to lag behind.

Mathematics

Data	Comments/Notable Observations
K i Ready Math Benchmark	Growth from Fall 22 to Winter 23 saw an increase of 21% students grow to be at or above grade level. (36%)
2nd grade i Ready Math Benchmark	Growth from Fall 22 to Winter 23 saw 17% less students 2+ grade levels behind and 13% students grow to at or above grade level. (20%)
3rd Grade i Ready Math Benchmark	Growth from Fall 22 to Winter 23 saw 1% more students 2+ grade levels behind and the same % of students at/above grade level. (35%)
4th Grade i Ready Math Benchmark	Growth from Fall 22 to Winter 23 saw 2% less students 2+ grade levels behind but 5% students less at or above grade level. (19%)
5th Grade i Ready Math Benchmark	Growth from Fall 22 to Winter 23 saw 2% less students 2+ grade levels behind and 4% students grow to at or above grade level. (25%)
6th Grade Exact Path Benchmark	Fall to Winter Benchmark indicates an overall increase in scaled scores and a 1% increase in students meeting/exceeding the standard. (34%)
7th Grade Exact Path Benchmark	Fall to Winter Benchmark indicates an overall increase in scaled scores and a 8% increase in students meeting/exceeding the standard. (23%)
8th Grade Exact Path Benchmark	Fall to Winter Benchmark indicates an overall increase in scaled scores but a 3% decrease in students meeting/exceeding the standard. (21%)
9th Grade Exact Path Benchmark	Fall to Winter Benchmark indicates a small increase in scaled scores.
10th Grade Exact Path Benchmark	Fall to Winter Benchmark indicates an increase in scaled scores.
11th Grade Exact Path Benchmark	Fall to Winter Benchmark indicates a slight decrease in scaled scores.

Mathematics Summary

Strengths

Strong increases from fall to winter benchmarks in elementary.
Moderate increases in grades 6-10 on benchmark assessments from fall to winter in secondary.

Challenges

Middle school achievement is low and a focus on core instruction will support strengthening achievement and growth in mathematics.
Subgroup data, especially our students identified with disabilities, should be an area of focus.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LinkIt! Grade 4 Benchmark A-B	From Form A-B saw an increase of 8% of students Proficient/Advanced (65%)

Science, Technology, and Engineering Education Summary

Strengths

Our elementary benchmark data saw an increase from Fall to Winter.

Challenges

We will have science benchmark data at the middle school this year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index (Elementary)	Brookwood meets expectations. Keystone exceeds expectations. Mill Creek meets expectations.
Future Ready Index (Secondary)	FDR exceeds expectations. Armstrong is meeting expectations. Truman is not meeting expectations.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Summary

Strengths

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

We continue to make college and career readiness of our programming.
Our college and career readiness indicators are strong.

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.

We will continue to seek ways to make learning more relevant and connected to in class instruction.
We will continue to seek ways to encourage participation in AP and dual enrollment courses.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ACCESS for ELLS Composite Score	Over the past 3 years we have seen 16% or our ELs Bridging and Expanding. At the same time about 50% Entering/Emerging. This has been consistent over the past three years and represent about a 5 % swing since pre-covid.

Students with Disabilities

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

Data	Comments/Notable Observations
Benchmark Assessment Data (iReady, LinkIt!, CDT, and Exact Path	Our students identified with disabilities continue to score disparately, especially at the middle level but there are areas of concern at the elementary and high school level as well.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Benchmark Assessment Data (iReady, LinkIt!, CDT, and Exact Path	As a significant portion of our population is considered economically disadvantaged, we don't see significantly disproportionate data however there are areas we must focus on to ensure that our students continue to grow.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Asian	Gr 3 ELA 42% Proficiency on iReady Benchmark Spring 22-23 Gr 4 ELA 45% Proficiency on iReady Benchmark Spring 22-23; Gr 5 ELA 78% Proficiency on iReady Benchmark Spring 22-23
Black	Gr 3 ELA 25% Proficiency on iReady Benchmark Spring 22-23,Gr 4 ELA 19% Proficiency on iReady Benchmark Spring 22-23; Gr 5 ELA 54% Proficiency on iReady Benchmark Spring 22-23
Hispanic	Gr 3 ELA 29% Proficiency on iReady Benchmark Spring 22-23; Gr 4 ELA 26% Proficiency on iReady Benchmark Spring 22-23; Gr 5 ELA 58% Proficiency on iReady Benchmark Spring 22-23
Hispanic	ELA and mathematics are a focus at FDR.
White	Gr 3 ELA 34% Proficiency on iReady Benchmark Spring 22-23; Gr 4 ELA 29% Proficiency on iReady Benchmark Spring 22-23; Gr 5 ELA 59% Proficiency on iReady Benchmark Spring 22-23

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.

We see positive growth trends in some of our subgroup populations over the past two years especially our English Learners.
Our hispanic and black populations have made progress at the elementary level in regards to the elementary iready benchmark data.

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.

Our data is inconsistent in many places. When viewing cohorts some populations show growth while others do not. This is true across almost all grades and subjects. This represents a need to continue to focus on strengthening core instruction and tiered interventions for learners.
Our EL program can be strengthened to help acclimate and provide supports for all learners in our system, especially as this population continues to grow and evolve.

Designated Schools

Truman SHS

Priority Challenge	Comments and Notable Observations
We will work to track students at earlier stages of their academic careers at the high school and apply MTSS intervention strategies to increase their adherence to a 4 year graduation.	We continue to support Truman High School's MTSS team and strategies through dedicated professional development, instructional coaching, and engaging in MTSS leadership professional development to better understand how we can more effectively support their needs.
We will continue to prioritize differentiation in our instruction, led by data-driven decisions. We will support these efforts through professional development, individual coaching, and prioritizing those roles in our instructional conversations.	We continue to support the building by providing time and supports for professional learning focused on differentiation and developing a data informed culture.
Staff will access and utilize data from a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and make informed decisions to adjust programs and instructional practices, from the individual to the school-wide level.	We continue to support the building with the use of data tools such as LinkIt! and access to common assessments/ benchmark assessments so that they can make better informed instructional decisions to better meet the needs of their learners.

Benjamin Franklin MS

Priority Challenge	Comments and Notable Observations
If we focus on fidelity of implementation of new ELA and Math curriculum, then student achievement and growth will improve on both local and state assessments.	We have revised curriculum and purchased new resources aligned to grade level standards. Additionally we have helped to develop common formative assessments in math and supporting the analysis and use of those assessments to make better data informed decisions. ELA common assessments will follow in subsequent years.
If we focus on the fidelity of implementation of our SWPBIS system, we will see a decrease in negative student behaviors and need for and use of Tier 2/3 interventions and supports.	We have supported the SWPBIS team by dedicating a student success manager staff position whose role is to communicate directly with students and families. In addition, we will continue to support the team with available resources and consistency in approach between levels.

Systemic LEA Challenges
We continue to fall below the statewide averages and the 2033 expectations in academic subject areas despite growth, especially at the secondary level.
Foster a vision and culture of high expectations for success for all students, educators, and families
Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	We continue to evolve our programmatic needs based on recommendations from the Special Education plan.
Title I Program	Currently working through revisions and ensuring consistent practices districtwide.
Student Services	Gifted program is being reviewed.
K-12 Guidance Plan (339 Plan)	Will be updated and revised in subsequent years.
Technology Plan	Currently have a strong technology infrastructure.
English Language Development Programs	Our ELD program continues to evolve with the emerging needs of our populations.

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Emerging

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Ensure effective, standards-aligned curriculum and assessment
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned

instruction
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Foster a vision and culture of high expectations for success for all students, educators, and families
Partner with local businesses, community organizations, and other agencies to meet the needs of the district
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

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
Our attendance and data around our college and career readiness indicators continue to strengthen.	False
We are seeing some academic growth especially amongst some of our subgroup populations.	True
Improved growth from Fall to Winter benchmarks amongst K-2 populations.	False
Improved growth from Fall to Winter benchmarks amongst 3-8th grades.	False
Strong increases from fall to winter benchmarks in elementary.	False
Moderate increases in grades 6-10 on benchmark assessments from fall to winter in secondary.	True
Our elementary benchmark data saw an increase from Fall to Winter.	False
We continue to make college and career readiness of our programming.	False
Our college and career readiness indicators are strong.	False
Ensure effective, standards-aligned curriculum and assessment	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	False
We see positive growth trends in some of our subgroup populations over the past two years especially our English Learners.	True
Our hispanic and black populations have made progress at the elementary level in regards to the elementary iready benchmark data.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
We continue to fall below the statewide averages and the 2033 expectations in academic subject areas despite growth, especially at the secondary level.	True
English learners is an area where we must continue to evolve and grow.	True
Middle school data continues to lag behind in growth and achievement.	False
Middle school subgroup populations continue to lag behind.	False
Middle school achievement is low and a focus on core instruction will support strengthening achievement and growth in	False

mathematics.	
Subgroup data, especially our students identified with disabilities, should be an area of focus.	False
We will have science benchmark data at the middle school this year.	False
We will continue to seek ways to make learning more relevant and connected to in class instruction.	False
We will continue to seek ways to encourage participation in AP and dual enrollment courses.	False
Foster a vision and culture of high expectations for success for all students, educators, and families	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	True
Our data is inconsistent in many places. When viewing cohorts some populations show growth while others do not. This is true across almost all grades and subjects. This represents a need to continue to focus on strengthening core instruction and tiered interventions for learners.	True
Our EL program can be strengthened to help acclimate and provide supports for all learners in our system, especially as this population continues to grow and evolve.	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 believe that there are a few areas we must focus in the coming years focused primarily on the systems such as strengthening our curriculum, instruction, and assessment practices. Additionally we must look to develop a stronger sense of collective efficacy where all members of our community seek to meet high expectations and feel a stronger sense of belonging.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
We continue to fall below the statewide averages and the 2033 expectations in academic subject areas despite growth, especially at the secondary level.	Strengthening core instruction (Tier 1) and tiered intervention continue to be a priority and area of focus. Along with setting high expectations for all, our instructional design, research based curriculum practices, and strengthened assessment should support improving and more consistent achievement and growth results.	True
English learners is an area where we must continue to evolve and grow.		False
Foster a vision and culture of high expectations for success for all students, educators, and families	A stronger collective efficacy is needed in which we set high expectations for all learners while providing the appropriate scaffolds and supports to meet learners where they are at. This also requires us to evaluate the systems that support our English learners, our learners with identified disabilities, and our gifted populations.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	We know that a strength, but also an opportunity for growth is an increase connection between our families, community, and schools. When those three stakeholders are in alignment together, then our students will feel increased support and connection which should leave to increased achievement and growth.	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers		False
Our data is inconsistent in many places. When viewing cohorts some populations show growth while others do not. This is true across almost all grades and subjects. This represents a need to continue to focus on strengthening core instruction and tiered interventions for learners.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
We are seeing some academic growth especially amongst some of our subgroup populations.	
Moderate increases in grades 6-10 on benchmark assessments from fall to winter in secondary.	
We see positive growth trends in some of our subgroup populations over the past two years especially our English Learners.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we ensure that we are utilizing evidence based curriculum, instruction, assessment, and processes then we should expect to see increases in student achievement and growth.
	If we actively and intentionally promote a culture of high expectations for all then we will ensure that our actions and choices align to these high expectations of achievement, growth, and personal responsibility.
	If we strengthen our culture, communication, and community engagement strategies then we will more likely become a place where all members feel valued through a greater sense of belonging.

Goal Setting

Priority: If we ensure that we are utilizing evidence based curriculum, instruction, assessment, and processes then we should expect to see increases in student achievement and growth.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)
By the end of the 2026-2027 school the Bristol Township School District will strengthen the systems that support student learning including MTSS/PBIS, develop and maintain a guaranteed and viable curriculum, and evolve resources that promote pathways to student success beyond graduation.

Measurable Goal Nickname (35 Character Max)
Ensuring Evidence Based Curriculum, Instruction, and Assessment Practices.

Target Year 1	Target Year 2	Target Year 3
By the end of the 2024-2025 school the Bristol Township School District will continue to strengthen the systems that support student learning including MTSS/PBIS, develop and maintain a guaranteed and viable curriculum, and evolve resources that promote pathways to student success beyond graduation.	By the end of the 2025-2026 school the Bristol Township School District will continue to strengthen the systems that support student learning including MTSS/PBIS, develop and maintain a guaranteed and viable curriculum, and evolve resources that promote pathways to student success beyond graduation.	By the end of the 2026-2027 school the Bristol Township School District will strengthen the systems that support student learning including MTSS/PBIS, develop and maintain a guaranteed and viable curriculum, and evolve resources that promote pathways to student success beyond graduation.

Priority: If we actively and intentionally promote a culture of high expectations for all then we will ensure that our actions and choices align to these high expectations of achievement, growth, and personal responsibility.

Outcome Category
School climate and culture

Measurable Goal Statement (Smart Goal)
By the end of the 2026-2027 school year we will have strengthened a greater collective efficacy amongst our staff, learners, and community as evidenced by increased achievement, growth, and stories of personal and community success.

Measurable Goal Nickname (35 Character Max)
Culture of High Expectations for All

Target Year 1	Target Year 2	Target Year 3
By the end of the 2024-2025 school year we will have continue to develop a greater collective efficacy amongst our staff, learners, and community as evidenced by increased achievement, growth, and stories of personal and community success.	By the end of the 2025-2026 school year we will have continue to develop a greater collective efficacy amongst our staff, learners, and community as evidenced by increased achievement, growth, and stories of personal and community success.	By the end of the 2026-2027 school year we will have strengthened a greater collective efficacy amongst our staff, learners, and community as evidenced by increased achievement, growth, and stories of personal and community success.

Priority: If we strengthen our culture, communication, and community engagement strategies then we will more likely become a place where all members feel valued through a greater sense of belonging.

Outcome Category
Community Engagement
Measurable Goal Statement (Smart Goal)
By the end of the 2026-2027 school year we will strengthen our communication and engagement strategies as evidenced by greater student, parent, and community engagement and an enhanced sense of connection and belonging.
Measurable Goal Nickname (35 Character Max)
Culture, Communication and Community Engagement

Target Year 1	Target Year 2	Target Year 3
By the end of the 2024-2025 school year we will continue to strengthen our communication and engagement strategies as evidenced by greater student, parent, and community engagement and an enhanced sense of connection and belonging.	By the end of the 2025-2026 school year we will continue to strengthen our communication and engagement strategies as evidenced by greater student, parent, and community engagement and an enhanced sense of connection and belonging.	By the end of the 2026-2027 school year we will strengthen our communication and engagement strategies as evidenced by greater student, parent, and community engagement and an enhanced sense of connection and belonging.

Action Plan

Measurable Goals

Ensuring Evidence Based Curriculum, Instruction, and Assessment Practices.	Culture of High Expectations for All
Culture, Communication and Community Engagement	

Action Plan For: Multi Tiered Systems of Support

Measurable Goals:

- By the end of the 2026-2027 school the Bristol Township School District will strengthen the systems that support student learning including MTSS/PBIS, develop and maintain a guaranteed and viable curriculum, and evolve resources that promote pathways to student success beyond graduation.

Action Step		Anticipated Start/Completion Date	
Strengthen Tier 1 core instruction to support a reduction in identification of Special Education Population		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Supervisors	PDE Curriculum Standards core curriculum, scope and sequence CHALK Curriculum Platform	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Strengthen Tier 2 & Tier 3 Interventions to meet individual academic needs.		2024-10-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS District Level Team and MTSS Building Level Teams Special Education Supervisors	MTSS Handbook MTSS Leadership Academy BCIU TIER One Checklists RFA's	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Staffing analysis to create additional support for learners.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Supervisors and Building Administrators	BTSD District Enrollment Data BTSD District Personnel Certification List Student Needs and Subgroups	No	No
Action Step		**Anticipated Start/Completion Date**	
Improved data analysis, grouping, teaming structures.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS District and MTSS Building Teams Special Education Supervisors	MTSS Handbook MTSS Leadership Academy BCIU TIER One Checklists RFA's	No	Yes
Action Step		**Anticipated**	

		Start/Completion Date	
More responsive systems based on local assessment data.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Supervisors and Building Administrators Special Education Supervisors	data warehouse District Assessment Data PVAAS	No	No
Action Step		**Anticipated Start/Completion Date**	
Professional development on what MTSS is and how we can be more data informed.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Supervisors Special Education Supervisors	MTSS Handbook MTSS Leadership Academy BCIU	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improved classroom instruction aligned with PDE Curriculum Standards and core curriculum Scope and Sequence, Implementation of effective Tier 2 & Tier 3 interventions tailored to individual student academic needs, identification of staffing needs and plans for additional support for learners, Enhanced data analysis processes and more effective teaming structures, Ongoing professional development and improved understanding of MTSS principles among staff, all leading to improved academic performance and growth on local assessments and state-mandated assessments.	Strengthened Tier 1 Core Instruction: People: Curriculum Supervisors Frequency: Quarterly Method for Communicating: Review of classroom observations, curriculum alignment reports, and teacher feedback during quarterly meetings. Enhanced Tier 2 & Tier 3 Interventions: People: MTSS District Level Team, MTSS Building Level Teams, Special Education Supervisors Frequency: Monthly Method for Communicating: Monthly meetings to review intervention progress and data, with adjustments made as needed. Staffing Analysis for Additional Support: People: Curriculum Supervisors, Building Administrators Frequency: Bi-annually Method for Communicating: Formal presentations and reports to the board of directors during scheduled meetings. Improved Data Analysis and Teaming Structures: People: MTSS District Level Team, MTSS Building Level Teams, Special Education Supervisors Frequency: Quarterly Method for Communicating: Review of data analysis reports and teaming structures during quarterly meetings. Responsive Systems Based on Local Assessment Data: People: Curriculum Supervisors, Building Administrators, Special Education Supervisors Frequency: After each assessment cycle or as needed Method for Communicating: Share findings and changes through district-wide communications and meetings. Continued Professional Learning on MTSS: People: Curriculum Supervisors, Special Education Supervisors Frequency: Annually or as needed Method for Communicating: Share professional development opportunities through district-wide communications and emails. Evaluate the participation and feedback from staff to assess the effectiveness of the learning sessions.

Action Plan For: Positive Behavior Interventions and Supports

Measurable Goals:
• By the end of the 2026-2027 school the Bristol Township School District will strengthen the systems that support student learning including MTSS/PBIS, develop and maintain a guaranteed and viable curriculum, and evolve resources that promote pathways to student success beyond graduation.

Action Step			Anticipated Start/Completion Date	
Maintain focus and strengthen implementation of Tier 1 Behavioral Supports; Assist schools in budgeting for PBIS initiatives from their school level budgets and bridging home-school connections to behavior initiatives.			2024-09-01	2027-06-30
Lead Person/Position		**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Supervisors, Instructional Coaches, Special Education Supervisors, Building administrators, SWPBIS coaches, Board Certified Behavioral Analysts, social workers, Guidance Counselors		District Selected Intervention Materials District Assessment Plan MTSS Handbook	No	Yes
Action Step			**Anticipated Start/Completion Date**	
Strengthen efficacy and impact of Tier 3 Interventions.			2024-09-01	2027-06-30
Lead Person/Position		**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MTSS District Level Team and MTSS Building Level Teams Instructional coaches Special Education Supervisors		District Selected Intervention Materials District Assessment Plan MTSS Handbook	No	No
Action Step			**Anticipated Start/Completion Date**	
Implement and strengthen: TKF (Grade 3-4, and 6) Second Step, Say No to Drugs, Say No to Violence, Anti Bullying Climate Specialists, SEL supports w PENN Consortium w/ SEL Toolbox., Kooth (SHS) as a telehealth mental health option			2024-09-01	2027-06-30
Lead Person/Position		**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Special Education Supervisors, Guidance Counselors, and Building Administrators		SEL Toolbox	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Consistently implemented Tier 1 behavioral support strategies and practices. Enhanced effectiveness of Tier 2 interventions for students. Improved outcomes for students receiving Tier 3 interventions. Sustained equitable and effective implementation of specified programs at each level as noted in the action steps above.	Maintain Focus and Strengthen Implementation of Tier 1 Behavioral Supports: People: Curriculum Supervisors, Instructional Coaches, Special Education Supervisors Frequency: Monthly Method for Communicating: Monthly check-ins and progress reports during meetings with individual teachers and building teams. Strengthen Efficacy and Impact of Tier 2 Interventions: People: MTSS District Level Team, MTSS

Building Level Teams, Special Education Supervisors Frequency: Quarterly Method for Communicating: Quarterly updates on intervention effectiveness during meetings. Strengthen Efficacy and Impact of Tier 3 Interventions: People: MTSS District Level Team, MTSS Building Level Teams, Special Education Supervisors Frequency: Quarterly Method for Communicating: Quarterly updates on intervention effectiveness during meetings. Continued Equitable and Effective Implementation of Programs: People: Special Education Supervisors, School Counselors, Building Administrators Frequency: Periodic, as needed Method for Communicating: Share updates and progress reports through district-wide communications and meetings, as well as through the district website. Evaluate program effectiveness based on data and feedback from students and staff.

Action Plan For: Strengthening Curriculum

Measurable Goals:
• By the end of the 2026-2027 school the Bristol Township School District will strengthen the systems that support student learning including MTSS/PBIS, develop and maintain a guaranteed and viable curriculum, and evolve resources that promote pathways to student success beyond graduation.

Action Step		Anticipated Start/Completion Date	
Strengthen a guaranteed and viable curriculum. Follow the approved Curriculum revision Cycle.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Supervisors	PDE Curriculum Standards, core curriculum scope and sequence, CHALK Curriculum Platform	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Develop and ensure common formative assessments are in place and used to inform instruction.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Department Chairs, Curriculum Supervisors	PDE Curriculum Standards, core curriculum scope and sequence,CHALK Curriculum Platform	No	No
Action Step		**Anticipated Start/Completion Date**	
STEELS Standards implementation and professional learning.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Supervisors	PDE Curriculum Standards, core curriculum scope and sequence, CHALK Curriculum Platform	Yes	Yes
Action Step		Anticipated	

		Start/Completion Date	
Structured Literacy Professional Learning and Implementation		2024-10-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Supervisors	PDE Curriculum Standards, Structured Literacy Framework, Support from Bucks IU, core curriculum scope and sequence, Chalk Curriculum Platform	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
An updated, guaranteed, and viable curriculum aligned with PDE Curriculum Standards and core Curriculum Scope and Sequence. Improved common formative assessments aligned with PDE Curriculum Standards and core Curriculum Scope and Sequence. Successful implementation of STEELS standards in the science curriculum. Effective implementation of Structured Literacy in literacy instruction, supported by professional development for all required certifications.	Strengthen a Guaranteed and Viable Curriculum: People: Curriculum Supervisors Frequency: Annually Method for Communicating: Annually review and update the curriculum, and once updated, make it available on the BTSD website for community access. Develop and Strengthen Common Formative Assessments: People: Department Chairs, Curriculum Supervisors Frequency: As assessments are developed and improved Method for Communicating: Continuous review and improvement of assessments based on data and curriculum standards. STEELS Standards Implementation: People: Science Department Chair, Science Teachers, Curriculum Supervisors Frequency: Regularly during the implementation period Method for Communicating: Regular updates and communication with science teachers and families regarding STEELS implementation progress and opportunities. Structured Literacy Professional Learning and Implementation: People: Curriculum Supervisors Frequency: Ongoing throughout the implementation period Method for Communicating: Provide ongoing professional development to certifications, and monitor the implementation of structured literacy strategies in classrooms. Evaluate literacy outcomes as an indicator of success.

Action Plan For: Pathways to Success

Measurable Goals:
• By the end of the 2026-2027 school the Bristol Township School District will strengthen the systems that support student learning including MTSS/PBIS, develop and maintain a guaranteed and viable curriculum, and evolve resources that promote pathways to student success beyond graduation.

Action Step		**Anticipated Start/Completion Date**	
Curriculum and courses will be aligned to high school pathways.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Curriculum Supervisors	Programs of Study		No	No

Action Step			**Anticipated Start/Completion Date**	
Develop more dual enrollment and Advanced Placement opportunities for our high school students to access.			2024-11-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
Asst. Principal @ HS and HS Guidance Counselors	Entrance exam to Bucks County Community College, Educators approved by the University of Pittsburgh for CHS; PVAAS Projection Reports, enrollment trends		No	Yes

Action Step			**Anticipated Start/Completion Date**	
Implement Financial Literacy Standards and Course Implementation			2025-11-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
Financial Literacy Teacher and HS Counseling Teams	Financial Literacy Standards		No	No

Action Step			**Anticipated Start/Completion Date**	
Intentionally celebrate college acceptance/ post graduate opportunities.			2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
HS Guidance Counseling Team	HS Students on early release to create bulletin board showcase		No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Alignment of courses and curriculum with career pathways, reflected in the Program of Study, increased dual enrollment opportunities for high school students. improved access to existing Advanced Placement courses and potential introduction of new ones. Successful implementation of Personal Finance standards into the curriculum. Intentional celebration of college acceptances and post-graduate opportunities highlighted.	Align Courses and Curriculum to Career Pathways: People: Curriculum Supervisors, School Counselors, Teachers Frequency: Annually Method for Communicating: Annual review of the Program of Study to ensure alignment with career pathways. School counselors and teachers will communicate with students during the course selection process. Develop More Dual Enrollment Opportunities: People: SHS Assistant Principal, School Counselors Frequency: Annually or as new opportunities arise Method for Communicating: Regular communication with students and families about the advantages of dual enrollment opportunities during course selection periods. Increase Access to Advanced Placement Courses: People: HS School Counselors, Advanced Placement Teachers Frequency: Annually or as new courses are introduced Method for Communicating: Regular communication with students and families about the availability and benefits of Advanced Placement courses during course selection periods. Personal Finance Standards Implementation: People: Appropriate Teachers, HS School Counselors Frequency: Annually or as the implementation timeline is established Method for Communicating: Communicate with students and families when the implementation timeline is finalized and resources are ready. Celebrate College

	Acceptance/Post-Graduate Opportunities: People: HS School Counselors, HS Students Frequency: Annually Method for Communicating: Utilize social media and district newsletters to celebrate and showcase students' achievements during the college acceptance periods.

Action Plan For: Developing Collective Efficacy

Measurable Goals:
• By the end of the 2026-2027 school year we will have strengthened a greater collective efficacy amongst our staff, learners, and community as evidenced by increased achievement, growth, and stories of personal and community success.

Action Step		Anticipated Start/Completion Date	
Exploration of the development of a Profile of a Learner; revision of curriculum guides to reflect the profile that is developed.		2024-09-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Central Adminstration and Supervisors	Partner with an agency to develop the Profile of a Learner	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Renew the BTSD mission and vision based upon the development of the Profile of a Learner.		2025-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Central Office Curriculum Supervisors	Developmental stages of a learner and what each level looks like at the elementary level, middle school level and the high school level Learner qualities	No	Yes
Action Step		**Anticipated Start/Completion Date**	
An intentional focus on Universal Design for Learning and its impact on instructional design.		2024-09-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Supervisors/Special Education Supervisors	UDL sample lessons UDL Training	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Strengthen a greater sense of belonging for all members of our school community. Continued implementation of the Culturally-		2024-09-01	2027-06-

Relevant and Sustaining Education Program Framework Guidelines from Pennsylvania Department of Education.			30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Central Office	Common Ground Framework (Culturally Relevant and Sustaining Education)	Yes	Yes

Action Step		**Anticipated Start/Completion Date**	
Ensure equitable access and distribution of resources across the district.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Central Office Administration	Needs assessment Analyze sub group needs in each building to make determinations on resource allocation	No	No

Action Step		**Anticipated Start/Completion Date**	
Strengthen Gifted Programming based upon review of programming.		2024-09-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Student Services	K-12 Gifted Programming. Acceleration materials.	Yes	Yes

Action Step		**Anticipated Start/Completion Date**	
Strengthen ELD programming.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Instruction	None	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
A renewed mission and vision statement that reflects the Profile of a Learner, emphasizing learner qualities at the elementary, middle school, and high school levels. Increased professional learning and integration of UDL principles and mindsets into teaching practices. A greater sense of belonging for all members of the school community is achieved through increased implementation of culturally responsive practices, trauma-informed care, and relationship-building. Equitable distribution and access to resources across the district based on needs assessments and subgroup analysis. Strengthened gifted programming with updated plans and resources. Strengthened ELD programming with continued professional learning for staff and frequent communication with family and students in native languages.	Renewed Mission/Vision as a Result of Profile of a Learner: People: Central Office, Curriculum Supervisors Frequency: Annually Method for Communicating: Annual review of the mission/vision statement to ensure alignment with the Profile of a Learner. Exploration of Development of a Profile of a Learner: People: Central Office Frequency: Once completed Method for Communicating: Share the completed template of the Profile of a Learner with district staff and the community through various communication channels. Increase Professional Learning and Integration of UDL Principles: People: Curriculum Supervisors, Special Education Supervisors Frequency: Ongoing throughout the implementation period Method for Communicating: Provide ongoing professional development and support for teachers regarding UDL principles and integration. Strengthen a Greater Sense of Belonging for All Members of the School

	Community: People: Central Office, Building Administrators Frequency: Ongoing throughout the implementation period Method for Communicating: Monitor and evaluate engagement and communication strategies to ensure a greater sense of belonging. Ensure Equitable Distribution and Access to Resources: People: Central Office, Federal Programs Coordinator, Building Administrators Frequency: Annually and as needed Method for Communicating: Conduct needs assessments, analyze subgroup needs, and communicate resource allocations as necessary. Strengthen Gifted Programming: People: Director of Student Services Frequency: Annually or as changes are made to gifted programming Method for Communicating: Update the webpage and provide brochures to parents explaining evaluation procedures and programming. Strengthen ELD Programming: People: ELD Program Coordinators, Language Support Specialists Frequency: Ongoing throughout the implementation period Method for Communicating: Ensure communication in family and student native languages as frequently as possible. Monitor the effectiveness of communication efforts.

Action Plan For: Addressing Human Resources Challenges

Measurable Goals:
• By the end of the 2026-2027 school year we will have strengthened a greater collective efficacy amongst our staff, learners, and community as evidenced by increased achievement, growth, and stories of personal and community success.

Action Step		Anticipated Start/Completion Date	
Maintain focus on retention of high-quality educators		2024-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Central Office Administration and Building Level Administration	Surveys focused on Professional learning, social emotional needs of educators, data on teacher groups with high turnover.	No	No
Action Step		Anticipated Start/Completion Date	
Maintain recruitment efforts of high-quality educators with an increased focus on developing a more diverse population of employees and staff who is representative of our student body and community.		2024-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Personnel, Central Office Administration	Collaboration/partnership with local universities for practicum/student teaching/hiring programs Active teacher recruitment initiatives	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Continued retention of high-quality educators through data-informed strategies, professional development, and support. Ongoing recruitment efforts targeting high-quality educators with an increased focus on diversity, aiming to reflect the student body and community.	Maintain Focus on Retention of High-Quality Educators: People: Central Office, Building Administrators Frequency: Ongoing throughout the implementation period Method for Communicating: Utilize needs surveys, SEL data, and turnover data to inform strategies for retaining high-quality educators. Conduct individual conferences to address educator needs and concerns. Maintain Recruitment Efforts of High-Quality Educators with a Focus on Diversity: People: Personnel, Central Office Frequency: Ongoing throughout the implementation period Method for Communicating: Collaborate with local universities for practicum/student teaching/hiring programs, initiate teacher recruitment initiatives, and explore local pipelines for future educators. Consistently post open positions in diverse media and forums to attract a diverse pool of candidates. Monitor the effectiveness of recruitment efforts and partnerships.

Action Plan For: Communications and Community Engagement

Measurable Goals:
• By the end of the 2026-2027 school year we will strengthen our communication and engagement strategies as evidenced by greater student, parent, and community engagement and an enhanced sense of connection and belonging.

Action Step		Anticipated Start/Completion Date	
Increase in newsletters and communication to families at both district/building level including the exploration of new/different mediums (for example: videos, news segments)		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building and Central Office Leadership	District subscription to Smore and improve the content that is on the district website to make it easier to locate information that is applicable and pertinent to families	No	No
Action Step		Anticipated Start/Completion Date	
Increase student voice and choice in schools and class.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
UPENN Team Central Office Admin Building Principals	Youth Truth Survey Data PAYS Survey Day UPENN Consortium Staff Surveys	No	No
Action Step		Anticipated Start/Completion Date	
Implement Act 55 Safety Initiatives		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Assistant Superintendent Central Office Cabinet	Course materials, videos, handouts	Yes	Yes

Action Step		**Anticipated Start/Completion Date**	
Implement the initiatives arrived at by the district Climate and Culture Committee.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
UPENN Team, Central Office Admin, Building Principals	Youth Truth Survey Data, PAYS Survey Data, UPENN Consortium Staff Surveys	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased frequency and quality of newsletters and communication to families at both the district and building levels. Increased student voice and choice in schools and classes, evidenced by the implementation of student surveys and new opportunities for courses, volunteer activities, and clubs. Implementation of initiatives determined by the district Climate and Culture Committee based on data from surveys and staff feedback. Implementation of Act 55 safety initiatives to ensure safe learning environments for all students.	Increase in Newsletters and Communication to Families: People: Central Office, Building Administrators Frequency: Ongoing throughout the implementation period Method for Communicating: Monitor the frequency and quality of newsletters and communication to families. Evaluate the content on the district website to ensure it is user-friendly and pertinent to families. Increase Student Voice and Choice: People: Building Administrators, Guidance Counselors, MTSS Teams, SWPBIS Teams Frequency: Ongoing throughout the implementation period Method for Communicating: Monitor the implementation of student surveys and the introduction of new opportunities for student involvement. Communicate with students and families about these new opportunities. Implement Initiatives from the District Climate and Culture Committee: People: UPENN Team, Central Office Admin, Building Principals Frequency: Ongoing throughout the implementation period Method for Communicating: Monitor the implementation of initiatives recommended by the Climate and Culture Committee. Communicate with staff about the opportunities presented by these recommendations. Implement Act 55 Safety Initiatives: People: Assistant Superintendent, Central Office Frequency: Ongoing throughout the implementation period Method for Communicating: Monitor the implementation of Act 55 safety initiatives. Communicate with staff about the requirements and opportunities related to these initiatives.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multi Tiered Systems of Support	Professional development on what MTSS is and how we can be more data informed.
Strengthening Curriculum	STEELS Standards implementation and professional learning.
Strengthening Curriculum	Structured Literacy Professional Learning and Implementation
Developing Collective Efficacy	Exploration of the development of a Profile of a Learner; revision of curriculum guides to reflect the profile that is developed.
Developing Collective Efficacy	An intentional focus on Universal Design for Learning and its impact on instructional design.
Developing Collective Efficacy	Strengthen a greater sense of belonging for all members of our school community. Continued implementation of the Culturally-Relevant and Sustaining Education Program Framework Guidelines from Pennsylvania Department of Education.
Developing Collective Efficacy	Strengthen Gifted Programming based upon review of programming.
Developing Collective Efficacy	Strengthen ELD programming.
Communications and Community Engagement	Implement Act 55 Safety Initiatives

Universal Design for Learning Professional Learning Opportunities

Action Step		
• An intentional focus on Universal Design for Learning and its impact on instructional design.		
Audience		
All teachers		
Topics to be Included		
providing multiple means of engagement to tap into learners' interests, offering multiple means of representation to give diverse learners options for acquiring information and knowledge, and providing multiple means of action and expression to demonstrate what they know		
Evidence of Learning		
Aside from surveys from professional learning experiences, implementation of principles in lesson design and implementation.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Curriculum Supervisors, Special Education Supervisors	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction	
• 1f: Designing Student Assessments	
• 1b: Demonstrating Knowledge of Students	

- 2b: Establishing a Culture for Learning
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 2a: Creating an Environment of Respect and Rapport

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

Learning Format

Type of Activities	Frequency
Workshop(s)	Throughout the school year, combinations of usage of non instructional days and faculty meetings

Observation and Practice Framework Met in this Plan
- 1d: Demonstrating Knowledge of Resources - 1c: Setting Instructional Outcomes - 1f: Designing Student Assessments - 1e: Designing Coherent Instruction - 1b: Demonstrating Knowledge of Students - 1a: Demonstrating Knowledge of Content and Pedagogy

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

Fostering a Greater Sense of Belonging Professional Learning

Action Step
- Strengthen a greater sense of belonging for all members of our school community. Continued implementation of the Culturally-Relevant and Sustaining Education Program Framework Guidelines from Pennsylvania Department of Education.

Audience
All educators and support staff

Topics to be Included
Key components of the CRSE Common Ground Framework

Evidence of Learning
Aside from surveys, a greater use of common language. Expectations of achievement data improving as a result of students and staff feeling connected to the school and one another.

Lead Person/Position	Anticipated Start	Anticipated Completion
Central Office	2024-09-01	2027-06-30

Learning Format

Type of Activities	Frequency

Inservice day	Throughout the year

Observation and Practice Framework Met in this Plan

- 3e: Demonstrating Flexibility and Responsiveness
- 1b: Demonstrating Knowledge of Students
- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 1a: Demonstrating Knowledge of Content and Pedagogy

This Step Meets the Requirements of State Required Trainings

Common Ground: Culturally Relevant Sustaining Education

Structured Literacy Professional Learning

Action Step		
• Structured Literacy Professional Learning and Implementation		
Audience		
Required certificated teachers as well as additional teachers who might benefit		
Topics to be Included		
Aside from the Structured Literacy Framework, these major topics- Phonology Sound-Symbol Association (Phonics) Syllable Instruction Morphology Syntax Semantics		
Evidence of Learning		
Teacher feedback, lesson plans and quality instruction, increased achievement data.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Curriculum Supervisors	2024-09-01	2027-06-30

Learning Format

Type of Activities	**Frequency**
Inservice day	Throughout the year.

Observation and Practice Framework Met in this Plan

- 1d: Demonstrating Knowledge of Resources
- 3c: Engaging Students in Learning
- 1e: Designing Coherent Instruction
- 1c: Setting Instructional Outcomes
- 1b: Demonstrating Knowledge of Students
- 1a: Demonstrating Knowledge of Content and Pedagogy

This Step Meets the Requirements of State Required Trainings

Structured Literacy

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Multi Tiered Systems of Support	Strengthen Tier 1 core instruction to support a reduction in identification of Special Education Population
Multi Tiered Systems of Support	Strengthen Tier 2 & Tier 3 Interventions to meet individual academic needs.
Multi Tiered Systems of Support	Improved data analysis, grouping, teaming structures.
Positive Behavior Interventions and Supports	Maintain focus and strengthen implementation of Tier 1 Behavioral Supports; Assist schools in budgeting for PBIS initiatives from their school level budgets and bridging home-school connections to behavior initiatives.
Strengthening Curriculum	Strengthen a guaranteed and viable curriculum. Follow the approved Curriculum revision Cycle.
Strengthening Curriculum	STEELS Standards implementation and professional learning.
Pathways to Success	Develop more dual enrollment and Advanced Placement opportunities for our high school students to access.
Developing Collective Efficacy	Exploration of the development of a Profile of a Learner; revision of curriculum guides to reflect the profile that is developed.
Developing Collective Efficacy	Renew the BTSD mission and vision based upon the development of the Profile of a Learner.
Developing Collective Efficacy	An intentional focus on Universal Design for Learning and its impact on instructional design.
Developing Collective Efficacy	Strengthen a greater sense of belonging for all members of our school community. Continued implementation of the Culturally-Relevant and Sustaining Education Program Framework Guidelines from Pennsylvania Department of Education.
Developing Collective Efficacy	Strengthen Gifted Programming based upon review of programming.
Developing Collective Efficacy	Strengthen ELD programming.
Communications and Community Engagement	Implement Act 55 Safety Initiatives
Communications and Community Engagement	Implement the initiatives arrived at by the district Climate and Culture Committee.

Act 55 Safety Initiative Communication

Action Step		
• Implement Act 55 Safety Initiatives • STEELS Standards implementation and professional learning.		
Audience		
Educators, students, and families		
Topics to be Included		
A variety of topics including emergency preparedness and school intruder protocols		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent, Central Office	2024-09-01	2027-06-30

Communication

Type of Communication	Frequency
Email	As needed

Communication

Type of Communication	Frequency
Email	As needed

Communication

Type of Communication	Frequency
Posting on district website	When public needs to be aware of drills.

Communication

Type of Communication	Frequency
Posting on district website	When public needs to be aware of drills.

STEELS Standards Implementation

Action Step
•   Implement Act 55 Safety Initiatives •   STEELS Standards implementation and professional learning.
Audience
Teachers
Topics to be Included
STEELS Standards, STEELS Hub, curricular changes, assessment changes, instructional shifts

Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Supervisors	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Email	As needed

Communication

Type of Communication	Frequency
Email	As needed

Communication

Type of Communication	Frequency
Posting on district website	When public needs to be aware of drills.

Communication

Type of Communication	Frequency
Posting on district website	When public needs to be aware of drills.

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date