
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Academic Standards and Assessment Report **Tuesday, October 07, 2008**

Entity: Marple Newtown SD
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Organization Description

Marple Newtown School District

Strategic Plan

2008-2014 INTRODUCTION

The Marple Newtown School District has a long tradition of excellence in education. Marple Newtown is a suburban Philadelphia School District in Delaware County Pennsylvania. The school district services a community of more than 35,000 citizens, most of whom are involved in business and other professions. There are approximately 3,500 students enrolled in the district's K-12 schools. The high school offers a comprehensive program of studies including both vocational and academic courses. In addition, the district offers Accelerated and Advanced Placement courses in all academic areas.

The academic curriculum of the district reflects the strength of traditional academic programming while also meeting the changing needs of a technological society. The district is a clear leader in the development of high academic standards. In addition to the strong academic program which includes 20 Advanced Placement courses, 32 Honors courses are also offered to students. A variety of opportunities are also available to students through elective courses, independent study opportunities, and a wide range of extra-curricular activities and athletics. There are accelerated courses in all disciplines, a strong Gifted Support program, an Instructional Support team that helps students in need of remediation get back on grade level, and a comprehensive special education program based on an appropriate inclusion model for all students who require special services.

Marple Newtown has approximately 300 teachers, more than 215 have Master's degrees and ten have earned doctorates. Faculty members have provided leadership in county, state, and national organizations; making the district a clear leader in mathematics, social studies, foreign language and science education in the area.

Approximately 90% of graduating seniors go on to postgraduate education. Recent graduating classes have averaged in excess of \$7,000,000 in academic scholarships and almost \$500,000 in athletic grants bringing honor and recognition to the entire school community.

The six district school buildings, all over 40 years old, have recently received a Phase I renovation. These renovations include classroom and other additions, upgrades to the electrical service, upgrades of the heating, ventilation and air conditioning systems in all buildings, and the renovation of existing classrooms and other common areas in all buildings. The installation of air conditioning in all buildings allow the buildings to be available for use year round. The school board is currently considering authorizing a Phase II renovation project beginning in the high school with the other buildings to follow.

This strategic planning requirement provided an opportunity for district stakeholders to refocus on the district's mission and goals as the district prepares to face the challenges of the 21st Century. The diverse group of citizens representing every segment of the community that reviewed and revised the mission and belief statements and formulated the strategic goals helped to set the tone for the action planning committees that developed the detailed action plans which will guide the district for the next six years. The district is committed to making this strategic plan an integral part of ongoing operations. Process reviews of milestones in each action plan will insure that the district is making periodic progress toward achieving its strategic goals.

PERSONNEL:

During the 2007-2008 school year there were 3,490 students enrolled in the four elementary schools, one middle school and one high school of the district. The district currently has 317 professional employees and administrators staffed the six district schools. The district has a total of 475 full time employees and 149 part time employees, both professional and support staff provide services to the district's students.

The four neighborhood elementary schools, Culbertson, Loomis, Russell and Worrall range in size from a low of 325 students at Worrall to a high of 403 students at Culberston. Each school had one principal, one counselor, an IST teacher, a Gifted Support Teacher, a reading specialist, a librarian, a full-time nurse working in cooperation with special education, special area and regular classroom teachers. Each building is supported by an ample number of full and part time support staff.

Paxon Hollow Middle School houses 839 students. These grade sixth through grade eighth students are provided services by a staff consisting of one principal, one assistant principal, one dean, three guidance counselors, a full-time nurse, a librarian, a reading specialist, two teachers of the gifted, working in cooperation with special education, special area and regular classroom teachers. The Paxon Hollow Middle School has additional full and part time support staff.

The Marple Newtown High School houses 1,219 students in grades nine through twelve. The high school has one principal, three assistant principals, one of whom serves as the athletic director, five guidance counselors, one nurse, one librarian, two reading specialists, several teachers of the gifted and a full complement of special education, special area and regular classroom teachers. In addition, a large number of full and part time support staff work to support the delivery of educational services to the student in the building.

In addition to these building level personnel, the district employs district-wide 3.5 school psychologists, 1 K-12 curriculum supervisor for Language Arts and Federal Programs, 3 K-12 Curriculum Coordinators for Math, Science and Social Studies, 4 speech therapists, a special education supervisor, a district technology director and a full complement of central office administrators and support staff to accomplish the district mission of preparing each student for success in the 21st Century.

FACILITIES:

The district has recently embarked on an ambitious multi-million dollar building renovation program that will involve each of the six instructional facilities. Although every district school building is more than 40 years old, every building is fully air conditioned and all windows have been updated. Additionally classroom additions at the middle school, the high school and one of the elementary buildings have been completed. The high school and one of the elementary buildings have new library facilities. The first phase of the project has been completed and a second phase is on target to begin within the next year. The district is committed to providing a tremendous upgrade to the district's infrastructure and 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	403
Loomis	1957	52,060	K-5	420	336
Russell	1956	59,800	K-5	570	367
Worrall	1957	50,640	K-5	420	329
PHMS	1961	140,253	6-8	900	839
MNSHS	1957	279,972	9-12	1780	1219

TECHNOLOGY:

The District has local area networks in each building, all connected to each other through the District's wide-area network (WAN), which is a leased fiber-optic backbone. The District is connected to the Internet via a fiber backbone to the Delaware County Intermediate Unit, with Internet service provided by Widener University. The District has a student-to-computer ratio of approximately 4.75 and is in the process of developing a comprehensive plan to address technology needs across the District. For communications purposes, each classroom has a telephone and a public address system and each staff member is provided with an E-mail account. All staff are provided appropriate staff development opportunities after-school, during designated professional development days, in the Summer utilizing our 12-station training lab in the Gauntlett Center.

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 address the 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.

Core Purpose

Mission

To provide state of the art educational opportunities for all students in a safe, healthy and effective learning environment through a collaborative commitment involving students, families, staff and community

Vision

1. Learning is meaningful and relevant
2. Providing opportunities which maximize potential of students and staff
3. Building collaboration amongst all stakeholders
4. Respecting individual differences and honoring student interests
5. Ensuring availability of and access to necessary resources

Shared Values

- Students are entitled to a safe, caring learning environment which provides for interpersonal relationships, healthy lifestyles, leading-edge resources and highly-qualified staff.
- All students can learn.

- It is the responsibility of the district to provide an innovative and secure physical environment to maximize excellence in education.
- It is essential to recruit, retain and revere high quality staff.
- Student preparation for participation in the 21st Century is a priority.
- Education of our youth occurs through the supported leadership of all stakeholders.
- Collaboration between parents, educators and the community plays an integral role in student success.

Goals

Goal #1: Facilities

To make available secure, healthy and attractive facilities that provide an adequate educational environment designed for differentiated instructional practice and mastery learning.

Goal #2: Curriculum

To provide innovative curriculum and instructional strategies which enable students to communicate, collaborate and think critically.

Goal #3: Technology

To provide the resources to support informational and instructional technology in an effort to enhance student performance.

Goal #4: Staff Development

To enhance the education and performance of our students, the district will provide meaningful and differentiated staff development for all employees.

Goal: Curriculum

Description: To provide innovative standards-based curriculum, instructional strategies and assessments which enable students to communicate, collaborate and think critically.

Goal: Facilities

Description: To make available secure, healthy, and attractive facilities that provide an adaptable and functional educational environment for instructional practice and mastery learning.

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Goal: Public Relations

Description: To increase internal and external communication highlighting district news and accomplishments.

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Goal: Staff Development

Description: To provide meaningful and differentiated staff development for all employees to enhance the education and performance of our students.

Academic Standards

Marple Newtown School District

Strategic Plan

2008-2014

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.

Graduation Requirements

GRADUATION REQUIREMENTS

Program	Credit
Health/Physical Education (Including 9th Grade Aquatics)	2.0
English	4.3
Social Studies	4.0
Mathematics	3.0
Science	3.0
Applied Arts	1.0
<ul style="list-style-type: none">• 0.5 credit in Computer Tech• 0.5 credit in Technical Education/Communications	
Visual and Performing Arts	0.9
<ul style="list-style-type: none">• 0.4 credit in Music• 0.5 credit in Art	
Foreign Language	1.0
Family & Consumer Science/Technical Education	0.5
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.

(*)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 retested 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, will then be given a district developed assessment in the spring of their senior year.

Strategic 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 this strategic plan shall include the following components: a mission statement, a district vision, a listing of shared values, 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; a teacher induction 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 special education plan and a district technology plan.

The Marple Newtown School District began this cycle's strategic planning process by hiring an outside consultant as an external facilitator. After several meetings the district senior administration decided that the assistance of an external facilitator was no longer necessary. At the time the Directors of Elementary and Secondary Education became the internal facilitators for 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 meeting of the Steering Committee we reviewed the goals of the previous strategic plan. This review was followed by 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. The Steering Committee then began a review and revision of the District Mission Statement, Vision and Shared Values. After a review of the district data the Steering Committee decided upon and set the major goals for the strategic plan.

The internal facilitators then formed action planning teams for each of the major goals identified by the steering group. Each action planning team contained 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 "school person" and one "non-school 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 each 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 series of action plans was then presented 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 the final draft of the strategic plan was presented to the board for their approval prior to submission to the Department of Education.

Once the 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 objective and to evaluate the progress toward achieving the goals. Annually the chair of each action plan will report to the steering committee and then to the entire board the progress of efforts in each goal area and

make recommendations for modifications to the plan if appropriate. By integrating the Strategic Plan into the District's regular operational 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, the district will conduct an extensive review of the strategic plan and the supporting action plans during the third year of the plan. Revisions to the plan at this point will be submitted to the Department for approval.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Connie Bompadre	Marple Newtown School District	Administrator	Superintendent
Gary Becker	Marple Newtown School District	Community Representative	Superintendent
Joanne Drinkard	Marple Newtown School District	Parent	Superintendent
John Beltrante	Marple Newtown School District	Administrator	Superintendent
Joseph Driscoll	Marple Newtown School District	Administrator	Superintendent
Karen Brodsky	Marple Newtown School District	Ed Specialist - School Counselor	Superintendent
Linda Wigo	Marple Newtown School District	Ed Specialist - School Counselor	Superintendent
Lynn Lantz	Marple Newtown School District	Ed Specialist - Instructional Technology	Superintendent
Merle Horowitz	Marple Newtown School District	Administrator	Superintendent
Michelle Montgomery	Marple Newtown School District	Parent	Superintendent
Raymond McFall	Marple Newtown School District	Administrator	Superintendent
Sandra Schaal	Marple Newtown School District	Middle School Teacher	Superintendent
Stan Piecara	Marple Newtown School District	Administrator	Superintendent
Suzanne Mecouch	Marple Newtown School District	Middle School Teacher	Superintendent
Teresa Appleby	Marple Newtown School District	Secondary School Teacher	Superintendent
Toni Himes	Marple Newtown School District	Other	Superintendent

Goals, Strategies and Activities

Goal: Curriculum

Description: To provide innovative standards-based curriculum, instructional strategies and assessments which enable students to communicate, collaborate and think critically.

Strategy: Data Driven Decision Making and Instruction

Description: Improve academic rigor and performance for all students using data driven decision making and instruction.

Activities:

Activity	Description	
Benchmarking	Establish benchmark years and use testing and other determined data to identify struggling and gifted.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Start:8/25/2008 Finish: 1/5/2014	\$3,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Student PSSA data, Terra Nova data		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

		<p>interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data 	

Activity	Description	
Determine Data Needs	Determine what data is needed to identify instructional needs of all students including struggling students and gifted students.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Start: 8/25/2008 Finish: 1/5/2014	\$6,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The type and quality of data needs to drive instruction.	PVAAS, Terra Nova data, Classroom based assessments	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) 	

<ul style="list-style-type: none"> superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data 	

Activity	Description	
Instructional Practice	Increase use of data driven instruction in all classrooms.	
Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Start:8/25/2008 Finish: 1/5/2014	\$12,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Professional development workshops for teachers in data driven instruction (Formative Assessment) and Differentiated Instruction.		<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice,

		<p>with attention given to interventions for struggling students.</p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA 	

<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio
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Activity	Description	
Mandatory Courses	Create and implement K-12 program of mandatory courses for identified struggling students. Provide professional development workshops for teachers in D3M using formative and assessment and Differentiated Instruction.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Start:8/30/2010 Finish: 8/5/2012	\$4,000.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Formative assessments and data driven decision making.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in

		<p>instructional decision-making.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio developmen (Student portfolios can be shared between faculty as students move from grade to grade.) 	

<ul style="list-style-type: none"> mentoring Journaling and reflecting 	
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Strategy: Dual Enrollment/College Level Academic Experience

Description: Expand programs offering college level academic experience to enhance the academic rigor of the high school program.

Activities:

Activity	Description	
Dual Enrollment Program	Expand our dual enrollment program to include multiple colleges.	
Person Responsible	Timeline for Implementation	Resources
Stan Piecara	Ongoing	\$50,000.00

Activity	Description	
Multiple Models	Explore multiple models of dual enrollment: students traveling to college campus, current faculty serve as ad junct faculty to participating institution, online options, offer DCCC remedial math and English course on site.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$0.00

Activity	Description	
Promotion of Dual Enrollment	Continue to promote the dual enrollment options to students to increase the number of students participating.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$600.00

Strategy: Foreign Language

Description: To increase academic rigor in Foreign Language

Activities:

Activity	Description	
Alternative Scheduling	Explore alternate scheduling models to allow for greater credit capacity over 4 years in the high school.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$2,000.00

Activity	Description	
Course Offerings	Increase course offerings in Foreign Language: American Sign Language, Latin	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$160,000.00

Activity	Description	
Graduation Requirements	Increase graduation requirements for Foreign Language	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$216,000.00

Strategy: Mathematics

Description: To increase academic rigor in mathematics.

Activities:

Activity	Description	
Alternate Schedules	Explore alternate scheduling models to allow for greater credit capacity over 4 years in the high school.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$8,000.00

Activity	Description	
Graduation Requirements	To increase graduation requirements in mathematics.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$12,000.00

Activity	Description	
Math/Science Correlation	To develop a greater correlation between math and science courses, specifically at the secondary level.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Start: 8/25/2008 Finish: 1/5/2014	\$3,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Math and Science standard will be more in alignment.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Science and Technology Mathematics

<ul style="list-style-type: none"> School counselors 	<ul style="list-style-type: none"> High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Portfolio 	

Strategy: Physical Education

Description: To develop alternate methods to achieve Physical Education credit.

Activities:

Activity	Description	
Alternate Schedules	Explore alternate scheduling models to allow for greater physical education credit over 4 years in high school.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$2,000.00

Activity	Description	
PE Credit	Investigate Alternative Physical Education credit opportunities.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$300.00

Strategy: Science

Description: To increase academic rigor in the sciences.

Activities:

Activity	Description	
Alternate Schedules	Explore alternate scheduling to allow for greater credit capacity over 4 years in high school.	
Person	Timeline for Implementation	Resources

Responsible		
Raymond McFall	Ongoing	\$2,000.00

Activity	Description	
Graduation Requirements	Increase graduation requirements in science to 4 high school credits.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$135,000.00

Activity	Description	
Lab courses	Provide lab-based science classes at all levels.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Start:8/25/2008 Finish: 1/5/2014	\$24,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Inquiry based instruction and scientific literacy		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

		<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Student PSSA data • Participant survey • Portfolio 	

Activity	Description
Science/Math Correlation	To develop greater correlation between science and math courses at the secondary level.

Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Start:8/29/2008 Finish: 8/29/2014	\$600.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Alignment of science and math standards.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Science and Technology • Mathematics

	<ul style="list-style-type: none"> High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA 	

Strategy: Technology

Description: To increase academic rigor in the teaching and integration of Technology.

Activities:

Activity	Description	
Alternate Schedules	Explore alternate scheduling models to allow for greater credit capacity over 4 years in high school.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$1,000.00

Activity	Description	
Course offerings	Increase course offerings in technology	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$12,000.00

Activity	Description	
Graduation Requirements	Increase graduation requirements in technology. Vertically align the curriculum, develop ability-based options to satisfy current requirements, and provide high school credit for courses taken in middle school.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$1,200.00

Activity	Description	
Integration	Integrate technology across the curriculum. Provide laptops for classroom use, increase on-line learning, increase IT support.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$2,400,000.00

Goal: Facilities

Description: To make available secure, healthy, and attractive facilities that provide an adaptable and functional educational environment for instructional practice and mastery learning.

Strategy: Educational Needs

Description: to upgrade or renovate the Marple Newtown School District buildings and grounds to meet all current and foreseeable future educational needs. Needs include the following: full day kindergarten, replacement of outdated instructional tools, upgrade and renovate buildings to provide appropriate size classrooms, and upgrade and renovate buildings to provide appropriate storage.

Activities:

Activity	Description	
Districtwide Feasibility Study	Conduct districtwide feasibility study for renovations of remaining buildings	
Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Start:7/2/2012 Finish: 7/2/2012	\$100,000.00

Activity	Description	
Facilities for Full day Kindergarten	Provide appropriate facilities to accomodate full day kindergarten program.	
Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Start:7/2/2012 Finish: 1/5/2014	\$2,000,000.00

Activity	Description	
Renovate High School	Update and renovate buildings to provide appropriate size classrooms.	
Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Start:9/2/2008 Finish: 1/2/2011	\$50,000,000.00

Activity	Description
Roof renovations	Upgrade and renovate building roofs.

Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Start: 7/1/2008 Finish: 1/5/2014	\$6,000,000.00

Strategy: Infrastructure Needs

Description: To upgrade or renovate the Marple Newtown School District buildings and grounds to meet all current and foreseeable infrastructure needs.

Activities:

Activity	Description	
Electrical systems	Repair, renovate, and/or replace electrical systems as needed.	
Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Start: 7/1/2008 Finish: 6/30/2014	\$300,000.00

Activity	Description	
Technology	Upgrade and renovate Technology infrastructure.	
Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Start: 7/1/2008 Finish: 6/30/2014	\$300,000.00

Strategy: Regulatory Requirements

Description: To upgrade or renovate the Marple Newtown School District buildings and grounds to meet all governmental regulatory requirements.

Activities:

Activity	Description	
ADA Upgrades	All buildings and grounds will be upgraded and/or renovated to meet current regulations.	
Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Start: 7/1/2008 Finish: 6/30/2014	\$150,000.00

Activity	Description	
Asbestos Abatement	100% asbestos abatement from all district buildings.	
Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Start: 7/1/2008 Finish: 6/30/2014	\$150,000.00

Activity	Description
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Integrated Pest Management	Implement an integrated pest management control system throughout the district.	
Person Responsible	Timeline for Implementation	Resources
Stan Piecara	Start:8/28/2008 Finish: 8/28/2014	\$6,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of integrated pest management	Staff will become familiar with MSDS information on integrated pest management	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	

specialists		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Evaluation form 	<ul style="list-style-type: none"> Evaluation form (Professional development activity evaluation form will be completed by all participants.) 	

Strategy: Security Renovations

Description: To upgrade or renovate the Marple Newtown School District buildings and grounds to provide a secure environment for students and staff as well as protect the property.

Activities:

Activity	Description	
Alarm systems	Install alarm systems throughout the district.	
Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Start: 7/1/2009 Finish: 6/30/2010	\$600,000.00

Activity	Description	
Emergency Management	Install systems and provide staff to secure buildings during and after school hours.	
Person Responsible	Timeline for Implementation	Resources
Stan Piecara	Start: 8/27/2008 Finish: 8/28/2014	\$300.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of incident command and emergency management systems including the One-Plan.	Research on best practices is presented.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of

		<p>classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Lesson modeling with mentoring Journaling and reflecting Table top exercise 	<ul style="list-style-type: none"> Evaluation form (Evaluation of professional development activity will be completed) Table top activity (Simulations will be completed) 	

Activity	Description	
Establish a Culture of Security	Introduce and monitor a cultural change promoting maintenance of secure and safe buildings.	
Person Responsible	Timeline for Implementation	Resources
Stan Piecara	Start:8/27/2008 Finish: 8/28/2014	\$300.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Knowledge of community, Incident command system, MSDS, etc.</p>		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

		<ul style="list-style-type: none"> Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussions Tabletop exercises 	<ul style="list-style-type: none"> Participant survey Tabletop exercise (Tabletop exercises will occur on a regular basis. Results will be reviewed and plan updated.) Monthly safety drill (Monthly reports will be prepared and reviewed. Plans will be revised as needed.) 	

Activity	Description	
Security Department	Restructure security department	
Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Start:9/3/2008 Finish: 1/6/2013	\$200,000.00

Activity	Description	
Surveillance	Install video surveillance where appropriate.	
Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Start:7/1/2009 Finish: 6/30/2010	\$600,000.00

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Grade level appropriate math

Description: Integrate grade appropriate mathematics vocabulary.

Activities:

Activity	Description	
Assessment Anchors	Realignment of curriculum to the PDE Assessment Anchor Content Standads.	
Person Responsible	Timeline for Implementation	Resources
Stan Piccara	Ongoing	\$900.00

Activity	Description	
Vocabulary	Teachers and staff will use grade level vocabulary in an ongoing manner throughout the school year. Materials and model strategies for successful use will be presneted during inservice and/or classroom visits.	
Person Responsible	Timeline for Implementation	Resources
Stan Piccara	Start:8/29/2008 Finish: 8/2/2009	\$500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Mathematics vocabuailry, teaching strategies		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-

		<p>making.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Mathematics
Follow-up Activities		Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling 		<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data

with mentoring	
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Goal: Public Relations

Description: To increase internal and external communication highlighting district news and accomplishments.

Strategy: External Stakeholders

Description: Foster relationships between the school district and the components of the community it serves.

Activities:

Activity	Description	
District Information	Provide seamless access to district information including but not limited to the newspaper, cable television, district web pages and a district newsletter.	
Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Start:7/1/2008 Finish: 7/1/2008	\$600.00

Activity	Description	
Partnerships	Strengthen existing partnerships that support the Marple Newtown School District mission, vision and shared values. Establish new community partnerships by developing a list of agencies, businesses and individuals and soliciting their involvement with existing foundations and school programs.	
Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Start:7/1/2008 Finish: 7/1/2008	\$0.00

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Strengthening Literacy K-12

Description: Increase student achievement in literacy through increases curricular rigor and options K-12.

Activities:

Activity	Description	
Academic Rigor	Increase coordination and rigor of the K-2 elementary program literacy program through the use of formative assessments, more challenging curriculum and revised scheduling. Staff development needed in areas of using formative assessment and curriculum revision.	
Person Responsible	Timeline for Implementation	Resources

Constance Bompadre	Start:7/1/2008 Finish: 7/4/2010	\$200.00
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Activity	Description	
High School Program	Restructure the high school Reading Strategies and Direct Instruction reading classes to deliver a more effective curriculum to meet the needs of more students. Staff will meet together and with Special Education Coordinator and Language Arts Supervisor to define curriculum.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Start:5/20/2008 Finish: 5/2/2010	\$200.00

Activity	Description	
Middle School	Implement cycle classes at the middle school to provide reading enrichment of advanced students and to provide increased targeted instruction to students scoring below proficient on the state assessment. Staff will meet with Principal, Language Arts Supervisor, and Reading Specialist to develop curriculum.	
Person Responsible	Timeline for Implementation	Resources
Stan Piecara	Start:6/2/2008 Finish: 5/3/2009	\$200.00

Goal: Staff Development

Description: To provide meaningful and differentiated staff development for all employees to enhance the education and performance of our students.

Strategy: Best Practices

Description: Modeling best practices in the field of education to ensure that students have the opportunity to achieve 21st Century skills.

Activities:

Activity	Description	
Differentiated Instruction	Teachers will receive training in the use of Differentiated Instructional practices to meet the needs of all students. Training includes: needs assessment, grade level sharing, workshops, visitations, peer observations and model lessons.	
Person Responsible	Timeline for Implementation	Resources
Stan Piecara	Start:5/8/2008 Finish: 1/1/2014	\$12,000.00
Professional Development Activity Information		
Number of Hours Per	Total Number of	Estimated Number of Participants Per

Session	Sessions Per School Year	Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> School Entity 	Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of needs assessments, curriculum articulation, and model lessons.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school 	

	(grades 9-12)	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Review of participant lesson plans 	

Strategy: Specially designed instruction

Description: Teachers will receive training in the use of specially designed instruction to meet the needs of our diverse student population.

Activities:

Activity	Description	
Co-Teaching	Training for special education and regular education teachers in inclusive practices using a co-teaching model.	
Person Responsible	Timeline for Implementation	Resources
William Duffy	Start:8/25/2008 Finish: 1/1/2014	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Training in best practices for effective co-teaching models will be investigated and implemented in an inclusive		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content</u>

environment.		<p><u>knowledge</u> in the area of the educator's certification or assignment.</p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data 	

involvement of administrator and/or peers <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio
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Activity	Description	
Parallel Curriculum and Legal Requirements	Using UbD model the faculty will develop parallel curriculae for core subjects to meet the needs of students with IEP's and GIEP's. All professional staff will receive updates in special education law as needed.	
Person Responsible	Timeline for Implementation	Resources
William Duffy	Start:9/1/2008 Finish: 1/1/2014	\$6,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Development of a parallel curriculum for gifted and special needs students.		<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of

		<p>classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of written reports summarizing instructional activity 	

Strategy: Understanding by design

Description: The faculty will use the Understanding by Design Model as a guide to curriculum design and development using the district approved 7 year curriculum cycle timeframe.

Activities:

Activity	Description	
Big Ideas and Essential Questions	Using the UbD model, content curriculum committees will identify "Big Ideas" based on PA Academic Standards, and develop Essential Questions to drive curriculum and instruction.	
Person Responsible	Timeline for	Resources

	Implementation	
Constance Bompadre	Start:8/25/2008 Finish: 1/5/2014	\$18,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Learning to write essential questions.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing</u>

		<u>resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity 	

Activity	Description	
Essential Questions	As curriculum is implemented through the 7 year curriculum cycle, teachers will receive training in the preparation and use of essential questions.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start: 1/5/2009 Finish: 1/1/2014	\$6,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Preparation and use of essential questions.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary 	

<ul style="list-style-type: none"> • Superintendent / asst. superintendents • School counselors 	<ul style="list-style-type: none"> • (grades 2-5) • High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Review of participant lesson plans 	

Activity	Description	
Summative Assessment	Using the UbD model, content specific committees will identify what evidence of students understanding will be required to meet standards by developing summative assessments.	
Person Responsible	Timeline for Implementation	Resources
Constance Bompadre	Start:9/8/2008 Finish: 1/1/2014	\$6,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Faculty will identify evidence of student understanding and requirements to ensure student proficiency.		<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on

		<p>research on effective practice, with attention given to interventions for struggling students.</p> <ul style="list-style-type: none"> • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data 	

administrator and/or peers <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA • Classroom student assessment data • Portfolio
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Activity		Description	
Tech Paths		As curriculum is implemented through the 7 year curriculum cycle, teachers will receive training in the use of TechPaths.	
Person Responsible	Timeline for Implementation	Resources	
Joseph Violanti	Start:9/8/2008 Finish: 1/1/2014	\$6,000.00	
Professional Development Activity Information			
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year	
0	0	0	
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status	
Marple Newtown School District	<ul style="list-style-type: none"> • School Entity 	Approved	
Knowledge and Skills	Research and Best Practices	Designed to Accomplish	
Teachers will become familiar with and proficient in the use of curriculum mapping software.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>	

		<ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Portfolio 	

Activity	Description	
Unit Design	Using the UbD model, content specific and cross-content grade level curriculum committees will develop curriculum units.	
Person Responsible	Timeline for Implementation	Resources
Constance Bompadre	Start:9/8/2008 Finish: 1/1/2014	\$12,000.00
Professional Development Activity Information		

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Content specific units will be generated by for all levels.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Journaling and reflecting 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity 	

Activity	Description	
Unpack the Standards	Unpack the standards and align K-12 curriculum to PA academic standards. .	
Person Responsible	Timeline for Implementation	Resources
Constance Bompadre	Start:5/1/2008 Finish: 1/1/2014	\$18,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	6	24
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marple Newtown School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Content specific curriculum committees will use the UbD model to unpack PA Academic standards and write curriculum that is aligned to	Ed. Gov Articles	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Enhances the educator's

<p>PA Academic standards. Teachers will be trained in the use of the Tech Paths Software.</p>		<p><u>content knowledge</u> in the area of the educator's certification or assignment.</p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school 	

<ul style="list-style-type: none"> • Other educational specialists 	(grades 9-12)	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Student PSSA data • Review of participant lesson plans • Review of written reports summarizing instructional activity 	

Measurable Annual Improvement Targets

Action Plans are constructed annually, to set forth both a plan of action and time line for the improvement of student achievement. A vast portion of these Action Plans are developed to help more and more students increase their performance on the PSSA. Past PSSA data is gathered and analyzed, looking for patterns and/or trends. Subgroup data, as well as individual student data is examined so that the specific needs of each subgroup and/or student can be better addressed. Ultimately, it is our hope that all students will “grow” in their knowledge and skill acquisition annually, and are able to demonstrate that growth in a variety of different assessments.

In addition to performance on the PSSA and other district benchmark assessments, student successful completion of district courses and assessments is extremely important. Shown below are the secondary school's delineation of education benchmarks that are in place for promotion to the following grade. Similarly, there are benchmarks in place at the elementary level that serve as guides for promotion purposes.

EDUCATIONAL BENCHMARKS for PROMOTION to the FOLLOWING GRADE

PROMOTION (MIDDLE SCHOOL)

To be admitted to the Marple Newtown Senior High School a student must pass Math, English, Social Studies, and Science in the eighth grade.

Failed subjects in any of the above areas must be made up in one of the following ways:

- Summer School.
- Pre-approved alternative program.

MARPLE NEWTOWN HIGH SCHOOL — PROMOTION POLICY

Marple Newtown Senior High students are expected to take a minimum of 30 class periods per week per semester. Students must also comply with attendance and credit requirements for promotion from one grade to the next.

In order to be promoted from Freshman (9th grade) to Sophomore status (10th grade) with all the rights and responsibilities pertaining thereunto, a student must attain passing grades (70-100) in at least 6 credits.

In order to be promoted from Sophomore (10th grade) to Junior status (11th grade) with all the rights and responsibilities pertaining thereunto a student must attain passing grades (70-100) in at least 12 credits.

In order to be promoted from Junior status (11 grade) to Senior status (12th grade) with all the rights and responsibilities pertaining thereunto a student must attain passing grades (70-100) in at least 17 credits.

Curriculum, Instruction and Instructional Materials

The Marple Newtown curriculum is defined as all planned learning activities of the schools, such as the courses of study, subjects, classes, and organized group activities provided by the school. Per Board policy the curriculum of this district:

- Is consistent with written goals, objectives and identified pupil needs.
- Develops individual talents and interests and serves diverse learning styles to motivate pupil achievement.
- Provides:
 - a. For continuous learning through effective articulation among the schools of this district.
 - b. All pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program.
 - c. All pupils guidance and counseling to assist in career and academic planning.
 - d. A continuum of educational programs and services for all handicapped children, pursuant to law and regulation.
 - e. Bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation.
 - f. Compensatory education programs for pupils, pursuant to law and regulation.
 - g. All pupils equal educational opportunity, pursuant to law and regulation.
 - h. Career awareness and vocational education, pursuant to law and regulation.
 - i. Educational opportunities for exceptionally gifted and talented pupils.

Marple Newtown School District Curriculum Guides contain, as appropriate to the course of study:

1. Objectives of the course of study.
2. Concepts and skills to be taught.
3. Attitudes and appreciations to be developed.
4. Suggested activities designed to achieve the objectives.
5. Suggested methods of instruction.
6. Evaluation criteria intended to test the extent to which learning objectives have been achieved.
7. A reading list of supplemental titles for the guidance of teachers.

Each course guide shall be construed as providing a basic framework for the course of study. Within this framework, each teacher shall use the course guide in a selective manner best designed to meet the needs of students.

Assessments and Public Reporting

The following guidelines regarding district assessments are considered:

1. A balanced K-12 assessment program includes appropriate timing, type and amount of testing administered.
2. Students should be assessed at significant transition points in their school career in order to

evaluate their own progress from year to year, as well as their progress compared to other students.

3. Assessment should enable professional staff to ascertain strengths and weaknesses of the curriculum through internal and external standards.

4. Assessment should monitor student progress and measure the effectiveness of the curriculum in addressing individual needs.

5. Assessment reports provide accountability to the community regarding effective delivery of the curriculum.

6. Assessment drives curriculum improvements and program delivery to increase student learning.

7. Assessment allows professional staff to determine the validity of their observations regarding student levels of achievement.

8. Standardized testing should not be used as the sole criteria for student placement.

9. Assessment practices should be continuously reviewed and updated as necessary.

Annually, the district reports out to staff, students, parents, and the community on student performance on the PSSA. Public reporting occurs in a variety of venues — district website, district newsletter — local newspapers, and our annual NCLB Report Card document.

The district provides assistance to students not attaining academic standards at the proficient level, and has remediation plans in place.

Targeted Assistance For Struggling Students

Refer to the steps listed in the Report for Struggling Schools.

Support for Struggling Schools

All of our schools have historically met AYP for the general population. No school is in School Improvement. The following steps have been taken to address the performance of our IEP subgroup.

Action steps taken at the secondary Level:

- Increased use of technology
 - Kid Biz/Teen Biz
 - PLATO
 - Study Island
 - Interactive Smart Boards to engage students
 - Achieve 3000
 - Academy of Reading
- 6-12 Language Arts adoption
- Increase focus on non-fiction as emphasized in the PSSA

- Addition of a Reading Specialist at the Middle School
- Addition of a Math Specialist at the High School
- Homework Club program at the middle school
- After school/before school tutoring at the high school
- Increased use of student data (PVAAS and e-Metrics) by classroom teachers.
- PSSA math packets developed and distributed to teachers
- Addition of math guided study program at the high school — started 2 years ago
- Addition of reading guided study program at the high school — started 2 years ago
- Addition of Reading Specialist at the high — last year
- Developing a model for identifying at risk students using test data
 - Previous PSSA scores
 - 9th and 10th grade S-Test results
 - Math performance — current and past
 - Increased interventions for identified students
- Curriculum revision to include increased use of graphing calculators, particularly in Concept level courses
- Special Education teachers have increased professional development in Math
- Brain based research has shown that using medicine balls as “chairs” allows certain students to focus better on the task at hand. For the 4th marking period the high school remedial reading classes are using this strategy in their classes and will assess its effectiveness with our students.
- Another interesting strategy that we will use with IEP students based on recent research is that physical activity prior to examinations helps to stimulate the brain. We are going to begin each PSSA testing day with a physical education class and then administer only one section of the PSSA each day.

- Addition of curriculum coordinators in core subject areas.

Language Arts

- Targeting students for reading — AYP data analysis and interventions designed
- Reading specialists have created a training session that all teachers have completed
- Eligible content review with faculty

Mathematics

- Worked on open ended questions with faculty and students
- Provided additional open ended materials
- Provided information for increased use of calculators and calculator materials
- Followed PSSA testing guidelines for mid-year — calculator usage and extended time
- Revising mid-year and end of year exams to reflect format of PSSA

Science

- Worked with teachers on understanding standards
- Worked with teachers to realign middle school science
- Assessing feedback on the first administration of the PSSA science test
- Met with each principal about the PSSA test questions and concerns about the science PSSA taken this year.

Qualified, Effective Teachers and Capable Instructional Leaders

It is the intention of the Marple Newtown School District to hire only highly qualified teachers. Therefore it is every teacher's responsibility to help students become proficient in reading and mathematics, successfully graduate, and become productive citizens. In the event that no such qualified individual could be found, then the district would go through the appropriate channels to secure the services of a qualified individual for whom we may need to acquire an emergency or intern certificate. This avenue would only be pursued as a last possible resort.

To help lead our staff of professionals, there are approximately **27** teachers who serve in a staff leadership role, either as a curriculum coordinator, curriculum liaison, grade level leader, *or mentor*. Each of these individuals has a full teaching schedule, but is compensated for his/her time, expertise, and guidance to fellow colleagues with a supplemental contract or *contracted hourly wage*. Staff leaders report directly to their respective building principals. Their work at the building level and/or across levels is coordinated at the central office level with the appropriate Curriculum Supervisor.

Parent and Community Participation

The Marple Newtown School District recognizes that a child's education is a responsibility shared by the school and family and agrees that to effectively educate all students, the school and parents/guardians must work as knowledgeable partners. Board Policy, and in some cases NCLB legislation, provides parents/guardians with the opportunity to review curriculum, textbooks and other resources materials, and to examine the credentials of their children's teachers.

Parent/Guardian and family involvement is an ongoing process that helps parents/guardians and families to meet their basic obligation as their child's first educator, promotes clear two-way dialogue between home and school and supports parents/guardians as leaders and decision makers at all levels concerning the education of their children. With the implementation of Edline, an online performance monitoring system, at the secondary level, timely communication between students, parents and faculty occurs to facilitate and promote student success.

Marple Newtown School District offers a plethora of avenues for communication among all Marple Newtown community stakeholders. This includes, but not limited to, the following:

- Monthly special education parent meetings with the Marple Newtown Special Education administrative leaders
- Ongoing IEP meetings with parents of students with disabilities
- Early Intervention meetings with parents, administrators and DCIU representatives twice a year
- Monthly rotary meetings (business community)
- Science partnerships with United States Forest Service
- Business and community partnerships
- Foreign Language partnerships with the Lions Clubs International and the German American Partnership Program
- Over 12 Strategic Planning meetings and Middle States Advisory Committee meetings in 2007-2008 with board members, parents, teachers, support staff, community members and administrators

Pre-Kindergarten Transition

No pre-kindergarten program is offered.

Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
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Signatures

Date Submitted to PDE _____

School District/AVTS/Charter School

Name: _____

Address: _____

_____ Zip Code: _____

IU#: _____

Chief School Administrator: _____

Telephone (area code): _____ # _____

We affirm that this Academic Standards and Assessment report was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the report was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or a minimum of 28 days whichever comes first.

Signature
School Board Secretary

Date

Signature
School Board President

Date

Signature
Chief School Administrator

Date