
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Academic Standards and Assessment Report Wednesday, March 18, 2009

Entity: Chichester SD
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Educational Community

The Chichester School District was incorporated on January 17, 1966 in accordance with the School District Reorganization Act.

The Chichester School District occupies a total land area of approximately 9 square miles in the southeastern portion of Delaware County. Chichester School District encompasses Upper Chichester Township, Lower Chichester Township, Marcus Hook and Trainer Boroughs. The population of the school district 24,601 and the total assessed real property is \$1,183,148,311 and a 58 million dollar operating budget.

School districts are often measured by a series of criteria to determine the district's success. For example, approximately 83% of students in the class of 2007 enrolled in post-secondary courses, with many choosing four-year pre-professional Bachelor's degree or five-year Master's degree programs in some of America's finest universities. The class earned over 100 merit-based scholarships — that's impressive for a class of 292 students. Chichester continues to meet benchmarks in Adequate Yearly Progress, which demonstrates the district's proficiency in reading and math.

Our students are financially and ethnically diverse and come from supportive hard-working neighborhoods. Many of our students' parents, and many of our teachers were educated in the Chichester School District. Our local libraries, municipalities, athletic leagues, and other community organizations work collaboratively to provide supports to our students; as do many of our local industries.

The local businesses reflect the diversity of the community. Within the district boundaries there are two major oil refineries, a plastics manufacturer, several cooperate centers, and many locally owned and operated businesses.

Schools

Approximately 3600 students are enrolled in the Chichester School District. The district is composed of six buildings with the following configurations: four K-4 elementary buildings, one middle school, grades 5-8 and one high school, grades 9-12.

School Organization

In the 2008-2009 school year, Chichester School District has a total pupil enrollment of 3598. There are four elementary schools with 62 classroom teachers; 9 special education teachers; 6 Title I reading specialists; 8 district reading specialists; 4 guidance counselors; 1 librarian; 4 library aides; 4 nurses; 4 instructional support teachers; 2.5 speech and language teachers; 4 art, music and physical education teachers; 1 literacy coach; 1 special education literacy coach; 2 school psychologists; 4 principals.

The Middle School has 46 classroom teachers, 17 (2 gifted) special education teachers; 1 librarian; 1.5 nurses; 4 guidance counselors; 1 psychologist; 1 part-time social worker (shared with the high school); 3 reading specialists; 3 reading teachers; 1 instructional support teacher; 3 art teachers; 3 music teachers; 5 physical education; 1 speech and language teacher; 1 principal and 2 assistant principals.

The High School has 66 classroom teachers, 18 special education teachers; 1 librarian; 1 nurse; 4 guidance counselors; 1 psychologist; 1 part-time social worker (shared with the middle school); 6 health and physical education teachers, 3 art teachers; 2 music teachers; 1 principal and 2 assistant principals; 1 dean.

Physical Plant

Boothwyn Elementary is located in the Upper Chichester Township, constructed in 1927 with additions in 1935 and 1985. At the present time, the building sits on 1.5 acres and is 37,380 square feet. Plans have been finalized and the district is in the process of constructing a new facility on an alternate site. The new building will be 56,350 square feet and will have a student capacity of 450.

The original Hilltop Elementary School was constructed in 1970, sat on 18.5 acres and was 56,800 square feet. A new Hilltop elementary school was constructed in 2007. The building is 71,520 and sits on the same 18.5 acre site.

Linwood Elementary School is located in Lower Chichester. It was constructed in 1998, sits on 2.5 acres and is 63,000 square feet. Linwood has a student capacity of 500.

Marcus Hook Elementary School sits on .50 acres and encompasses 47,206 square feet. It was constructed in 1925 with additions in 1952 and 1987. At the present time a renovation is in progress. This renovation will add an additional 9,270 square feet to the existing building. The student capacity for the new Marcus Hook is 391.

Chichester Middle School was constructed in 1951 and renovated in 1969 and again in 1994. The school sits on 35 acres, encompasses 160,782 square feet and has a student capacity of 1304.

Chichester High School sits on 46 acres and encompasses 197,768 square feet. It was constructed in 1962. Additions were added in 1973 and the school was renovated in 1999. The student capacity for the High School is 1196.

Mission

The mission of the Chichester School District is to prepare students to be productive, self-sufficient, and responsible citizens in a rapidly changing world.

Vision

With pride, the Chichester School District is committed to:

- Challenging each student to learn and achieve
- Providing safe and secure facilities
- Partnering with family and community
- Facilitating communication
- Utilizing Best Practices

Shared Values

In order to maximize students' potential and academic achievement, we believe:

- All students can learn
- Accountability is vital for our students' success
- Learning is a life long process
- Education is built upon positive and productive relationships
- Learning is a partnership among schools, families and community
- Students and staff are entitled to a safe and caring learning environment
- Attracting, retaining and promoting a high quality staff is essential
- Dedication and integrity are fundamental to education
- Professional development for all staff is essential to meet the changing needs of students and to reflect current best practices
- Technology integration is imperative in all learning environments
- Resources must be utilized efficiently and effectively

Goals

The goals of the Chichester School District were developed as an extension of our shared values and beliefs. We believe it is our primary responsibility to prepare and empower each and every student to achieve their personal and professional best in an ever changing society.

Goal: DEVELOPMENTAL GUIDANCE

Description: The District will implement a K-12 Guidance Program.

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Goal: MATHEMATICS

Description: By the year 2013, 95% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Goal: READING

Description: By the year 2013, 95% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Goal: SCIENCE

Description: By the end of the 2010 school year, the district science curriculum will be reviewed and revised to align with the science standards and the science PSSA

Goal: SOCIAL STUDIES

Description: By the end of the 2010 school year, the social studies curriculum will be revised to include more student centered instruction and technology.

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Goal: STUDENT LEARNING

Description: Chichester School District will increase students' achievement as evidenced by the percentage of students who meet and or exceed identified academic standards while continually focusing on meeting the needs of all learners. The district will expand active involvement of students, school board members, staff, parents, and community in a continuous improvement process.

Goal: TECHNOLOGY

Description: Technology will be integrated into the curriculum when appropriate and purposeful.

Academic Standards

The academic standards describe the knowledge and skills that students will be expected to demonstrate. The district shall provide for attainment of the academic standards as per Chapter 4, Section 4.12. The PA Academic Standards in grades 3, 5, 8 and 11 for Reading, Writing, Speaking, Listening, Mathematics, Environment and Ecology and Science and Technology shall guide the educational program in these areas in the district. In addition the Chichester School District has developed a Curriculum Renewal Plan which has become the vehicle for aligning the State Standards to district curriculum.

Over the next six years the district will further develop and renew curriculum consistent with approved state and national standards in the subject areas of:

- Social Studies
- Arts and Humanities
- Career Education and Work
- Health, Safety and Physical Education
- Family and Consumer Science
- World Languages

In each of the following subject areas staff development in curriculum design and standard alignment is provided during the research phase of the renewal cycle. During this phase staff members will analyze the current curriculum and identify which standards and benchmarks are presently being addressed and which ones need to be addressed.

Graduation Requirements

Students who graduate from Chichester High School are required to take and pass a minimum of 24 credits, grades 9 — 12. The breakdown is as follows:

English	4 credits
Math	3 credits
Science	3 credits
Social Studies	3 credits
*Arts/Humanities	2 credits
**Health & Physical Education	2.4 credits
Approved Courses	<u>6.6</u> credits
Total	24.0 credits

All students are required to schedule 35 periods of instruction per week. Chichester High School operates on an eight period day, five days per week, offering a maximum of 35 periods of instruction per week.

The 11th and 12 grade students have final exams in all subject areas. The exams and course content are aligned to the Standards.

*Arts/Humanities credits can be earned by the following courses: World Cultures, European History, Foreign Language, Performing Arts, Art/Music Courses, Journalism, Family and Consumer and Science and Technology Education.

**Health and Physical Education credits are earned through the mandatory Physical Education class each year and a separate course in Health.

Graduation Project

All seniors must complete an individual project prior to graduation.

1. Designated courses will have a selected project to be completed as part of the graduation requirements. This will be in addition to normal course requirements.
2. A list of possible projects will be included in the Course Selection Guide along with the courses in which the projects can be completed.
3. Projects will be included in the students' permanent portfolios.

Strategic Planning Process

The 2008-2013 Chichester School District Strategic Plan has been developed through a collaborative process that started during the 2007-08 school year. The planning process was continued during the 2008-2009 school year. This new strategic plan is designed to support, honor and guide our community, and to provide alignment for all of the Chichester School District's work in the next five years.

The strategic planning committee was formed as follows: the teachers were chosen by teachers, board members by board members, and administrators by administrators. Community members and parents were invited by the board.

During the 2008-2009 school year, the strategic planning committee participated in meetings to examine district data and draft the district mission, goals and other responses to the strategic planning items. Those meeting dates, persons present, and agenda are on file in the district office.

The strategic planning committee was responsible for drafting this plan based upon data* collected from multiple sources. This data has been used by the strategic planning committee to create a draft plan. The draft plan has been shared in February 2009 for public review for additional input before adoption in March 2009.

Progress reports were provided to School Board members during the process.

*Surveys were polled via Survey Monkey. Survey was available to all stakeholders. These data were provided to the Strategic Planning Committee and used to plan district goals.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Adams, Howard	Community Member	Board Member	Board of School Directors
Adams, Leah	Chichester High School Student	Community Representative	Chichester High School Principal
Amand, Paul	Community Member	Parent	Board of School Directors
Berryman, Brian	Chichester School District, Director of Secondary Curriculum	Administrator	Superintendent
Bobal, Joelle	Chichester High School Guidance Counselor	Ed Specialist - School Counselor	Chichester Education Association
Cole, John	Chichester High School Teacher	Secondary School Teacher	Chichester Education Association
DiMarino, Barbara	Superintendent	Administrator	Board of School Directors
Hagel, John	Community Member	Board Member	Board of School Directors
Johnson, Nicole	Chichester Middle School Teacher	Middle School Teacher	Chichester Education Association
Johnston, Sara	Boothwyn Elementary School Teacher	Elementary School Teacher	Chichester Education Association
Magliano, Stephen	Chichester Middle School Assistant Principal	Administrator	Superintendent
McCafferty, Meghan	Chichester High School Guidance Counselor	Ed Specialist - School Counselor	Chichester Education Association
Onassis, Tina	Chichester School District	Other	Board of School Directors
Sherman, Kathy	Boothwyn Elementary School Principal	Administrator	Superintendent
Shulman, Valerie	Chichester High School Teacher	Secondary School Teacher	Chichester Education Association
To Be Announced	Chichester School District Assistant Superintendent	Administrator	Superintendent

Goals, Strategies and Activities

Goal: DEVELOPMENTAL GUIDANCE

Description: The District will implement a K-12 Guidance Program.

Strategy: Career Awareness Planning Committee

Description: Form a committee with representatives from elementary, secondary, and central office. The committee will develop a plan to educate students about career options and the skills necessary for various careers.

Activity: Career Center

Description: Form a HS committee to research model of Developmental Guidance Centers and the feasibility of creating a center at Chichester

Person Responsible Timeline for Implementation Resources

Alexander, Nancy	Start: 9/2/2009	-
	Finish: Ongoing	

Status: Not Started — Upcoming

Strategy: Community Involvement

Description: Increase community involvement with the school district

Activity: Parenting Classes

Description: Look into offering parenting classes to help parents with behavior, study skills, nutrition, and other parenting issues

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/31/2009	\$10,000.00
	Finish: Ongoing	

Status: Not Started — Upcoming

Activity: Volunteer Opportunities

Description: Increase the community involvement with the school district by providing for volunteer opportunities

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/31/2009	-
	Finish: Ongoing	

Status: Not Started — Upcoming

Strategy: Developmental Guidance Review

Description: The district counselors will collaborate to review and modify existing developmental guidance activities to create a uniform curriculum K-12.

Activity: COIN Program

Description: The COIN Program will be used to help identify student interests and strengths to help determine career options.

Person Responsible Timeline for Implementation Resources

Berryman, Brian	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Not Started — Upcoming

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: College Counseling

Description: Students and families will be given support and guidance navigating the college

application process, beginning in 7th/8th grade (building awareness of course requirements and options), 9th,10th, 11th (course requirements, grade PSAT/SAT, college options), and continuing through 12th grade (application and financial aid process).

Activity: College application support in the computer labs

Description: High School computer labs will be open for the community to help with the college application and student loan process (FAFSA and CSS Profiles).

Person Responsible Timeline for Implementation Resources

Alexander, Nancy	Start: 4/20/2009 Finish: Ongoing	\$5,000.00
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Status: Not Started — Upcoming

Activity: Parent Nights: College

Description: Provide parent nights to educate the community on college aid, FASFA, 529s and the need for parent/student school involvement.

Person Responsible Timeline for Implementation Resources

To Be Announced	Start: 9/2/2009 Finish: Ongoing	-
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Status: Not Started — Upcoming

Activity: Scheduled visits from post secondary programs

Description: Arrange for post secondary programs/institutions to visit the high school in order to expose students to various educational opportunities.

Person Responsible Timeline for Implementation Resources

Alexander, Nancy	Start: 9/8/2009 Finish: Ongoing	-
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Status: Not Started — Upcoming

Strategy: District-wide truancy committee

Description: Committee will analyze data in order to identify at risk students and implement possible interventions.

Activity: Develop Truancy Intervention Plans

Description: The Truancy Committee will develop intervention plans for truant students.

Person Responsible Timeline for Implementation Resources

Onassis, Tina	Start: 10/15/2009 Finish: Ongoing	\$20,000.00
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Status: Not Started — Upcoming

Activity: Have a full time truancy officer investigate truanancies

Description: Truancy officer will investigate truanancies and help to determine support systems needed

Person Responsible Timeline for Implementation Resources

Onassis, Tina	Start: 3/2/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Provide interventions for at risk students

Description: Develop program supports that ensure improved graduation rates.

Activity: 4Sight

Description: District will administer the 4Sight assessment 3 to 4 times a year to grades 3 - 11. Data will be analyzed and used to drive instruction and interventions.

Person Responsible Timeline for Implementation Resources

Berryman, Brian	Start: 3/2/2009	\$81,900.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Alternative School Learning

Description: Provides a school program for students who are not succeeding in the traditional school setting or who require an alternative setting within the Chichester School District.

Person Responsible Timeline for Implementation Resources

Stankavage, Michael	Start: 3/2/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: CASSP Meetings

Description: Inter-agency meeting to provide an opportunity to communicate with all stakeholders involved with specific students

Person Responsible Timeline for Implementation Resources

Senatore, Gloria	Start: 9/7/2009	-
	Finish: Ongoing	

Status: Not Started — Upcoming

Activity: EAP Tutoring Grades 7 - 11

Description: A tutoring program for targeted 7students grade 7 to 11 that are having difficulties with reading and math. The tutoring program is given a small faculty to student ratio.

Person Responsible Timeline for Implementation Resources

Berryman, Brian	Start: 3/2/2009 Finish: Ongoing	\$840,000.00
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Status: Not Started — Overdue

Activity: Grade 6 Tutoring Program

Description: An after-school program targeting 6th grade students who need to improve math and reading skills.

Person Responsible Timeline for Implementation Resources

Husar, Paula	Start: 9/15/2008 Finish: Ongoing	\$10,000.00
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Status: Not Started — Overdue

Activity: Review student test scores to determine eligibility for EAP program

Description: PSSA and 4Sight scores will be used in order to determine students' eligibility for the EAP program.

Person Responsible Timeline for Implementation Resources

Berryman, Brian	Start: 6/8/2009 Finish: Ongoing	\$1,200.00
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Status: Not Started — Upcoming

Activity: Small group instruction for at risk students

Description: grouped by ability level to provide differentiated instruction

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/2/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Transitional 6th Grade Program

Description: Develop a program devoted to ensure the success of our incoming sixth grade students as they transition into secondary education.

Person Responsible Timeline for Implementation Resources

Magliano, Stephen Start: 10/15/2009 -
Finish: Ongoing

Status: Not Started — Upcoming

Activity: Vocational Tech

Description: Provides an alternative education for students desiring vocational and technical training

Person Responsible Timeline for Implementation Resources

Bobal, Joelle	Start: 9/8/2009 Finish: Ongoing	\$700,000.00
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Status: Not Started — Upcoming

Goal: MATHEMATICS

Description: By the year 2013, 95% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Continue Math Enrichment (EAP)

Description: The math enrichment program will continue in grades 7-11. This program is open to regular and special education students. In this program students are targeted based upon need based on student test data.

Activity: EAP Tutoring Grades 7 - 11

Description: A tutoring program for targeted 7students grade 7 to 11 that are having difficulties with reading and math. The tutoring program is given a small faculty to student ratio.

Person Responsible Timeline for Implementation Resources

Berryman, Brian	Start: 3/2/2009 Finish: Ongoing	\$840,000.00
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Status: Not Started — Overdue

Activity: Review student test scores to determine eligibility for EAP program

Description: PSSA and 4Sight scores will be used in order to determine students' eligibility for the EAP program.

Person Responsible Timeline for Implementation Resources

Berryman, Brian	Start: 6/8/2009 Finish: Ongoing	\$1,200.00
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Status: Not Started — Upcoming

Strategy: Elementary: Heterogeneous Grouping

Description: Students will be heterogeneously grouped for an inclusive environment

Activity: Differentiated instruction using EnVisions Resources

Description: Provide below, on, and advanced opportunities for student learning and achievement

Person Responsible Timeline for Implementation Resources

Sherman, Kathy	Start: 3/2/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Improve academic performance

Description: Determine programs that will improve student performance

Activity: After School Math Tutoring

Description: Provide students with additional instruction outside of the normal school day

Person Responsible Timeline for Implementation Resources

Cole, John	Start: 3/2/2009	\$26,500.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: AP Calculus AB Offered

Description: Courses offered to provide enrichment to advanced students

Person Responsible Timeline for Implementation Resources

Cole, John	Start: 3/2/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Math Enrichment offered to grades 9 - 11

Description: Program provides additional math instruction for students performing below proficient on the PSSA. Instruction provided during the school day.

Person Responsible Timeline for Implementation Resources

Cole, John	Start: 3/2/2009	\$200,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: K-5: Envisions Math integrated Smartboard Instruction

Description: Standards based program used to provide quality hands on, experience, technology integration, and higher level critical thinking skills.

Activity: In-Service Instruction

Description: Outside source training and In House training for the technology and teaching skills necessary to implement the program

Person Responsible Timeline for Implementation Resources

To Be Announced	Start: 3/2/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Technology Training

Description: Curriculum and Technology Supervisor provides training and support to teachers

Person Responsible Timeline for Implementation Resources

Bigelow, Kate	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: PSSA Review

Description: Have all HS math courses build a PSSA review into the course curriculum so that students have time to refresh math skills that may not have been used recently.

Activity: PSSA bell ringer

Description: Incorporate PSSA review into the bell ringer to provide ongoing review of PSSA materials

Person Responsible Timeline for Implementation Resources

Alexander, Nancy	Start: 9/8/2009 Finish: Ongoing	-
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Status: Not Started — Upcoming

Strategy: Standards Based Curriculum

Description: Examine written curriculum to ensure for a standards aligned mathematics program across all grade levels and achievement levels.

Activity: Common Assessments

Description: At the elementary level, create common formative and summative assessments that are aligned to the curriculum.

Person Responsible Timeline for Implementation Resources

Marrone, Steven	Start: 3/2/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Math Curriculum Review

Description: Analyze data, identify strengths and weaknesses, determine explanations/root causes, examine written curriculum.

Person Responsible Timeline for Implementation Resources

To Be Announced	Start: 3/2/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: READING

Description: By the year 2013, 95% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: 4 Block Model for Elementary LA Classes

Description: Implement the research based 4 Block Model for LA instruction at the elementary level to provide for differentiated reading instruction to improve student reading skills.

Activity: Common Assessments - Formative and Summative

Description: Create common formative and summative assessments that are aligned to the curriculum.

Person Responsible Timeline for Implementation Resources

Marrone, Steven	Start: 3/2/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: LA Coach for Elementary Classroom Teachers

Description: LA coach will provide modeling and feedback for teachers to help improve instructional techniques.

Person Responsible Timeline for Implementation Resources

Marrone, Steven	Start: 1/2/2009	\$400,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Language Arts Coach

Description: Provide a Language Arts Coach to support, model, and instruct teachers to improve the quality of their instruction

Person Responsible Timeline for Implementation Resources

Husar, Paula	Start: 9/15/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Level all Guided Reading Materials

Description: Materials will be purchased at all reading levels to support differentiated instruction. All materials will be organized and labeled to facilitate use and accessibility of materials

Person Responsible Timeline for Implementation Resources

None Selected	Start: 3/2/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Ongoing assessment to provide data to drive differentiated instruction

Description: various assessments include but are not limited to: DRA, CORE, QRI, Running Records, 4 Sight, GRade, Etc.

Person Responsible Timeline for Implementation Resources

Marrone, Steven	Start: 3/2/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Training on Shared and Guided Reading

Description: Continued opportunities for the development of reading strategies to support teachers and improve the quality of reading instruction.

Person Responsible Timeline for Implementation Resources

To Be Announced	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Differentiated Instruction

Description: Individualized instruction to meet student needs.

Activity: Reading Specialists administer DRA assessments several times a year

Description: These assessments are given to determine a students' instructional grade level, enabling us to make informed decisions regarding instruction.

Person Responsible Timeline for Implementation Resources

Marrone, Steven	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Improve academic performance

Description: High School determines programs that will support at risk students

Activity: Corrective Reading for Learning Support Students

Description: Students performing below level receive a scripted, direct instruction model to improve reading ability

Person Responsible Timeline for Implementation Resources

Husar, Paula	Start: 3/2/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: High School: use assessment to determine need and drive instructional placement

Description: 4 sight and Grade used to help determine needs of at risk students and advanced students

Person Responsible Timeline for Implementation Resources

Alexander, Nancy	Start: 3/2/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Reading Enrichment for students who score basic and below basic PSSA scores

Description: Additional instruction provided by reading specialists for students performing below state standards

Person Responsible Timeline for Implementation Resources

To Be Announced	Start: 3/2/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Reading Strategies incorporated into core content

Description: With the support of the reading specialists and the reading coaches, teachers will incorporate teaching reading strategies during Science and Social Studies

Person Responsible Timeline for Implementation Resources

Berryman, Brian	Start: 8/31/2009	\$25,000.00
	Finish: Ongoing	

Status: Not Started — Upcoming

Strategy: Improve Student Reading Skills

Description: Reading specialists will provide additional guided reading instruction to at risk students.

Activity: Small group instruction for at risk students

Description: grouped by ability level to provide differentiated instruction

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/2/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: PSSA Review

Description: Have all HS math courses build a PSSA review into the course curriculum so that students have time to refresh math skills that may not have been used recently.

Activity: PSSA bell ringer

Description: Incorporate PSSA review into the bell ringer to provide ongoing review of PSSA materials

Person Responsible Timeline for Implementation Resources

Alexander, Nancy	Start: 9/8/2009	-
	Finish: Ongoing	

Status: Not Started — Upcoming

Strategy: Reading in the Content Area

Description:

Activity: Grade 5 and 6 Core Reading Instructional Program

Description: The 5th and 6th grade language arts teachers use guided reading and other reading initiatives to better instruct students. The middle school allows for team planning time to discuss appropriate strategies.

Person Responsible Timeline for Implementation Resources

Husar, Paula	Start: 9/15/2008	\$42,160.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Grade 7 and 8 Developmental Reading Classes

Description: Every 7th and 8th grade student at the middle school takes a developmental reading course that runs over three of the four marking periods.

Person Responsible Timeline for Implementation Resources

Husar, Paula	Start: 9/15/2008	\$12,500.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Standard Based Curriculum

Description: Examine written curriculum to ensure a standards aligned English/Language Arts program across all grade levels and achievement levels.

Activity: Curriculum Review

Description: Analyze data, identify strengths and weaknesses, determine explanation/root causes, examine written curriculum

Person Responsible Timeline for Implementation Resources

To Be Announced	Start: 3/2/2009 Finish: Ongoing	\$50,000.00
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Status: Not Started — Overdue

Goal: SCIENCE

Description: By the end of the 2010 school year, the district science curriculum will be reviewed and revised to align with the science standards and the science PSSA

Strategy: AP Advanced Courses

Description: Review the advanced course offerings and make recommendations to improve the program for high achieving students.

Activity: AP Physics Class

Description: Provide a Physics class for students who want to advance their knowledge in Science.

Person Responsible Timeline for Implementation Resources

Alexander, Nancy	Start: 9/7/2009 Finish: Ongoing	-
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Status: Not Started — Upcoming

Strategy: Standards Based Curriculum

Description: Examine the written curriculum to ensure for a standards aligned science program across all grade levels and achievement levels.

Activity: Materials and Resources

Description: Review materials/resources, identify needs, and purchase materials/resources as needed.

Person Responsible Timeline for Implementation Resources

To Be Announced	Start: 3/2/2009 Finish: Ongoing	\$200,000.00
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Status: Not Started — Overdue

Goal: SOCIAL STUDIES

Description: By the end of the 2010 school year, the social studies curriculum will be revised to include more student centered instruction and technology.

Strategy: Standards Based Curriculum

Description: Develop and implement a written Social Studies Curriculum that is fully aligned to the state standards.

Activity: Instructional Materials/Resources

Description: Review materials/resources, identify needs, and purchase materials/resources as needed.

Person Responsible Timeline for Implementation Resources

To Be Announced	Start: 3/2/2009 Finish: Ongoing	\$100,000.00
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Status: Not Started — Overdue

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Identify and support At Risk Students

Description:

Activity: Elementary: Ongoing monitoring of attendance with Guidance and IST

Description: team meets to determine needs of truant students

Person Responsible Timeline for Implementation Resources

None Selected	Start: 3/2/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: High School: Team Review of Weekly Attendance Records

Description: team meets to determine needs of at risk students

Person Responsible Timeline for Implementation Resources

Alexander, Nancy	Start: 3/2/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Referral to Truancy Court as needed

Description: habitual truants referred to court to see if attendance can be improved

Person Responsible Timeline for Implementation Resources

Onassis, Tina	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Social Worker provides support to at risk students and their families

Description: support provided to families to help coordinate available services

Person Responsible Timeline for Implementation Resources

Sherman, Kathy	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Written parent/guardian notification of truant students

Description: letters generated to notify parents of student attendance

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Positive Behavior Support Program mandated for all schools

Description: PDE program to improve the climate of the school and the behavior of the students

Activity: School teams established to design, implement, and monitor PBS program in each school

Description: Teams meet on a regular basis to analyze data and continually change the program based on the current needs of the school

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Support from the DCIU and PaTTAN

Description: Consultants work with the district to help design, train, implement and support the schools

Person Responsible Timeline for Implementation Resources

To Be Announced	Start: 3/2/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: SWISS data used to analyze student behavior for PBS

Description: Web based program used to collect and analyze office referrals and the antecedents and locations

Person Responsible Timeline for Implementation Resources

None Selected	Start: 3/2/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Residency Requirements

Description: Enforce residency requirements to ensure that the district is fiscally responsible for educating the students residing in the district

Activity: Hire a truancy officer

Description: researches and identifies students who are not residents of the district

Person Responsible Timeline for Implementation Resources

Sherman, Kathy	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Truancy Reduction Program

Description: Program provides services for students and their families to improve student attendance

Person Responsible Timeline for Implementation Resources

To Be Announced	Start: 3/2/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: STUDENT LEARNING

Description: Chichester School District will increase students' achievement as evidenced by the percentage of students who meet and or exceed identified academic standards while continually focusing on meeting the needs of all learners. The district will expand active involvement of students, school board members, staff, parents, and community in a continuous improvement process.

Strategy: Assessment

Description: Teachers will use assessment data to drive instruction.

Activity: 4Sight

Description: District will administer the 4Sight assessment 3 to 4 times a year to grades 3 - 11. Data will be analyzed and used to drive instruction and interventions.

Person Responsible Timeline for Implementation Resources

Berryman, Brian	Start: 3/2/2009 Finish: Ongoing	\$81,900.00
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Status: Not Started — Overdue

Activity: Study Island

Description: Data will be analyzed and used to drive instruction and interventions.

Person Responsible Timeline for Implementation Resources

Sherman, Kathy	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Develop a district wide RTI model in the district to improve student achievement

Description: Develop an RTI model to provide for interventions for students performing below grade level.

Activity: RTI Establish Building Level Student Data Review Teams

Description: Establish building-level Student Review and Data Teams for the purposes of identifying, recommending, aligning and providing services and interventions, as well as serving as an on-site accountability measure (checks and balances) within the process and model.

Person Responsible Timeline for Implementation Resources

To Be Announced	Start: 9/15/2009 Finish: 9/15/2009	-
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Status: Not Started — Upcoming

Activity: RTI Establish Steering Committee

Description: The RTI Steering Committee will investigate the RTI initiative and determine how it will be best incorporated into the Chichester School District.

Person Responsible Timeline for Implementation Resources

To Be Announced	Start: 8/17/2009 Finish: Ongoing	-
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Status: Not Started — Upcoming

Activity: RTI Training

Description: Provide appropriate and adequate prior staff development and training relative to the research, implementation, and application of the model (Rtl) at both the District and Building levels.

Person Responsible	Timeline for	Resources
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Implementation		
To Be Announced	Start: 11/4/2009 Finish: 11/4/2009	\$500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	300
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Chichester School District	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Participants will learn the steps involved with RTI model and how to effectively follow the steps required at their level of intervention.

RTI is a reasearch based model shown to increase student acheivement

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood

- School counselors
 - (preK-grade 3)
 - Middle (grades 6-8)
 - Elementary (grades 2-5)
 - High school (grades 9-12)

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

Status: Not Started — Upcoming

Strategy: Response to Intervention

Description: The District will establish, construct, and implement a framework, district-wide and building specific, for the purposes of 1) identifying students and subgroups who fail to meet or advance toward proficiency relative to the core academic standards, and 2) align resources and interventions as well as the delivery of these services where needed and applicable for these same students and/or subgroups in order for these students to achieve. This framework or model shall reflect the current research, understanding, and application of targeted services currently known by Response to Intervention (RtI) in a three-tier model or approach.

Activity: RTI Establish Building Level Student Data Review Teams

Description: Establish building-level Student Review and Data Teams for the purposes of identifying, recommending, aligning and providing services and interventions, as well as serving as an on-site accountability measure (checks and balances) within the process and model.

Person Responsible Timeline for Implementation Resources

To Be Announced	Start: 9/15/2009	-
	Finish: 9/15/2009	

Status: Not Started — Upcoming

Activity: RTI Establish Steering Committee

Description: The RTI Steering Committee will investigate the RTI initiative and determine how it will be best incorporated into the Chichester School District.

Person Responsible Timeline for Implementation Resources

To Be Announced	Start: 8/17/2009	-
	Finish: Ongoing	

Status: Not Started — Upcoming

Activity: RTI Training

Description: Provide appropriate and adequate prior staff development and training relative to the research, implementation, and application of the model (RtI) at both the District and Building levels.

Person Responsible	Timeline for Implementation	Resources
To Be Announced	Start: 11/4/2009 Finish: 11/4/2009	\$500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	300
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chichester School District	<ul style="list-style-type: none">School Entity	Approved

Knowledge and Skills

Participants will learn the steps involved with RTI model and how to effectively follow the steps required at their level of intervention.

Research and Best Practices

RTI is a reasearch based model shown to increase student acheivement

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers School counselors 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)

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

Status: Not Started — Upcoming

Strategy: Writing

Description: Develop a comprehensive spiral plan for the writing curriculum.

Activity: Writing Committee

Description: A Writing Committee will be formed. The goal of this committee is to develop a writing program from grade K to 12 ensuring that skills and concepts are taught with a scope and sequence.

Person Responsible Timeline for Implementation Resources

Marrone, Steven	Start: 5/1/2009 Finish: Ongoing	\$7,500.00
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Status: Not Started — Upcoming

Goal: TECHNOLOGY

Description: Technology will be integrated into the curriculum when appropriate and purposeful.

Strategy: Students will utilize Study Island to reach mastery on PSSA Reading and Math anchors before the PSSA testing window (Spring)

Description: A web-based program to improve reading and math skills through self-paced instruction

Activity: Kid/Teen Biz

Description: All students in 2nd through 12th grade have access to this differentiated, non-fiction web-based software. The system is based on the Lexile framework, and is proven to increase students' Lexile Scores and Reading Levels.

Person Responsible	Timeline for Implementation	Resources
Bigelow, Kate	Start: 9/1/2009 Finish: 9/4/2012	\$15,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Achieve3000	<ul style="list-style-type: none"> Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to administer the pre- and post-assessments embedded in the program, and effectively integrate the differentiated non-fiction software into their curriculum.	Based on the Lexile Framework www.lexile.com National Lexile Study www.achieve3000.com	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.

For school and district administrators, and other educators seeking leadership roles:

- Provides leaders with the ability to access and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • LevelSet Scores (Pre and Post Lexile Scores within the program)

Status: Not Started — Upcoming

Measurable Annual Improvement Targets

The Chichester School District has established a comprehensive process that seeks to engage all constituents in improving student achievement. This process involves the review of data, the analysis of the data, the identification of strengths and weaknesses based upon the data, the review of written curriculum to address the identified weaknesses, the monitoring of the taught curriculum, and the identification of students in need of additional support and intervention. This process begins at the administrative level and filters down through each school in the District.

The Chichester School District has developed a comprehensive assessment system which includes tiers of assessment throughout the school year, all of which are aligned to the state content standards. The tiers of assessment occur at different points during the school year allowing data to be available on an ongoing basis to assess student progress towards mastery of

the state standards. Principals and teacher teams review the data to make ongoing decisions about student instruction and intervention.

Administrators analyze state assessment data, local benchmark data, and common assessment data on a regular basis as the data is available. Attention to subgroups is a key conversation when principals and teacher teams meet. Discussions regarding intervention programs, changes to these programs, and additional supports for students are ongoing during these discussions. These interventions and supports are reviewed periodically during the year as data is available to determine progress towards meeting these goals.

Each school is striving towards having time for groups of teachers to meet regularly to engage in professional dialogue regarding data from common assessments. These professional learning communities feature teachers coming together to discuss student results from these common assessments as well as instructional practices. The district is striving to formalize the data team concept with an overall action plan to formalize the process within the different schools.

Curriculum, Instruction and Instructional Materials

Academic Standards

Chichester School District offers a comprehensive standard-based curriculum in grades K-12. Each discipline's curriculum is written in such a manner to ensure vertical and horizontal articulation with the educational system. Traditionally, the curriculum has been developed by creating learning objectives taken directly from Pennsylvania Approved State Standards. After the learning objectives are clearly articulated, learning activities, modifications, and assessments are developed. Finally, materials, resources, and technology needs are determined for each piece of curriculum.

Below are the respective standards adopted by each department within the Chichester School District:

Art Standards:

1. **Production, Performance and Exhibition:** The goals for this area focus on the manipulative skills and conceptual understanding to be achieved by the learners in order to produce, perform and exhibit their own works of art.
2. **Historical and Cultural Contexts:** The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to identify, compare, contrast and analyze works in the arts in their historical and cultural context. Effort should be made to coordinate with district's social studies, literature and other curricula when possible.
3. **Critical Response:** The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to examine, analyze, interpret and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art.
4. **Aesthetic Response:** The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to investigate the philosophical aspects of works in the arts. The learner explores personal and historical definitions of art and art's varied purposes. Emphasis

should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings.

Arts and Humanities Standards:

1. Understands the basic concepts and interrelationships of the production, performance and exhibition of dance, music, theater and visual arts.
2. Understands the basic concepts and interrelationships of historical and cultural contexts.
3. Understands the basic concepts and interrelationships of critical response.
4. Understands the basic concepts and interrelationships of aesthetic response.

Business Technology Standards:

1. Communicates in a clear, courteous, concise, and correct manner on personal and professional levels.
2. Selects and applies current information systems/technology as they relate to personal and business decision making in light of ethical and social issues.
3. Uses financial procedures to make decisions about planning, organizing, and allocating resources.
4. Uses critical thinking skills to function as citizens who are literate about economics through development of personal consumer economic skills and a knowledge of societal and government responsibility.
5. Uses business knowledge and preparation to develop an understanding of business operations and the ability and skills to become entrepreneurs.
6. Describes how marketing strategies are used in business to meet the needs of consumers.
7. Develops the ability to participate in business transactions both domestic and international.
8. Selects and analyzes from the business function areas such as marketing, finance, accounting production, and personnel of business to make informed management decisions.
9. Applies the basic legal principles to their roles as citizens, consumers and employees.
10. Demonstrates interpersonal teamwork and leadership skills necessary to function in multicultural business settings.
11. Explores careers and develops skills necessary to make meaningful decisions in a variety of business careers.

Career Development Standards:

1. Has knowledge and understanding of the influence and importance of self-concept.
2. Have skills to interact positively with others.
3. Has knowledge and awareness of the importance and impact of growth and change.
4. Has knowledge and understanding of the benefits of educational achievement to career opportunities.
5. Understands the need for positive attitudes in the relationship between work and learning.
6. Have the skills to locate, evaluate, understand and use career information.
7. Knows the importance of good work habits and has the skills necessary to seek, obtain, maintain and change jobs.
8. Has an understanding of how societal needs and functions interact with the nature and structure of work.
9. Have the skills to make decisions.
10. Has a knowledge and understanding of the interrelationship of life roles.
11. Has a knowledge and understanding of different occupations and male/female roles.
12. Have an awareness, understanding and skills in the process of career planning.

Family and Consumer Science Standards:

1. Understands and demonstrates competence with regard to financial and resource management.
2. Understands and demonstrates competence with regard to balancing family, work and community responsibilities.
3. Understands and demonstrates competence with regard to food science and nutrition.
4. Understands and demonstrates competence with regard to child development. Guidance Standards:

1. Understands that group and cultural influences contribute to human development, identity, and behavior.
2. Understands various meanings of social group, general implications of group membership, and different ways that groups function.

3. Understands that interactions among learning, inheritance, and physical development affect human behavior.
4. Understands conflict, cooperation, and interdependence among individuals, groups, and institutions.

Health and Physical Education Standards:

1. Understands the basic concepts and interrelationships of the concepts of health
2. Understands the basic concepts and interrelationships of healthful living.
3. Understands the basic concepts and interrelationships of safety and injury prevention.
4. Understands the basic concepts and interrelationships of physical activity.
5. Understands the basic concepts and interrelationships of concepts, principals and strategies of movement.

Language Arts Standards:

1. Demonstrates competence in the general skills and strategies of learning to read independently.
2. Demonstrates competence in the general skills and strategies of reading critically in all content areas.
3. Demonstrates competence in the general skills and strategies of reading, analyzing and interpreting.
4. Demonstrates competence in the general skills and strategies of types of writing.
5. Demonstrates competence in the general skills and strategies of quality of writing.
6. Demonstrates competence in the general skills and strategies of speaking and listening.
7. Demonstrates competence in the general skills and strategies of characteristics and function of the English language.
8. Demonstrates competence in the general skills and strategies of research.

Special Education - Life Skills Standards:

1. Makes effective use of basic tools.
2. Understands the characteristics and uses of basic computer hardware, software, and operating systems.

3. Uses basic word processing, spreadsheet, database, and communication programs.
4. Manages money effectively.
5. Pursues specific jobs.
6. Makes general preparation for entering the work force.
7. Makes effective use of basic life skills.
8. Displays reliability and a basic work ethic.
9. Operates effectively within organizations
10. Sets and manages goals.
11. Performs self-appraisal.
12. Considers risk.
13. Demonstrates perseverance.
14. Maintains a healthy self-concept.
15. Restrains impulsivity.
16. Understands and applies basic principles of presenting an argument.
17. Understands and applies basic principles of logic and reasoning.
18. Effectively uses mental processes that are based on identifying similarities and dissimilarities (compares, contrasts, classifies).
19. Understands and applies basic principles of hypothesis testing and scientific inquiry.
20. Applies basic trouble-shooting and problem-solving techniques.
21. Applies decision-making techniques.
22. Contributes to the overall effort of a group.
23. Uses conflict-resolution techniques.
24. Works well with diverse individuals and in diverse situations.
25. Displays effective interpersonal communication skills.
26. Demonstrates leadership skills.

Mathematics Standards:

1. Understands and applies basic and advanced properties of the concepts numbers, number systems and number relationship.
2. Understands and applies basic and advanced properties of the concepts computation and estimation.
3. Understands and applies basic and advanced properties of the concepts measurement and estimation.
4. Understands and applies basic and advanced properties of the concepts mathematical reasoning and connections.
5. Understands and applies basic and advanced properties of the concepts mathematical problem solving and communication.
6. Understands and applies basic and advanced properties of the concepts statistics and data analysis.
7. Understands and applies basic and advanced properties of the concepts probability and predictions.
8. Understands and applies basic and advanced properties of the concepts algebra and functions.
9. Understands and applies basic and advanced properties of the concept geometry.
10. Understands and applies basic and advanced properties of the concept trigonometry.
11. Understands and applies basic and advanced properties of the concept calculus.

Music Standards:

1. Sings, alone and with others, a varied repertoire of music.
2. Performs on instruments, alone and with others, a varied repertoire of music.
3. Improvises melodies, variations, and accompaniments.
4. Composes and arranges music within specified guidelines.
5. Reads and notates music.
6. Knows and applies appropriate criteria to music and music performances.
7. Understands the relationship between music and history and culture.

Science Standards:

1. Understands the basic concepts of the unifying themes of science.
2. Understands the basic concepts of inquiry and design.
3. Understands the basic concepts of the biological sciences.
4. Understands the basic concepts of physical science, chemistry and physics.
5. Understands the basic concepts and applications of the earth sciences.
6. Demonstrates the knowledge and use of technology education.
7. Understands the basic concepts of and demonstrates the use of technological devices.
8. Understands the basic interrelationships of science, technology and human endeavors.
9. Understands the basic interrelationships of watersheds and wetlands.
10. Understands the basic interrelationships of renewable and nonrenewable resources.
11. Understands the basic concepts of environmental health.
12. Understands the basic interrelationships of agriculture and society.
13. Understands the basic concepts of integrated pest management.
14. Understands the basic concepts of ecosystems and their interactions.
15. Understands the basic concepts of threatened, endangered and extinct species.
16. Understands the basic interrelationships of humans and the environment.
17. Understands the basic concepts of environmental laws and regulations.

Social Studies Standards:

1. Understands the basic concepts and interrelationships of principles and documents of government.
2. Understands the basic concepts and interrelationships of rights and responsibilities of citizenship.
3. Understands the basic concepts and interrelationships of how government works.
4. Understands the basic concepts and interrelationships of how international relationships function.

5. Understands the basic concepts and interrelationships of economic systems.
6. Understands the basic concepts and interrelationships of markets and functions of governments.
7. Understands the basic concepts and interrelationships of scarcity and choice.
8. Understands the basic concepts and interrelationships of economic interdependence.
9. Understand the basic concepts and interrelationships of work and earnings.
10. Understands the basic concepts and interrelationships of basic geographic literature.
11. Understands the basic concepts and interrelationships of the physical characteristics of places and regions.
12. Understands the basic concepts and interrelationships of the human characteristics of places and regions.
13. Understands the basic concepts and interrelationships of the interactions between people and places.
14. Understands the basic concepts and interrelationships of historical analysis and skills development.
15. Understands the basic concepts and interrelationships of Pennsylvania history.
16. Understands the basic concepts and interrelationships of United States history.
17. Understands the basic concepts and interrelationships of world history.

World Language Standards:

1. Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information.
2. Comprehends and interprets written and spoken language on diverse topics from diverse media.
3. Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics
4. Demonstrates knowledge and understanding of traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of target culture
5. Recognizes that different languages use different patterns to communicate and applies this knowledge to the native language

Assessments and Public Reporting

At the Elementary level, the district has a reading and math assessment schedule. The assessments provide data to determine students' instructional strengths and needs. The schedule outlines the various assessments that are administered throughout the K -4 classrooms as well as the timing and frequency of those

assessments. The assessment include but are not limited to DRAs, Core Vocabulary, and Quarterly Math Assessments.

In Middle and High School, 4 Sight Assessments are administered throughout the year. The assessments provide data to determine students' instructional strengths and needs.

Chichester believes that:

1. Data will be used to analyzed and used to address students' strengths and weakness and to drive instruction.

2. Students should be assessed at significant transition points in their school career in order

to evaluate their own progress from year to year, as well as their progress compared to

other students.

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

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

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

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

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

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

9. **Group Standardized testing** may not be appropriate for students prior to third grade.

Other methods of assessment should be developed within an appropriate time line.

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

Annually, the district reports out to staff, students, parents, and the community on student performance on the PSSA. Public reporting occurs in a variety of venues — district website,

district newsletter — VOICES, building newsletters, local newspapers, GVTV, and our annual NCLB Report Card document.

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

Targeted Assistance For Struggling Students

Chichester is keenly aware that it must help all students grow intellectually and demonstrate proficiency in the PSSA. Students who earn Basic or Below Basic scores receive targeted interventions throughout the educational system. The goal of this targeted intervention is not only help students with improved assessment scores, but also to provide assistance in all curricular areas. The interventions for students who earn basic and below basic scores in either reading or mathematics include:

- A free summer reading, math, and technology summer program offered for all elementary students
- Administrators review data over the summer once PSSA data is released

for the purpose of identifying individual student's strengths and needs. Teachers receive this data as a form of pre-assessment prior to the first student day of school so that they can make informed instructional decisions based on student need.

- 4 Sight Tests are given at all school levels throughout the year. The tests predict students' proficiency levels based upon the reading, mathematics, and writing

standards (anchor assessments). Teachers review the 4 Sight results and data after each test administration to make instructional decisions.

- Chichester special education students in need of reading remediation receive Guided Reading instruction from special education teachers. Corrective Reading is offered at the Middle and High School.

*Chichester has hired new reading specialists at all levels and a math specialist at the middle school.

- Math and Reading Enrichment classes are offered to students at the high school to provide an extra 45 minute block of instruction.

Qualified,

Support for Struggling Schools

Action Plans that address assistance and remediation for struggling students are developed annually. Careful analysis of assessment data is utilized, so that the action plan objectives can be as targeted to specific needs, as possible.

Throughout the district, various software programs are accessed where and when needed — i.e. Achieve 3000, Study Island and Plato — to mention a few.

Chichester School District has offered free 1 - 4 summer school for the past three years with the plan to continue this support. The summer courses area of focus at the elementary level is reading, math, and technology. This program is offered to all students.

At the secondary level, students are given the opportunity for remediation in reading comprehension and mathematics.

Qualified, Effective Teachers and Capable Instructional Leaders

It is the intention of the Chichester School District to hire only highly qualified teachers.

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

To help lead our staff of professionals, we conduct InServices designed to improve best practice and improve instructional strategies.

Parent and Community Participation

The Chichester School District recognizes that a child's education is a responsibility shared by the school and family and agrees that to effectively educate all students, the school and parents/guardians must work as knowledgeable partners. Board Policy, and in some cases NCLB legislation, provides parents/guardians with the opportunity to review curriculum, textbooks

and other resources materials, and to examine the credentials of their children's teachers.

Parent/Guardian and family involvement is an ongoing process that helps parents/guardians and families to meet their basic obligation as their child's first educator, promotes clear two-way dialogue between home and school and supports parents/guardians as leaders and decision makers at all levels concerning the education of their children.

Chichester School District offers a plethora of avenues for communication among all Chichester community stakeholders. This includes the following:

- Ongoing IEP meetings with parents of students with disabilities
- Early Intervention meetings with parents, administrators and DCIU representatives twice a year
- Monthly rotary meetings (business community)
- In Service Act 48 meetings for teachers and administrators
- Fall and Spring conferences for parent/teacher communication
- * Title 1 Evenings for parents, teachers, and administrators
- *ELL Evenings for parents, teachers, and administrators

Pre-Kindergarten Transition

There is currently no saved text for this narrative.

Utilization of Resources and Coordination of Services

Service/Resource	Description	Type
Access to website for online textbooks	This is to provide differentiated instruction for students to address students' instructional levels.	Special Education
Adaptive chairs / seating	This is provided for physically handicapped students.	Special Education
Allegheny Intermediate Unit		Other
Alpha smarts	These are provided for students with fine motor and visual perceptual deficits.	Special Education
CCTV (Closed Circuit Television)	A CCTV is provided for a visually-impaired student at the high school.	Special Education
Chichester Education Foundation		Other
County-wide fiber optic		Other

network

Delaware County Intermediate Unit		Other
Enlarged and audio versions of the SAT (and other assessments) with a reader	This support is provided for visually impaired students.	Special Education
Federal Programs Coordinator		Other
FM system	This is to support the instruction of hearing impaired students.	Special Education
Guidance Counselors	<p>Chichester School District employs thirteen PA Certified School Counselors district-wide. At the elementary level one counselor is assigned to each of the four K-4 buildings. At Chichester Middle School four counselors are assigned to grades 5-8. Counselors loop for grades 5/6 and 7/8. At Chichester High School five counselors serve the needs of approximately 1250 students. Students are assigned to counselors alphabetically to insure continuity of services.</p> <p>Counselors district-wide are engaged in small group and individual counseling to address academic and/or emotional concerns. They provide preventative programming through developmentally appropriate activities to promote drug awareness and prevention, social skills, anger management, and decision making skills.</p>	Student Services
Head Start Consortium		Other
Hearing aid maintenance	Speech and Language therapists provide hearing aid maintenance for students.	Special Education
Instructional assistants	Instructional assistants are assigned to teachers to support instruction in the classroom.	Special Education
Laptop computers with large screen adaptation	This is provided for a visually-impaired student.	Special Education
Local businesses (Sun Oil Wall Mart)		Other
Nursing and Health Services	<p>The district employs four full-time Certified School Nurses; three full-time Health Aides; and two part-time (.75) Health Aides. Each building is assigned a Health professional; the Middle School and High School have an additional .75 Health Aide each.</p> <p>The district has a School Physician on retainer and a School Dentist who provide dental screenings for district and non-public school students.</p>	Student Services
Occupational therapy	This is provided for students with fine motor and visual perceptual needs.	Special Education
Orientation and mobility support	This is provided for our visually-impaired students.	Special Education
Pattan		Other
PC Mate on laptop to	This is provided for a visually-impaired student.	Special

assist with graphing calculator		Education
Penn Literacy Network		Other
Penn Literacy Network		Other
Personal care assistant	PCAs are used to support the students' needs throughout the day.	Special Education
Physical therapy	This is provided for students with gross motor deficits.	Special Education
Pre K Counts Partnership		Other
Reader for Spanish AP exam	This support is provided for a visually-impaired student.	Special Education
Reading specialist	Reading specialists are used to address students' reading deficiencies.	Special Education
School Psychology	<p>Chichester School District has four psychologists who coordinate MDE referrals in the district's six buildings. They serve as consultants to teachers and IST staff on behavioral interventions and Behavior Support Plans. All hold PA certifications in School Psychology.</p> <p>At the elementary level two psychologists serve two buildings each. The middle school and high school each have their own psychologists who are building based. This allows for good continuity of services and familiarity with students, staff and families.</p> <p>In order to meet MDE timelines the district also funds summer hours for district psychologists, and also contracts with DCIU for additional psychological services as needed.</p>	Student Services
Slant boards for writing	This is provided for students with fine motor and visual perceptual needs.	Special Education
Student Assistance/Social Worker	A full-time Social Worker is assigned to the High School and Middle School as SAP Coordinator. All required SAP training has been provided and new team members attend trainings as needed. The Social Workers teams with district counselors to co-facilitate groups for students based on individual needs. The Social Worker also collaborates with the district Truancy Officer and Homeless Coordinator to further meet the needs of students. This individual serves as liason for commuty resources to support the needs of parents and students.	Student Services
Textbooks on CD ROM for the visually impaired	These are provided for visually-impaired students and are also incorporated into the regular education program as a form of differentiated instruction.	Special Education
Vision support	This is provided for our visually-impaired student.	Special Education