

Profile and Plan Essentials

LEA Type		AUN
School District		122091303
Address 1		
1776 Farragut Avenue		
Address 2		
City	State	Zip Code
Bristol	PA	19007
Chief School Administrator		Chief School Administrator Email
Dr Broadus W Davis		bdavis@bbsd.org
Single Point of Contact Name		
Dr Broadus W Davis		
Single Point of Contact Email		
bdavis@bbsd.org		
Single Point of Contact Phone Number		
215-781-1000		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Broadus Davis	Administrator	Bristol Borough School District	bdavis@bbbsd.org
Dr. Damon Smith	Administrator	Bristol Borough School District	dmsmith@bbbsd.org
Dr. Julie Balcer	Administrator	Bristol Borough School District	jbalcer@bbbsd.org
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David Chichiliti	Staff Member	Bristol Borough School District	dchichiliti@bbbsd.org
Michael Ciotti	Staff Member	Bristol Borough School District	
Tammy Norris	Staff Member	Bristol Borough School District	tnoris@bbbsd.org
Michelle Hager	Staff Member	Bristol Borough School District	mhager@bbbsd.org
Michelle Scenna	Staff Member	Bristol Borough School District	mscenna@bbbsd.org
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Michael Angelo	Staff Member	Bristol Borough School District	mangelo@bbbsd.org
James Esposito	Staff Member	Bristol Borough School District	jesposito@bbbsd.org
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Dorie Morgan	Parent	Bristol Borough School District	doriemorgan@gmail.com
Allison McHugh	Parent	Bristol Borough School District	amchugh@bbbsd.org
Chad Evans	Community Member	Bucks County Intermediate Unit	CEvans@BucksI.org
Sara Snyder	Board Member	Bristol Borough School District	ssnyder@bbbsd.org
Cayleigh Januszka	Student	Bristol Borough School District	N/A
Lucianna Snyder	Student	Bristol Borough School District	N/A
Payton McClain	Student	Bristol Borough School District	N/A

LEA Profile

The Bristol Borough School District is located in the southeastern part of Bucks County. It is bordered on the east by the Delaware River and is surrounded on the remaining three sides by the Bristol Township School District. It encompasses 1.7 square miles, with a population of approximately 12,000 people according to the 1990 Federal Census. It serves children living in the Borough of Bristol.

The Borough of Bristol is a historic community. It was first established in 1681. It has served as the county seat, a county trading center, and for years had a strong shipbuilding and milling industries. Presently, its largest employers include Dial and Simon & Schuster. Part of the town has been designated a National Historic Landmark. This area includes many historic homes dating back to the Civil War when Bristol served as a stop for the Underground Railroad. Bristol Borough is also proud of its Riverside Theatre that stages many productions each year.

The Bristol Borough School District has a long tradition of providing excellent education to prepare students for vocation or further their education. The school district's first building was built in 1837. The district graduated its first class in 1883; the graduating class of 2007 was the 124th graduating class. For many years Bristol High School served as a regional High School for students from surrounding communities. There are many alumni who are known for their contributions to their community, country and their careers. One example is William Hanford, who along with Donald Holmes, invented the process of making polyurethane. Hanford graduated from Bristol High in the 1920's.

Mission and Vision

Mission

The Bristol Borough School District empowers all students to achieve excellence and become leaders in a global society, through an educational system immersed in the fabric of a unique and diverse community.

Vision

We will: • continue to enhance our academic programs • continue to work and improve communication within the district • enhance and broaden community and parental involvement • proactively address student needs through staff development • continue to enhance the technology program

Educational Values

Students

We believe we can learn in safe and nurturing environments built for risk taking. We believe the primary responsibility for learning rests with the individual. We value diversity and believe that learning occurs everywhere and is a life-long process.

Staff

We believe that all can learn in safe and nurturing environments built for risk taking. We believe that excellence in education requires support, sacrifice, and involvement from the entire community. We believe that effective communication is the key to success and that to value diversity strengthens our society. We see learning occurring everywhere and is a life long process.

Administration

We believe that all can learn in safe and nurturing environments built for risk taking. We believe that excellence in education requires support, sacrifice, and involvement from the entire community. We believe that effective communication is the key to success and that to value diversity strengthens our society. We see learning occurring everywhere and is a life long process.

Parents

We believe that excellence in education requires support, sacrifice, and involvement from the entire community. We believe that effective communication is the key to success and that to value diversity strengthens our society. We see learning occurring everywhere and is a life long process.

Community

We believe that all can learn in safe and nurturing environments built for risk taking. We believe that excellence in education requires support, sacrifice, and i We believe that effective communication is the key to success and that to value diversity strengthens our society. We see learning occurring everywhere and is a life long process.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Grade 5 Science: All Student Group Meets Interim Goal/Improvement Target	Above the statewide average and just below the 2033 goal
Warren Snyder- John Girotti ES-:English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth	Above the statewide average growth score
Warren Snyder- John Girotti ES-:Mathematics/Algebra All Student Group Meets the Standard Demonstrating Growth	At the statewide average growth score
Warren Snyder- John Girotti ES-: Science/Biology All Student Group Meets the Standard Demonstrating Growth	At the statewide average growth score
Bristol HS English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth	At the statewide average growth score

Challenges

Indicator	Comments/Notable Observations
ES- English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	Below the statewide average and the 2033 goal
ES- Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	Above the statewide average but below the statewide goal
MS/HS- English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	Below the statewide average and the 2033 goal
MS/HS- Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	Below the statewide average and the 2033 goal
MS/HS- Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target	Below the statewide average and the 2033 goal
MS/HS- English Language Arts/Literature All Student Group Did Not Meet the Standard Demonstrating Growth	Below the statewide average and the 2033 goal
MS/HS- Mathematics/Algebra All Student Group Did Not Meet the Standard Demonstrating Growth	Below the statewide average and the 2033 goal
MS/HS- Science/Biology All Student Group Did Not Meet the Standard Demonstrating	Below the statewide average and the 2033 goal

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

Strengths

Indicator PVAAS English Language Arts Grade Level(s) and/or Student Group(s) Elementary Economically Disadvantaged	Comments/Notable Observations Elementary ELA growth indicators demonstrate consistent positive academic growth, with economically disadvantaged students performing at or near the level of non-designated peers. This suggests effective Tier 1 instruction and early intervention structures are mitigating traditional achievement gaps at the elementary level.
Indicator PVAAS Math Grade Level(s) and/or Student Group(s) Elementary Economically Disadvantaged	Comments/Notable Observations Elementary mathematics growth exceeds or meets growth expectations across both years of data. Growth patterns indicate instructional coherence in early numeracy, with economically disadvantaged students again demonstrating comparable growth trends, signaling equitable access to effective instruction.
Indicator Science Grade Level(s) and/or Student Group(s) Grade 4 All Students, Black, and Hispanic	Comments/Notable Observations Grade 4 science performance is a relative strength across multiple student groups, with notably higher proficiency rates than ELA and math. This may reflect stronger curriculum alignment, instructional practices, or student engagement in science at the elementary level.

Challenges

Indicator English Language Arts Achievement Grade Level(s) and/or Student Group(s) Middle School Students with Disabilities,	Comments/Notable Observations Middle school ELA achievement remains below statewide averages, with particularly low proficiency rates among students with disabilities and Black/African American students. Growth does not consistently translate into proficiency.
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Indicator Mathematics Grade Level(s) and/or Student Group(s) Students with disabilities	Comments/Notable Observations Mathematics proficiency at the middle school level is a significant challenge, with several subgroups demonstrating single-digit proficiency rates in some grades
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Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Consistent Elementary Growth in ELA and Math, including for economically disadvantaged students
Positive high school growth trends despite low proficiency levels.
Strong Grade 4 science outcomes across multiple student groups.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Middle school achievement in ELA and Math, particularly for students with disabilities and historically marginalized student groups.
Low mathematics proficiency district-wide, with critical regression at Grade 6.
Persistent gaps between growth and proficiency

Local Assessment

English Language Arts

Data	Comments/Notable Observations
aReading Assessment	Over half of the students district-wide are at risk in reading based on the assessment
aReading Assessment Elementary	Grades 3-5 average around 56% at risk with some fluctuations
aReading Assessment Middle	Grade 6 and 7 performed the best on this assessment in fall 25

English Language Arts Summary

Strengths

Grade 7 is the strongest performing grade in reading across all demographics
Most demographics show improvement from Grade 2 to Grade 3
Grade 6 shows strongest reading fluency district-wide
Reading performance also appears more consistent (tighter range) than writing, which can be leveraged to support cross-curricular comprehension of math/science texts.

Challenges

Grade 2 reading is weakest across all demographics
Reading fluency drops significantly in Grade 8
ELA supports for writing, where the wide score spread indicates a need for differentiation (small-group skill cycles, targeted feedback, and frequent short writing checks)

Mathematics

Data	Comments/Notable Observations
aMath Assessment Grades 2-8	51% at risk in math district wide
aMath Assessment Grade 6	67% on track ; best in district
Algebra I CDT Fall to winter	Overall scale score moved from 969-974

Mathematics Summary

Strengths

Kindergarten math shows excellent foundation across all groups
Grade 6 is the strongest math grade for whole school

Significant improvement from G2 to G3 across demographics
stronger Algebra performance in foundational/skill-based areas (operations and solving linear equations)

Challenges

Grade 2 math foundational skills are weak
Math performance regresses from G3 to G4
Opportunities for growth include prioritizing Algebra instruction in Data Analysis and Functions/Coordinate Geometry (more graphing, modeling, tables, and real-world interpretation tasks)

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT Keystone	Some growth amongst students who took both assessments.

Science, Technology, and Engineering Education Summary

Strengths

Grade 4 science performance is a relative strength across multiple student groups, with notably higher proficiency rates than ELA and math. This may reflect stronger curriculum alignment, instructional practices, or student engagement in science at the elementary level.
strong Biology growth among students who retested, suggesting positive movement in science learning.

Challenges

Improving literacy instruction could help with Biology scores.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Snyder-Girotti ES- 100% of students are meeting the Career Standards Benchmark	Consistent emphasis on meeting this as an opportunity has helped us keep our data strong.
Bristol MS- 100% of students are meeting the Career Standards Benchmark	Consistent emphasis on meeting this as an opportunity has helped us keep our data strong.
Bristol HS- 96% of students are meeting the Career Standards Benchmark.	Consistent emphasis on meeting this as an opportunity has helped us keep our data strong.

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

False 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.

Partnering Institution

Bucks County Community College

Agreement Type

Dual Credit

Program/Course Area

-Fire academy pt. 1 & 2 -Chem. 121- 4 credits -History, 2 classes -psy. -sociology -public speaking -english comp

Uploaded Files

Dual Enrollment Partnership Agreement 8.14.25.pdf

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.

All three schools meet or exceed the Career Standards Benchmark, reflecting strong systemic alignment to PA Career Education and Work standards. This is a district-wide strength and provides a strong foundation for expanded career pathways and transition planning.

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 can continue to strengthen our alignment to college and career readiness in our coursework.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
CDT Algebra	our n counts are low but of those who tested saw improvements in Linear Equations and Inequalities.

Students with Disabilities

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

Data	Comments/Notable Observations
CDT Algebra	our n counts are low but of those who tested saw improvements in Operations with Real Numbers and Expressions.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
CDT Algebra	While n counts are low from tested students, performance did go down from Fall to winter with Functions / Coordinate Geometry being the biggest decline.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Despite lower n counts, we saw limited decline from Fall to Winter CDT Algebra
Hispanic	Despite low n counts, we saw similar performance from Fall to Winter CDT Algebra

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 have low n counts across most of the identifiable subgroups and performance is inconsistent across those subgroups, but representative of all student groups.
Each subgroup has specific strengths in Algebra based on the most recent CDT winter results.

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.

Students in all subgroups achievement performance on CDT's deserve focus and each group, despite lower n counts have areas of focus, especially when we look at each individual students needs.
Each subgroup has specific areas for growth in Algebra based on the most recent CDT winter results.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The District has been successful in adding teachers at all grade levels to include LS and ES students.
Title 1 Program	N/A
Student Services	The District has contracted with additional outside mental health services. However, there still continues a need to further address student health and wellness.
K-12 Guidance Plan (339 Plan)	The district has made significant progress in addressing Career Readiness and Pathways for students. However, there is still a need to continue progress in implementing additional courses and programs to address Career Readiness and Pathways.
Technology Plan	The District has added STEM classes at all levels. However, there needs to be a more comprehensive plan to involve all teachers in technology development.
English Language Development Programs	The English Language Development is a strong program in the District.

Strengths

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

The District has been successful in adding teachers at all grade levels to include LS and ES students.
An area of need is to improve students whereby they are in the Least Restrictive environment.
Since the students returned from COVID, the district has hired a full time social worker to work with students and families. The District has also utilized COVID funding to contract with additional outside mental health services.
The district has made significant progress in addressing Career Readiness and Pathways for students.
The District has added STEM classes at all levels.

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.

The implementation of a Transition Program for students who graduate and remain in the District until they are 21 years old.
There continues a need to further address student health and wellness.
There is a need to continue progress in implementing additional courses and programs to address Career Readiness and Pathways.
There needs to be a more comprehensive plan to involve all teachers in technology development.

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	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

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

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.

The District currently utilizes the MTSS Model to identify needs and coordinate supports for students and families. An additional component is the role of the social worker. This individual is a direct line of support to families to coordinate available services.
The District has an excellent working relationship with the following community groups and business's: Family Service Association, the Peace Center, NAMI, the Bristol Borough Alumni Athletic Association, Bristol Borough Education Foundation, Ivan's House, the Grundy Foundation, Bucks County Community College, United Way, the Rotary, the Bristol Borough Police Department, the Bristol Borough Fire Department, the Bucks County Opportunity Council, in addition to numerous local business's.
The District strives to find the most qualified individual to meet their needs.
The Central Office and the building administrators meet regularly to look at data and determine the needs of the District. From these findings, the administration works to find the funding needed to implement the programs.
The Central Office and the building administrators meet regularly to coordinate resources.

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.

The District needs to identify multiple means of communication to create a vision of high expectations with students and families.
The District needs to allocate resources, both financial and personnel, to develop a standards aligned curriculum and assessment.
Currently, the District has PA Core aligned resources which the teachers utilize, however, there needs to be a coordinated effort create an standards aligned curriculum for teaching and learning.

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
Consistent Elementary Growth in ELA and Math, including for economically disadvantaged students	True
Positive high school growth trends despite low proficiency levels.	False
Strong Grade 4 science outcomes across multiple student groups.	False
Grade 7 is the strongest performing grade in reading across all demographics	False
Most demographics show improvement from Grade 2 to Grade 3	False
Reading performance also appears more consistent (tighter range) than writing, which can be leveraged to support cross-curricular comprehension of math/science texts.	False
The District has been successful in adding teachers at all grade levels to include LS and ES students.	False
All three schools meet or exceed the Career Standards Benchmark, reflecting strong systemic alignment to PA Career Education and Work standards. This is a district-wide strength and provides a strong foundation for expanded career pathways and transition planning.	False
Grade 6 shows strongest reading fluency district-wide	False
Kindergarten math shows excellent foundation across all groups	False
Grade 6 is the strongest math grade for whole school	False
An area of need is to improve students whereby they are in the Least Restrictive environment.	False
Since the students returned from COVID, the district has hired a full time social worker to work with students and families. The District has also utilized COVID funding to contract with additional outside mental health services.	False
The district has made significant progress in addressing Career Readiness and Pathways for students.	False
The District has added STEM classes at all levels.	False
stronger Algebra performance in foundational/skill-based areas (operations and solving linear equations)	False
strong Biology growth among students who retested, suggesting positive movement in science learning.	False
We have low n counts across most of the identifiable subgroups and performance is inconsistent across those subgroups, but representative of all student groups.	False
Each subgroup has specific strengths in Algebra based on the most recent CDT winter results.	False
Grade 4 science performance is a relative strength across multiple student groups, with notably higher	False

proficiency rates than ELA and math. This may reflect stronger curriculum alignment, instructional practices, or student engagement in science at the elementary level.	
Significant improvement from G2 to G3 across demographics	False
The District currently utilizes the MTSS Model to identify needs and coordinate supports for students and families. An additional component is the role of the social worker. This individual is a direct line of support to families to coordinate available services.	False
The District has an excellent working relationship with the following community groups and business's: Family Service Association, the Peace Center, NAMI, the Bristol Borough Alumni Athletic Association, Bristol Borough Education Foundation, Ivan's House, the Grundy Foundation, Bucks County Community College, United Way, the Rotary, the Bristol Borough Police Department, the Bristol Borough Fire Department, the Bucks County Opportunity Council, in addition to numerous local business's.	False
The District strives to find the most qualified individual to meet their needs.	False
The Central Office and the building administrators meet regularly to look at data and determine the needs of the District. From these findings, the administration works to find the funding needed to implement the programs.	False
The Central Office and the building administrators meet regularly to coordinate resources.	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
Middle school achievement in ELA and Math, particularly for students with disabilities and historically marginalized student groups.	False
Low mathematics proficiency district-wide, with critical regression at Grade 6.	False
Persistent gaps between growth and proficiency	False
Grade 2 reading is weakest across all demographics	False
Reading fluency drops significantly in Grade 8	False
ELA supports for writing, where the wide score spread indicates a need for differentiation (small-group skill cycles, targeted feedback, and frequent short writing checks)	False
Opportunities for growth include prioritizing Algebra instruction in Data Analysis and Functions/Coordinate Geometry (more graphing, modeling, tables, and real-world interpretation tasks)	False
The District needs to identify multiple means of communication to create a vision of high expectations with students and families.	False

The implementation of a Transition Program for students who graduate and remain in the District until they are 21 years old.	False
There continues a need to further address student health and wellness.	True
There is a need to continue progress in implementing additional courses and programs to address Career Readiness and Pathways.	True
Grade 2 math foundational skills are weak	False
Math performance regresses from G3 to G4	False
The District needs to allocate resources, both financial and personnel, to develop a standards aligned curriculum and assessment.	True
Currently, the District has PA Core aligned resources which the teachers utilize, however, there needs to be a coordinated effort create an standards aligned curriculum for teaching and learning.	False
Improving literacy instruction could help with Biology scores.	False
Students in all subgroups achievement performance on CDT's deserve focus and each group, despite lower n counts have areas of focus, especially when we look at each individual students needs.	False
Each subgroup has specific areas for growth in Algebra based on the most recent CDT winter results.	False
We can continue to strengthen our alignment to college and career readiness in our corusework.	False
There needs to be a more comprehensive plan to involve all teachers in technology development.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The District needs to allocate resources, both financial and personnel, to develop a standards aligned curriculum and assessment.		True
There continues a need to further address student health and wellness.		True
There is a need to continue progress in implementing additional courses and programs to address Career Readiness and Pathways.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Consistent Elementary Growth in ELA and Math, including for economically disadvantaged students	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If the district refines and aligns its systems for curriculum, instruction, assessment, and intervention, then all learners will experience more consistent, rigorous learning opportunities and demonstrate improved academic outcomes aligned to postsecondary readiness
	If the district strengthens and integrates academic, behavioral, and social-emotional supports, then students will be better positioned to engage in learning, demonstrate positive behaviors, and maintain consistent attendance.
	If the district expands and strengthens structures for college and career readiness, then students will graduate with clearer pathways and the skills necessary for success beyond high school.

Goal Setting

Priority: If the district refines and aligns its systems for curriculum, instruction, assessment, and intervention, then all learners will experience more consistent, rigorous learning opportunities and demonstrate improved academic outcomes aligned to postsecondary readiness

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, the district will enhance Tier 1 and Tier 2 instructional practices so that all students have equitable access to high-quality, standards-aligned instruction and targeted supports within the least restrictive learning environments.		
Measurable Goal Nickname (35 Character Max)		
Strengthening Core Instruction and Intervention Systems		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2026–2027 school year, the district will strengthen Tier 1 instructional practices and refine Tier 2 intervention structures to improve consistency of standards-aligned instruction and ensure targeted supports are responsive to student needs.	By the end of the 2027–2028 school year, the district will deepen implementation of Tier 1 and Tier 2 instructional practices through improved alignment of curriculum, assessment, and progress monitoring to increase student growth and reduce identified achievement gaps.	By the end of the 2028–2029 school year, the district will enhance Tier 1 and Tier 2 instructional practices so that all students have equitable access to high-quality, standards-aligned instruction and targeted supports within the least restrictive learning environments.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, the district will sustain a structured curriculum review cycle to ensure all content areas remain current, culturally responsive, and aligned to Pennsylvania standards.		
Measurable Goal Nickname (35 Character Max)		
Curriculum Review and Continuous Improvement		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2026–2027 school year, the district will implement a structured curriculum review process to examine alignment to Pennsylvania standards, instructional	By the end of the 2027–2028 school year, the district will refine curriculum documents and instructional resources based on review findings to ensure consistent, high-quality	By the end of the 2028–2029 school year, the district will sustain a structured curriculum review cycle to ensure all content areas remain current, culturally

coherence, and equity considerations across content areas.	learning experiences across schools and grade levels.	responsive, and aligned to Pennsylvania standards.
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Priority: If the district strengthens and integrates academic, behavioral, and social-emotional supports, then students will be better positioned to engage in learning, demonstrate positive behaviors, and maintain consistent attendance.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, the district will deepen implementation of Positive Behavioral Interventions and Supports (PBIS) to promote safe, inclusive, and supportive learning environments for all students.		
Measurable Goal Nickname (35 Character Max)		
Positive School Climate and Behavioral Supports		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2026–2027 school year, the district will strengthen PBIS implementation by reviewing fidelity data, clarifying behavioral expectations, and reinforcing consistent practices across school buildings.	By the end of the 2027–2028 school year, the district will sustain and enhance PBIS practices through ongoing data analysis and staff collaboration to improve student behavior, engagement, and attendance.	By the end of the 2028–2029 school year, the district will deepen implementation of Positive Behavioral Interventions and Supports (PBIS) to promote safe, inclusive, and supportive learning environments for all students.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, the district will evaluate and refine existing mental health and wellness supports to ensure they effectively address the needs of students and families		
Measurable Goal Nickname (35 Character Max)		
Social-Emotional Health and Wellness		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2026–2027 school year, the district will evaluate existing social-emotional and mental health supports to determine effectiveness and alignment to student and family needs.	By the end of the 2027–2028 school year, the district will refine and strengthen social-emotional health and wellness supports based on evaluation findings to promote student well-being and readiness to learn.	By the end of the 2028–2029 school year, the district will evaluate and refine existing mental health and wellness supports to ensure they effectively address the needs of students and families

Priority: If the district expands and strengthens structures for college and career readiness, then students will graduate with clearer pathways and the skills necessary for success beyond high school.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, the district will enhance individualized transition planning and career pathway experiences to better prepare students for postsecondary education, training, or employment.		
Measurable Goal Nickname (35 Character Max)		
Career Pathways and Transition Planning		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2026–2027 school year, the district will strengthen individualized transition planning and expand career awareness activities embedded within curricular and co-curricular experiences.	By the end of the 2027–2028 school year, the district will enhance career pathway experiences and transition supports to better align student interests, skills, and postsecondary goals.	By the end of the 2028–2029 school year, the district will enhance individualized transition planning and career pathway experiences to better prepare students for postsecondary education, training, or employment.

Action Plan

Measurable Goals

Strengthening Core Instruction and Intervention Systems	Curriculum Review and Continuous Improvement
Positive School Climate and Behavioral Supports	Social-Emotional Health and Wellness
Career Pathways and Transition Planning	

Action Plan For: Core (Tier 1) Instructional Alignment

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2028–2029 school year, the district will enhance Tier 1 and Tier 2 instructional practices so that all students have equitable access to high-quality, standards-aligned instruction and targeted supports within the least restrictive learning environments.

Action Step		Anticipated Start Date	Anticipated Completion Date
Refine and implement a district-wide written curriculum framework that clearly articulates standards alignment, instructional expectations, and assessment practices to guide high-quality Tier 1 instruction.		2026-08-15	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Materials / Resources / Supports Needed Curriculum mapping tools, Pennsylvania Academic Standards documents, pacing guides, instructional resources aligned to standards, dedicated collaborative planning time, and administrative support for implementation fidelity.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased instructional consistency across classrooms, resulting in improved student growth and achievement across grade levels and student groups.	People: Building Principals Frequency: Ongoing / Annual Review Method: Classroom observations, curriculum audits, local and state assessment data analysis

Action Plan For: Tier 2 Intervention Effectiveness

Measurable Goals:	
<ul style="list-style-type: none"> By the end of the 2028–2029 school year, the district will enhance Tier 1 and Tier 2 instructional practices so that all students have equitable access to high-quality, standards-aligned instruction and targeted supports within the least restrictive learning environments. 	

Action Step		Anticipated Start Date	Anticipated Completion Date
Strengthen progress monitoring systems to ensure targeted interventions are implemented with fidelity and adjusted based on student response data.		2026-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Universal screening and progress monitoring tools, intervention program materials, data management systems, MTSS team meeting time, and professional learning focused on data interpretation and instructional adjustment.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved responsiveness of Tier 2 supports, leading to accelerated growth for students requiring additional academic intervention	People: Building Principals Frequency: Quarterly Method: Intervention data reviews, MTSS team meetings, benchmark assessments

Action Plan For: Curriculum Review Cycle

Measurable Goals:	
<ul style="list-style-type: none"> By the end of the 2028–2029 school year, the district will sustain a structured curriculum review cycle to ensure all content areas remain current, culturally responsive, and aligned to Pennsylvania standards. 	

Action Step	Anticipated Start Date	Anticipated Completion Date
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Maintain and refine a multi-year curriculum review process that supports continuous improvement, predictable resource allocation, and instructional relevance.		2026-09-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Curriculum review protocols, stakeholder feedback tools, access to updated standards and research-based practices, curriculum mapping software, and scheduled time for curriculum committees to meet.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A coherent and sustainable curriculum system that supports instructional quality and equity across schools.	People: Building Principals Frequency: Annual Method: Curriculum review documentation, stakeholder feedback, assessment trend analysis

Action Plan For: PBIS Fidelity and Sustainability

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2028–2029 school year, the district will deepen implementation of Positive Behavioral Interventions and Supports (PBIS) to promote safe, inclusive, and supportive learning environments for all students.

Action Step		Anticipated Start Date	Anticipated Completion Date
Monitor and strengthen PBIS implementation through regular fidelity checks, staff collaboration, and data-informed decision-making.		2026-09-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	PBIS framework materials, behavior tracking and data analysis tools, fidelity assessment instruments, professional learning resources, and scheduled team collaboration time.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved student behavior, attendance, and engagement across elementary, middle, and high school settings.	People: Building Principals Frequency: Ongoing / Semi-Annual Review Method: PBIS data dashboards, attendance reports, climate surveys

Action Plan For: Social-Emotional Supports Review

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2028–2029 school year, the district will evaluate and refine existing mental health and wellness supports to ensure they effectively address the needs of students and families

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize surveys, stakeholder feedback, and service utilization data to assess the effectiveness of current social-emotional programs and identify areas for enhancement		2026-09-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Student and staff survey tools, mental health service utilization data, collaboration time with student support personnel, partnerships with community agencies, and administrative support for program refinement.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A responsive and coordinated system of student supports that contributes to improved attendance, engagement, and overall well-being.	People: Building Principals Frequency: Annual Method: Program evaluations, student support data, stakeholder feedback

Action Plan For: Individualized Transition Supports

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2028–2029 school year, the district will enhance individualized transition planning and career pathway experiences to better prepare students for postsecondary education, training, or employment.

Action Step		Anticipated Start Date	Anticipated Completion Date
Strengthen transition planning processes, including opportunities for career exploration, skill development, and postsecondary preparation embedded within core content areas.		2026-09-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Career exploration platforms, interest inventories, transition planning templates, instructional resources for career-connected learning, community and business partnerships, and staff collaboration time.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students demonstrate increased awareness of postsecondary options and readiness for college and career pathways.	People: Building Principals, School Counselors Frequency: Annual Method: Student transition plans, participation data, postsecondary outcome indicators

Action Plan For: Postsecondary Programming for Students with Disabilities

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2028–2029 school year, the district will enhance individualized transition planning and career pathway experiences to better prepare students for postsecondary education, training, or employment.

Action Step		Anticipated Start Date	Anticipated Completion Date
Refine and sustain postsecondary programming for students ages 18–21 that focuses on independent living, employability skills, and community-based learning experiences.		2026-09-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Instructional materials for life skills and employability, community-based learning placements, transportation resources, staff training in transition services, and	No	Yes

	partnerships with local agencies and employers.		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Expanded postsecondary opportunities that support independence and successful transitions for students with disabilities.	People: Building Principals Frequency: Ongoing Method: Program participation data, student outcomes, staff feedback

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Core (Tier 1) Instructional Alignment	Refine and implement a district-wide written curriculum framework that clearly articulates standards alignment, instructional expectations, and assessment practices to guide high-quality Tier 1 instruction.
Social-Emotional Supports Review	Utilize surveys, stakeholder feedback, and service utilization data to assess the effectiveness of current social-emotional programs and identify areas for enhancement

Structured Literacy Professional Development

Action Step		
<ul style="list-style-type: none"> Refine and implement a district-wide written curriculum framework that clearly articulates standards alignment, instructional expectations, and assessment practices to guide high-quality Tier 1 instruction. 		
Audience		
Five groups of educators: K–4 certified elementary teachers, 4–8 certified middle school teachers, K–12 certified special education teachers, K–12 certified English language teachers, and K–12 certified reading specialists. These educator groups collectively support foundational literacy instruction and intervention across grade levels and instructional settings and are directly responsible for implementing evidence-based structured literacy practices aligned to Pennsylvania requirements.		
Topics to be Included		
his professional development will focus on Pennsylvania’s Structured Literacy competencies and evidence-based literacy instruction. Topics will include explicit and systematic instruction in phonological awareness, phonics, decoding and encoding, fluency, vocabulary development, reading comprehension, and written expression. Additional emphasis will be placed on the science of reading, alignment of instruction to PA Academic Standards, use of diagnostic and progress monitoring data to inform instruction, and instructional strategies to support learners with diverse needs within Tier 1 and Tier 2 settings.		
Evidence of Learning		
Evidence of learning will include educator participation in professional learning sessions with embedded checks for understanding, application of structured literacy practices within lesson planning, and implementation of evidence-based instructional strategies observed through walkthroughs and supervision. Additional evidence may include educator reflection, data team discussions, analysis of student progress monitoring data, and documentation demonstrating alignment between instruction, assessment, and structured literacy competencies.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2026-08-26	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	One time, and then ongoing discussions throughout the year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Text Dependent Analysis

Action Step		
<ul style="list-style-type: none"> Refine and implement a district-wide written curriculum framework that clearly articulates standards alignment, instructional expectations, and assessment practices to guide high-quality Tier 1 instruction. 		
Audience		
All teachers grades 3-12		
Topics to be Included		
<p>This professional learning will focus on effective instructional practices for Text Dependent Analysis aligned to Pennsylvania English Language Arts standards and state assessment expectations. Topics will include close reading strategies, text-dependent questioning, analysis of literary and informational texts, use of evidence to support claims, and explicit instruction in written response structure. Additional emphasis will be placed on scaffolding analytical writing for diverse learners, integrating TDA instruction across Tier 1 and Tier 2 settings, and using formative assessment data to inform instructional decisions.</p>		
Evidence of Learning		
<p>Evidence of learning will include educator participation in professional learning sessions with embedded checks for understanding and opportunities to apply TDA instructional strategies. Educators will demonstrate learning through lesson planning that incorporates text-dependent questions and structured written responses, implementation of instructional strategies observed through walkthroughs and supervision, and participation in data team discussions analyzing student work samples and assessment outcomes related to Text Dependent Analysis.</p>		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2026-08-26	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	One Time
Observation and Practice Framework Met in this Plan	

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent Instruction

This Step Meets the Requirements of State Required Trainings

Language and Literacy Acquisition for All Students

Brain Based SEL

Action Step		
<ul style="list-style-type: none"> • Utilize surveys, stakeholder feedback, and service utilization data to assess the effectiveness of current social-emotional programs and identify areas for enhancement 		
Audience		
All K-12 Educators		
Topics to be Included		
<p>This professional learning will focus on brain-based social emotional learning and trauma-informed instructional practices that recognize the impact of adverse childhood experiences and stress on learning and behavior. Topics will include the neuroscience of learning and emotion, the effects of trauma on brain development, strategies to support emotional regulation and executive functioning, creation of psychologically safe and inclusive classroom environments, and instructional practices that promote resilience, connection, and student well-being. Additional emphasis will be placed on aligning trauma-informed practices with PBIS, MTSS, and classroom instruction to support consistent implementation across the district.</p>		
Evidence of Learning		
<p>Evidence of learning will include educator participation in professional learning with embedded checks for understanding and reflection opportunities. Educators will demonstrate learning through application of brain-based and trauma-informed strategies within classroom practice, participation in collaborative discussions, and integration of social emotional supports into instructional planning. Additional evidence may include walkthrough observations, staff reflections, and analysis of behavioral, attendance, or engagement data to assess the impact of trauma-informed practices on student outcomes.</p>		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2026-08-26	2029-06-30

Learning Format

Type of Activities	Frequency
Course(s)	Once per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

At Least 1-hour of Trauma-informed Care Training for All Staff
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Learning Format

Type of Activities	Frequency
Workshop(s)	Occasional on non instructional days and faculty meetings
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none">• 1b: Demonstrating Knowledge of Students• 1e: Designing Coherent Instruction• 3c: Engaging Students in Learning• 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Communications Activities

Sruvey stakeholders around SEL

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Utilize surveys, stakeholder feedback, and service utilization data to assess the effectiveness of current social-emotional programs and identify areas for enhancement 	All parents, students, and teachers	We want to develop a better understanding of our current offerings and supports, how they are utilized, leveraged, and where we may improve those supports.	Superintendent	09/01/2026	12/31/2026

Communications

Type of Communication	Frequency
Email	One time survey

Solicit supports for 18-21 community					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Refine and sustain postsecondary programming for students ages 18–21 that focuses on independent living, employability skills, and community-based learning experiences. 	Businesses in our community	We want to strengthen postsecondary supports for our 18-21 demographic and will seek to find interested community groups and local businesses who might wish to partner with us.	High School Principal	09/01/2027	06/30/2029

Communications

Type of Communication	Frequency
Letter	Ongoing campaigns

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

BRISTOL BOROUGH SD

1776 Farragut Avenue

Academic Standards and Assessment Requirements (Chapter 4) | 2026 - 2029

Academic Standards and Assessment Requirements (Chapter 4)

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

Academic Standards and Assessment Requirements

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

1. Identify your school entity type from the drop-down list: School District

2. Identify the grade bands taught in your school entity and enter student population numbers:

Grade Bands	Taught in your School Entity	Student Population Numbers
Pre K - 2	Yes	249
3 - 5	Yes	272
6 - 8	Yes	302
9 - 12	Yes	328
		Total 1151

This Part-time CTC offers the following core content:

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
PA-Core English Language Arts	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
PA-Core Mathematics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Science, Technology Engineering, and Environmental Literacy Standards (STEELS)		
Civics and Government	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Economics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Geography	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
History	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Arts and Humanities	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Health, Safety, and Physical Education	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Family and Consumer Sciences	6-8, 9-12	6-8, 9-12
Reading and Writing for Science and Technical Subjects	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Reading and Writing for History and Social Studies	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Career Education and Work	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Personal Finance		

Assurances: Standards Alignment, Curriculum, and Planned Instruction

1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

Elementary Grade Level content does not apply.

Upload a sample of your locally developed curriculum from one subject in one grade level that utilizes your LEA standardized format.

Uploaded Files

Copy of Copy of Science Database.xlsx

Secondary Grade Level content does not apply.

Upload a sample of your locally developed curriculum from one secondary grade level content area.

Uploaded Files

BHS English Curriculum Combined July 23.pdf

Optional: Upload the LEA's policy regarding the review of instructional material.

Uploaded Files

6. Describe your LEA's cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved. The principals in the District meet with teachers regularly throughout the year to review student data to ensure the instruction is aligned with the PA Standards and is reflected in the curriculum. If there is a concern regarding instruction and the curriculum, the Grade Level (Elementary) and the Department Chairs (Middle/High School) work with the principals to make the necessary revisions. A comprehensive review of the curriculum is completed approximately every four years. The revision process includes principals, assistant principals, Title I personnel, special education personnel, Grade Level/Department Chairs and teachers.

7. List resources, supports or models that are used in developing and aligning curriculum. At all levels there is continuous staff development regarding curriculum and instruction. Additional staff development is provided to Grade Level/Department Chairs, Title I personnel and special education personnel. This is often in the form of attending workshops or professional development provided through outside sources. One of the primary sources for support is the Bucks County Intermediate Unit.

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials. The principals meet with the Grade Level/Department Chairs and all of the teachers on a monthly basis. During this meeting the principals discuss the instructional process and address any needs the teachers may have regarding curriculum and materials.

Planned instruction consists of at least the following elements: (Chapter 4.12)

9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

10. Essential content is developed from PA Core/Academic Content Standards.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

13. Courses and units of study are developed from measurable outcomes and/or objectives.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

14. Course objectives to be achieved by all students are identified.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes) Science curriculum K-12 (2026-2027) will be reviewed and revised based on the alignment with the STEELS standards implementation. In addition, elementary ELA (2027-2028) and Related Arts/ Studies (2028-2029) will be revised. Our current practices for curriculum revision involve leveraging department chairs and volunteer teachers who are either paid a stipend or leverage time during non instructional days. At the elementary level, we use lead teachers and volunteer teachers to do the same. Each cycle begins with a review of current documentation and teacher feedback (Summer). Student data is reviewed when available to aide decision making. If the decision is made to make significant changes and/or a review of resources is necessary, we create small teacher teams to engage in the work during the Fall/Spring and into the following summer.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?

Yes

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?

Yes

Assurances: Educator Effectiveness

Act 13

Check if Act 13 is NOT used in educator evaluations (Brick and Mortar Charter Schools only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories? (Total percent sum of the 4 response boxes must equal 100%)

Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
A. Data Available Classroom Teachers	28
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
B. Non-Data Available Classroom Teachers	66
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
C. Non-Teaching Professionals	5
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
D. Principals	1
The category total percentage of educators evaluated under Act 13 must equal 100%.	
Total	100

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1b: Demonstrating Knowledge of Students	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2b: Establishing a Culture for Learning
Domain 3: Instruction	3c: Engaging Students in Learning	3a: Communicating with Students	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4c: Communicating with Families	4b: Maintaining Accurate Records	4f: Showing Professionalism

3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations? To build upon the strengths noted in elementary classroom observations—demonstrating knowledge of students, creating an environment of respect, engaging students in meaningful learning, and communicating effectively with families—the district will continue to implement targeted professional learning focused on responsive teaching practices. Elementary teachers will engage in ongoing PLC cycles that analyze student work and formative assessment data to refine instruction based on individual learner needs. Administrators will provide regular coaching feedback that highlights respectful classroom interactions and models strategies that deepen student engagement. Additionally, the district will expand tools and structures for two-way communication with families, ensuring teachers can leverage family insights to further personalize learning and strengthen home-school relationships. At the secondary level, the district will build on teachers' strong content knowledge, established culture for learning, effective use of questioning and discussion, and demonstrated professionalism by implementing sustained coaching and collaborative inquiry. Secondary teachers will participate in department-based learning walks and peer observation cycles to analyze effective questioning techniques and elevate academic discourse across classrooms. Professional development will emphasize designing rigorous tasks that align with disciplinary standards and promote higher-order thinking. To support continued professionalism, the district will incorporate reflective practice protocols into faculty meetings and encourage teacher leadership roles that model professional conduct and contribute to a culture of continuous improvement.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1f: Designing Student Assessments	1c: Setting Instructional Outcomes	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning	2c: Managing Classroom Procedures
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques	3c: Engaging Students in Learning
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4a: Reflecting on Teaching	4a: Reflecting on Teaching

5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations? To improve the areas of need identified in elementary classroom observations—those Danielson components not reflected in the strengths—the district will implement a tiered system of instructional support. Teachers will receive focused coaching cycles targeting lesson design, assessment practices, and instructional delivery to strengthen planning and execution. Professional development sessions will address strategies for differentiating instruction, using assessments to guide learning, and managing classroom procedures more efficiently. Additionally, instructional leaders will provide model lessons, co-teaching opportunities, and structured time for teachers to reflect on and revise their practices, ensuring that gaps in planning, assessment, and instructional routines are systematically addressed. At the secondary level, the district will prioritize strengthening the Danielson components that did not emerge as current areas of strength by offering targeted coaching, collaborative planning time, and evidence-based instructional training. Teachers will engage in professional

learning focused on designing coherent lessons, integrating formative assessment, and establishing efficient classroom management systems that support deeper learning. Department meetings will incorporate protocols for analyzing lesson plans and student work to improve alignment, pacing, and instructional rigor. Administrators will also conduct more frequent formative observations with actionable feedback to ensure that teachers receive timely guidance and support as they refine their practice and address identified challenges.

6. What information is used to determine Principal Performance Goals?

Goals Set	Comments/Considerations
Provided at the district level	The Superintendent meets regularly with the principals and provides ongoing professional development and advice.
Provided at the building level	The principals continually review data and determine their role in improving student performance.
Individual principal choice	The principals set goals and develop a rubric to determine the progress of their goals.
Other (state what other is)	

7. Under Act 13, classroom teachers are required to utilize LEA Selected Measures to develop the Student Performance Measures and possibly the IEP Goals Progress Measures. List student assessments examples each grade/content area will use to develop LEA Selected Measures.

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Locally Developed School District Rubric	Grade 1 - ELA Grade 2 - ELA Grade 3 - SEL Grade 4 - ELA Grade 5 - Math Grade 6 - ELA Grades 7-8 (Science, Social Studies, Fine Arts and other non-tested subjects. Grades 9 - 12 - All Subjects	Grade 1 - Foundations Unit Tests Grade 2 - Teacher developed to measure areas such as fluency and comprehension. Grade 3 - Teacher designed based upon the Positive Action Curriculum. Survey Survey Grade 5 - Teacher designed assessments. Grade 6 - Vocabulary Assessment using "Word Generations" Grade 7-8 (untested subjects) - Teacher created assessments. Grades 9 - 12 - Teacher created assessments.
District-Designed Measure Examination	N/A	N/A
Nationally Recognized Standardized Test	Kindergarten - ELA Grades 7 & 8 - ELA/Math	Kindergarten - FASTBRIDGE Grades 7 & 8 - FASTBRIDGE
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	N/A	N/A
Student Portfolios Pursuant to Local Requirements	N/A	N/A

Based on the responses above, would instructional practices be a priority in your comprehensive plan?

Yes

Assessment

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment

FAST Universal Screener - Reading/Math (K-6)

Type of Assessment

Diagnostic

Frequency or Date Given

Three times per year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

No

Assessment

Fundations Benchmark - Grades K-3

Type of Assessment

Benchmark

Frequency or Date Given

Three Times Per Year

K-2

Yes

3-5

Yes

6-8

No

9-12

No

Assessment

Next Steps for Guided Reading - Grades K-3

Type of Assessment

Benchmark

Frequency or Date Given

Three Times Per year

K-2

Yes

3-5

Yes

6-8

No

9-12

No

Assessment

Writing Benchmark Prompt - K - 6

Type of Assessment

Benchmark

Frequency or Date Given

Three Times per Year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

No

Assessment

Imagine Math Benchmark - Grades 2-6

Type of Assessment

Benchmark

Frequency or Date Given

Three Times Per Year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

No

Assessment

FastBridge Universal Screening and Progress Monitoring - Grades 7 - 8

Type of Assessment

Benchmark

Frequency or Date Given

Multiple Times per year

K-2

No

3-5

No

6-8

Yes

9-12

No

Assessment

Envisions Math Assessments - Grades 7 - 8

Type of Assessment

Diagnostic

Frequency or Date Given

Multiple Times per year

K-2

No

3-5

No

6-8

Yes

9-12

No

Assessment (continued)

Education Areas of Certification

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?

The benchmark and diagnostic assessments are utilized to drive instruction by adapting the curriculum to the students needs.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan?

Yes

Signature and Quality Assurance

Education Areas of Certification

As Chief School Administrator, I affirm that this LEA’s Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Chief School Administrator

Date

BRISTOL BOROUGH SD

1776 Farragut Avenue

Student Services Assurances (Chapter 12) | 2026 - 2029

Student Services Assurances (Chapter 12)

Chapter 12, Section 12.32, establishes the elements required in an LEA's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

Profile and Plan Essentials

School District

122091303

1776 Farragut Avenue , Bristol, PA 19007

Dr. Broadus Davis

bdavis@bbsd.org

215-781-1000 Ext.

Dr Broadus W Davis

bdavis@bbsd.org

Student Services Assurance

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

1 Safe Schools Programs, Strategies and Actions

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-AI)	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes
Peer Helper Programs	Yes
Safety and Violence Prevention Program	Yes
Comprehensive School Safety and Violence Prevention Plans (Article XIII-B of the School Code)	Yes
Purchase of Security-Related Technology	Yes
Student, Staff and Visitor Identification Systems	Yes
Placement of School Resource Officers	Yes
Counseling Services available for all Students	Yes
Internet Web-Based System for the Management of Student Discipline	Yes

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

2 Other Chapter 12 Requirements

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and	Yes

§ 12.32)	
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
In accordance with 22 Pa. Code 12.41(a) has a plan that includes policies and procedures for emergency care and administration of medication and treatment under The Controlled Substance, Drug, Device, and Cosmetic Act (35 P.S. 780-101-780-144). § 780-101—780-144)	Yes
Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h)) and in compliance with § 12.41(d))	Yes
Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))	Yes
Development and Implementation of Local Wellness Program (in compliance with 42 USCS §1758b)	Yes
Establishment and Implementation of Student Assistance Programs at all of levels of the school system (§12.42)	Yes
Acceptable Use Policy for Technology Resources 24 P.S. § 4604	Yes

As Chief School Administrator, I affirm that this LEA complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Superintendent/CEO Electronic Signature

Date

Bristol Borough SD

Gifted Education Plan Assurances (Chapter 16) | 2026 - 2029

Profile

LEA Type		AUN
School District		122091303
Address 1		
1776 Farragut Avenue		
Address 2		
City	State	Zip Code
Bristol	PA	19007
Chief School Administrator		
Dr Broadus W Davis		
Chief School Administrator Email		
bdavis@bbsd.org		
Single Point of Contact Name		
Damon Smith		
Single Point of Contact Email		
dsmith@bbsd.org		
Single Point of Contact Phone		Single Point of Contact Extension
(215) 781-1000		1044

Gifted Education Plan Assurance

1. Describe your district's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

The Bristol Borough School District (BBSD) complies with all aspects of Child Find (34 CFR 300.111). The district works in conjunction with other area school districts to do outreach, through the support of the Bucks County Intermediate Unit (BCIU). Information is published and available on both the BBSD and BCIU websites. In addition, the BBSD maintains a copy of the most current annual public notice on file, which was published in the local paper. A copy of the Public Notice is available in the District Office as well as with the BCIU. The district also provides additional information on its website, which includes contact information needed for reaching the Special Education office.

2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.

All students in grades K-8 are administered the FastBridge Reading/Math assessments to monitor progress and identify areas of strengths and weaknesses in all students. With regards to Gifted Screening, data are used similar to how they might be used in determining possible Tier 2 supports. Students that are recommended for possible Gifted Screening can be referred by the teacher, parent, or data team (after reviewing the FastBridge data). Teachers complete a Pupil Services Referral Request form indicating the source of the referral and the form is reviewed and signed by the Coordinator of Special Education before being submitted for a Gifted Screening. The Gifted Screening consists of a review of records and a cognitive assessment using the Kaufman Brief Intelligence Test, Second Edition Revised (K-BIT 2 Revised) by our gifted support teacher. The K-BIT-2 Revised provides a brief measure of both verbal and non-verbal intelligence, and combined scores that are 120 or above (top 9%) are referred for additional assessments and formal evaluation for gifted services. Students in the Middle/High Schools are referred by the building Principal and/or Guidance Counselor based on a review of standardized assessments, grades, teacher input and attendance.

3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.

A Permission to evaluate is issued within 10 calendar days from when either a parent requests an evaluation or when the school data team, teacher or administrator refers a student for evaluation of giftedness. Once informed consent is obtained from the parent/guardian, a standardized cognitive assessment consisting of a formal intelligence test is conducted by a Certified School Psychologist. The Psychoeducational Evaluation can consist of a variety of assessments, but most include a standardized cognitive assessment (such as the Reynolds Intelligence Assessment Scale - 2nd Edition, Wechsler Intelligence Scales for Children - 5th Edition, Woodcock Johnson Tests of

Cognitive Abilities, etc.). In addition to standardized cognitive testing, other areas are also included to determine the need for gifted services. Those areas can include standardized academic achievement tests (KTEA-3 and/or WJ-IV), FastBridge data, K-BIT-2 scores, Chuska Rates of Acquisition, and intervening factors (Free or reduced lunch, ELL, Disability/medical diagnosis that may mask giftedness, and Racial/ethnic bias). These areas are used in a Matrix where points are assigned when specific criteria are met. Students scoring within the 95% confidence interval of 130 (2 standard deviations above the mean) on the Individual Cognitive Test will be considered for gifted support services and identified as meeting the definitional criteria of a student with gifted abilities. When the student scores a summary score of 129 or below on the Individual Cognitive Test and a matrix score of 25 or higher, the student is recommended for Gifted Support Services. When the student scores a summary score of 129 or below on the Individual Cognitive Test and a matrix score of 24 or below, the student is not recommended for Gifted Support Services. Students with a matrix score between 16 and 24 are also eligible for Enrichment Activities. Within 60 calendar days of receiving informed consent from the parent/guardian for an evaluation and once all assessments are completed and all data are gathered, the school psychologist will draft a Gifted Written Report (GWR) and provide a copy to parents. If the student does not qualify, based on the definition criteria, then a meeting will take place to review the report and a Gifted Notice of Recommended Assignment (NORA) will be presented indicating that the student does not demonstrate a need for gifted services. If the student qualifies for gifted services, a Gifted Individual Education Plan (GIEP) shall be developed within 30 calendar days after issuance of the GWR. Invitation to participate in the GIEP meeting must be sent to parents at least 10 calendar days in advance of the GIEP meeting. The GIEP will then be implemented within 10 days after being signed or at the start of the following school year if completed less than 30 days before the last day of scheduled classes for students. Again, a NORA will then be presented to the parents after review of the GIEP. Parents then have 10 calendar days to respond to a NORA to agree to the terms of service.

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word “programs” refers to the CONTINUUM OF SERVICES, not one particular option. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).

The K–6 Gifted and Enrichment Program provides a continuum of services designed to meet the diverse academic strengths, interests, and learning profiles of advanced learners through both enrichment and acceleration. Rather than a single program or placement, services are flexible and responsive, allowing students to access opportunities that extend beyond the core curriculum. These include enrichment groups, learning experiences based on student interests, and projects that connect multiple subjects. Instruction emphasizes higher-level thinking, creativity, problem solving, and real-world application, ensuring that students are both challenged and engaged. Services are designed to be dynamic, evolving as students’ strengths, readiness levels, and interests develop over time. Project-based learning serves as the foundation of gifted and enrichment instruction, allowing students to explore topics deeply while applying critical thinking, research, collaboration, and communication skills. Projects are intentionally designed around students’ strengths, passions, and curiosity,

empowering them with choice and ownership of their learning. Through inquiry-driven projects, students investigate authentic questions, create original products, and present their learning in meaningful ways. This strengths-based approach supports both academic growth and social-emotional development, fostering independence, perseverance, and confidence. By tailoring learning experiences to individual learners, the program ensures that gifted and advanced students are not only academically challenged but also inspired to reach their full potential. The Middle School (7-8) gifted education consists of 7th and 8th grade students. Gifted students meet for one class period per week for the duration of the school year. Each marking period targets one of the core subject areas (ELA, Mathematics, Science, Social Studies) consisting of project based learning. It is expected the assigned project to be researched and submitted at the end of each marking period. In the meantime, during gifted class periods throughout the year we focus on STEM innovation projects. Students are also provided opportunities for additional enrichment from general education teachers on an as needed basis. In the High School (9-12), students are permitted to take standardized tests early (ex: PSATs). Google classrooms are also developed for each of their classes to allow them to explore more material and access additional more challenging work. When courses are unavailable in the high school, students are also permitted to attend courses through the Bucks County Community College and receive both high school and college credits. Courses can also include areas that the students are interested in for college, not just as a replacement. In addition, follow-up meetings are held throughout the year to monitor progress and address any academic concerns. In addition, acceleration, enrichment and differentiation opportunities may be provided when determined appropriate by the GIEP Team. Acceleration may occur in the form of allowing students with GIEPs to complete current curriculum through self-pacing, course compaction, and accessing dual enrollment options. Students are provided enrichment opportunities in their areas of strength and interest. Students may also be given or self-select activities that provide enrichment in a given content area. Enrichment activities might include independent projects that allow students to explore an area of interest related to the topic, vertical enrichment activities that go above and beyond what is being covered in the regular curriculum, allowing students with GIEPs to serve as mentors, tutors, or teacher's aides. Differentiation within the regular classroom is also supported. Students are provided with alternative activities and assignments after demonstrating mastery of initial concepts. The district encourages the use of the Most Difficult First strategy, introduced by Susan Winebrenner. After the teacher has finished teaching a lesson and has assigned homework or classwork to practice the skill just taught, the teacher identifies the five most difficult problems of an assignment. All students have an opportunity to do only these 5 most difficult problems to try to demonstrate mastery. If a student achieves the level of mastery determined by the teacher, the teacher gives him/her full credit for doing the entire assignment and allows him/her to do something else while the rest of the class does the assignment. The student who demonstrates mastery receives an A that mastery would represent had he/she completed the entire assignment. Any student who does not demonstrate mastery on the five most difficult problems or who needs to ask the teacher for help must do the entire assignment. Students are then able to participate in enrichment activities of that course content or select an enrichment activity of their interest. These activities of interest are identified during the GIEP process.

5. Look at the district's most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted

with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district's gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?

In the district's most recent PIMS October 1 snapshot for field 80, there were no discrepancies identified in the reporting. Those data are presented below: GY (gifted with or without a 504 and receiving services on a GIEP) - 23 students GS (dually exceptional and receiving services through an IDEA IEP) - 3 students GX (gifted and does not require specially designed instruction). 0 Students

6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.

Because the district enrollment is low and the number of gifted students is small (26 students), disproportionality can be difficult to determine using percentiles. Regardless, the district is aware of potential biases and problems using language based cognitive assessments and will often place greater emphasis on the non-verbal portion of the assessment. In addition, utilization of the matrix provides points for possible intervening areas of development (Free or reduced lunch, ELL, Disability/medical diagnosis that may mask giftedness, and Racial/ethnic bias).

7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.

The Bristol Borough School District partners with Bucks County Intermediate Unit #22 (BCIU) to provide professional learning opportunities for staff on gifted education practice, policy, and programming. BCIU serves as a regional training hub for gifted education in Bucks County, offering regional workshops and professional development focused on strength-based, differentiated instruction, and enriched curriculum development.

Training for general education teachers	0
Staff costs	\$69854 + benefits
Training for gifted support staff	\$500
Materials used for project-based learning	\$250
Transportation	0

Field Trips	0
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Signatures and Quality Assurance

Chief School Administrator	Date

BRISTOL BOROUGH SD

1776 Farragut Avenue

Professional Development Plan (Act 48) | 2026 - 2029

Act 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

1. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
2. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
3. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
4. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.

5. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
6. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.
7. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

Profile and Plan Essentials

School District

122091303

1776 Farragut Avenue, Bristol, PA 19007

Dr. Broadus Davis

bdavis@bbsd.org

215-781-1000 X 0000

Dr Broadus W Davis

bdavis@bbsd.org

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Dr. Broadus Davis	Administrator	Administrator	Administration Personnel
Dr. Damon Smith	Administrator	Administrator	Administration Personnel
Dr. Julie Balcer	Administrator	Administrator	Administration Personnel
Danielle Leyrer	Administrator	Administrator	Administration Personnel
Nick Nastasi	Administrator	Administrator	Administration Personnel
Mike Poploskie	Administrator	Administrator	Administration Personnel
LaToya Sahm	Staff Member	Elementary Teacher	Teacher
Dawn DeLuca	Staff Member	Education Specialist	Education Specialist
Joe Ricci	Staff Member	Education Specialist	Education Specialist
David Chichiliti	Staff Member	Education Specialist	Education Specialist
Michael Ciotti	MS Staff Member	Middle School Teacher	Teacher
Sheila MacIntyre	Staff Member	High School Teacher	Teacher
Dr Thomas Shaffer	Community member	Community Member	School Board of Directors
Mary Gesualdi	Community Member	Community Member	School Board of Directors
Dorie Morgan	Parent	Parent of Child Attending	School Board of Directors
Allison McHugh	Parent	Parent of Child Attending	School Board of Directors
Chad Evans	Community member	Community Member	Administration Personnel
Sara Snyder	Board Member	Community Member	School Board of Directors

Describe how many times the committee meets in a given year, any subcommittees that are formed and any other relevant information regarding the function of the committee.

The committee meets annually to review professional learning experiences from the prior year and to establish priorities and engage in planning for the following year. The committee meets at least once each spring and then sub committtes, based on priorities, might meet each summer to establish and evolve the plan for the new school year.

Action Plans Steps from Comprehensive Plan

Structured Literacy Professional Development

2Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Refine and implement a district-wide written curriculum framework that clearly articulates standards alignment, instructional expectations, and assessment practices to guide high-quality Tier 1 instruction. 	Five groups of educators: K–4 certified elementary teachers, 4–8 certified middle school teachers, K–12 certified special education teachers, K–12 certified English language teachers, and K–12 certified reading specialists. These educator groups collectively support foundational literacy instruction and intervention across grade levels and instructional settings and are directly responsible for implementing evidence-based structured literacy practices aligned to Pennsylvania requirements.	his professional development will focus on Pennsylvania’s Structured Literacy competencies and evidence-based literacy instruction. Topics will include explicit and systematic instruction in phonological awareness, phonics, decoding and encoding, fluency, vocabulary development, reading comprehension, and written expression. Additional emphasis will be placed on the science of reading, alignment of instruction to PA Academic Standards, use of diagnostic and progress monitoring data to inform instruction, and instructional strategies to support learners with diverse needs within Tier 1 and Tier 2 settings.	Evidence of learning will include educator participation in professional learning sessions with embedded checks for understanding, application of structured literacy practices within lesson planning, and implementation of evidence-based instructional strategies observed through walkthroughs and supervision. Additional evidence may include educator reflection, data team discussions, analysis of student progress monitoring data, and documentation demonstrating alignment between instruction, assessment, and structured literacy competencies.

3Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Building Principals	08/26/2026 - 06/30/2027

Learning Format

4Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One time, and then ongoing discussions throughout the year	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 	Structured Literacy

Text Dependent Analysis

5Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Refine and implement a district-wide written curriculum framework that clearly articulates standards alignment, instructional expectations, and assessment practices to guide high-quality Tier 1 instruction. 	All teachers grades 3-12	This professional learning will focus on effective instructional practices for Text Dependent Analysis aligned to Pennsylvania English Language Arts standards and state assessment expectations. Topics will include close reading strategies, text-dependent questioning, analysis of literary and informational texts, use of evidence to support claims, and explicit instruction in written response structure. Additional emphasis will be placed on scaffolding analytical writing for diverse learners, integrating TDA instruction across Tier 1 and Tier 2 settings, and using formative assessment data to inform instructional decisions.	Evidence of learning will include educator participation in professional learning sessions with embedded checks for understanding and opportunities to apply TDA instructional strategies. Educators will demonstrate learning through lesson planning that incorporates text-dependent questions and structured written responses, implementation of instructional strategies observed through walkthroughs and supervision, and participation in data team discussions analyzing student work samples and assessment outcomes related to Text Dependent Analysis.

6Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Building Principals	08/26/2026 - 06/30/2027

Learning Format

7Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One Time	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 	Language and Literacy Acquisition for All Students

Brain Based SEL

8Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Utilize surveys, stakeholder feedback, and service utilization data to assess the effectiveness of current social-emotional programs and identify areas for enhancement 	All K-12 Educators	This professional learning will focus on brain-based social emotional learning and trauma-informed instructional practices that recognize the impact of adverse childhood experiences and stress on learning and behavior. Topics will include the neuroscience of learning and emotion, the effects of trauma on brain development, strategies to support emotional regulation and executive functioning, creation of psychologically safe and inclusive classroom environments, and	Evidence of learning will include educator participation in professional learning with embedded checks for understanding and reflection opportunities. Educators will demonstrate learning through application of brain-based and trauma-informed strategies within classroom practice, participation in collaborative discussions, and integration of social emotional supports into instructional planning. Additional evidence may include walkthrough observations, staff reflections,

		instructional practices that promote resilience, connection, and student well-being. Additional emphasis will be placed on aligning trauma-informed practices with PBIS, MTSS, and classroom instruction to support consistent implementation across the district.	and analysis of behavioral, attendance, or engagement data to assess the impact of trauma-informed practices on student outcomes.
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9Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Building Principals	08/26/2026 - 06/30/2029

Learning Format

10Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Once per year		At Least 1-hour of Trauma-informed Care Training for All Staff
Workshop(s)	Occasional on non instructional days and faculty meetings	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness 	Common Ground

Other Professional Development Activities

Professional Ethics Refresher

11Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All teachers	We will review educators’ ethical responsibilities under 22 Pa. Code §235, emphasizing professional conduct, student boundaries, confidentiality, and equity. It should highlight common high-risk “gray areas” teachers encounter and provide realistic scenarios to practice ethical decision-making. The session should close with clear guidance on reporting obligations, potential consequences, and where to seek support when ethical questions arise.	Teachers participation in the faculty meeting.

12Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Building Principals	09/01/2026 - 10/30/2026

Learning Format

13Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One time	• 4f: Showing Professionalism	Professional Ethics

Professional Development Plan Assurances

14 Professional Development Plan Assurances

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes
When is the first year the LEA will offer Structured Literacy Training to the staff?	2023-2024
Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)? Most teachers will receive some form of Structured Literacy training as we are a small school district.	
Is the LEA using or planning to implement Structured Literacy (Select One)? Hybrid, Structured Literacy components integrated into reading program.	

Evaluation and Review

Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan.

The Professional Education Plan is reviewed annually by a small leadership team using readily available evidence such as staff feedback, attendance records, walkthrough observations, and existing student data. The committee examines participant reactions from surveys, artifacts of discussions, informal observations and trends in student outcomes on assessments. Findings will be discussed during regular administrative or team meetings and used to make targeted, manageable revisions that align with the district's capacity and priorities.

Professional Education Plan Assurances

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date

Bristol Borough SD

Induction Plan (Chapter 49) | 2026 - 2029

Profile

LEA Type		AUN
School District		122091303
Address 1		
1776 Farragut Avenue		
Address 2		
City	State	Zip Code
Bristol	PA	19007
Chief School Administrator		
Dr Broadus W Davis		
Chief School Administrator Email		
bdavis@bbsd.org		
Educator Induction Plan Coordinator Name		
Dr. Broadus Davis		
Educator Induction Plan Coordinator Name Email		
bdavis@bbsd.org		
Educator Induction Plan Coordinator Phone Number		Extension
215-781-1000		

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Dr Julie Balcer	Elementary Principal	Administrator	Administration Personnel
Carla Tyrell	Elementary Teacher	Teacher	Teacher
Mike Ciotti	High School Specialist	Education Specialist	Education Specialist
Nick Nastasi	Secondary Principal	Administrator	Administration Personnel

Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No
Other	

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

Program Structure

Our teachers participate in a county-wide Induction Professional Development plan that is facilitated through the Bucks County Intermediate Unit. New educators participate in summer sessions and several professional development opportunities facilitated by the Bucks IU throughout the year. They do not meet "regularly" but they have several sessions that occur several times throughout the year. Teachers participating in induction meet with mentors informally on an as-needed basis, but more formally at least once a month to review specific areas of focus.

Content Included

During the summer sessions, Year 1 teachers engage in required Professional Development topics such as Act 13, Structured Literacy, Professional Ethics, and high quality lesson planning. During the year, topics such as Formative Assessment, Questioning techniques, and other evergreen high impact practices are discussed.

Meeting Frequency

There is one full-day professional learning during the summer and multiple virtual synchronous sessions during the school year.

Delivery Format

Sessions in the summer are in person while during the year they are virtual but synchronous.

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

Other

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

The mentors at the Elementary Level are part of a Supplemental Position where they serve as Grade Level Chairs. The mentors at the Middle School Level and High School Level are also part of a Supplemental Position where they serve as Department Chairs. These are individuals selected by the administration who are tenured and have demonstrated the above mentioned characteristics.

Educator Induction Plan Topic Areas

Common Ground

Topic Objectives

We explore teaching students living with adversity, Universal Design for Learning, and Emotional Regulation during a one day Professional Learning offered by the Bucks IU. These topics are aligned to the Common Ground framework. This is offered yearly to year 2 Induction participants.

Lead Person/Position

Bucks IU Professional developer

Anticipated Start

2026-08-18

Anticipated Completion

2029-08-18

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

Educator Effectiveness

False Check if Brick and Mortar Charter School and the Educator Effectiveness topic is not included because Educator Effectiveness is not required for Brick and Mortar charter schools.

Topic Objectives

Act 13 and the Danielson Rubric are covered as well as elements of the Bristol Borough SD Supervision model. This is offered yearly for year 1 Induction Participants.

Lead Person/Position

Bucks IU professional developer

Anticipated Start

2026-08-16

Anticipated Completion

2029-08-16

Observation and Practice Framework Met in this Topic

4a: Reflecting on Teaching

4f: Showing Professionalism

4e: Growing and Developing Professionally

Professional Ethics Program Framework Guidelines

Topic Objectives

Review of the professional ethics framework and guidelines, scenario work. This is offered yearly for year 1 Induction participants.

Lead Person/Position

Bucks IU Professional developer

Anticipated Start

2026-08-17

Anticipated Completion

2029-08-17

Observation and Practice Framework Met in this Topic

4f: Showing Professionalism

Student Learning

Topic Objectives

Social Emotional Learning, Formative Assessment, Brain Based Learning, Feedback, Engagement, Collaborative Grouping

Lead Person/Position

Bucks IU Professional Developer

Anticipated Start

2026-09-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1f: Designing Student Assessments

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

Teacher Competency**Topic Objectives**

Questioning in the Classroom, Differentiated Instruction, Personalized Learning, High Impact Discussion Strategies

Lead Person/Position

Bucks IU professional developer

Anticipated Start

2026-09-01

Anticipated Completion

2029-06-30

Observation and Practice Framework Met in this Topic

3b: Using Questioning and Discussion Techniques

1f: Designing Student Assessments

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

Evaluation and Monitoring

Monitoring Routines

Our participants complete surveys after each new professional learning session facilitated by the IU. In addition, mentors and mentees are surveyed at the end of each year to help determine strengths and opportunities for growth with the Induction process. We utilize Educator Effectiveness processes such as principal supervision and end-of-year ratings to monitor teacher growth as well.

Uploaded Files

New Teacher Induction (UDL) Feedback - Google Forms.pdf

Documentation of Participation and Completion

Mentor documents his/her inductee's involvement in the program.

Yes

A designated administrator receives, evaluates, and archives all mentor records.

Yes

School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

Yes

Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.

Yes

Confirm that all first-year teachers (including teachers in prekindergarten programs, when offered) and educational specialists are included in the induction program. Long-term substitutes who are hired for a position for 45 days or more also shall be included in a school entity's induction plan and shall participate in an induction experience for the period of time in which they serve in that capacity.

Yes

Signatures and Quality Assurance

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? ([22 Pa Code, 49.16](#))

Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? ([22 Pa Code, 49.16](#))

Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? ([22 Pa Code, 49.16](#))

Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? ([22 Pa Code, 49.16](#))

Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? ([24 P.S. § 11-1138.8 \(c\)\(3\)](#) and [22 Pa Code, 49.16](#))

Does the induction plan:

a. Assess the needs of inductees?

b. Describe how the program will be structured?

c. Describe what content will be included, along with the delivery format and timeframe?

d. Include a two-year induction program effective the {SchoolYear} school year?

Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?

False We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

False We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	Date

False I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Chief School Administrator	Date
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