

BRISTOL TOWNSHIP SD

5 Blue Lake Rd

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

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

VISION STATEMENT

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

EDUCATIONAL VALUE STATEMENTS

STUDENTS

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

STAFF

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

ADMINISTRATION

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

PARENTS

Parents will support their child's learning. Parents will support understanding and respect diversity in our educational community. Parents will

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

COMMUNITY

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

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Joseph Marlow	Teacher	Neil Armstrong Middle School
Dawn Martesi	Instructional Coach	District
Catherine Newsham	Secondary Curriculum Supervisor	Central Administration District
Robert Pfau	Director of Technology	District
Audrey Flojo	Federal Programs Coordinator	Central Administration District
Christopher Polzer	Special Education Supervisor	Mill Creek Elementary, Roosevelt Middle School
Linda Carmona-Bell	Parent	Parent
Damita Harvey Harris	Community Organizer	Bristol Cares
Sandra Amaya-Roach	Parent	Parent
Patrick Roach	Parent	Parent
Leza Raffel	Communications Specialist	Communication Solutions
Tina Ruckh	Community Teacher VITA	VITA
Melanie Gehrens, Ed. D.	Superintendent	District

Name	Position	Building/Group
Jenna Missanelli	Instructional Coach	Truman HS
Leslie Rothberg	Home School Visitor	District
Suzanne Skinner	Home School Visitor	District
Denise Ungerman	MS Teacher	Roosevelt MS
Kathleen Watkins	Elementary Teacher	Keystone Elementary
Mark Wilicki	Elementary Principal	Keystone Elementary
Kevin Boles	MS Principal	Roosevelt MS
Robert Kinney	Teacher	Roosevelt MS
Natalie Wood	HS Teacher	Truman HS
Sharon Vitella	Elementary Principal	Mill Creek Elementary
Bernadette Barone	Instructional Coach	Roosevelt MS
Barbara Bill	Vice President, School Board	District
Rachel Zawisza	HS Counselor	Truman HS
Kellie Buchanan	Director, School Board	District
Susan Cramer	Elementary Teacher	Keystone Elementary

Name	Position	Building/Group
Lyndell Davis	HS Principal	Truman HS
Donna Kelly	Director, School Board	District
Ed Dayton	MS Principal	Armstrong MS
Christopher Harkins	Director, School Board	District
Jacqueline Cubberly	Elementary Principal	Brookwood Elementary
Karen Snedeker	Elementary Curriculum Supervisor	Central Administration District
JoAnn Perotti	Bucks IU - External Facilitator	Bucks IU

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
To foster a vision and culture of high expectations for the success of all students, educators, and families, we will need to establish and maintain a focused system for continuous improvement and ensure organizational coherence that is aligned with our mission, vision, goals, and priorities and understood by central office and school based staff through professional learning.	Essential Practices 3: Provide Student-Centered Support Systems
To engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district, we will coordinate and monitor supports that are aligned with students' and families' needs.	Parent and family engagement
To ensure effective, standards-aligned curriculum and assessment, schools and administrators will be trained to understand and support the implementation of evidence-based instructional strategies and programs to guarantee all students have access to rigorous standards-aligned instruction.	Essential Practices 1: Focus on Continuous Improvement of Instruction
To partner with local business, community organizations, and other agencies to meet the needs of the district, we will coordinate and monitor all supports that are aligned with students' and families' needs.	Community Engagement

ACTION PLAN AND STEPS

Evidence-based Strategy

MTSS

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

The Whole Child

Each school in the Bristol Township School District will create a school culture and climate that promotes the development of all students socially, emotionally, and intellectually as determined by our annual needs assessment and by a 35% increase in student growth and achievement on the PA Future Ready Index.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

The district, as well as each school will develop an MTSS Tiered Action Plan for Academics, Behavior, and Social and Emotional Learning for each building.

2021-07-01 -
2024-06-30

Lou deFonteny

MTSS Bootcamp for Elementary/
BCIU TAC BTSD
Student Code Of Conduct
Universal Data,SWPBS, & EWS
Data PD Differentiated
Instruction/BCIU

Elementary MTSS teams will participate in the MTSS Bootcamp provided by the BCIU 22 (Secondary Schools participated in the winter of 2020).

2021-10-01 -
2022-06-30

Lou deFonteny/Alexis Lewis

BCIU TAC Services Working space

Building leadership teams will adapt the Bristol Township School District MTSS framework and action plan for building specific Tiered Interventions for Academics, Behavior and Social and Emotional Learning.

2021-08-01 -
2021-12-30

Lou deFonteny/
Building Administrators

BCIU and District TAC Services
BTSD MTSS Framework Document

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement the MTSS Interventions with Fidelity and report on progress bi-annually.	2022-01-04 - 2023-06-30	Building Principals	Universal Screening Data SWPBS/EWS Data

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Anticipated Outcome

All students will increase growth and achievement by 15% Classroom and school behavior discipline incidents will be reduced by 25%.

Monitoring/Evaluation

Bi-Annually-MTSS Summary Reports presented by the principal Monthly SWPBS Data Reports submitted to the office of the Superintendent. Universal Screening Measures (LinkIt!, CDT, EWS, et. al.) submitted as scheduled.

Evidence-based Strategy

Using evidenced-based Instructional Strategies

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Growth and Achievement	To implement evidenced-based instructional strategies and programs that guarantee all students have access to a rigorous standards-aligned curriculum that is demonstrated by a 35% increase in student growth and

Goal Nickname	Measurable Goal Statement (Smart Goal)			
achievement on the PA Future Ready Index				
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
School administrators will set the culture within their building and engage in the activity of using data to inform discussions and drive decisions about instruction and interventions.	2020-08-23 - 2024-06-30	Building Administrators	Transforming School Culture by Anthony Muhammad	
Teachers will deepen their knowledge about how the brain learns and how to use the knowledge to develop lesson plans that meet the needs of all students.	2021-08-30 - 2024-06-30	Curriculum Supervisors	Franklin Institute Professional Development John Hattie's Visible Learning	
Teachers will learn to use effective Social Emotional Learning approaches designed to foster all students' social and emotional skills, attitudes, and behaviors through lessons, teaching practices, curriculum integration, and classroom organization.	2021-08-23 - 2024-06-30	Federal Programs Supervisor	Responsive Classrooms Trauma-Informed Instructional Strategies Coaches	
Anticipated Outcome				
Student growth and achievement will increase by 12% for each year of the BTSD Comprehensive Plan as evidenced on the PA Future Ready Index. Student social/emotional skills will be strengthened				
Monitoring/Evaluation				
Classroom observations and walk-throughs Lesson Plans Curriculum Review Cycle Differentiated Observation Plans SWBIBS Reports				

Evidence-based Strategy

Family and Community Involvement in School

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Community Partners	Bristol Township School District will partner with all interested community members to meet the needs of the district and align with all students' and families' needs as evidenced by our district needs assessment and a 35% increase in student growth and achievement on the PA Future Ready Index
Communicating and Partnering with Families	To build strong and effective partnerships with families to promote all students' educational development as evidenced by the District needs assessment and a 35% increase in student growth and achievement on the PA Future Ready Index

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
To develop a family and community engagement plan which strengthens partnerships between families, schools, and community/business members and ensure equity and excellence for all students.	2021-07-01 - 2024-06-30	Title I Coordinator	Family and Community Engagement Tool Planning Kit Local Businesses Needs Assessment
To develop and implement a plan to promote Cultural Proficiency which addresses five elements of Cultural	2021-07-01 - 2024-06-30	Federal Program	Family Surveys Diverse Planning Committee Research

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Proficiency-Assess Cultural Knowledge, Values Diversity, Manages the Dynamics of Difference, Adapts to Diversity, and Institutionalizes Cultural Knowledge.		Coordinator	
To review and audit current curriculum, Instructional practices and assessments to ensure cultural proficiency.	2021-07-01 - 2024-06-30	Cultural Proficiency Leadership Team	BTSD District Curriculum/Instruction/Assessment plans for all subject areas Research concerning cultural proficiency including best practice in culturally responsive instructional practices and assessment development

Anticipated Outcome
 Family and community engagement will be a meaningful contributor to increased student performance, greater overall social emotional wellness, improved schools, and students who are prepared for post-secondary education and participation in a global economy

Monitoring/Evaluation
 PA Future Ready Index Family Needs Assessment Survey Community Partners Survey



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Each school in the Bristol Township School District will create a school culture and climate that promotes the development of all students socially, emotionally, and intellectually as determined by our annual needs assessment and by a 35% increase in student growth and achievement on the PA Future Ready Index. (The Whole Child)	MTSS	The district, as well as each school will develop an MTSS Tiered Action Plan for Academics, Behavior, and Social and Emotional Learning for each building.	07/01/2021 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To implement evidenced-based instructional strategies and programs that guarantee all students have access to a rigorous standards-aligned curriculum that is demonstrated by a 35% increase in student growth and achievement on the PA Future Ready Index (Student Growth and Achievement)	Using evidenced-based Instructional Strategies	School administrators will set the culture within their building and engage in the activity of using data to inform discussions and drive decisions about instruction and interventions.	08/23/2020 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To implement evidenced-based instructional strategies and programs that guarantee all students have access to a rigorous standards-aligned curriculum that is demonstrated by a 35% increase in student growth and achievement on the PA Future Ready Index (Student Growth and Achievement)	Using evidenced-based Instructional Strategies	Teachers will deepen their knowledge about how the brain learns and how to use the knowledge to develop lesson plans that meet the needs of all students.	08/30/2021 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>To implement evidenced-based instructional strategies and programs that guarantee all students have access to a rigorous standards-aligned curriculum that is demonstrated by a 35% increase in student growth and achievement on the PA Future Ready Index (Student Growth and Achievement)</p>	<p>Using evidenced-based Instructional Strategies</p>	<p>Teachers will learn to use effective Social Emotional Learning approaches designed to foster all students' social and emotional skills, attitudes, and behaviors through lessons, teaching practices, curriculum integration, and classroom organization.</p>	<p>08/23/2021 - 06/30/2024</p>

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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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 placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

2020-08-19

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

Superintendent/Chief Executive Officer

Melanie Gehrens

2021-01-29

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

Coordinate and monitor support aligned with students' and families' needs.

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning.

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.

Keystone is at or exceeding growth or demonstrating progress in all subgroups.

Mill Creek is at or exceeding growth or demonstrating progress in all subgroups.

Challenges

THS-Increase Algebra I performance on the Keystone in both growth and proficiency.

THS-Increase ELA performance in the Keystone in the area of proficiency.

THS-Improve our graduation cohort rate to be consistent with the state average.

FDR- Increase ELA and Math performance on the PSSA in Hispanic group.

NAA- Increase ELA performance on the PSSA in the Black group; Increase Math performance in all groups. Increase Career Standard Benchmarks to the state average.

All schools are not meeting the proficiency standards for English Language Arts.

Foster a vision and culture of high expectations for success for all students, educators, and families.

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

Strengths

Armstrong is at or exceeding growth or demonstrating progress in all subgroups.

Truman is at or exceeding growth or demonstrating progress in all subgroups.

Keystone is at or exceeding growth or demonstrating progress in all subgroups.

Mill Creek is at or exceeding growth or demonstrating progress in all subgroups.

In FDR middle school, students with disabilities and English Language Learners are meeting the growth measure.

In Armstrong middle school, students with disabilities and Hispanic students are meeting the growth measure.

In Brookwood, students with disabilities are meeting the target for growth.

In Mill Creek, Black students and students with disabilities are meeting the target for growth.

In FDR, students with disabilities are meeting the target for growth, and Armstrong, Black, Hispanic, and students with disabilities are meeting the target for growth.

Challenges

district.

Ensure effective, standards-aligned curriculum and assessment.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district.

Brookwood and FDR are not meeting growth measures.

All schools are not meeting the proficiency standards for mathematics.

Brookwood is not meeting growth measures.

All schools are not meeting the proficiency standards for science/biology.

Keystone is not meeting growth for students with disabilities students in science.

Not all subgroups and schools are meeting expectations.

We must create a shared comprehensive system for the collection of artifacts around college and career standards at the elementary across all grade levels.

Not all schools are meeting the interim goals for all subgroups.

Strengths

In Truman, students with disabilities are meeting the target for growth in biology.

We have created a comprehensive system for instruction and collection of artifacts around college and career standards at the secondary level.

We have established a stakeholder group that meets regularly to support the attainment of college and career-ready standards.

The development of career-ready standards has been embedded within the content areas and all grade levels at the secondary.

At the elementary in ELA and mathematics, Keystone and Mill Creek's students exceed the standard demonstrating growth.

At the secondary in ELA, Truman and Armstrong's students exceed the standard demonstrating growth.

Black, Hispanic, and Multi-Racial students at FDR meet the standard demonstrating growth in ELA.

Students with Disabilities, Black, Economic Disadvantage, and Multi-Racial students in ELA at Brookwood have increased their achievement goals but do not meet the interim goal.

Students with Disabilities have exceeded the standard demonstrating growth in ELA at Brookwood.

Challenges

Brookwood students in ELA and mathematics are not meeting the standard demonstrating growth.

At the secondary in ELA, Truman students are not meeting the standard demonstrating growth.

Secondary students in mathematics are not meeting the standard demonstrating growth.

All schools, in the All Student group did not meet the interim goal/improvement target in ELA and Math.

All secondary schools did not meet the percent of English Language growth and attainment.

At Armstrong and Truman schools, the All Student group did not meet the performance standard of the career standards benchmark.

Districtwide, all schools did not meet the state assessment standards for ELA and Mathematics.

The Armstrong and Truman schools are not meeting the performance standard for the career standard benchmark.

Strengths

At the Keystone and Mill Creek schools, the All Student group exceeds the student demonstrating growth in ELA and Mathematics. At Armstrong Middle school and Truman High School, the All Student group exceeds the student demonstrating growth in ELA.

At the elementary schools, Mill Creek and Brookwood all student group meets performance standards and Keystone exceeds the performance standard. FDR middle school is exceeding the performance standard in the career standard benchmark. All schools exceed the statewide average for the career standards benchmark.

Growth across the majority of indicators on the PA Future Ready Index. Keystone is at or exceeding growth or demonstrating progress in all subgroups. Mill Creek is at or exceeding growth or demonstrating progress in all subgroups. Armstrong is at or exceeding growth or demonstrating progress in all subgroups.

Keystone and Mill Creek Elementary schools are exceeding the standard demonstrating growth in ELA and mathematics and at Brookwood students with disabilities, Black, and Economic Disadvantaged students are meeting or exceeding the standard demonstrating growth in ELA and mathematics

At the secondary level, Truman and Armstrong's students exceed the standard demonstrating in ELA while at FDR, Black, Hispanics,

Strengths

and Multi-racial students meet the standard demonstrating growth in ELA.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Foster a vision and culture of high expectations for success for all students, educators, and families.	There is a disconnect between teachers' perceived expectations and student performance. There is lack of shared knowledge and understanding of the resources/interventions, structures, and understanding of how to meet the needs of difficult students.	
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	There is a lack of stakeholders' involvement due to barriers of time, communication, and trust.	
Ensure effective, standards-aligned curriculum and assessment.	The curriculum is not being delivered across all classrooms consistently. The assessments are not being used to develop rigorous instruction. There is a lack of collaboration to develop rigorous lessons across the same content.	
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	There is a lack of stakeholders' involvement due to barriers of time and communication.	

ADDENDUM B: ACTION PLAN

Action Plan: MTSS

Action Steps	Anticipated Start/Completion Date	
The district, as well as each school will develop an MTSS Tiered Action Plan for Academics, Behavior, and Social and Emotional Learning for each building.	07/01/2021 - 06/30/2024	
Monitoring/Evaluation	Anticipated Output	
Bi-Annually-MTSS Summary Reports presented by the principal Monthly SWPBS Data Reports submitted to the office of the Superintendent. Universal Screening Measures (LinkIt!, CDT, EWS, et. al.) submitted as scheduled.	All students will increase growth and achievement by 15% Classroom and school behavior discipline incidents will be reduced by 25%.	
Material/Resources/Supports Needed	PD Step	Comm Step
MTSS Bootcamp for Elementary/ BCIU TAC BTSD Student Code Of Conduct Universal Data,SWPBS, & EWS Data PD Differentiated Instruction/BCIU	yes	yes

Action Steps**Anticipated Start/Completion Date**

Elementary MTSS teams will participate in the MTSS Bootcamp provided by the BCIU 22 (Secondary Schools participated in the winter of 2020).

10/01/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

Bi-Annually-MTSS Summary Reports presented by the principal Monthly SWPBS Data Reports submitted to the office of the Superintendent. Universal Screening Measures (LinkIt!, CDT, EWS, et. al.) submitted as scheduled.

All students will increase growth and achievement by 15% Classroom and school behavior discipline incidents will be reduced by 25%.

Material/Resources/Supports Needed**PD Step****Comm Step**

BCIU TAC Services Working space

yes

no



Action Steps**Anticipated Start/Completion Date**

Building leadership teams will adapt the Bristol Township School District MTSS framework and action plan for building specific Tiered Interventions for Academics, Behavior and Social and Emotional Learning.

08/01/2021 - 12/30/2021

Monitoring/Evaluation**Anticipated Output**

Bi-Annually-MTSS Summary Reports presented by the principal Monthly SWPBS Data Reports submitted to the office of the Superintendent. Universal Screening Measures (LinkIt!, CDT, EWS, et. al.) submitted as scheduled.

All students will increase growth and achievement by 15% Classroom and school behavior discipline incidents will be reduced by 25%.

Material/Resources/Supports Needed**PD Step****Comm Step**

BCIU and District TAC Services BTSD MTSS Framework Document

no

no



Action Steps**Anticipated Start/Completion Date**

Implement the MTSS Interventions with Fidelity and report on progress bi-annually.

01/04/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Bi-Annually-MTSS Summary Reports presented by the principal Monthly SWPBS Data Reports submitted to the office of the Superintendent. Universal Screening Measures (LinkIt!, CDT, EWS, et. al.) submitted as scheduled.

All students will increase growth and achievement by 15% Classroom and school behavior discipline incidents will be reduced by 25%.

Material/Resources/Supports Needed**PD Step****Comm Step**

Universal Screening Data SWPBS/EWS Data

no

no

Action Steps**Anticipated Start/Completion Date**

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

Bi-Annually-MTSS Summary Reports presented by the principal Monthly SWPBS Data Reports submitted to the office of the Superintendent. Universal Screening Measures (LinkIt!, CDT, EWS, et. al.) submitted as scheduled.

All students will increase growth and achievement by 15% Classroom and school behavior discipline incidents will be reduced by 25%.

Material/Resources/Supports Needed**PD Step****Comm Step**

no

no



Action Steps

Anticipated Start/Completion Date

01/01/0001 - 01/01/0001

Monitoring/Evaluation

Anticipated Output

Bi-Annually-MTSS Summary Reports presented by the principal Monthly SWPBS Data Reports submitted to the office of the Superintendent. Universal Screening Measures (LinkIt!, CDT, EWS, et. al.) submitted as scheduled.

All students will increase growth and achievement by 15% Classroom and school behavior discipline incidents will be reduced by 25%.

Material/Resources/Supports Needed

PD Step

Comm Step

no

no

Action Plan: Using evidenced-based Instructional Strategies

Action Steps**Anticipated Start/Completion Date**

School administrators will set the culture within their building and engage in the activity of using data to inform discussions and drive decisions about instruction and interventions.

08/23/2020 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Classroom observations and walk-throughs Lesson Plans Curriculum Review Cycle Differentiated Observation Plans SWBIBS Reports

Student growth and achievement will increase by 12% for each year of the BTSD Comprehensive Plan as evidenced on the PA Future Ready Index. Student social/emotional skills will be strengthened

Material/Resources/Supports Needed**PD Step****Comm Step**

Transforming School Culture by Anthony Muhammad

yes

yes



Action Steps**Anticipated Start/Completion Date**

Teachers will deepen their knowledge about how the brain learns and how to use the knowledge to develop lesson plans that meet the needs of all students.

08/30/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Classroom observations and walk-throughs Lesson Plans Curriculum Review Cycle Differentiated Observation Plans SWBIBS Reports

Student growth and achievement will increase by 12% for each year of the BTSD Comprehensive Plan as evidenced on the PA Future Ready Index. Student social/emotional skills will be strengthened

Material/Resources/Supports Needed**PD Step****Comm Step**

Franklin Institute Professional Development John Hattie's Visible Learning

yes

no



Action Steps**Anticipated Start/Completion Date**

Teachers will learn to use effective Social Emotional Learning approaches designed to foster all students' social and emotional skills, attitudes, and behaviors through lessons, teaching practices, curriculum integration, and classroom organization.

08/23/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Classroom observations and walk-throughs Lesson Plans Curriculum Review Cycle Differentiated Observation Plans SWBIBS Reports

Student growth and achievement will increase by 12% for each year of the BTSD Comprehensive Plan as evidenced on the PA Future Ready Index. Student social/emotional skills will be strengthened

Material/Resources/Supports Needed**PD Step****Comm Step**

Responsive Classrooms Trauma-Informed Instructional Strategies Coaches

yes

no

Action Plan: Family and Community Involvement in School

Action Steps**Anticipated Start/Completion Date**

To develop a family and community engagement plan which strengthens partnerships between families, schools, and community/business members and ensure equity and excellence for all students.

07/01/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

PA Future Ready Index Family Needs Assessment Survey
Community Partners Survey

Family and community engagement will be a meaningful contributor to increased student performance, greater overall social emotional wellness, improved schools, and students who are prepared for post-secondary education and participation in a global economy

Material/Resources/Supports Needed**PD Step****Comm Step**

Family and Community Engagement Tool Planning Kit Local Businesses Needs Assessment

yes

yes



Action Steps**Anticipated Start/Completion Date**

To develop and implement a plan to promote Cultural Proficiency which addresses five elements of Cultural Proficiency-Assess Cultural Knowledge, Values Diversity, Manages the Dynamics of Difference, Adapts to Diversity, and Institutionalizes Cultural Knowledge.

07/01/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

PA Future Ready Index Family Needs Assessment Survey
Community Partners Survey

Family and community engagement will be a meaningful contributor to increased student performance, greater overall social emotional wellness, improved schools, and students who are prepared for post-secondary education and participation in a global economy

Material/Resources/Supports Needed**PD Step****Comm Step**

Family Surveys Diverse Planning Committee Research

yes

yes



Action Steps	Anticipated Start/Completion Date
To review and audit current curriculum, Instructional practices and assessments to ensure cultural proficiency.	07/01/2021 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
PA Future Ready Index Family Needs Assessment Survey Community Partners Survey	Family and community engagement will be a meaningful contributor to increased student performance, greater overall social emotional wellness, improved schools, and students who are prepared for post-secondary education and participation in a global economy

Material/Resources/Supports Needed	PD Step	Comm Step
BTSD District Curriculum/Instruction/Assessment plans for all subject areas including best practice in culturally responsive instructional practices and assessment development	yes	yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Each school in the Bristol Township School District will create a school culture and climate that promotes the development of all students socially, emotionally, and intellectually as determined by our annual needs assessment and by a 35% increase in student growth and achievement on the PA Future Ready Index. (The Whole Child)</p>	<p>MTSS</p>	<p>The district, as well as each school will develop an MTSS Tiered Action Plan for Academics, Behavior, and Social and Emotional Learning for each building.</p>	<p>07/01/2021 - 06/30/2024</p>
<p>Each school in the Bristol Township School District will create a school culture and climate that promotes the development of all students socially, emotionally, and intellectually as determined by our annual needs assessment and by a 35% increase in student growth and achievement on the PA Future Ready Index. (The Whole Child)</p>	<p>MTSS</p>	<p>Elementary MTSS teams will participate in the MTSS Bootcamp provided by the BCIU 22 (Secondary Schools participated in the winter of 2020).</p>	<p>10/01/2021 - 06/30/2022</p>
<p>To implement evidenced-based instructional strategies and programs that guarantee all students have access to a rigorous standards-aligned curriculum that is</p>	<p>Using evidenced-</p>	<p>School administrators will</p>	<p>08/23/2020 -</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
demonstrated by a 35% increase in student growth and achievement on the PA Future Ready Index (Student Growth and Achievement)	based Instructional Strategies	set the culture within their building and engage in the activity of using data to inform discussions and drive decisions about instruction and interventions.	06/30/2024
To implement evidenced-based instructional strategies and programs that guarantee all students have access to a rigorous standards-aligned curriculum that is demonstrated by a 35% increase in student growth and achievement on the PA Future Ready Index (Student Growth and Achievement)	Using evidenced-based Instructional Strategies	Teachers will deepen their knowledge about how the brain learns and how to use the knowledge to develop lesson plans that meet the needs of all students.	08/30/2021 - 06/30/2024
To implement evidenced-based instructional strategies and programs that guarantee all students have access to a rigorous standards-aligned curriculum that is demonstrated by a 35% increase in student growth and achievement on the PA Future Ready Index (Student Growth and Achievement)	Using evidenced-based Instructional Strategies	Teachers will learn to use effective Social Emotional Learning approaches	08/23/2021 - 06/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		designed to foster all students' social and emotional skills, attitudes, and behaviors through lessons, teaching practices, curriculum integration, and classroom organization.	
<p>Bristol Township School District will partner with all interested community members to meet the needs of the district and align with all students' and families' needs as evidenced by our district needs assessment and a 35% increase in student growth and achievement on the PA Future Ready Index (Community Partners)</p> <p>To build strong and effective partnerships with families to promote all students' educational development as evidenced by the District needs assessment and a 35% increase in student growth and achievement on the PA Future Ready Index (Communicating and Partnering with Families)</p>	Family and Community Involvement in School	To develop a family and community engagement plan which strengthens partnerships between families, schools, and community/business members and ensure equity and excellence for all students.	07/01/2021 - 06/30/2024
Bristol Township School District will partner with all interested community members	Family and	To develop and	07/01/2021 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>to meet the needs of the district and align with all students' and families' needs as evidenced by our district needs assessment and a 35% increase in student growth and achievement on the PA Future Ready Index (Community Partners)</p> <p>To build strong and effective partnerships with families to promote all students' educational development as evidenced by the District needs assessment and a 35% increase in student growth and achievement on the PA Future Ready Index (Communicating and Partnering with Families)</p>	Community Involvement in School	implement a plan to promote Cultural Proficiency which addresses five elements of Cultural Proficiency-Assess Cultural Knowledge, Values Diversity, Manages the Dynamics of Difference, Adapts to Diversity, and Institutionalizes Cultural Knowledge.	06/30/2024
<p>Bristol Township School District will partner with all interested community members to meet the needs of the district and align with all students' and families' needs as evidenced by our district needs assessment and a 35% increase in student growth and achievement on the PA Future Ready Index (Community Partners)</p> <p>To build strong and effective partnerships with families to promote all students' educational development as evidenced by the District needs assessment and a 35% increase in student growth and achievement on the PA Future Ready Index (Communicating and Partnering with Families)</p>	Family and Community Involvement in School	To review and audit current curriculum, Instructional practices and assessments to ensure cultural proficiency.	07/01/2021 - 06/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Developing an MTSS Action Plan with Leadership Teams	Leadership Teams from each school in the district.	Topics will include evidenced-based strategies of instruction, universal assessments, analyzing data, developing lessons.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson Plans Data Analysis Reflections Classroom Observations and Walk-throughs	08/23/2021 - 11/01/2021	BCIU TAC

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

-
- 1b: Demonstrating Knowledge of Students
 - 1d: Demonstrating Knowledge of Resources
 - 1e: Designing Coherent Instruction
 - 2b: Establishing a Culture for Learning
 - 3c: Engaging Students in Learning
 - 4c: Communicating with Families
 - 2a: Creating and Environment of Respect and Rapport
 - 1a: Demonstrating Knowledge of Content and Pedagogy
 - 1b: Demonstrating Knowledge of Students
 - 4a: Reflecting on Teaching
 - 4d: Participating in a Professional Community
 - 4e: Growing and Developing Professionally
-
-

- Teaching Diverse Learners in an Inclusive Setting
- Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
School Level MTSS	Elementary Level MTSS Leadership Teams	Universal Screenings Evidence based instructional strategies Evidence based programs Designing an MTSS Plan

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom Observations/Walk-through Data Lesson Plans Completed MTSS Plan	10/01/2021 - 06/30/2022	Bucks County IU #22 PaTTAN East

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Empowering Leaders	District and School Leaders	How to use data to develop a culture for learning Meeting the needs of staff Understanding evidence based instructional strategies Knowledge of Content and Pedagogy
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
School Based Needs Assessment Increased student achievement and growth as evidenced by the PA Future Ready Index	08/15/2020 - 06/30/2021	District Leadership

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 2b: Establishing a Culture for Learning
- 4a: Reflecting on Teaching
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 1c: Setting Instructional Outcomes
- 2b: Establishing a Culture for Learning
- 4e: Growing and Developing Professionally
- 2a: Creating and Environment of Respect and Rapport
- 1b: Demonstrating Knowledge of Students

- Teaching Diverse Learners in an Inclusive Setting
- Teaching Diverse Learners in an Inclusive Setting

Professional Development Step

Audience

Topics of Prof. Dev

The Science of Learning

K-12 Classroom Teachers Special Education
Teachers Title 1 and EL Teachers Support Staff
Administrators

Science of Brain Based Learning Brain
Based instructional strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson Plans Differentiated Observation Data Assessments- formative and summative	08/15/2020 - 06/30/2015	Curriculum Supervisors

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting
1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
2b: Establishing a Culture for Learning	
3c: Engaging Students in Learning	
4e: Growing and Developing Professionally	
1a: Demonstrating Knowledge of Content and Pedagogy	
1b: Demonstrating Knowledge of Students	
1e: Designing Coherent Instruction	
3a: Communicating with Students	
3c: Engaging Students in Learning	



Professional Development Step	Audience	Topics of Prof. Dev
Social Emotional Learning	K-12 Teachers Special Education Teachers Title I and EL Teachers Support Staff Administrators	Free-standing lessons designed to enhance students' social and emotional competence.. Teaching practices such as cooperative learning and project-based learning, which promote SEL. Integration of SEL and academic curriculum such as language arts, math, social studies, or health. Organizational strategies that promote SEL as a schoolwide initiative that creates a climate and culture conducive to learning. Trauma Informed instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson Plans Classroom Observations/Walk-throughs Differentiated Observations SWPBIS Data	08/23/2021 - 06/30/2023	Responsive Classroom Coaches

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1c: Setting Instructional Outcomes
- 2b: Establishing a Culture for Learning
- 1b: Demonstrating Knowledge of Students
- 3a: Communicating with Students
- 3c: Engaging Students in Learning
- 2a: Creating and Environment of Respect and Rapport
- 4d: Participating in a Professional Community
- 1c: Setting Instructional Outcomes
- 2a: Creating and Environment of Respect and Rapport
- 3c: Engaging Students in Learning
- 2b: Establishing a Culture for Learning

- Teaching Diverse Learners in an Inclusive Setting
- Teaching Diverse Learners in an Inclusive Setting

Professional Development Step

Audience

Topics of Prof. Dev

Family and Community Engagement

School Staff Administrators

Communication and engagement with families and the community that is culturally diverse.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Family Needs Assessment Survey Community Needs Assessment Survey	08/23/2021 - 06/30/2023	Bucks IU #22

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting
3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting
2b: Establishing a Culture for Learning	
4a: Reflecting on Teaching	
1c: Setting Instructional Outcomes	
2c: Managing Classroom Procedures	
1a: Demonstrating Knowledge of Content and Pedagogy	
1b: Demonstrating Knowledge of Students	
2b: Establishing a Culture for Learning	
2c: Managing Classroom Procedures	
2a: Creating and Environment of Respect and Rapport	
4a: Reflecting on Teaching	



Professional Development Step	Audience	Topics of Prof. Dev
Family Engagement Nights	School Staff Administrators	Staff will participate in professional development about family engagement and cultural diversity as well as participate in design and implementation of family nights.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Family Engagement Activities	10/01/2020 - 06/30/2023	Title I Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
2b: Establishing a Culture for Learning	
3a: Communicating with Students	
4a: Reflecting on Teaching	
1c: Setting Instructional Outcomes	



Professional Development Step	Audience	Topics of Prof. Dev
BTSD Cultural Proficiency Plan	Committee Members BTSD Staff BTSD Families BTSD Community Members	Cultural Knowledge, creating socially just schools, conflict resolution, achievement data, and equitable practices which include hiring.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Surveys-Family, staff, community Student achievement increases for all students Culturally diverse hiring practices	07/01/2021 - 06/30/2024	Federal Programs Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
2a: Creating and Environment of Respect and Rapport	
1d: Demonstrating Knowledge of Resources	
2b: Establishing a Culture for Learning	
4c: Communicating with Families	



Professional Development Step	Audience	Topics of Prof. Dev
Curriculum/Instruction/Assessment Audit	All Stakeholders	Culturally Proficient Curriculum, Instructional strategies, and assessment best practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson Plans Observations-Formal and Informal Walk-throughs Various stakeholder surveys	07/01/2021 - 06/30/2024	Cultural Proficiency Leadership Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting
1b: Demonstrating Knowledge of Students	
1c: Setting Instructional Outcomes	
1f: Designing Student Assessments	
2a: Creating and Environment of Respect and Rapport	
4c: Communicating with Families	



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Each school in the Bristol Township School District will create a school culture and climate that promotes the development of all students socially, emotionally, and intellectually as determined by our annual needs assessment and by a 35% increase in student growth and achievement on the PA Future Ready Index. (The Whole Child)</p>	<p>MTSS</p>	<p>The district, as well as each school will develop an MTSS Tiered Action Plan for Academics, Behavior, and Social and Emotional Learning for each building.</p>	<p>2021-07-01 - 2024-06-30</p>
<p>To implement evidenced-based instructional strategies and programs that guarantee all students have access to a rigorous standards-aligned curriculum that is demonstrated by a 35% increase in student growth and achievement on the PA Future Ready Index (Student Growth and Achievement)</p>	<p>Using evidenced-based Instructional Strategies</p>	<p>School administrators will set the culture within their building and engage in the activity of using data to inform discussions and drive decisions about instruction and interventions.</p>	<p>2020-08-23 - 2024-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Bristol Township School District will partner with all interested community members to meet the needs of the district and align with all students' and families' needs as evidenced by our district needs assessment and a 35% increase in student growth and achievement on the PA Future Ready Index (Community Partners)</p> <p>To build strong and effective partnerships with families to promote all students' educational development as evidenced by the District needs assessment and a 35% increase in student growth and achievement on the PA Future Ready Index (Communicating and Partnering with Families)</p>	Family and Community Involvement in School	To develop a family and community engagement plan which strengthens partnerships between families, schools, and community/business members and ensure equity and excellence for all students.	2021-07-01 - 2024-06-30
<p>Bristol Township School District will partner with all interested community members to meet the needs of the district and align with all students' and families' needs as evidenced by our district needs assessment and a 35% increase in student growth and achievement on the PA Future Ready Index (Community Partners)</p> <p>To build strong and effective partnerships with families to promote all students' educational development as evidenced by the District needs assessment and a 35% increase in student growth and achievement on the PA Future Ready Index (Communicating and Partnering with Families)</p>	Family and Community Involvement in School	To develop and implement a plan to promote Cultural Proficiency which addresses five elements of Cultural Proficiency-Assess Cultural Knowledge, Values Diversity, Manages the Dynamics of Difference, Adapts to Diversity, and	2021-07-01 - 2024-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Bristol Township School District will partner with all interested community members to meet the needs of the district and align with all students' and families' needs as evidenced by our district needs assessment and a 35% increase in student growth and achievement on the PA Future Ready Index (Community Partners)</p> <p>To build strong and effective partnerships with families to promote all students' educational development as evidenced by the District needs assessment and a 35% increase in student growth and achievement on the PA Future Ready Index (Communicating and Partnering with Families)</p>	<p>Family and Community Involvement in School</p>	<p>Institutionalizes Cultural Knowledge.</p> <p>To review and audit current curriculum, Instructional practices and assessments to ensure cultural proficiency.</p>	<p>2021-07-01 - 2024-06-30</p>

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
School Based MTSS Plans	All stakeholders	Steps in each plan How to deliver components of the plan Resources for Plan Purpose of the plan

Anticipated Timeframe

08/23/2022 - 06/30/2024

Frequency

As needed

Delivery MethodPresentation
Posting on district website**Lead Person/Position**

Building Administrators

Communication Step

Building a School Culture

Audience

All Stakeholders \

Topics/Message of Communication

How to analyze data to inform instruction How to use peer reviewed research to build school culture through data analysis Evidenced-based Instructional Strategies

Anticipated Timeframe

08/23/2020 - 06/30/2024

Frequency

Annually

Delivery Method

Presentation

Lead Person/Position

Building Administrator(s)

Communication Step	Audience	Topics/Message of Communication
Family and Community Engagement	Staff Families Community Members	Understanding communication and engagement with families and the community that is culturally diverse. Utilizing student data to promote continuous family and community engagement. Participating in the design and implementation of family nights.

Anticipated Timeframe	Frequency	Delivery Method
08/23/2022 - 06/30/2024	At all times	Webinar Blog

Lead Person/Position
District Administration

Communication Step	Audience	Topics/Message of Communication
Cultural Proficiency Plan	All BTSD staff, families, community members and outside communities	BTSD Cultural Proficiency Plan How to contact or become part of the planning committee How to contact Human Resources for employment opportunities

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

07/01/2021 - 06/30/2024

At all times

Posting on district website
Public service announcement
Presentation

Lead Person/Position

Federal Programs Coordinator



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Plan added to websites (Districts and Schools) Alert message regarding plan displayed upon sign-on Communication Solutions shares a message on District Facebook page Bi-Yearly Stakeholders Meeting Dates on Calendar	All Measurable Goals: Educating the Whole Child, Family and Community Engagement, Social/Emotional Learning	District and School Websites District Facebook page	Staff Students Families Community Members Business and Industry	6/24/2020 Plan will be displayed 7/01/2021 Plan shared with all audience members Bi-Yearly Communication as to progress by 9/30 and 6/30 1/11/21 Plan updated on the website.

