



Bristol Township School District
DRAFT Comprehensive Planning Priorities and Goals

Mission

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

Vision

We believe...All individuals can learn and achieve. Understanding and respecting diversity strengthens our educational community. A safe and healthy learning environment is essential for success. Students require high-quality, standards-based instruction. An effective partnership of families, staff, and the 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.

Our Values

Students

As learners, we support the mission and vision of Bristol Township School District by embracing leadership and exploring our creativity. We seek to contribute to our community by reinforcing a culture of fairness and celebrating a supportive, inclusive environment.

Educators

As educators, we support the mission of BTSD by collaborating with students, colleagues, families, and community members for the growth and success of all stakeholders.

Community Members

As community members, we support the mission of BTSD by trusting the district to provide the education needed to prepare and empower our students to become productive members of society. We are committed to giving back, being reliable, and creating a welcoming space for children to belong. Our collective commitment is to make a meaningful difference in our community.

Parents and Guardians

As parents, we support the mission of BTSD by collaborating in a committed, reliable community of parents who are raising students who are respectful, kind, and feel that they belong while trusting the district with those students.

Administrators

As administrators, we support the mission of BTSD by being empathetic and authentic leaders who assume responsibility for building a community of learners. We facilitate collaboration and foster an inclusive environment that promotes student achievement, growth, and well-being.



Priority 1: Ensuring Evidence-Based Curriculum, Instruction, and Assessment Practices.	2
Goal 1: Strengthen MTSS and PBIS	2
Action Plan: Multi-tiered Systems of Support (MTSS)	2
Action Plan: Positive Behavior and Intervention Supports (PBIS)	3
Action Plan: Pathways to Success	3
Priority 2: Culture of High Expectations for All	5
Goal 1: Collective Efficacy	5
Action Plan: Collective Efficacy	5
Action Plan: Human Resources	5
Priority 3: Culture, Communication, and Community Engagement	7
Goal 1: Culture, Communication, and Community Engagement	7
Action Plan: Communications and Community Engagement	7



Priority 1: Ensuring Evidence-Based Curriculum, Instruction, and Assessment Practices.

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

Goal 1: Strengthen MTSS and PBIS

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

Action Plan: Multi-tiered Systems of Support (MTSS)

Action Step: Strengthen Tier 1 core instruction to support a reduction in the identification of our Special Education Population.

Action Step: Strengthen Tier 2 & Tier 3 Interventions to meet individual academic needs.

Action Step: Conduct staffing analysis to create additional support for learners.

Action Step: Improve our data analysis, grouping, and teaming structures.

Action Step: Develop more responsive systems based on local assessment data.

Action Step: Continue professional learning on what MTSS is and how we can be more data-informed.

Anticipated Outputs: Improved classroom instruction aligned with PDE Curriculum Standards and core curriculum Scope and Sequence, Implementation of effective Tier 2 & Tier 3 interventions tailored to individual student academic needs, identification of staffing needs and plans for additional support for learners, Enhanced data analysis processes and more effective teaming structures, Ongoing professional development and improved understanding of MTSS principles among staff, all leading to improved academic performance and growth on local assessments and state-mandated assessments.

Action Plan: Positive Behavior and Intervention Supports (PBIS)

Action Step: Maintain focus and strengthen implementation of Tier 1 Behavioral Supports. Assist schools in budgeting for PBIS initiatives from their school-level budgets and bridging home-school connections to behavior initiatives.

Action Step: Strengthen efficacy and impact of Tier 2 interventions

Action Step: Strengthen efficacy and impact of Tier 3 Interventions

Action Step: Continued equitable and effective implementation of the following



programs: Restorative Practices, Evidence-Based practices (ex: Second Step, Too Good for Drugs, Too Good for Violence), Substance Use Prevention and Violence Prevention, Anti-Bullying Climate Specialists, SEL supports w PENN Consortium w/ SEL Toolbox.

Anticipated Outputs: Consistently implemented Tier 1 behavioral support strategies and practices. Enhanced effectiveness of Tier 2 interventions for students. Improved outcomes for students receiving Tier 3 interventions. Sustained equitable and effective implementation of specified programs at each level, as noted in the action steps above

Action Plan: Curriculum

- Action Step: Strengthen a guaranteed and viable curriculum.
- Action Step: Develop and strengthen common formative assessments.
- Action Step: Science, Technology & Engineering, Environmental Literacy & Sustainability (STEELS) Standards Implementation.
- Action Step: Structured Literacy Professional Learning and Implementation

Anticipated Outputs: An updated, guaranteed, and viable curriculum aligned with PDE Curriculum Standards and CORE Curriculum Scope and Sequence. Improved common formative assessments aligned with PDE Curriculum Standards and CORE Curriculum Scope and Sequence. Successful implementation of STEELS standards in the science curriculum. Effective implementation of Structured Literacy in literacy instruction, supported by professional development for all required certifications.

Action Plan: Pathways to Success

- Action Step: Align courses and curriculum to career pathways
- Action Step: Develop more dual enrollment opportunities and increase access to Advanced Placement courses for our high school students.
- Action Step: Personal Finance Standards Implementation
- Action Step: Intentionally celebrate college acceptance/post-graduate opportunities.

Anticipated Outputs: Alignment of courses and curriculum with career pathways, reflected in the Program of Study, increased dual enrollment opportunities for high school students. improved access to existing Advanced Placement courses and potential introduction of new ones. Successful implementation of Personal Finance standards into the curriculum. Intentional celebration of college acceptances and post-graduate opportunities highlighted.



Priority 2: Culture of High Expectations for All

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

Goal 1: Collective Efficacy

By the end of the 2026-2027 school year, we will have strengthened a greater collective efficacy amongst our staff, learners, and community, as evidenced by increased achievement, growth, and stories of personal and community success. Collective Efficacy is defined as the shared belief that through their collective action and efforts, they can influence and increase student achievement for all students.

Action Plan: Collective Efficacy

- Action Step: Renewed Mission / Vision as a result of Profile of a Learner
- Action Step: Exploration of the development of a Profile of a Learner; revision of curriculum guides to reflect the profile that is developed.
- Action Step: Increase professional learning and integration of Universal Design for Learning principles and mindsets.
- Action Step: Strengthen a greater sense of belonging for all members of our school Community. Continued implementation of the Culturally-Relevant and Sustaining Education Program Framework Guidelines from the Pennsylvania Department of Education
- Action Step: Ensure equitable distribution and access to resources across the district.
- Action Step: Strengthen Gifted Programming
- Action Step: Strengthen English Language Development (ELD) Programming

Anticipated Outputs: A renewed mission and vision statement that reflects the Profile of a Learner, emphasizing learner qualities at the elementary, middle school, and high school levels. Increased professional learning and integration of Universal Design for Learning (UDL) principles and mindsets into teaching practices. A greater sense of belonging for all members of the school community is achieved through increased implementation of culturally relevant practices, trauma-informed care, and relationship-building. Equitable distribution and access to resources across the district based on needs assessments and subgroup analysis. Strengthened gifted programming with updated materials. Strengthened programming for English learners with continued professional learning for staff and frequent communication with family and students in their native languages.

Action Plan: Human Resources

Action Step: Maintain focus on retention of high-quality educators

Action Step: Maintain recruitment efforts of high-quality educators with an increased focus on developing a more diverse population of employees and staff who is representative of our student body and community.

Anticipated Outputs: Continued retention of high-quality educators through data-informed strategies, professional development, and support. Ongoing recruitment efforts targeting high-quality educators with an increased focus on diversity, aiming to reflect the student body and community.



Priority 3: Culture, Communication, and Community Engagement

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

Goal 1: Culture, Communication, and Community Engagement

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

Action Plan: Communications and Community Engagement

Action Step: Increase newsletters and communication to families at both district/building level, including the exploration of new/different mediums (for example, videos, news segments)

Action Step: Increase student voice and choice in schools and classes.

Action Step: Implement the initiatives arrived at by the district Climate and Culture Committee.

Action Step: Implement Act 55 Safety Initiatives

Anticipated Outputs: Increased frequency and quality of newsletters and communication to families at both the district and building levels. Increased student voice and choice in schools and classes, evidenced by the implementation of student surveys and new opportunities for courses, volunteer activities, and clubs. Implementation of initiatives determined by the district Climate and Culture Committee based on data from surveys and staff feedback. Implementation of Act 55 safety initiatives to ensure safe learning environments for all students.



Glossary of Terms:

Act 55: This is a law or a set of rules that guides how schools work. It often includes important details about what students should learn and how schools should run.

Climate and Culture Committee: This group in a school works to make sure the school is a positive and welcoming place for everyone. They focus on how people feel in the school and work to improve the school environment.

Collective Efficacy: This term refers to the belief that, together, teachers and staff can positively affect student learning. It's like a team spirit among teachers, believing that they can all make a big difference in how well students do in school.

ELD (English Language Development): This is a program in schools that helps students who are learning English as a second language. It focuses on improving their skills in speaking, reading, and writing in English.

Gifted Services: These are special programs in schools for students who are very advanced or talented in certain areas. These services provide these students with extra challenges and opportunities to learn more than the regular curriculum.

Guaranteed and Viable Curriculum: This means that every student in a school gets to learn the most important things they need to know. "Guaranteed" means every student gets this opportunity, and "viable" means it's possible to teach all these important things in the time available.

LinkIt!- LinkIT! Is a data warehouse that Bristol Township utilizes to house and analyze data to make decisions about teaching and learning.

MTSS (Multi-Tiered System of Supports): This is a way schools help students who need extra support in learning. It's like having different levels of help so each student gets the kind of support they specifically need.

PBIS (Positive Behavioral Interventions and Supports): This is a way schools help students behave better. It focuses on teaching and rewarding good behavior rather than just punishing bad behavior.

PVAAS: This stands for Pennsylvania Value-Added Assessment System, is a statistical analysis of Pennsylvania state assessment data. It measures the influence schools and teachers have on the academic progress of students from year to year.

STEELS Standards: Science, Technology & Engineering, Environmental Literacy & Sustainability Standards. These are newly revised standards by the Pennsylvania Department of Education that will be implemented in the 2026-2027 school year.

Tier 1, Tier 2, and Tier 3 Instruction: These are different levels of teaching and support in schools.

- Tier 1: This is regular instruction that all students receive.



- Tier 2: This is extra help for students who need a bit more support than what they get in the regular classroom.
- Tier 3: This is intensive, individualized support for students who need a lot of extra help.

Universal Design for Learning (UDL): This is a way of teaching that tries to help all students learn, no matter how they learn best. It involves presenting information in different ways and letting students show what they know in different ways, too.