

**Marple Newtown School District
Strategic Plan
2005 Mid-Point Review**

Introduction

The Marple Newtown School District has a rich tradition of providing an excellent public education for our students. The district has managed to maintain its proud tradition and meet the challenges associated with an increasingly diverse student population. Student achievement, particularly at the elementary level on the annual Pennsylvania Systems of School Assessments is among the highest in the state. The middle and high school programs are characterized by challenging curriculums, with 21 Advanced Placement offerings at the high school and a full enrichment program at the secondary level, which prepare over 90% of graduating seniors for attendance at post-secondary colleges and universities.

The teaching staff at all levels is among the most experienced and well educated in the state with more than 75% of the staff having earned Master's degrees. Strong building level administrators and dedicated teaching staffs have helped to maintain the district's high standards and produce outstanding results. Reorganization of Central Office staff and increased stability in central office leadership has positioned the district to move to the next level.

The mid-point strategic planning review provided an excellent opportunity to reaffirm our comprehensive long range plan to improve all aspects of the district. Once all the action plan teams have reviewed their action plans, the mid-point progress will be presented to the respective Strategic Planning and Board committees for review and approval.

We are grateful to the students, teachers, administrators, Board members and representatives of the community who served on our various strategic planning committees. Their work has allowed us to chart our course into the future and our mid-point review has confirmed our commitment to ensuring that the approved strategic plan truly guides the future of the Marple Newtown School District.

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The Planning Process

Chapter 4, of the Pennsylvania School Code requires that every school district in the Commonwealth shall develop and file with the Department of Education a strategic plan once every six years and review that plan for revision at the mid-point. This strategic plan shall be based upon an analysis of internal and external needs, leading to the specification of priorities for action and action plans. According to the state guidelines contained in Chapter 4 this strategic plan shall include the following components: a mission statement, a listing of educational and organizational goals; a description of the academic standards for student achievement; the planned instruction to be offered and the instructional and assessment practices and the high school graduation requirements; an assessment plan; a plan for improving student achievement; a professional development plan; a description of the district's organization and organizational goals; a description of the professional personnel, school library, classrooms, and other resources; a brief description of the process used to develop the strategic plan with a list of the people involved in the process; and a plan for instructional opportunities for students not achieving at the proficient level.

The Marple Newtown School District began this cycle's strategic planning process by hiring an outside consultant as an external facilitator. Dr. Donald Burkins of the Lincoln Intermediate Unit, the external facilitator, then met with Dr. Robert Mesaros, Superintendent, and Dr. Dennis McKnight, Assistant Superintendent and Internal Facilitator to plan the process. The district advertised in both District Communications and in the local press for local citizens and people from within the school community to become involved in the process. Volunteers were screened and the steering committee was appointed. At the initial two day meeting of the Steering Committee, Dr. Burkins facilitated the work of the steering committee which began with a review of the goals of

the previous strategic plan, a discussion of the current trends in public education, a look at the factors in the internal and external environments which impact on the district's mission and a review and revision of the District Mission Statement, Beliefs Statements, and a determination of the major goals for the strategic plan.

The internal facilitator then formed an action planning team for each of the major goals identified by the steering group. Each action planning team included a member of the steering committee and a representative of each of the stakeholder groups in the district among its members. The facilitator designated one district administrator and one additional person to serve as co-chairs of each of the action planning teams. A format for the action plans was provided to each team and the teams met with the co-chairs to develop action plans in support of the objectives for each of the major goals.

The results of the action planning teams were a series of action plans which identified the mission, strategic goal, and objectives in support of the strategic goal. For each objective the action planning team identified the major activities to be accomplished, the anticipated completion dates, the person responsible for the action, the estimated cost and the method of evaluation to determine the effectiveness of the action taken.

The action planning teams for the academic areas identified in the strategic plan met in the spring of the year and completed their work over the summer. The action planning teams in the other areas identified by the steering committee are in the process of being formed and will meet during the next several months. The steering committee decided to separate the academic action plans, those directly required by Chapter 4, from the action plans to accomplish the objectives in the other areas identified by the steering committee. This second set of action plans will be completed over the winter and will be included with the action plans for the academic objectives to constitute the district's comprehensive strategic plan.

The nine completed academic action plans was presented along with the initial draft of the entire academic strategic plan to the steering group for their review and comment. Once the comments of the steering group were incorporated into the action

plans, the action plans along with the revised mission statement, belief statements and the rationale for implementation were presented to the entire board for their review and comment. Feedback from the board was incorporated into the planning documents and copies of the second draft of the strategic plan were made available to the public both at school and community libraries within the district and on the district web site. Public comments received via telephone, e-mail, in writing or at the public meeting of the District's Curriculum and Instruction Committee were considered by the Steering Committee at its final meeting. After appropriate revisions were made based upon recommendations of the steering committee, the final draft of the District Strategic Plan was presented to the board for its approval prior to submission to the Department of Education.

Once the Academic Strategic Plan is approved by the Department of Education, the action plan teams will be reconvened to monitor the implementation of the action plans for each academic objective, to evaluate the action plans for the goals in the other two areas, and to evaluate the progress toward achieving all of the goals of the district. Annually the chair of each action planning team will report to the steering committee and then to the entire board on the progress of efforts in each goal area and make recommendations for any modifications to the plan if appropriate. By integrating the Strategic Plan into the District's regular operational and management processes it is hoped that the district will continue to follow the plan for improvements that has been laid out in this process.

As required by Chapter 4, the district has completed an extensive review of the strategic plan and the supporting action plans during the third year of the plan. The action planning committees were reconvened and a comprehensive review of the plans was completed. An evaluation form was developed for each action plan completed copies of the forms are included in the attachment section. Minor revisions to the plan were identified and will be submitted to the Department for approval.

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Board of School Directors

Mr. Edward Partridge President	Mr. Won Shin, Vice President
Ms. Sandy Keller	Mr. Arnold Graf,
Mr. Kenneth Leith	Mrs. Nancy Galbraith
Mrs. Carol DeLuca	Mr. Todd Eachus
Mr. Michael Young	

Administrators

Dr. Robert Mesaros	Superintendent of Schools
Mr. Stanley Picara	Director of Secondary Education
Dr. Constance Bompadre	Director of Elementary Education
Mr. Joseph Driscoll	Business Administrator
Mr. Lance Freeman	Director of Personnel
Mr. William Gasior	Director of Operations
Dr. William Duffy	Director of Pupil Services
Mr. Arthur Stevens	Supervisor of Special Education
Mr. Donald Ash	Director of Technology
Mr. David Heit	Director of Food Services
Mr. Mike King	Supervisor of Transportation
Mr. Philip Binder	Supervisor of Maintenance
Mr. John Sanville	High School Principal
Mr. Ray McFall	Assistant High School Principal
Dr. Annette Lambeth	Assistant High School Principal
Dr. Ted Aceto	Athletic Director
Dr. Steve Subers	Middle School Principal
Mr. John Beltrante	Middle School Assistant Principal
Mrs. Judy Busch	Loomis Elementary Principal
Mrs. Gwen Barrett	Russell Elementary Principal
Dr. Linda Bluebello	Worrall Elementary Principal
Mr. Thomas Cook	Culbertson Elementary Principal
Mrs. Toni Himes	Supervisor of Reading
Dr. Carl Funk	Curriculum Coordinator of Science and Math
Mrs. Sandra Schaal	Curriculum Coordinator of Humanities

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STEERING COMMITTEE MEMBERS

Greg Tallman
Nikki Stephanou

High School Student
High School Student

Mr. Herb Staquet
Mrs. Andrea Fiorentino
Mrs. Helene Shields
Mrs. Jennie DeLuca
Mr. Mike Karpyn
Mrs. Cathy Calabrese
Ms. Tina Sweeley
Mrs. Lynne Bertolet
Mrs. Pat Crawford

Middle School Teacher
Middle School Teacher
High School Teacher
High School Teacher
High School Teacher
Elementary School Teacher
Elementary School Teacher
Elementary School Teacher
Elementary School Teacher

Mr. Jerry Stussy
Mr. Joe Sheuer
Mr. Tom Chennat
Mr. Steve Videon
Mrs. Shelley Mansky
Dr. Tom Tobin
Mr. Andy Porter
Mr. Richard Doyle

Community Member
Community Member
Community Member
Community Member
Community Member
Community Member
Community Member
Community Member

Mrs. Carol DeLuca
Mrs. Nancy Galbraith

School Board Member
School Board Member

Dr. Robert Mesaros
Mr. Stan Piccara
Dr. Connie Bompadre
Mr. Arthur Stevens
Mrs. Toni Himes

Superintendent
Dir. of Secondary Education
Dir. of Elementary Education
Sup. of Special Education
Sup. of Reading/Federal
Programs Coordinator

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MISSION STATEMENT

To prepare each student for a productive responsible life in a diverse global community by creating an educational environment that fosters personal excellence.

BELIEF STATEMENTS

- **Quality public education is the foundation of a successful democratic society.**
- **Every student has worth and can learn.**
- **Education is a partnership between home, school and society.**
- **All persons should treat each other with dignity and respect.**
- **Learning is a life-long experience.**

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EXTERNAL ANALYSIS

The external analysis consisted of gathering information about the social, economic, demographic, and educational environment in which the Marple Newtown School District operates. The external facilitator began this portion of the process by conducting a brainstorming session with the members of the steering group to identify factors in each of these areas that would present challenges to the district during the next six years. The trends identified in the beginning of the process are similar to those effecting the district today:

- An increase in the impact of high stakes testing at both the local, state and national level.
- An increase in the cultural, economic, and social diversity within the district.
- An increase in the number and importance of state and federal mandates effecting public education without an appreciable increase in funds to support those mandates.
- An increase in the number of new homes in the district without a corresponding increase in the number of public school students in the district.
- A decrease in the number of district taxpayers with students in the public schools of the district.
- An increase in the number of retired citizens in the community.
- An increase in the expectations of parents with children in the public schools for the public schools to provide a wider range of services and to meet higher standards.
- An increasing pressure to use money previously reserved for public school students on non-public school students.

- An increase in the alternatives to a traditional public school education through charter schools, cyber schools and on-line programs.
- An increasing concern for and demand for security in and around school facilities.
- An increased involvement in extra-curricular activities and out side of school endeavors by middle school and high school students.
- A continuance of the trend toward more unhealthy lifestyles by young children and young adults.
- A continuing shortage of technically skilled professionals in the areas of math, science, and computer technology.
- The continued aging of the professional staff in the district.
- Increasing demands on the time commitments of school board members.

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INTERNAL ANALYSIS

The internal analysis was conducted by reviewing the district goals from the previous strategic plan and identifying the extent to which each of the previously identified goals had been met. The analysis also included an identification and evaluation of the existing internal factors that impacted or will impact on the ability of the district to continue to make progress in each area. Listed below are the eleven goals of the previous strategic plan and the analysis of each goal as it may impact on that goal area during the next six years in the district. This part of the process helped to develop the strategic goals for the 2002-2008 strategic plan.

Goal: To develop a plan to insure that all instructional programs link the written, taught and the assessed components of the curriculum.

- New curriculum format will provide capability to show the linkage between current planned courses to Pennsylvania Standards.
- Revised curriculum revision cycle needs to be developed, implemented and executed.
- CARDMAN system needs to be piloted and implemented.

Goal: To develop rigorous applied courses of study designed to acquaint students with work-related skills and technical competencies to prepare students for post graduation studies and /or the work force.

- Applied courses of study must be linked to Pennsylvania Standards.
- Junior initiative and senior project are closely tied to this goal.
- Interdisciplinary courses at both middle and high school levels are strengths. Need to look at expanding these programs.

Goal: To develop a comprehensive assessment plan which utilizes standardized and alternative assessments to provide meaningful feedback to the learners and other stakeholders.

- PSSA in math and reading are currently administered in grades 5, 8 and 11.
- PSSA writing is administered in grades 6, 9, and 11.
- Terra Nova is used in other grade levels.
- Individual disciplines administer district assessments in most areas.
- Report cards need to be reviewed for efficacy of feedback.

Goal: To develop a remediation plan which will identify the process, students and intervention strategies essential to helping meet instructional objectives.

- Current remediation includes PIE and elementary summer school programs.
- Implementation of PSSA related diploma seals program creates need for secondary remediation program tied to standards.
- Full implementation of differentiated instruction model should decrease need for remediation.

Goal: To develop a comprehensive professional development plan that addresses the curriculum, instruction and assessment needs of the staff, as well as procedures for inducting new staff.

- Major themes have been established by the PD committee.
- Act 48 requirements have obfuscated the real purpose of professional development.
- Professional development activities took a back seat to renovation this year.
- Induction plan is in place and will be updated during SP.
- Professional development committee will be involved in the strategic planning process

Goal: To improve the current instructional plan by addressing the diverse needs of the student population and by encouraging all students to reach their potential.

- Professional development theme of “Differentiating Instruction” supports this goal.
- High school restructuring effort will provide increased opportunities for differentiation.
- Planned course revisions will require identification of differentiated strategies to meet needs of all learners.
- ESL program must be revised and expanded.

Goal: To identify specific avenues to link the special education task force recommendations for gifted support, learning support, and emotional support with strategic planning.

- To improve the efficiency and effectiveness of the delivery of special education services to identified students.
- Need a revised and updated special education plan and professional education for staff to implement that plan.
- Need a transition plan that will prepare special needs graduates to successfully compete in the 21st century.
- Gifted education is no longer a special education function.

Goal: To develop a K-12 Plan to infuse technology into the curriculum and assessment plans of the district.

- Three year technology plan has been approved and is in first year of implementation.
- Contract to install dark fiber to create district metropolitan area network has been approved.
- Hardware upgrades are proceeding according to tech plan.
- Technology infusion is one of two main thrusts of district professional development

Goal: To develop a plan that will determine the criteria upon which graduation requirements will be based.

- High School Graduation requirements have been reviewed as part of recent middle states evaluation.
- Requirements need to be further reviewed in light of new standards.
- Results of high school restructuring initiative may result in an additional need to re-examine requirements.

Goal: To develop a district plan that addresses non-instructional aspects of district operations such as fiscal management, building needs, facilities, transportation and food service.

- District is in the process of a \$48MIL renovation project.
- District is preparing an RFP for a long range facilities plan.
- District is planning to implement “Your school s, your money” accounting system for next year.
- District transportation system has improved greatly in past two years.

Goal: To develop an effective communication link for all levels of the organization with articulation to the board, community, parents and staff.

- District has a contract with a communications consultant to provide media services.
- Board has established an ad hoc committee to improve district communications.
- Local press provides broad coverage of district activities.

After the external and internal environmental scanning sessions were completed, the steering committee, focusing on the revised mission statement and the new belief statements, began to create goals and objectives that were handed off to the action planning teams for refinement. The steering group divided the goal areas into three major categories and members of the steering group divided into groups that focused on each area. Each group discussed the goals in their specific area and developed additional guidelines to help direct the action planning teams.

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DESCRIPTION OF PROFESSIONAL PERSONNEL AND FACILITIES

PERSONNEL:

During the 2004-2005 school year there were 3,494 students in the four elementary schools, one middle school and one high school of the district. 310 professional employees and administrators staffed the six district schools.

The four neighborhood elementary schools, Culbertson, Loomis, Russell and Worrall ranged in size from a low of 331 students at Loomis to a high of 436 students at Culberston. Each school had one principal, one counselor, an IST teacher, a Gifted Support Teacher, a reading specialist, a librarian, a half-time nurse and a number of special education, special area and regular classroom teachers as well as a number of full and part time support staff.

Paxon Hollow Middle School housed 834 students during the 2004-2005 school year. These grade six through grade eight students were provided services by a staff consisting of one principal, one assistant principal, three guidance counselors, a full-time nurse, a librarian, two reading specialists, two teachers of the gifted, and a number of special education, special area and regular classroom teachers as well as a large number of full and part time support staff.

The Marple Newtown High School during this same period provided educational services to 1,176 students in grades nine through twelve. The high school had one principal, two assistant principals, one athletic director/assistant principal, five guidance counselors, one nurse, one librarian, a reading specialist, and a full complement of special education, special area and regular classroom teachers as well as a large number of full and part time support staff.

In addition to these building level personnel, the district employs district-wide 5 school psychologists, 2 K-12 Curriculum Coordinators, 3 speech therapists, a special education supervisor, a district technology director and a full complement of central office administrators and

support staff personnel to accomplish the district mission of preparing each student for a productive responsible life.

FACILITIES:

The district has recently completed ambitious \$48 million dollar building renovation program that has involved each of the six instructional facilities. Additionally there were major classroom additions at the middle school, the high school and one of the elementary buildings. The high school and one of the elementary buildings have both opened brand new libraries during the past year. The first phase of the project has provided a tremendous upgrade to the district’s instructional facilities.

PHYSICAL PLANT:

<i>Building</i>	<i>Built</i>	<i>Square Footage</i>	<i>Grades</i>	<i>Capacity</i>	<i>Enrolled</i>
Culbertson	1959	49,075	K-5	450	436
Loomis	1957	52,060	K-5	420	331
Russell	1956	59,800	K-5	570	352
Worrall	1957	50,640	K-5	420	365
PHMS	1961	140,253	6-8	900	834
MNSHS	1957	279,972	9-12	1780	1176

TECHNOLOGY:

The district has local area networks in each building, all connected to each other through the district’s metropolitan area network (a leased fiber-optic backbone). The district is connected to the Internet via a fiber optic gigabit link to the Delaware County Intermediate Unit. The district has a students-per-computer ratio of approximately 4, and has an approved technology plan in entering the second year of implementation to upgrade and standardize equipment across the district. For communications purposes, each classroom has a telephone and a public address system. The mid-point review process confirms that the technology priorities contained in the

recently Technology Plan including the upgrading of all equipment, providing computers to areas currently lacking and expansion of the use of the administrative network are being met. Another major focal point of the district professional education plan, to differentiate instruction through the use of integrated technology, is being addressed through the strategic plan.

LIBRARY RESOURCES

Each school has a fully equipped library/media center which supports student learning by providing print and electronic media to enhance the curriculum and promote independent interests and needs of the students. Library information skills are integrated into the curriculum and new technologies are integrated into the library/media centers as they become available. Each library has a number of computer terminals which provide student access to on-line sources of data and allow the district media center staff to manage all sources of data and to assess and evaluate the library's collection and services.

The student collections consist of print, non-print and computer-based resources that support the curriculum. All computers in the school libraries and classrooms have Internet access as well as access to networked CD-ROM and software programs. The print and non-print media collections are developed through teacher requests, journal reviews and relevancy to the curriculum. Collections are kept current through annual weeding in order to discard outdated and inaccurate information.

Each library is staffed with a certified professional school librarian and a paraprofessional library aide. The librarians provide instruction in information literacy skills and assist teachers and students with the acquisition and location of materials in order to integrate the libraries and their programs into all areas of the curriculum. The library aides assist with clerical duties in order to allow the librarians to work with students and staff.

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ACADEMIC GOALS

1. Reading, Writing, Speaking, and Listening. Each student shall be proficient in reading independently; reading critically in all content areas; reading, analyzing and interpreting literature; writing in narrative, informative, and persuasive modes; writing using elements of quality writing; speaking and listening; understanding the characteristics and functions of the English language; and conducting research.

2. Mathematics. Each student shall demonstrate competency in the following areas: numbers, number systems, and number relationships; computation and estimation; measurement and estimation; mathematical reasons and connections; mathematical problem solving and communication; statistics and data analysis; probability and predictions; algebra and functions; geometry; trigonometry; and concepts of calculus.

3. Science and Technology. Each student shall understand the natural world and facts, principles, theories, and laws in the areas of biology, chemistry, physics, and earth sciences. Each student shall understand that technology is the application of science to enable societal development including food and fiber production, manufacturing, building, transportation, and communication. Each student shall understand that science and technology share the use of senses, science processes, inquiry, investigation, analysis, and problem-solving strategies.

4. Environment and Ecology. Each student shall understand the components of ecological systems and their interrelationships with social systems and technologies. Each student shall understand that these components incorporate the disciplines of resource management, agricultural diversity, government, and the impact of human

actions on natural systems. Each student shall understand that this interaction leads to the study of watersheds, threatened and endangered species, pest management, and the development of laws and regulations.

5. Social Studies.

i. History. Each student shall understand the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics, and civics studies on major developments in the history of the Commonwealth, the United States, and the world.

ii. Geography. Each student shall understand the relationships among people, places, and environments; of geographic tools and methods; characteristics of place; concept of region; and physical processes.

iii. Civics and Government. Each student shall understand the concept of the United States constitutional democracy, its values and principles, and be proficient in the study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work, and international relations.

iv. Economics. Each student shall understand how individuals and societies choose to use resources to produce, distribute, and consume goods and services. Each student shall understand how economies work, economic reasoning and basic economic concepts, economic decision-making, economic systems, the Commonwealth and the United States economy and international trade.

6. Arts and Humanities. Each student shall have the opportunity to understand the forms of expression, historical and cultural context; critical and aesthetic judgment; and production performance or exhibition of work in the areas of dance, theatre, music, visual arts, language and literature.

7. Career Education and Work. Each student shall understand career options in relationship to individual interests, aptitudes, and skills including the relationship between changes in society, technology, government, and economy and their effect on individuals and careers. Each student shall understand the development of knowledge and skill in job-seeking and job-retaining skills and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

8. Health, Safety, and Physical Education. Each student shall understand the concepts and skills which affect personal, family, and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

9. Family and Consumer Science. Each student shall understand the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

10. World Languages. Each student shall have the opportunity to learn to communicate in a language other than English, including the ability to understand and interpret written and spoken language on a variety of topics and to develop knowledge and understanding of other cultures.

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Description of Academic Standards for Student Achievement
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The curricula provided for the students in the Marple Newtown School District in the areas of (1) Reading, Writing, Speaking, and Listening, (2) Mathematics, (3) Science and Technology, (4) Environment and Ecology, (5) Social Studies, (6) Arts and Humanities, (7) Career Education and Work, (8) Health, Safety, and Physical Education, (9) Family and Consumer Science, and (10) World Languages are standards-driven. The curriculum was written in each of the areas of study based upon the approved Pennsylvania Academic Standards and various other sets of standards from national organizations such as McRel (Midcontinental Regional Education Laboratory), NCTM (National Council of Teachers of Mathematics), the NCTE (National Council of Teachers of English), and MENC (Music Educators National Conference) as well as the needs of the students in the district. Local standards will be developed for areas of study for which already existing standards do not fully address that which teachers in the district determine should be included.

The major departments of math, science, English and Social Studies have identified and selected appropriate standards. Objectives for all courses are established and have been entered into CARDMAN (Curriculum and Assessment Relational Database Manager). CARDMAN has become the district's central database for storage of course descriptions and objectives. Once the objectives were entered, a thorough analysis of the objectives was completed to identify gaps which might exist in each content area. Any gaps in the content areas were addressed through a series of curriculum writing workshops. The district has continued to identify standards in other content areas, e.g. health and physical education, foreign language and business/technology education. By accessing the tools available in CARDMAN and a new initiative for curriculum mapping, teachers will be able to make linkages to the state standards by accessing a particular objective.

The written curriculum is standards based, curriculum based assessments are being developed and to enable faculty to assess student learning through the use of various assessment tools such as portfolios, multi-media recording, data folders, and proficiency checklists. Teachers will be able to use the data to modify instruction throughout the year, to identify specific areas of strength and weakness, and to inform successive grade levels of these strengths and weaknesses. Additionally, the process will improve communication with parents about their child's academic performance. The assessment processes will enable teachers to share specific information about student performance in relation to established standards. As a result of this process, high student expectations will be maintained and students will be able to take a more active role in their education.

The District's five year Curriculum Review Cycle has been implemented and the curriculum is being revised and entered into the CARDMAN database according to the approved cycle. This implementation ensures that the written and taught curriculum reflect any changes made to accommodate the continually evolving needs of the student population as well as the standards-driven curricula. The curriculum cycle process also ensures appropriate budgeting for curriculum initiatives in an on-going manner.

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Graduation Requirements

Program	Credit(s)
Health and Physical Education (Includes 9 th Grade Aquatics)	2.0
English	4.3
Social Studies	4.0
Mathematics	3.0
Sciences	3.0
Computer and Technology .5 credit in Micro Tech .5 credit in Technical Education/Communications	1.0
Visual and Performing Arts .4 credit in Music .5 credit in Art	.9
Foreign Language	1.0
FCS/Technical Education	.5
Optional Electives	3.5
Senior Project**	1.0
Total Credits	24.2

Students are encouraged to enroll in five different disciplines each semester. In addition, every student is required to enroll in a minimum of thirty periods each semester.

** The senior project is a mandated graduation requirement for the Marple Newtown School District. The purpose of the project is to provide the student with a practical learning situation and an opportunity to utilize skills and knowledge acquired over the course of their education process in a “real world” application. The project is an

individual project which the student chooses, plans, develops, and directs. The student ensures the project's success by piloting the project and taking charge of the educational experience.

Students are also required to attain a score in the basic range or higher on the PSSA or on a district level assessment that parallels the PSSA. Students who do not achieve at the basic level in any area during their junior year will be given the opportunity to be re-tested on the PSSA in that area in the fall of their senior year and, if they have not attained the basic level at that time, they will be given a district developed assessment in the spring of their senior year.

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STRATEGIC ACADEMIC GOAL

The written, taught and assessed curriculum will be standards-based and will meet diverse student needs.

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The written, taught and assessed curriculum will be standards-based and will meet diverse student needs.

OBJECTIVES IN SUPPORT OF ACADEMIC GOAL

- ❑ **All planned courses will be updated to ensure that each one is based on the approved Pennsylvania Standards.**
- ❑ **A common curriculum will be developed and implemented across the district in grades K-5.**
- ❑ **A Gifted Education program that ensures compliance with the new Chapter 16 regulations and that meets the needs of the District's Gifted students will be developed and implemented across the district.**
- ❑ **An updated Professional Education Plan to improve the delivery of differentiated, standards based instruction will be developed and implemented in the district.**
- ❑ **An assessment plan that accurately monitors students' achievement of state standards and reports the results of the assessments to the district's stakeholders will be developed and implemented**
- ❑ **A re-mediation program that ensures that all diverse students become proficient in all standards will be developed and implemented in the district.**
- ❑ **A comprehensive English as Second Language program to help students from diverse backgrounds achieve rigorous standards will be developed and implemented in the district.**
- ❑ **Years two and three of the current district technology plan will be implemented and a similar plan for the remaining four years of the strategic planning cycle will be developed and implemented.**
- ❑ **An updated special education plan will be developed and implemented to provide an appropriate education for all district special needs students.**

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Objectives/Action Planning Team Chairs/Co-chairs

- Update all planned courses to ensure that each one is based on the approved Pennsylvania Standards.

Action Team Chair: Stan Piccara

Co-Chair: ~~Barb Giorgio~~
John Sanville
Carl Funk

- Develop and implement a common curriculum across the district in grades K-5.

Action Team Chair: Tom Cook

Co-Chair: Sandy Schaal

- Develop and implement a Gifted Education program that ensures compliance with the new Chapter 16 regulations and that meets the needs of the District's Gifted students.

Action Team Chair: ~~Judy Busch~~ **Stan Piccara**

Co-Chair: Kathy Calabrese

- Develop and implement an updated Professional Education Plan to improve the delivery of differentiated, standards based instruction.

Action Team Chair: ~~Bob Pittman~~ **Connie Bompadre** Co-Chair: Lynne Klempner

- Develop an assessment plan that accurately monitors students' achievement of state standards.

Action Team Chair: ~~Rich Herbster~~ **Judy Busch** Co-Chairs: Toni Himes/~~Tina Sweeley~~

- Develop and implement a re-mediation program to ensure that diverse students become proficient in all standards.

Action Team Chair: ~~Bob Frederick~~ **Arthur Stevens** Co-Chairs: Andrea Fiorentino/Amy Gallagher

- Develop and implement a comprehensive English as Second Language program to help students from diverse backgrounds achieve rigorous standards.

Action Team Chair: ~~Dick Snow~~ **Toni Himes** Co-Chairs: Janet Daly/Sarah Winterbottom

- Implement year two and year three the current district technology plan and develop and implement a similar plan for the remaining four years of the strategic planning cycle.

Action Team Chair: Steve Subers

Co-Chairs: Don Ash/Chris Netter

- **Develop and implement an updated special education plan to provide an appropriate education for all district special needs students that is integrated with the standards based curriculum.**

Action Team Chair: Bill Duffy

Co-Chairs: ~~Arthur Stevens~~/Pat Crawford

Annette Lambeth