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# Pennsylvania Department of Education

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

## **Professional Education Report** **Tuesday, October 07, 2008**

**Entity:** Marple Newtown SD  
**Address:** 40 Media Line Rd Ste 206  
Newtown Square, PA 19073-0000  
**Phone:** (610) 359-4256  
**Contact Name:** Merle Horowitz

## Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beverly Blumberg	Marple Newtown School District	Elementary School Teacher	Superintendent
Connie Bompadre	Marple Newtown School District	Administrator	Superintendent
Deborah Ryan	Marple Newtown School District	Other	Superintendent
Donald Sloat	Marple Newtown School District	Secondary School Teacher	Superintendent
John Newel	Marple Newtown School District	Community Representative	Superintendent
Karen Carr	Marple Newtown School District	Special Education Representative	Superintendent
Kathy Fastman	Marple Newtown School District	Parent	Superintendent
Lynne Klempner	Marple Newtown School District	Elementary School Teacher	Superintendent
Marty Godfrey	Marple Newtown School District	Business Representative	Superintendent
Merle Horowitz	Marple Newtown School District	Administrator	Superintendent
Michael Raines	Marple Newtown School District	Community Representative	Superintendent
Sandra Schaal	Marple Newtown School District	Middle School Teacher	Superintendent
Sherry Nash	Marple Newtown School District	Elementary School Teacher	Superintendent
Stan Piecara	Marple Newtown School District	Administrator	Superintendent
Suzanne Mecouch	Marple Newtown School District	Middle School Teacher	Superintendent

## Needs Assessment

### Needs Assessment for Strategic Planning

1. **Student Achievement Data:** The Marple Newtown School District (MNSD) organizes, analyzes and evaluates student data on an ongoing basis. The district utilizes a variety of assessment tools to gauge students' academic growth throughout the course of our students' career. In addition to the PSSA, MNSD offers the following assessments:

- Phonemic Awareness Inventory in Kindergarten
- Concepts of Print Checklist in Kindergarten
- Trifold Retellings of Text with Writing in Kindergarten and 1<sup>st</sup> Grade

- DRA (Directed Reading Activity)- Comprehension & Fluency Check end of grade level 1-3
- Instructional Reading Inventories (IRIs) — As needed on an Individual Basis
- DIBELS — Assessing early literacy skills, phonics in grades K-2
- Foundations — Ongoing through Dictations in K & 1<sup>st</sup> Grade
- Earobics — Ongoing
- Achieve 3000 — Level Set Test 3 times a year
- Terra Nova — Comprehension & Vocabulary in Grades 2 & 7 in November
- Harcourt Assessments — Theme 1 & 4 required for Comprehension, Fluency, Vocabulary, Phonics and Writing in October & May
- MNSD Writing Assessment — Annually conducted in the fall and spring in grades 3-10
- English Language Learner (ELL) Standardized Testing — Conducted each spring (ACCESS)
- Gifted Support Screenings — Occur annually
- Gates MacGinitie — Comprehension & Vocabulary for all 6<sup>th</sup> Grade Students & Remedial and Special Education Students in 7<sup>th</sup> & 8<sup>th</sup> Grades
- Elementary Mathematics Placement Tests in September
- Mid-Year Mathematic Assessments Grades 1-5 in February
- End —Year Mathematics Assessments Grades 1-5 in May
- PSAT in Grades 10 & 11
- Paxon Hollow (PH) Finals
- Marple Newtown High School (MNHS) Midterms and Finals

At both the elementary and middle school levels, the MNSD has a clearly articulated process of assessing students throughout the year. The four elementary schools in the MNSD assess student performance using a standards-based reporting system. This report card was developed a year ago with input from the parents, staff and students. Students are assessed multiple times throughout the school year on specific standards-based skills and concepts which are reflective of the Pennsylvania Department of Education's (PDE) academic standards. This reporting system is designed to focus on student progress made towards the standards by marking period, as well as, the accomplishment of the standard by the end of the year.

At the secondary level, teachers have developed grading policies by content for grades 6-12. The Marple Newtown School District recognizes that a system of assessing student achievement can help students, teachers and parents gauge a student's progress toward personal, educational goals. Teachers met and defined course grades in terms of a combination of formal, authentic and professional assessments. Methods of assessment are appropriate to the course of study and the maturity of the students. Teachers developed consistency across grade levels; so that, course expectations were clear to all involved.

2. **Staff Development Needs:** The Marple Newtown School District assesses the needs of our students and staff on a regular basis. At the start of the strategic planning process, a

perception survey was sent to community members, parents, staff and students. The steering committee for strategic planning analyzed the responses and listed strengths and needs. This information was shared with each action planning team along with suggestions to consider from the steering committee.

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At the District Level:

- Strategic Planning Goals and Recommendations reviewed
- Developed a new 7 year Curriculum Review Cycle
- Re-align Curriculum with standards based on feedback from faculty and coordinators/supervisor
- Curriculum Directors, Coordinators/Supervisors, along with the Technology

Department, meet monthly to discuss curricular issues

- Federal Programs monitoring reports are prepared and files
- District Surveys for technology and professional development are conducted periodically
- English Language Learner annual parent meetings are held each fall
- Annual Gifted Education Screenings Occur
- Annual CPR courses are offered for all staff
- Review of District Assessments are conducted throughout the school year
- The Marple Newtown School District participates in the Middle States Accreditation for Growth (AFG) process

At the Staff Level:

- Professional Development Committee meets monthly

offerings

- i. reviews all requests for professional development

and further needs

- ii. evaluates all opportunities for strengths, weaknesses

feedback from staff following each in-service activity

- iii. on-line survey developed and implemented to get

support staff in planning

- iv. expanded membership to include non-professional

- Induction Plan

- i. evaluated and updated on a yearly basis

- ii. new teachers surveyed

mentor

iii. encourage tenured staff to lead workshops and

- Building Council meet monthly with principals
- Staff Advisory Council (SAC) meets monthly with the Superintendent of Schools

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At the Student Level:

- Review of assessment results occur regularly
  - i. Standardized tests
  - ii. PSSA, SAT, PSAT
  - iii. Reading , math and writing
- Input from Student Council, Interact Club and a Student Advisory group who meets regularly with the principal
- Annual Survey of graduates is conducted yearly by the guidance department & the Delaware County Community College
- Survey of graduates is conducted every 3 years by the district in conjunction with Futuristics
- Progress of Title programs is shared and reported
- Dropout Statistics are gathered and analyzed
- Analysis of discipline records is conducted (Anti-Bullying Efforts)
- Safe and Drug Free Schools survey conducted annually

At the Community Level:

- Parent Teacher Organizations (PTOs) meet on a monthly basis
- PTO Presidents meet with the Superintendent of Schools on a monthly basis
- Curriculum, Instruction & Technology Committee (CIT) meets monthly with the school board
- Tiger Foundation awards grants to teachers in the Marple Newtown School District
- Business Partnerships have supported the delivery of curriculum
  - i. Lyondell (Science)
  - ii. National Forestry Council (Environmental Science)
  - iii. Bryn Maur Trust (Mathematics/Social Studies)

- iv. Local Historical Sites (History)
- v. GAPP (German American Partnership Program)
- vi. Delaware Chamber of Commerce (Career Education)
- vii. Delaware County Intermediate Unit

## Professional Education Action Plan

### **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"> <li>• School Entity</li> </ul>	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"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u></li> </ul>

		<p>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"> <li>• 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
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**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul>

<b>Activity</b>	<b>Description</b>
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
<b>Professional Development Activity Information</b>		
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"> <li>• School Entity</li> </ul>	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"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>

		<ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> </ul>	

Activity	Description	
Instructional Practice	Increase use of data driven instruction in all classrooms.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Merle Horowitz	Start:8/25/2008 Finish: 1/5/2014	\$12,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

Marple Newtown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Professional development workshops for teachers in data driven instruction (Formative Assessment) and Differentiated Instruction.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	

specialists		
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul>	

<b>Activity</b>	<b>Description</b>	
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.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Raymond McFall	Start:8/30/2010 Finish: 8/5/2012	\$4,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Marple Newtown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Formative assessments and data driven decision making.		<i>For classroom teachers, school counselors and education specialists:</i>

		<ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
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**Educator Groups Which Will Participate in this Activity**

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

administrator and/or peers <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio development (Student portfolios can be shared between faculty as students move from grade to grade.)</li> </ul>
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**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

**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	
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	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"> <li>School Entity</li> </ul>	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"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst.</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>Science and Technology</li> </ul>

<ul style="list-style-type: none"> <li>principals</li> <li>School counselors</li> </ul>	<ul style="list-style-type: none"> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Portfolio</li> </ul>	

**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

**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 Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$2,000.00

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

		<ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Participant survey</li> <li>Portfolio</li> </ul>	

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
<b>Professional Development Activity Information</b>		
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"> <li>School Entity</li> </ul>	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"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Science and Technology</li> <li>• Mathematics</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> </ul>	

<ul style="list-style-type: none"> <li>Peer-to-peer lesson discussions</li> </ul>	
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**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

**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: 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	
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	
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"> <li>School Entity</li> </ul>	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"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> <li>Evaluation form</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation form (Professional development activity evaluation form will be completed by all participants.)</li> </ul>	

**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	
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"> <li>• School Entity</li> </ul>	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"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data to</u></li> </ul>

		inform decision-making. <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Lesson modeling with mentoring</li> <li>Journaling and reflecting</li> <li>Table top exercise</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation form (Evaluation of professional development activity will be completed)</li> <li>Table top activity (Simulations will be completed)</li> </ul>	

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
<b>Professional Development Activity Information</b>		
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"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of community,		<i>For classroom teachers, school</i>

<p>Incident command system, MSDS, etc.</p>		<p><i>counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
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**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Tabletop exercise (Tabletop exercises will occur on a regular basis. Results will be reviewed and plan updated.)</li> <li>• Monthly safety drill (Monthly reports will be prepared</li> </ul>

peers <ul style="list-style-type: none"> <li>Peer-to-peer lesson discussions</li> <li>Tabletop exercises</li> </ul>	and reviewed. Plans will be revised as needed.)
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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

**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	
Constructed Response	Teachers and staff will use constructed response questions in an ongoing manner throughout the school year.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Ongoing	\$0.00

Activity	Description	
Technology	Teachers and staff will use grade appropriate calculators and/or software and activities in an ongoing manner throughout the school year.	
Person Responsible	Timeline for Implementation	Resources
Joseph Violanti	Start:5/30/2008 Finish: 9/2/2008	\$900.00
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"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Materials, introduction to TI and NCTM websites and model strategies for successful and ongoing use of technology will be presented during inservice and/or classroom visits.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>

specialists	(grades 9-12)
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul>

<b>Activity</b>	<b>Description</b>	
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.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Stan Picara	Start:8/29/2008 Finish: 8/2/2009	\$500.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Marple Newtown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Mathematics vocabuiliary, teaching strategies		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or</li> </ul>

		<p>assignment.</p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
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**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> </ul>

administrator and/or peers <ul style="list-style-type: none"> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	
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**Goal: Public Relations**

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

**Strategy: Communications Committee**

*Description:* Establish a communication committee comprised of community volunteers and staff representation.

*Activities:*

Activity	Description	
Communication Protocols	Establish communication protocols which ensure effective communication and consistency throughout the district.	
Person Responsible	Timeline for Implementation	Resources
Merle Horowitz	Ongoing	\$90,000.00

**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

Activity	Description
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ELL Literacy	Enhance ELL Literacy curriculum by developing increased curricular options via technology. Staff will meet with Language Arts Supervisor to develop curricular options and participate in staff development related to software choices.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Constance Bompadre	Start:9/2/2008 Finish: 5/2/2010	\$200.00

<b>Activity</b>	<b>Description</b>	
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.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Raymond McFall	Start:5/20/2008 Finish: 5/2/2010	\$200.00

<b>Activity</b>	<b>Description</b>	
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.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
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:*

<b>Activity</b>	<b>Description</b>	
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.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>

Stan Piecara	Start:5/8/2008 Finish: 1/1/2014	\$12,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Marple Newtown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Not approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	

<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Review of participant lesson plans</li> </ul>	

<b>Activity</b>	<b>Description</b>	
Formative Assessment and D3M	Ongoing, building based training in and collaborative use of data to drive instructional decisions for individual students and grade level curriculum.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Constance Bompadre	Start:8/25/2008 Finish: 1/1/2014	\$6,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Marple Newtown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Use of data to drive instructional		<i>For classroom teachers, school</i>

<p>practice.</p>		<p><i>counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
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<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>
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Activity		Description	
Inquiry-based learning and Critical Thinking		Training in the use of inquiry-based learning and critical thinking models of teaching and learning	
Person Responsible	Timeline for Implementation	Resources	
Not Currently Assigned	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"> <li>• School Entity</li> </ul>	Approved	
Knowledge and Skills	Research and Best Practices	Designed to Accomplish	
Use of inquiry-based instructional design and use of critical thinking models to enhance instructional practice.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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</li> </ul>	

		<p>decision-making.</p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Classroom student assessment data</li> <li>Review of participant lesson plans</li> </ul>	

**Strategy: Professional Environment***Description:* Ensure the health and safety of all students and employees.*Activities:*

Activity	Description	
Excellent Workplace Environment	Training specific to job area, schedules with time allocated for collaboration, designated conferencing workplace.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Not Currently Assigned	Start:8/25/2008 Finish: 1/1/2014	\$1,200.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Marple Newtown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Cherwell, PDE standards, Professional standards, Professional libraries		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional</li> </ul>

		<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Peer-to-peer lesson discussions</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Portfolio</li> <li>• Yearly performance (Yearly performance evaluations will include statistics on workplace safety.)</li> </ul>	

Activity	Description	
Positive Attitudes	Setting upfront expectations of positive interactions and making available information as to consequences.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start: 8/25/2008 Finish: 1/1/2015	\$5,400.00
<b>Professional Development Activity Information</b>		
Number of Hours Per Session	Total Number of Sessions Per	Estimated Number of Participants Per Year

	<b>School Year</b>	
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Marple Newtown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Anti-bullying programs, peer mediation, human resources practices, ethical behavior programs.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> <li>Discipline reports (Incidents of student discipline reports will be reduced as programs are implemented.)</li> </ul>	

administrator and/or peers <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul>	
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Activity	Description	
Workplace safety and security	On-going training for all employees in workplace safety and security, safety and security awareness during/after school hours, transportation security, and chemical safety.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start:8/1/2008 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"> <li>• School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Board policies, Material Safety Data Sheets, Emergency response training, Building level safety committees, ONE Plan, Incident Command System Training.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership</i></p>

		<p>roles:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> <li>Review of written reports summarizing instructional activity</li> </ul>	

**Strategy: Professional Responsibilities**

*Description:* Encourage continued professional growth

*Activities:*

Activity	Description	
Administrative Professional Development	Administrators model for and guide faculty through district-wide initiatives and through interpretation of student data.	
Person Responsible	Timeline for Implementation	Resources
Stan Piecara	Start:9/8/2008 Finish: 1/6/2014	\$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"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
TechPaths, PVAAS, PILS, D3M, e-Metrics		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

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

<b>Activity</b>	<b>Description</b>	
Communication Techniques	Through various media and multiple forms of communication, all staff will demonstrate their commitment to communicate effectively with students, parents and community.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Not Currently Assigned	Start:9/8/2008 Finish: 1/1/2014	\$6,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Marple Newtown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>

<p>Technology skills, websites, email, classroom management, effective communications, newsletters, reporting student progress, frameworks</p>		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
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**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
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<ul style="list-style-type: none"> <li>Analysis of student work, with administrator</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> <li>Review of written reports summarizing instructional</li> </ul>
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and/or peers <ul style="list-style-type: none"> <li>Peer-to-peer lesson discussions</li> </ul>	activity
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Activity	Description	
Required Continuing Education	All employees are responsible to meet district and state requirements for certification...	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start:9/8/2008 Finish: 1/1/2014	\$8,000.00
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"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
District induction program, district professional development plan, college and university courses.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and</li> </ul>

		<p>skills to think and plan strategically, 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.</p> <ul style="list-style-type: none"> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Portfolio</li> </ul>	

<b>Activity</b>	<b>Description</b>	
Supporting professional growth	The district supports all staff in their desire to meet their own needs for professional development.	
<b>Person Responsible</b>	<b>Timeline for</b>	<b>Resources</b>

	<b>Implementation</b>	
Constance Bompadre	Start:9/8/2008 Finish: 1/1/2014	\$3,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Marple Newtown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Professional resources, professional learning communities, training for trainers, differentiated supervision		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>

		<ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</li> <li>Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> <li>Review of participant lesson plans</li> <li>Review of written reports summarizing instructional activity</li> </ul>	

**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"> <li>School Entity</li> </ul>	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 environment.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

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

<b>Activity</b>	<b>Description</b>	
IEP and GIEP development	Training in IEP and GIEP development for all instructional staff.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
William Duffy	Start:9/1/2008 Finish: 1/1/2014	\$10,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Marple Newtown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Training for IEP and GIEP development for all instructional staff</p>		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as</li> </ul>	

<p>and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul>	<p>planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul>
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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"> <li>• School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Development of a parallel curriculum for gifted and special needs students.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use</u></li> </ul>

		<p><u>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"> <li>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.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</li> <li>Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Participant survey</li> <li>Review of written reports summarizing instructional activity</li> </ul>	

Activity	Description	
Personal/Instructional Assistant Training	Personal and instructional assistants will be provided with training in job related skills.	
Person Responsible	Timeline for Implementation	Resources
William Duffy	Start: 4/25/2008 Finish: N/A	\$6,000.00
<b>Professional Development Activity Information</b>		

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Marple Newtown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Job specific training and support will be provided.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> <li>Review of written reports summarizing instructional</li> </ul>	

<p>area lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Peer-to-peer lesson discussions</li> <li>• Journaling and reflecting</li> </ul>	activity
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**Strategy: Technology**

*Description:* Seamlessly integrate technology into the work of our staff and students.

*Activities:*

Activity	Description	
Coaching	Technology coaches will provide "real-time" support and assistance as new technologies are used in the classroom. In addition, business partnerships will be established to improve support the use of technology in the classroom by both students and teachers.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start:8/25/2008 Finish: 1/1/2014	\$210,000.00
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"> <li>• School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Use of instructional technology, lesson design		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching</u></li> </ul>

		<p><u>skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Portfolio</li> <li>• Innovative lessons (Teachers will use the Tech paths curriculum mapping software to share lessons integrating technology into the classroom.)</li> <li>• Demand for technology (Increased use of technology in the classroom will result in increased demand for technology by teachers.)</li> </ul>	

<ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	
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Activity	Description	
Information and Communications	All staff will be trained in the ability to manage information and communications in an effective and timely manner.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Not Currently Assigned	Start:8/25/2008 Finish: 1/1/2012	\$20,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Marple Newtown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Web pages, email, edline, Grade Quick, teacher web pages, curriculum mapping, sharing best practices.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators,</i></p>

		<p><i>and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Journaling and reflecting</li> <li>• Monitor web usage</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• PVAAS (Value added assessments will be used to determine effective implementation of technology.)</li> <li>• Attendance (Student attendance will increase as the opportunities to become involved in 21st Century teaching and learning are increased.)</li> </ul>	

Activity	Description	
Job imbedded training	Training for Cleartrack, ProSoft, microsoft Office, web-based products, Cherwell, climate control systems, MSDS, distance learning and security systems will be provided as needed by different job classifications.	
Person Responsible	Timeline for Implementation	Resources
Constance Bompadre	Start:8/25/2008 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"> <li>• School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Skill development as determined by job classification.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to</li> </ul>

		<p><u>access and use appropriate data</u> to inform decision-making.</p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Journaling and reflecting</li> <li>Job specific</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> <li>Review of written reports summarizing instructional activity</li> <li>Distance Learning (The number of distance learning opportunities will increase and the number of students taking distance learning courses will increase.)</li> </ul>	

Activity	Description	
Professional Learning Communities	The district will develop professional learning communities in order to integrate the technology standards into the K-12 curriculum. The 7 year curriculum cycle and UbD model will provide the framework for effective integration of technology standards.	
Person Responsible	Timeline for Implementation	Resources
Raymond McFall	Start: 8/25/2008 Finish: 1/1/2014	\$9,000.00
<b>Professional Development Activity Information</b>		
Number of Hours Per Session	Total Number of	Estimated Number of Participants Per

	<b>Sessions Per School Year</b>	<b>Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Marple Newtown School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Technology standards will be integrated into the core curriculum. Planning of lessons that require the use and integration of instructional technology will be developed for K-12 curriculum.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst.</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> </ul>	

<ul style="list-style-type: none"> <li>principals</li> <li>School counselors</li> </ul>	<ul style="list-style-type: none"> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</li> <li>Lesson modeling with mentoring</li> <li>electronic portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Classroom student assessment data</li> <li>Portfolio</li> <li>Electronic Portfolio (Student work will be maintained in an electronic portfolio. Each year students will select show pieces to be included in their K-12 portfolil.)</li> </ul>	

**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:*

<b>Activity</b>	<b>Description</b>	
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.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Constance Bompadre	Start:8/25/2008 Finish: 1/5/2014	\$18,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best</b>	<b>Designed to Accomplish</b>

<p>Learning to write essential questions.</p>	<p style="text-align: center;"><b>Practices</b></p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,</li> </ul>	

<p>outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	<p>instructional delivery and professionalism.</p> <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>
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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"> <li>• School Entity</li> </ul>	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"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling</li> </ul>	

		<p>students.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that <u>assessments</u>, 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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
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**Educator Groups Which Will Participate in this Activity**

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

mentoring	
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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"> <li>• School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Faculty will identify evidence of student understanding and requirements to ensure student proficiency.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

		<ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Portfolio</li> </ul>	

<b>Activity</b>	<b>Description</b>	
Tech Paths	As curriculum is implemented through the 7 year curriculum cycle, teachers will receive training in the use of TechPaths.	
<b>Person Responsible</b>	<b>Timeline for</b>	<b>Resources</b>

	<b>Implementation</b>	
Joseph Violanti	Start:9/8/2008 Finish: 1/1/2014	\$6,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Marple Newtown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing</u></li> </ul>

		<u>resources</u> for effective results.
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>		
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> </ul>		
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Portfolio</li> </ul>	

Activity	Description	
Unit Design	Using the UbD model, content specific and cross-content grade level curriculum committees will develop curriculum units.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Constance Bompadre	Start:9/8/2008 Finish: 1/1/2014	\$12,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Marple Newtown School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Content specific units will be generated by for all levels.		<i>For classroom teachers, school counselors and education specialists:</i>

		<ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>		
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>		
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Classroom student assessment data</li> </ul>	

administrator and/or peers <ul style="list-style-type: none"> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>
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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"> <li>• School Entity</li> </ul>	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 curriulum that is aligned to PA Academic standards. Teachers will be trained in the use of the Tech Paths Software.	Ed. Gov Articles	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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</li> </ul>	

		<p>decision-making.</p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
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**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Review of participant lesson plans</li> <li>Review of written reports summarizing instructional activity</li> </ul>

<p>discussions</p> <ul style="list-style-type: none"> <li>• Lesson modeling with mentoring</li> </ul>	
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**Annual Review Process**

**Annual Review Process**

Marple Newtown is an approved ACT 48 provider. Each month the professional development committee meets to review all requests for professional development activities. Membership of this committee reflects all professional staff: administrators, coordinators, teachers, special education department and pupil services. A goal of this committee has been to broaden the view of staff development and provide a district-wide approach to professional development: in-service days, district-level workshops, faculty meetings and personal professional growth. Coordinators and supervisors share specific content area needs on an on-going basis. They work together to help develop the in-service schedule; so that, they can best provide services and guidance to all three levels: elementary, middle and high school.

Teachers are provided with 2 Flex Day opportunities in a school year. The administration along with representatives from the Professional Development Committee helped to develop the guidelines. The staff member prepares a proposal for completing an activity/activities that fulfill a professional development need or goal consistent with the District's Strategic Plan. The district encourages staff members to present workshops for their colleagues to meet various needs across the district. Many professional development activities employ the "train the trainer" model to ensure the sharing of best practices.

At monthly school board meetings, a primary focus is to highlight the delivery of education and student successes across all levels and schools. Many of the presentations focus on the research and professional development as related to instruction. Presentations are interactive and provide insight into concepts under consideration.

From a communications perspective, the superintendent meets monthly with all administrators in the district. These administrative council meetings are helpful in understanding the big picture and in providing support for colleagues. Both Directors of Education meet monthly with their respective principals. They set the agendas together. The focus of these meetings revolves around student needs and staff development. The superintendent also holds monthly meetings with cabinet level administrators to bridge any gaps in the support structure of the organization.

**Supporting Documents - Attachment**

- Professional Development Supporting Documents

## APPENDIX B

### ENTITY INFORMATION PAGE

**Entity:** Marple Newtown SD

**Address:**

40 Media Line Rd Ste 206  
Newtown Square, PA 19073-0000

**Superintendent or Chief Administrative Officer:** Merle Horowitz

**E-mail:** mhorowitz@mnsd.org

**Telephone:** 610-359-4256

**Fax:** 610-723-3340

**Professional Education Committee Chairperson:** Constance Bompadre

**E-mail:** cbompadre@mnsd.org

**Telephone:** 610-359-4264

**Fax:** 610-325-6856

**Act 48 Reporting Contact:** Stanley Piecara

**E-mail:** spiecara@mnsd.org

**Telephone:** 610-359-4264

**Fax:** 610-325-6856

## APPENDIX C

### PROFESSIONAL EDUCATION REPORT ASSURANCES

We affirm that this Professional Education Report focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

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Signature

Professional Education Committee Chairperson

Date

I affirm that this Professional Education Report provides staff learning that improves the learning of all students as outlined in the National Staff Development Councils Standards for Staff Learning.

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Signature

Superintendent or Chief Administrative Officer

Date

We affirm that this Professional Education Report has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Professional Education Report as designated in Chapter 4 of the Regulations of the Pennsylvania State Board of Education.

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Signature

President of the Board of School Directors

Date