



**Priority 1: If we strengthen the systems that support Curriculum, Instruction, and Assessment then our learners will grow achievement and be better prepared for the world beyond school**

Goal 1: MTSS

By the end of the 2025-2026 school year we will strengthen Tier 1 and Tier 2 interventions so that students will have access to high-quality instruction, curriculum and programming in the least restrictive environment ideal for them as learners.

Action Plan: Core Instruction (Tier 1) quality

Action Plan: Tier 2 (Interventions )

Goal 2: Curriculum

By the end of the 2025-2026 school year we will develop and strengthen our curriculum review and design processes so that all learners have access to high-quality, consistent, and viable Curriculum.

Action Plan: Assessment Plan/Map

Action Plan: Curriculum Cycle

**Priority 2: If we develop and sustain supports and programming that meet the social/emotional needs of our learners then they will be better able to learn and engage in healthy ways.**

Goal 1:PBIS

By the end of the 2025-2026 school year we will strengthen our Positive Behavior and Intervention Supports (PBIS) so that students will have the skills to be successful inside and outside the classroom.

Action Plan: PBIS

Goal 2: Social Emotional Health and Wellness

By the end of the 2025-2026 school year we will strengthen our systems and supports for student and staff social emotional health and wellness.

Action Plan: SEHW

**Priority 3: If we strengthen the structures and supports for College and Career Readiness then our learners will graduate better prepared for the world beyond Bristol Borough School District.**

Goal 1: Transitions

By the end of the 2025-2026 school year we will strengthen the opportunities our learners will have for college and career readiness through improving individualized transition planning and strengthening career pathways.

Action Plan: Career Pathways and Transition Planning

Action Plan: College and Career Readiness

## **BRISTOL BOROUGH SD**

1776 Farragut Avenue

Comprehensive Plan | 2023 - 2026

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### **MISSION STATEMENT**

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 STATEMENT**

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 VALUE STATEMENTS**

### **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.



## STEERING COMMITTEE

Name	Position	Building/Group
John D'Angelo	Board Member	Bristol Borough Board of Directors
Dr. Broadus Davis	Administrator	Bristol Borough School District
Damon Smith	Administrator	Bristol Borough School District
Kelli Rosado	Administrator	Bristol Borough School District
Nick Nastasi	Administrator	Bristol Borough School District
Roberta Cimoichowski	Administrator	Bristol Borough School District
Julie Balcer	Staff Member	Bristol Borough School District
Dawn DeLuca	Staff Member	Bristol Borough School District
LaToya Sahm	Staff Member	Bristol Borough School District
Lori Helkowski	Staff Member	Bristol Borough School District
Theresa Kramer	Staff Member	Bristol Borough School District
Debbie Conard	Staff Member	Bristol Borough School District
Danielle Leyrer	Staff Member	Bristol Borough School District

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Michael Poploskie	Staff Member	Bristol Borough School District
Michael Ciotti	Staff Member	Bristol Borough School District
Joe Ricci	Staff Member	Bristol Borough School District
Noelle Santana	Student	Bristol Borough High School
Chance Wideman	Student	Bristol Borough High School
Mary Gesualdi	Community Member	Community
Chad Evans	Community Member	Bucks County Intermediate Unit
Denise Harmon	Community Member	Bucks County Intermediate Unit
Darletta Berry Johnson	Community Member	Community
Allison McHugh	Parent	Parent
Jackie Boyle	Parent	Parent
Ava Quici	Student	Bristol Borough High School
Thomas F. Shaffer	Other	Bristol Borough School District
Chad Evans	Other	Bucks County IU 22

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>If we strengthen the systems that support Curriculum, Instruction, and Assessment then our learners achievement will grow and they will be better prepared for the world beyond school.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p> <p>Essential Practices 3: Provide Student-Centered Support Systems</p>
<p>If we develop and sustain supports and programming that meet the social/emotional needs of our learners then they will be better able to learn and engage in healthy ways.</p>	<p>Essential Practices 3: Provide Student-Centered Support Systems</p>
<p>If we strengthen the structures and supports for College and Career Readiness then our learners will graduate better prepared for the world beyond Bristol Borough School District.</p>	<p>Post-secondary transition to school, military, or work</p>

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Strengthening Core Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

MTSS

By the end of the 2025-2026 school year we will strengthen Tier 1 and Tier 2 interventions so that students will have access to high-quality instruction, curriculum and programming in the least restrictive environment ideal for them as learners.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Strengthen core instruction (Tier 1) through the utilization of a newly developed written standards-based curriculum that will serve as the foundation for guiding instruction.

2023-09-01 -  
2026-06-30

Building Principals, Special Education Coordinator, Department Chairs, and Grade Level Chairs

Instructional materials aligned with the standards-base curriculum.

**Anticipated Outcome**

Improved MTSS systems both at Tier 1 and 2/3 will improve achievement and growth outcomes for learners in general and in targeted subgroup populations.

**Monitoring/Evaluation**

Building principals report progress through data team meetings at the building level frequently and yearly based on State Assessment data.

**Evidence-based Strategy**

Tier 2 Interventions



## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS	By the end of the 2025-2026 school year we will strengthen Tier 1 and Tier 2 interventions so that students will have access to high-quality instruction, curriculum and programming in the least restrictive environment ideal for them as learners.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Engage in ongoing progress monitoring to ensure fidelity of implementation of interventions and targeted instruction to ensure student growth	2023-09-01 - 2026-06-30	Building Principals, Special Education Coordinator, Department Chairs, and Grade Level Chairs	Selection or the development of assessments that will monitor student growth.

### Anticipated Outcome

Tier 2 Interventions will support and strengthen learners

### Monitoring/Evaluation

Building principals report progress through data team meetings at the building level frequently and yearly based on State Assessment data.

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### Evidence-based Strategy

Assessment Maps/Planning

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS	By the end of the 2025-2026 school year we will strengthen Tier 1 and Tier 2 interventions so that students will have access to high-quality instruction, curriculum and programming in the least restrictive environment ideal for them as learners.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to review the assessment map to ensure that the assessments are aligned with the District's goals and standards-based curriculum.	2023-09-01 - 2026-06-30	Building Principals	Time must be allocated for the administration and data teams to review the assessment map to ensure it is aligned with the District's goals.

### Anticipated Outcome

Through the monitoring of the assessment maps administrators will be able to determine if the assessments are providing the information needed to identify student needs.

### Monitoring/Evaluation

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### Evidence-based Strategy

Curriculum Cycle

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Curriculum

By the end of the 2025-2026 school year we will develop and strengthen our curriculum review and design processes so that all learners have access to high-quality, consistent, and viable curriculum.

### Action Step

### Anticipated

### Start/Completion

### Lead

### Person/Position

### Materials/Resources/Supports

### Needed

Develop a 5 year curriculum cycle that allows more predictable budgeting for resources as well as a cycle for continuous review and improvement.

2023-07-01 -  
2024-01-30

Superintendent

Curriculum Mapping  
Software

## Anticipated Outcome

A curriculum map outlining a five year process to review and renew all areas of the curriculum.

## Monitoring/Evaluation

The administrative team will need time to meet throughout the school year to develop the plan.

## Evidence-based Strategy

PBIS

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS	By the end of the 2025-2026 school year we will strengthen our Positive Behavior and Intervention Supports (PBIS) so that students will have the skills to be successful inside and outside the classroom.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to monitor for fidelity of implementation of PBIS to ensure students have the skills to be successful in life.	2023-09-01 - 2026-06-30	Elementary and Middle/High School Assistant Principals	PBIS materials for continued training and implementation.

### Anticipated Outcome

A fully implemented PBIS Program at the elementary and middle school levels.

### Monitoring/Evaluation

The assistant principals and building committees will monitor the program for effectiveness.

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### Evidence-based Strategy

Individualized Transition Planning

## Measurable Goals

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**Goal Nickname****Measurable Goal Statement (Smart Goal)**

College and Career  
Readiness

By the end of the 2025-2026 school year we will strengthen the opportunities our learners will have for college and career readiness through improving individualized transition planning and strengthening career pathways.

**Action Step****Anticipated  
Start/Completion****Lead  
Person/Position****Materials/Resources/Supports  
Needed**

Develop and implement a post-secondary (ages 18 – 21) program for special needs students to teach skills in preparation for careers and independent living.

2023-09-01 -  
2025-06-30

Superintendent

Instructional materials to  
conduct the program.

**Anticipated Outcome**

An effective post-secondary program for students ages 18 - 21.

**Monitoring/Evaluation**

The Superintendent, High School Principal, Assistant High School Principal, Special Education Coordinator and staff will meet regularly to ensure the program is serving the needs of the students.

**Evidence-based Strategy**

College and Career Readiness

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
College and Career Readiness	By the end of the 2025-2026 school year we will strengthen the opportunities our learners will have for college and career readiness through improving individualized transition planning and strengthening career pathways.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Integrate into the curriculum (Language Arts, Math, Science, Social Studies, and Related Arts) instructional opportunities for students to complete college and career awareness and preparation activities through such activities as interest surveys, career research projects, resume writing, mock job interviews, and guest speakers.	2023-09-01 - 2025-06-30	Middle/High School Principal	Instructional materials for activities in the various subject areas.

**Anticipated Outcome**  
 An integrated curriculum that addresses college and career awareness and preparation activities.

**Monitoring/Evaluation**  
 The progress of the integration will be monitored through monthly meetings with the administration, department chair persons, and teachers.

**Evidence-based Strategy**

## Social Emotional Health and Wellness

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Social Emotional Health and Wellness

By the end of the 2025-2026 school year we will strengthen our systems and supports for student and staff social emotional health and wellness.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

Through assessments, interviews, and feedback, establish a process to ensure that the current programs in place are effectively meeting the needs of the students and staff.

2023-09-01 -  
2025-06-30

Building administrators, special education coordinator, and guidance office personnel.

The funding to continue current programs or for the adoption of new programs.

### Anticipated Outcome

A social and emotional plan that addresses the needs of the students and their families.

### Monitoring/Evaluation

Building administrators, special education coordinator, and guidance office personnel will meet at least once a month to monitor progress.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2025-2026 school year we will develop and strengthen our curriculum review and design processes so that all learners have access to high-quality, consistent, and viable curriculum. (Curriculum)	Curriculum Cycle	Develop a 5 year curriculum cycle that allows more predictable budgeting for resources as well as a cycle for continuous review and improvement.	07/01/2023 - 01/30/2024



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2025-2026 school year we will strengthen the opportunities our learners will have for college and career readiness through improving individualized transition planning and strengthening career pathways. (College and Career Readiness)</p>	<p>College and Career Readiness</p>	<p>Integrate into the curriculum (Language Arts, Math, Science, Social Studies, and Related Arts) instructional opportunities for students to complete college and career awareness and preparation activities through such activities as interest surveys, career research projects, resume writing, mock job interviews, and guest speakers.</p>	<p>09/01/2023 - 06/30/2025</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2025-2026 school year we will strengthen our systems and supports for student and staff social emotional health and wellness. (Social Emotional Health and Wellness)	Social Emotional Health and Wellness	Through assessments, interviews, and feedback, establish a process to ensure that the current programs in place are effectively meeting the needs of the students and staff.	09/01/2023 - 06/30/2025

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2025-2026 school year we will develop and strengthen our curriculum review and design processes so that all learners have access to high-quality, consistent, and viable curriculum. (Curriculum)	Curriculum Cycle	Develop a 5 year curriculum cycle that allows more predictable budgeting for resources as well as a cycle for continuous review and improvement.	07/01/2023 - 01/30/2024

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2025-2026 school year we will strengthen our systems and supports for student and staff social emotional health and wellness. (Social Emotional Health and Wellness)	Social Emotional Health and Wellness	Through assessments, interviews, and feedback, establish a process to ensure that the current programs in place are effectively meeting the needs of the students and staff.	09/01/2023 - 06/30/2025

## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

### **Signature (Entered Electronically and must have access to web application).**

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Chief School Administrator

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

We have seen our elementary and high school PVAAS growth scores in English Language Arts recover a bit post pandemic.

We have seen our elementary and high school PVAAS growth scores in Mathematics recover a bit post pandemic.

Our local assessment data does indicate that students are making growth in ELA in our primary grades. A focus on growth and strengthening our intervention systems will support greater growth and achievement.

We saw substantial growth with the benchmarks in grade 2 and can leverage best practices found in Grade 2 classrooms and curriculum to better understand how to further strengthen instruction across primary classrooms.

We observed significant growth on benchmarks in grades K-2.

We saw growth on benchmarks in grades 3-5.

We do not collect local data on Science assessments but with upcoming science standards revisions, it would be an appropriate time to review the curriculum and resources to ensure alignment.

### Challenges

While our achievement has recovered a bit post pandemic, our learners remain below the performance expectations for proficient/advanced in all three core subject areas.

Attendance and graduation rates can be improved.

5th grade growth is in the negative and this correlates with our PSSA data.

Our Kindergarten benchmark data may be an indicator of kindergarten readiness deficits however we can continue to strengthen programming to see more significant reading growth throughout the year.

We noted a regression on benchmarks in grade 6

Deepening our understanding of the relationship between our benchmark data and student mathematical achievement on state assessments in grades 3-6.

We do not collect local data on Science assessments but with upcoming science standards revisions, it would be an appropriate time to review the curriculum and resources to ensure alignment.

## Strengths

We do not collect local data on Science assessments but with upcoming science standards revisions, it would be an appropriate time to review the curriculum and resources to ensure alignment.

We are meeting the statewide career standards benchmark in our elementary school.

We are meeting the statewide career standards benchmark in our middle school.

We are meeting the statewide career standards benchmark in our high school.

Our students identified as economically disadvantaged tend to score relatively equally with their non designated peers.

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.

The Central Office and the building administrators meet regularly to coordinate resources.

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

## Challenges

We do not collect local data on Science assessments but with upcoming science standards revisions, it would be an appropriate time to review the curriculum and resources to ensure alignment.

We have identified a need to strengthen our transition services and planning for high school students into college and careers through more individualized plans.

We would like to leverage career pathways in our high school to support students growth and college and career readiness.

We continue to desire high quality core (Tier 1) instruction for all and believe that a focus on this can help us remove some of the inequities that exist.

We continue to desire high quality Tier 2 interventions and believe that a focus on this can help us remove some of the inequities that exist.

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.

## Strengths

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.

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

## Challenges

There needs to be a more comprehensive plan to involve all teachers in technology development.

We believe revising our curriculum can help to remove some of the existing inequities in our system including a focus on more culturally relevant curricula, lessons, and resources.

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.



## Strengths

needed to implement the programs.

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## Most Notable Observations/Patterns

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## Challenges

## Discussion Point

## Priority for Planning

While our achievement has recovered a bit post pandemic, our learners remain below the performance expectations for proficient/advanced in all three core subject areas.

Improving Tiered interventions, including Tier 1 (Core instruction) and Tier 2 inside and outside of the general classroom space is essential for our learners success.

✓

Attendance and graduation rates can be improved.

Mental health and wellness continue to be areas of need and strengthening our PBIS systems can support better attendance and graduation rates, as well as improving student engagement inside the classroom.

✓

5th grade growth is in the negative and this correlates with our PSSA data.

Our Kindergarten benchmark data may be an indicator

**Challenges****Discussion Point****Priority for Planning**

of kindergarten readiness deficits however we can continue to strengthen programming to see more significant reading growth throughout the year.

We noted a regression on benchmarks in grade 6

Deepening our understanding of the relationship between our benchmark data and student mathematical achievement on state assessments in grades 3-6.

We do not collect local data on Science assessments but with upcoming science standards revisions, it would be an appropriate time to review the curriculum and resources to ensure alignment.

We do not collect local data on Science assessments but with upcoming science standards revisions, it would be an appropriate time to review the curriculum and resources to ensure alignment.

We have identified a need to strengthen our transition services and planning for high school students into college and careers through more individualized plans.

Along with career pathways, transition planning is another area where we can be more supportive of our learners and their ability to be college and career ready.



We would like to leverage career pathways in our high school to support students growth and college and career readiness.

**Challenges****Discussion Point****Priority for Planning**

We continue to desire high quality core (Tier 1) instruction for all and believe that a focus on this can help us remove some of the inequities that exist.

We continue to desire high quality Tier 2 interventions and believe that a focus on this can help us remove some of the inequities that exist.

We believe revising our curriculum can help to remove some of the existing inequities in our system including a focus on more culturally relevant curricula, lessons, and resources.

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.

## ADDENDUM B: ACTION PLAN

### Action Plan: Strengthening Core Instruction

Action Steps	Anticipated Start/Completion Date
Strengthen core instruction (Tier 1) through the utilization of a newly developed written standards-based curriculum that will serve as the foundation for guiding instruction.	09/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Building principals report progress through data team meetings at the building level frequently and yearly based on State Assessment data.	Improved MTSS systems both at Tier 1 and 2/3 will improve achievement and growth outcomes for learners in general and in targeted subgroup populations.

Material/Resources/Supports Needed	PD Step	Comm Step
Instructional materials aligned with the standards-base curriculum.	no	no

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## Action Plan: Tier 2 Interventions

Action Steps	Anticipated Start/Completion Date
Engage in ongoing progress monitoring to ensure fidelity of implementation of interventions and targeted instruction to ensure student growth	09/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Building principals report progress through data team meetings at the building level frequently and yearly based on State Assessment data.	Tier 2 Interventions will support and strengthen learners

Material/Resources/Supports Needed	PD Step	Comm Step
Selection or the development of assessments that will monitor student growth.	no	no



## Action Plan: Assessment Maps/Planning

### Action Steps

### Anticipated Start/Completion Date

Continue to review the assessment map to ensure that the assessments are aligned with the District's goals and standards-based curriculum.

09/01/2023 - 06/30/2026

### Monitoring/Evaluation

### Anticipated Output

Through the monitoring of the assessment maps administrators will be able to determine if the assessments are providing the information needed to identify student needs.

### Material/Resources/Supports Needed

PD  
Step

Comm  
Step

Time must be allocated for the administration and data teams to review the assessment map to ensure it is aligned with the District's goals.

no

no



## Action Plan: Curriculum Cycle

### Action Steps

### Anticipated Start/Completion Date

Develop a 5 year curriculum cycle that allows more predictable budgeting for resources as well as a cycle for continuous review and improvement.

07/01/2023 - 01/30/2024

### Monitoring/Evaluation

### Anticipated Output

The administrative team will need time to meet throughout the school year to develop the plan.

A curriculum map outlining a five year process to review and renew all areas of the curriculum.

### Material/Resources/Supports Needed

### PD Step

### Comm Step

Curriculum Mapping Software

yes

yes



## Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date
Continue to monitor for fidelity of implementation of PBIS to ensure students have the skills to be successful in life.	09/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
The assistant principals and building committees will monitor the program for effectiveness.	A fully implemented PBIS Program at the elementary and middle school levels.

Material/Resources/Supports Needed	PD Step	Comm Step
PBIS materials for continued training and implentation.	no	no

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## Action Plan: Individualized Transition Planning

### Action Steps

### Anticipated Start/Completion Date

Develop and implement a post-secondary (ages 18 – 21) program for special needs students to teach skills in preparation for careers and independent living.

09/01/2023 - 06/30/2025

### Monitoring/Evaluation

### Anticipated Output

The Superintendent, High School Principal, Assistant High School Principal, Special Education Coordinator and staff will meet regularly to ensure the program is serving the needs of the students.

An effective post-secondary program for students ages 18 - 21.

### Material/Resources/Supports Needed

### PD Step

### Comm Step

Instructional materials to conduct the program.

no

no



## Action Plan: College and Career Readiness

Action Steps	Anticipated Start/Completion Date	
Integrate into the curriculum (Language Arts, Math, Science, Social Studies, and Related Arts) instructional opportunities for students to complete college and career awareness and preparation activities through such activities as interest surveys, career research projects, resume writing, mock job interviews, and guest speakers.	09/01/2023 - 06/30/2025	
Monitoring/Evaluation	Anticipated Output	
The progress of the integration will be monitored through monthly meetings with the administration, department chair persons, and teachers.	An integrated curriculum that addresses college and career awareness and preparation activities.	
Material/Resources/Supports Needed	PD Step	Comm Step
Instructional materials for activities in the various subject areas.	yes	no
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## Action Plan: Social Emotional Health and Wellness

Action Steps	Anticipated Start/Completion Date
Through assessments, interviews, and feedback, establish a process to ensure that the current programs in place are effectively meeting the needs of the students and staff.	09/01/2023 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Building administrators, special education coordinator, and guidance office personnel will meet at least once a month to monitor progress.	A social and emotional plan that addresses the needs of the students and their families.

Material/Resources/Supports Needed	PD Step	Comm Step
The funding to continue current programs or for the adoption of new programs.	yes	yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2025-2026 school year we will develop and strengthen our curriculum review and design processes so that all learners have access to high-quality, consistent, and viable curriculum. (Curriculum)</p>	<p>Curriculum Cycle</p>	<p>Develop a 5 year curriculum cycle that allows more predictable budgeting for resources as well as a cycle for continuous review and improvement.</p>	<p>07/01/2023 - 01/30/2024</p>
<p>By the end of the 2025-2026 school year we will strengthen the opportunities our learners will have for college and career readiness through improving individualized transition planning and strengthening career pathways. (College and Career Readiness)</p>	<p>College and Career Readiness</p>	<p>Integrate into the curriculum (Language Arts, Math, Science, Social Studies, and Related Arts) instructional opportunities for students to complete college and career awareness and</p>	<p>09/01/2023 - 06/30/2025</p>

**Measurable Goals**

**Action Plan Name**

**Professional Development Step**

**Anticipated Timeline**

		preparation activities through such activities as interest surveys, career research projects, resume writing, mock job interviews, and guest speakers.	
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By the end of the 2025-2026 school year we will strengthen our systems and supports for student and staff social emotional health and wellness. (Social Emotional Health and Wellness)

Social Emotional Health and Wellness

Through assessments, interviews, and feedback, establish a process to ensure that the current programs in place are effectively meeting the needs of the students and staff.

09/01/2023 - 06/30/2025



# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Deepening our understanding of curriculum design.	K-12 Teachers	Best practices in curriculum design, including Essential Questions, formative assessment, data informed instruction.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Educators will complete tickets out, checks for understanding through the PD, lesson plans and teacher observations will be used to provide feedback.	08/01/2023 - 07/31/2024	Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	
1d: Demonstrating Knowledge of Resources	



Professional Development Step	Audience	Topics of Prof. Dev
Structured Literacy Training	K-12 Certified Special Education Teachers, K-12 Certified English Language Teachers, K-12 Certified Reading Specialists, K-4 Certified Elementary Teachers, and 4-8 Certified Middle School teachers	Evidence based intervention strategies, Explicit and systematic instruction on phonics and phonemic awareness, decoding and encoding, fluency, vocabulary, and practices for reading comprehension and writing. Develop an understanding of the Structured Literacy Competencies by certification.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation in lesson planning, feedback via supervision model, Data team meeting discussion, during professional development (discussion, ticket out, etc)	08/26/2024 - 06/30/2026	Principals.

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1c: Setting Instructional Outcomes

Structured Literacy

1d: Demonstrating Knowledge of Resources

Structured Literacy

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Professional Ethics Framework

All K-12 Educators

PDE Required Professional Ethics Standards

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Check for understanding (ticket out), discussion

08/01/2023 - 06/30/2024

Principal

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

4e: Growing and Developing Professionally

Professional Ethics

4f: Showing Professionalism

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Trauma Informed Instructon

K-12 Educators

Elements of Trauma Informed Care and Instruction including how to design instruction that is sensitive to ACE's and the unique culture of each learner in our classrooms.

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Educators will complete a virtual training with checks for understanding in order to pass the course.

07/01/2023 - 06/30/2025

Principals

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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1b: Demonstrating Knowledge of Students

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

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

3e: Demonstrating Flexibility and Responsiveness

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2025-2026 school year we will develop and strengthen our curriculum review and design processes so that all learners have access to high-quality, consistent, and viable curriculum. (Curriculum)	Curriculum Cycle	Develop a 5 year curriculum cycle that allows more predictable budgeting for resources as well as a cycle for continuous review and improvement.	2023-07-01 - 2024-01-30
By the end of the 2025-2026 school year we will strengthen our systems and supports for student and staff social emotional health and wellness. (Social Emotional Health and Wellness)	Social Emotional Health and Wellness	Through assessments, interviews, and feedback, establish a process to ensure that the current programs in place are effectively meeting the needs of the students and staff.	2023-09-01 - 2025-06-30

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Curriculum Cycle Explanation	School Board and Community	The Why, What, How of the Curriculum Cycle, including budgetary considerations

Anticipated Timeframe	Frequency	Delivery Method
07/01/2023 - 06/30/2025	One Time	Presentation

Lead Person/Position
Superintendent

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Communication Step	Audience	Topics/Message of Communication
Mental Health Supports	Parents and Community, Board of Education	Mental Health Supports for students and staff

**Anticipated Timeframe****Frequency****Delivery Method**

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09/01/2023 - 06/30/2026

Occasionally

Email  
Presentation

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**Lead Person/Position**

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Superintendent, Principals

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## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**



## **BRISTOL BOROUGH SD**

1776 Farragut Avenue

Gifted Education Plan Assurances (Chapter 16) | 2023 - 2026

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### **CHAPTER 16**

Chapter 16 of the PA Code specifies how Pennsylvania will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. Gifted students are to be provided with quality gifted education services and programs. Requirements for Gifted Education Plans can be found in the Pennsylvania Code (22 Pa Code §16.32).

In accordance with 22 Pa. Code § 4.13(e) (relating to strategic plans) and 22 Pa. Code § 16.4, each school district shall develop and implement a gifted education plan every 6 years.

- a. The plan shall include the process for identifying children who are gifted and in need of specially designed instruction, as well as the gifted special education programs offered.
- b. The school districts shall make its gifted education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors.
- c. Each school district shall provide, as the Department may require, reports of students, personnel and program elements, including the costs of the elements, which are relevant to the delivery of gifted education. (22 Pa. Code § 16.4)

1. Describe your district's 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 process for locating students who are thought to be gifted and may need specially designed instruction.

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's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

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 assessments, FastBridge data, K-BIT-2 scores, State Assessments, grades, attendance, discipline reports, teacher input, parent input, student interviews, and observations. Students scoring within the 95% confidence interval of 130 (2 standard deviations above the mean) will be considered for gifted support services and identified as meeting the definitional criteria of a student with gifted abilities. Elementary students who do not score within the range of 130, but have scores above 120, will be offered enrichment services and will often participate in many of the same activities with students identified as gifted. 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.

Snyder-Girotti Elementary School offers a Gifted/Enrichment pull-out program providing both acceleration and enrichment opportunities for our academically advanced students in kindergarten through grade 6. The curriculum covers the following essential skills: Leadership, Research and Independent Study, Individual and Group Communication, Critical and Creative Thinking, Organization/Management, Collaboration and Social/Emotional Development. These skills are taught utilizing Thematic Units each quarter. Units are rotated every three years for grades 4-6th and K-3rd. The Middle School 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, 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.

Chief School Administrator

Date

## **BRISTOL BOROUGH SD**

1776 Farragut Avenue

Professional Development Plan (Act 48) | 2023 - 2026

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### **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:

- a. 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.
- b. 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.
- c. 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.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. 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.
- f. 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.

g. 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.

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Broadus W. Davis	Superintendent	Administrator	Administration Personnel
John D'Angelo	School Board Member	Other	School Board of Directors
Kelli Rosado	Elementary Principal	Administrator	Administration Personnel
Nick Nistasi	Middle/High School Principal	Administrator	Education Specialist
Damon Smith	Special Education Coordinator	Education Specialist	Education Specialist
Julie Balcer	Kindergarten Teacher	Elementary Teacher	Teacher
Dawn DeLuca	Title I Math Support Teacher	Education Specialist	Education Specialist
LaToya Sahn	Title I Reading Support Teacher	Education Specialist	Education Specialist
Lori Helkowski	Gifted/Enrichment Teacher	Elementary Teacher	Teacher
Theresa Kramer	Special Education Teacher	Elementary Teacher	Teacher
Debbie Conard	Middle/High School Guidance Counselor	Education Specialist	Education Specialist
Danielle Leyrer	Middle School English Teacher	Middle School Teacher	Teacher
Michael Poploskie	Teacher on Special Assignment	Education Specialist	Education Specialist

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Michael Ciotti	Special Education/Gifted Teachers	High School Teacher	Teacher
Joe Ricci	Special Education Teacher	High School Teacher	Teacher
Allison McHugh	Parent	Other	Education Specialist
Amy Waldron	Parent	Other	Education Specialist
Mary Gesualdi	Community Member	Other	Education Specialist

**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 will meet annually.

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### DEEPENING OUR UNDERSTANDING OF CURRICULUM DESIGN.

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Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Develop a 5 year curriculum cycle that allows more predictable budgeting for resources as well as a cycle for continuous review and improvement.</p> <p>Integrate into the curriculum (Language Arts, Math, Science, Social Studies, and Related Arts) instructional opportunities for students to complete college and career awareness and preparation activities through such activities as interest surveys, career research projects, resume writing, mock job interviews, and guest speakers.</p>	<p>K-12 Teachers</p>	<p>Best practices in curriculum design, including Essential Questions, formative assessment, data informed instruction.</p>	<p>Educators will complete tickets out, checks for understanding through the PD, lesson plans and teacher observations will be used to provide feedback.</p>

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Lead Person/Position	Anticipated Timeline
Principals	08/01/2023 - 07/31/2024

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### LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Monthly	1d: Demonstrating Knowledge of Resources  1c: Setting Instructional Outcomes	

## STRUCTURED LITERACY TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop a 5 year curriculum cycle that allows more predictable budgeting for resources as well as a cycle for continuous review and improvement.	K-12 Certified Special Education Teachers, K-12 Certified English Language Teachers, K-12 Certified Reading Specialists, K-4 Certified Elementary Teachers, and 4-8 Certified Middle School teachers	Evidence based intervention strategies, Explicit and systematic instruction on phonics and phonemic awareness, decoding and encoding, fluency, vocabulary, and practices for reading comprehension and writing. Develop an understanding of the Structured Literacy Competencies by certification.	Implementation in lesson planning, feedback via supervision model, Data team meeting discussion, during professional development (discussion, ticket out, etc)
Lead Person/Position	Anticipated Timeline		
Principals.	08/26/2024 - 06/30/2026		



# LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	We will utilize some components of several inservice days over the course of the two years.	1a: Demonstrating Knowledge of Content and Pedagogy  1c: Setting Instructional Outcomes  1d: Demonstrating Knowledge of Resources  1e: Designing Coherent Instruction	Structured Literacy
Professional Learning Community (PLC)	Grade level meetings occur frequently	1a: Demonstrating Knowledge of Content and Pedagogy  1d: Demonstrating Knowledge of Resources  1e: Designing Coherent Instruction  1c: Setting Instructional Outcomes	Structured Literacy

## PROFESSIONAL ETHICS FRAMEWORK

Action Step	Audience	Topics to be Included	Evidence of Learning
Through assessments, interviews, and feedback, establish a process to ensure that the current programs in place are effectively meeting the needs of the students and staff.	All K-12 Educators	PDE Required Professional Ethics Standards	Check for understanding (ticket out), discussion
Lead Person/Position	Anticipated Timeline		
Principal	08/01/2023 - 06/30/2024		

## 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, faculty meeting	4e: Growing and Developing Professionally 4f: Showing Professionalism	Professional Ethics

## TRAUMA INFORMED INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Through assessments, interviews, and feedback, establish a process to ensure that the current programs in place are effectively meeting the needs of the students and staff.	K-12 Educators	Elements of Trauma Informed Care and Instruction including how to design instruction that is sensitive to ACE's and the unique culture of each learner in our classrooms.	Educators will complete a virtual training with checks for understanding in order to pass the course.
Lead Person/Position		Anticipated Timeline	
Principals		07/01/2023 - 06/30/2025	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	One time, virtual	1e: Designing Coherent Instruction 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and	At Least 1-hour of Trauma-informed Care Training for All Staff

**Type of  
Activities**

**Frequency**

**Danielson Framework Component Met in this Plan**

**This Step Meets the Requirements of State Required  
Trainings**

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Pedagogy

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## **OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES**

## COMMON GROUND- CRSE FRAMEWORK

Audience	Topics to be Included	Evidence of Learning
K-12 Educators	Deeper dive into the Common Ground-CRSE Framework and its competencies including exploring how to design high quality, culturally relevant learning experiences for all learners.	Aside from checks for understanding during professional development sessions, lesson planning, and supervisory walkthroughs will be evidence of success and implementation
Lead Person/Position		Anticipated Timeline
Superintendent, Principals		08/30/2024 - 08/30/2026

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Occasionally based on topics	1a: Demonstrating Knowledge of Content and Pedagogy  1b: Demonstrating Knowledge of Students  1e: Designing Coherent Instruction  1d: Demonstrating Knowledge of Resources	Common Ground: Culturally Relevant Sustaining Education

## 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? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	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

**Professional Education Plan Guidelines**

**Yes/No**

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2024-  
2025

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)?

The Administrative Team at all grade levels.

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.**

We analyze our professional development annually by reviewing feedback from professional development sessions. Building administrators review Educator Effectiveness and share areas of growth and areas of focus for professional learning. The committee also explores what changes are needed for the following year in areas of focus and/or structures.

## 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

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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**

1776 Farragut Avenue

Induction Plan (Chapter 49) | 2023 - 2026

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### **INDUCTION PLAN (CHAPTER 49)**

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction 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 Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for 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.
- The induction plan shall be 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. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

## PROFILE AND PLAN ESSENTIALS

Bristol Borough School District

122091303

1776 Farragut Avenue , Bristol, PA 19007

Dr. Thomas F. Shaffer

tshaffer@bbsd.org

215-781-1000 Ext. 1010

Broadus W. Davis

bdavis@bbsd.org

## INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

## STEERING COMMITTEE

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Name	Title	Committee Role	Chosen/Appointed by
Dr. Broadus W. Davis	Superintendent	Administrator	Administration Personnel
John D'Angelo	Board Member	Other	School Board of Directors

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Chad Evans	IU Consultant	Education Specialist	Education Specialist
Thomas F. Shaffer	District Consultant	Education Specialist	Education Specialist
Kelli Rosado	Elementary Principal	Administrator	Administration Personnel
Nick Nastasi	Middle/High School Principal	Administrator	Administration Personnel
Damon Smith	Special Education Coordinator	Education Specialist	Education Specialist
Dr. Broadus W. Davis	Superintendent	Administrator	Administration Personnel
John D'Angelo	Board Member	Other	School Board of Directors
Chad Evans	IU Consultant	Education Specialist	Education Specialist
Thomas F. Shaffer	District Consultant	Education Specialist	Education Specialist
Kelli Rosado	Elementary Principal	Administrator	Administration Personnel
Nick Nastasi	Middle/High School Principal	Administrator	Administration Personnel
Damon Smith	Special Education Coordinator	Education Specialist	Education Specialist
Roberta Cimoichowski	Assistant Elementary Principal	Administrator	Administration Personnel
Julie Balcer	Kindergarten Teacher	Teacher	Teacher

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Dawn DeLuca	Title I Math Support	Teacher	Teacher
LaToya Sahn	Title I Reading Support	Teacher	Teacher
Lori Helkowski	Gifted/Enrichment Teacher	Teacher	Teacher
Theresa Kramer	Special Education Teacher	Teacher	Teacher
Debbie Conard	Guidance Counselor	Education Specialist	Education Specialist
Danielle Leyrer	English Teacher	Teacher	Teacher
Michael Poploskie	Teacher on Special Assignment	Teacher	Education Specialist
Michael Ciotti	Special Education Teacher	Teacher	Teacher
Joe Ricci	Special Education Teacher	Teacher	Teacher
Allison McHugh	Parent	Other	Education Specialist
Jackie Boyle	Parent	Other	Education Specialist
Noelle Santana	Student	Other	Education Specialist
Chance Wideman	Student	Other	Education Specialist
Mary Gesualdi	Community Member	Other	Education Specialist
Darletta Berry Johnson	Community Member	Other	Education Specialist



## EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
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 )	Yes
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 )	Yes
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 )	Yes
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 for the duration of the induction program? (22 Pa Code, 49.16 )	Yes
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 )	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes



**Plan requirements**

**Yes/No**



## MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
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.

## NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
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**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

Our teachers participate in a countywide 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.

## EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1f: Designing Student Assessments	Year 1 Winter

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## INSTRUCTIONAL PRACTICES

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Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources	Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 1 Fall, Year 2 Spring

**Selected Danielson Framework(s)**

**Timeline**

1c: Setting Instructional Outcomes

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## TECHNOLOGY INSTRUCTION

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**Selected Danielson Framework(s)**

**Timeline**

3a: Communicating with Students

3c: Engaging Students in Learning

3b: Using Questioning and Discussion  
Techniques

3e: Demonstrating Flexibility and  
Responsiveness

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Year 1 Fall, Year 1 Spring, Year 1 Winter, Year 1 Summer, Year 2 Winter, Year 2 Fall, Year 2 Spring

## CLASSROOM AND STUDENT MANAGEMENT

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**Selected Danielson Framework(s)**

**Timeline**

2d: Managing Student Behavior

2e: Organizing Physical Space

1b: Demonstrating Knowledge of  
Students

2b: Establishing a Culture for Learning

Year 1 Winter, Year 1 Spring, Year 1 Fall

**Selected Danielson Framework(s)**

**Timeline**

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2a: Creating an Environment of Respect  
and Rapport  
1e: Designing Coherent Instruction

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## **CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS**

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**Selected Danielson Framework(s)**

**Timeline**

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4e: Growing and Developing  
Professionally  
4f: Showing Professionalism

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## **SAFE AND SUPPORTIVE SCHOOLS**

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**Selected Danielson Framework(s)**

**Timeline**

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



**Selected Danielson Framework(s)**

**Timeline**

Responsiveness

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**STANDARDS/CURRICULUM**

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**Selected Danielson Framework(s)**

**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1b: Demonstrating Knowledge of Students

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Year 1 Winter, Year 1 Spring, Year 2 Fall, Year 2 Winter, Year 1 Fall, Year 2 Spring, Year 1 Summer

**ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS**

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**Selected Danielson Framework(s)**

**Timeline**

2a: Creating an Environment of Respect and Rapport

Year 2 Fall, Year 2 Winter, Year 1 Summer, Year 1 Spring, Year 1 Fall, Year 2 Spring, Year 1 Winter

**Selected Danielson Framework(s)**

**Timeline**

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2b: Establishing a Culture for Learning  
1e: Designing Coherent Instruction  
1d: Demonstrating Knowledge of Resources  
3a: Communicating with Students  
1b: Demonstrating Knowledge of Students  
3c: Engaging Students in Learning

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**DATA INFORMED DECISION MAKING**

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**Selected Danielson Framework(s)**

**Timeline**

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1d: Demonstrating Knowledge of Resources  
1e: Designing Coherent Instruction  
1b: Demonstrating Knowledge of Students  
1a: Demonstrating Knowledge of Content and Pedagogy  
1f: Designing Student Assessments  
1c: Setting Instructional Outcomes

Year 2 Fall, Year 2 Winter, Year 1 Spring, Year 1 Winter, Year 1 Fall, Year 2 Spring, Year 1 Summer

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## **EVALUATION AND MONITORING**

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

## **EVALUATION AND MONITORING**

Our participants complete surveys after each new professional learning session facilitated by the Bucks 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.

## DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	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 are required to participate in the induction program.	Yes

**IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.**

## EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

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.

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.

Dr. Broadus W. Davis  
Educator Induction Plan Coordinator

04/25/2023  
Date

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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