

CHESTER-UPLAND SD

Attn: Administration Suite

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Chester Upland School District is committed to providing all students the opportunity to achieve excellence in the four A's: Academics, Athletics, the Arts, and Activities.

VISION STATEMENT

The vision of the Chester Upland School District is for every student to graduate from high school ready for college and/or a career in spite of any and all challenges. Shared values every student and adult feels cared for, valued, and supported every minute of every day... Every student completes middle school ready for high school...

EDUCATIONAL VALUE STATEMENTS

STUDENTS

1. All students can learn. 2. All students have opportunities for college and career pathways. 3. Students are valued and respected.

STAFF

1. All staff members are valued, appreciated and respected. 2. Staff members actively contributes to students' academic and behavioral outcomes. 3. Staff input is essential.

ADMINISTRATION

1. Decisions making is for the betterment of our students. 2. High expectations yield high results 3. Education is the shared responsibility of the student, family, school, and greater community.

PARENTS

1. Parents are collaborative partners. 2. Parents are supported through communication and resources.

COMMUNITY

1. Active community-based partnerships yield high quality education. 2. The community succeeds when the school succeeds as students transition to be productive citizens.

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>If the Chester Upland School District implements a structured, unified, K-12 curriculum, then both student academic growth and core discipline achievement will increase as measured by local assessments (iReady and NWEA MAP) and State assessments (PSSA, Keystone, WIDA, PASA).</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p> <p>Essential Practices 3: Provide Student-Centered Support Systems</p> <p>Early Literacy</p>
<p>If professional development aligns with district priorities related to curriculum and instruction and is monitored for implementation, then student performance will increase. If professional development can be implemented, monitored, and evaluated within one system, then teachers are better prepared for instructional purposes to support teaching and learning. If teachers and paraprofessionals are included in the development of professional development prior to the sessions, then professional development would be based on the stated needs of the teachers and paraprofessionals. If the organization's structure and focus are clear and widely accepted, then we should be able to build professional development programs</p>	<p>Professional learning</p> <p>Essential Practices 1: Focus on</p>

Priority Statement

Outcome Category

that meet the needs of the teachers and transfer down to the students. If teachers are given the opportunity to lead professional development, then teachers would be more likely to buy in and implement initiatives.

Continuous Improvement of Instruction

Social emotional learning

If the Chester Upland School District creates curriculum maps that are implemented with fidelity, the different needs of the different schools (differentiate) and their student bodies, then the K-12 curriculum will result in measurable student progress through uniform instruction.

English Language Arts

Mathematics

Industry-Based Learning

If branding and storytelling is presented in a better image, we will attract a more qualified staffing pool and be able to create stability for the children of our district. If we develop a more intentional recruiting strategy, we can recruit more qualified professionals for our core content and special education areas.

Essential Practices 4: Implement Data-Driven Human Capital Strategies

ACTION PLAN AND STEPS

Evidence-based Strategy

College Recruitment Program

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Recruitment and Retention

To have a full cycle, evidence-based recruitment and retention program that results in the retention of at least 85% of the district's certified teachers in core content areas (Math, English, Science and History) and special education.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
To create and maintain a partnership with local colleges and universities to recruit educators prior to completion of their studies through student-teaching opportunities, information sessions and school visits/tours, and hiring events.	2022-08-29 - 2025-06-30	Human Resources Generalist	access to colleges and universities, recruitment supplies, technology, transportation

Anticipated Outcome

The district will be able to successfully recruit recent, certified graduates for core content areas and special education.

Monitoring/Evaluation

1. college recruitment tracker that shows those the outreach efforts and college response. Quarterly review 2. recruitment tracker outlining how many new hires were successful through the college recruitment program, and an annual evaluation of hired educators after 1st year of employment.

Evidence-based Strategy

Educator Advisory and Community Coalition Committee

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Recruitment and Retention	To have a full cycle, evidence-based recruitment and retention program that results in the retention of at least 85% of the district's certified teachers in core content areas (Math, English, Science and History) and special education.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
To create a committee comprised of current educators, district administrators, and community members to meet and discuss areas within the district as well as community that should be addressed to change the narrative of the Chester Upland School District and the City of the Chester. Through this coalition, the committee will work through various channels to identify solutions, promote positivity, and establish a strategic approach to rebranding the district and its community.	2023-01-03 - 2025-06-30	Human Resources Administrator	technology, committee members, community outreach partners, marketing materials and supplies

Anticipated Outcome

To establish a partnership with the Chester community and school district to recreate the narrative that supports positivity, growth, and social welfare to attract, recruit and retain certified educators.

Monitoring/Evaluation

Evidence-based Strategy

Teacher Education Program (High School Student to Education Pipeline)

Measurable Goals

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Recruitment and Retention	To have a full cycle, evidence-based recruitment and retention program that results in the retention of at least 85% of the district's certified teachers in core content areas (Math, English, Science and History) and special education.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
To partner with Widener University to establish a Teacher Education Program that will expose high school students to experiences and opportunities of a future in public education.	2023-01-02 - 2025-06-30	Director of Human Resources	

Anticipated Outcome

To establish a pipeline that exposes high school students to the field of public education. Through early exposure, students will continue into the field of education and gain the necessary credentials to become certified educators.

Monitoring/Evaluation

Evidence-based Strategy

Paraprofessional to Teacher Pipeline

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Recruitment and Retention

To have a full cycle, evidence-based recruitment and retention program that results in the retention of at least 85% of the district's certified teachers in core content areas (Math, English, Science and History) and special education.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

To establish a career pathway plan for current paraprofessionals to obtain their teacher certification by way of CUSDs tuition reimbursement program and current relationships with partnering educational institutions.

2022-08-29 -
2025-06-30

Human Resources
Generalist

Technology, Marketing and branding materials for CUSD and educational institutions, Educational partnerships, tuition

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			reimbursement funding, program administrator

Anticipated Outcome
 An established internal recruitment pipeline of veteran employees interested in professional growth. Improved retention and attrition rates.

Monitoring/Evaluation

Evidence-based Strategy
 Unified Curriculum Expectations

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Unified Curricula	Ninety percent of students will meet or exceed their individual growth goals as measured by iReady, NWEA MAP, CDT and other local assessment data through the implementation of unified curricula across grade levels, subject areas, and schools.
Data Protocols	One hundred percent of core content teachers, special education teachers, and English Language Learner teachers, K-12, will utilize data protocols to develop differentiated learning opportunities to ensure student needs are met.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Third Grade Proficiency	By June 2025, at least seventy percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA.
Curriculum and Instruction Priorities	All Chester Upland School District professional staff members will participate in learning opportunities aligned to district priorities and 100% of teachers will use the skills from these trainings as measured by formal observations, informal observations, and peer observations.
ELA Goal	By the end of the 2024-25 school year, we will grow student achievement to 50% proficiency in English Language Arts, as measured by the PSSA and Keystone Exam.
Mathematics (3-8)	By the end of the 2024-25 school year, we will grow student achievement to 45% proficiency in Mathematics in grades 3-8, as measured by the PSSA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Central Office will provide expectations for ELA, Math, and Science instructional minutes by grade level/band.	2022-08-29 - 2025-06-20	Chief Academic Officer Supervisor(s) of Curriculum Teachers	Building Schedule Lesson Plans
Centralize curriculum maps and unit plans on a digital platform for easy access by staff members and for transparency to families.	2023-01-01 - 2025-06-20	Chief Academic Officer Supervisor(s) of Academics Instructional Support Teacher Leaders Career and Technical Education Supervisor Teachers	Atlas digital platform (\$1800 per year, Title I Set Aside)
Provide professional development on	2022-08-29 -	Chief Academic Officer Supervisor(s)	Identify a series of professional

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
the use of assessments and data driven instruction that promote student growth.	2025-06-20	of Academics Instructional Support Teacher Leaders Administrators	development days for learning sessions. Building schedule must include time for collaboration weekly.
Focus observations and evaluations on student access to grade level instruction and supports needed to be successful.	2022-08-29 - 2025-06-20	Administrators Teachers	Unit/Lesson Plans
Provide professional development on alignment of skills based lesson plan and unit plan.	2023-01-02 - 2025-06-20	Chief Academic Officer Supervisor(s) of Curriculum Administrators Teachers Instructional Support Teacher Leaders	Proposed lesson plan template Unit Plans and core resources
Central Office members will provide an instructional protocol for literacy to be used in all K-12, across all subjects.	2022-08-29 - 2025-06-20	Chief Academic Officer Supervisor(s) of Academics Instructional Support Teacher Leaders Teachers Administrators	Literacy Protocol Professional Development
Establish the use of Common Core literacy standards across all grade levels.	2022-08-29 - 2025-06-20	Superintendent Assistant Superintendent	Common Core Literacy Standards

Anticipated Outcome

Provide teachers and students consistent allocation of instructional minutes across all grade bands, content areas, and schools. Teachers will use various assessment types to inform instruction and to support students in setting goals, monitoring progress, and reflecting on

growth and achievement. Teachers will develop common formative and summative assessments across grade levels and content areas. Increase alignment of lesson plan and learning target activities.

Monitoring/Evaluation

Chief Academic Officer Supervisor(s) of Academics Principals Assistant Principals Instructional Support Teacher Leaders Use of learning walks and informal and formal observations will be used to monitor and evaluate the action step. Monitor usage of Atlas or similar software storing curriculum maps on a weekly basis. Submission of data protocols to building administrator at least quarterly. Upload formative and summative assessments to Atlas or similar digital platform. Lesson Plan feedback by administration at least monthly

Evidence-based Strategy

Data Protocol Implementation

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Data Protocols	One hundred percent of core content teachers, special education teachers, and English Language Learner teachers, K-12, will utilize data protocols to develop differentiated learning opportunities to ensure student needs are met.
Third Grade Proficiency	By June 2025, at least seventy percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA.
Relevant Professional Development	The Chester Upland School District will provide relevant professional learning opportunities, shaped by staff needs, as evidenced by the submitted evaluations with an average rating of 3 or higher for at least 90% of all sessions.

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Goal	By the end of the 2024-25 school year, we will grow student achievement to 50% proficiency in English Language Arts, as measured by the PSSA and Keystone Exam.
Mathematics (3-8)	By the end of the 2024-25 school year, we will grow student achievement to 45% proficiency in Mathematics in grades 3-8, as measured by the PSSA.
CTE	By the conclusion of the 2024-25 school year, at least 50% of Career and Technical Education students will pass an industry based competency assessment by the end of 12th grade.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will complete and submit data protocols at least three times per school year to their building and district administrator.	2022-08-29 - 2025-06-20	Teachers Administrators	Data Protocol Forms
Implement a common adaptive diagnostic assessment for students in K-8 and 9-12 that will be administered 3 times per school year: fall, winter, and spring.	2022-08-29 - 2025-06-20	Chief Academic Officer Supervisor(s) of Academics Building Administrators Teachers	For the 2022-23 school year, iReady will be used K-8 and NWEA MAP at the high school level.
Administer the practice NOCTI assessment to 11th and 12th grade Career and Technical Education students at least once a semester 4 times per school year.	2022-08-29 - 2025-06-20	Supervisor of CTE CTE Teachers	Practice NOCTI exams Early Release sample problems

Anticipated Outcome

All teachers trained on how to complete data protocol tools. Measure student growth and performance consistently Help teachers and students determine specific instructional needs of each student.

Monitoring/Evaluation

Building and district administrators will review completed protocol forms at least quarterly with teachers.

Evidence-based Strategy

Professional Learning

Measurable Goals

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Third Grade Proficiency	By June 2025, at least seventy percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA.
Curriculum and Instruction Priorities	All Chester Upland School District professional staff members will participate in learning opportunities aligned to district priorities and 100% of teachers will use the skills from these trainings as measured by formal observations, informal observations, and peer observations.
Relevant Professional Development	The Chester Upland School District will provide relevant professional learning opportunities, shaped by staff needs, as evidenced by the submitted evaluations with an average rating of 3 or higher for at least 90% of all sessions.
Social Emotional	By June 2025, all Chester Upland School District professional staff, will implement social-emotional learning

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Learning	strategies that will be evidenced by observational, survey, and behavioral data.
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Mathematics (3-8)	By the end of the 2024-25 school year, we will grow student achievement to 45% proficiency in Mathematics in grades 3-8, as measured by the PSSA.
CTE	By the conclusion of the 2024-25 school year, at least 50% of Career and Technical Education students will pass an industry based competency assessment by the end of 12th grade.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The Chester Upland School District will develop a professional development committee that will meet monthly to plan trainings and next action steps.	2022-08-29 - 2025-06-20	Chief Academic Officer Supervisor(s) of Curriculum Career and Technical Education Supervisor Pupil Services Director Special Education Supervisor(s)	Shared Notes
Provide at least 2 scheduled opportunities each academic year for collaboration across schools, grades, and content areas during professional learning days.	2022-08-29 - 2025-06-20	Chief Academic Officer Supervisor(s) of Academics Principals Teachers Instructional Support Teacher Leaders	Framework for collaboration session Agenda
Survey all staff to determine professional development needs at least twice per school year.	2022-08-29 - 2025-06-21	Chief Academic Officer Supervisor(s) of Academics All Staff	Professional Development needs survey

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify staff members to facilitate professional development.	2022-08-29 - 2025-06-20	Administrators Teachers	Email Survey Forms
Provide professional development on student support through social and emotional learning.	2022-08-29 - 2025-06-20	Social Emotional Coordinator SEL Coaches Chief Academic Officer Director of Pupil Services	Positive Action curriculum resources

Anticipated Outcome
Empower teachers/staff Provide staff with tools to address social emotional learning needs of students

Monitoring/Evaluation
Frontline surveys by curriculum department



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>One hundred percent of core content teachers, special education teachers, and English Language Learner teachers, K-12, will utilize data protocols to develop differentiated learning opportunities to ensure student needs are met. (Data Protocols)</p>			
<p>By June 2025, at least seventy percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA. (Third Grade Proficiency)</p>			
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<p>One hundred percent of core content teachers, special education teachers, and English Language Learner teachers, K-12, will utilize data protocols to develop differentiated learning opportunities to ensure student needs are met. (Data Protocols)</p>			
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Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Measurable Goals

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Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2025, at least seventy percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA. (Third Grade Proficiency)</p> <p>All Chester Upland School District professional staff members will participate in learning opportunities aligned to district priorities and 100% of teachers will use the skills from these trainings as measured by formal observations, informal observations, and peer observations. (Curriculum and Instruction Priorities)</p> <p>The Chester Upland School District will provide relevant professional learning opportunities, shaped by staff needs, as evidenced by the submitted evaluations with an average rating of 3 or higher for at least 90% of all sessions. (Relevant Professional Development)</p> <p>By June 2025, all Chester Upland School District professional staff, will implement social-emotional learning strategies that will be evidenced by observational, survey, and behavioral data. (Social Emotional Learning)</p> <p>By the end of the 2024-25 school year, we will grow student achievement to 50% proficiency in English Language Arts, as measured by the PSSA and Keystone Exam. (ELA Goal)</p> <p>By the end of the 2024-25 school year, we will grow student achievement to 45% proficiency in Mathematics in grades 3-8, as measured by the PSSA. (Mathematics (3-8))</p>	Professional Learning	Provide professional development on student support through social and emotional learning.	08/29/2022 - 06/20/2025

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

By the conclusion of the 2024-25 school year, at least 50% of Career and Technical Education students will pass an industry based competency assessment by the end of 12th grade. (CTE)

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
To have a full cycle, evidence-based recruitment and retention program that results in the retention of at least 85% of the district's certified teachers in core content areas (Math, English, Science and History) and special education. (Recruitment and Retention)	Paraprofessional to Teacher Pipeline	To establish a career pathway plan for current paraprofessionals to obtain their teacher certification by way of CUSDs tuition reimbursement program and current relationships with partnering educational institutions.	08/29/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Ninety percent of students will meet or exceed their individual growth goals as measured by iReady, NWEA MAP, CDT and other local assessment data through the implementation of unified curricula across grade levels, subject areas, and schools. (Unified Curricula)</p>	<p>Unified Curriculum Expectations</p>	<p>Central Office will provide expectations for ELA, Math, and Science instructional minutes by grade level/band.</p>	<p>08/29/2022 - 06/20/2025</p>
<p>One hundred percent of core content teachers, special education teachers, and English Language Learner teachers, K-12, will utilize data protocols to develop differentiated learning opportunities to ensure student needs are met. (Data Protocols)</p>			
<p>By June 2025, at least seventy percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA. (Third Grade Proficiency)</p>			
<p>All Chester Upland School District professional staff members will participate in learning opportunities aligned to district priorities and 100% of teachers will use the skills from these trainings as measured by formal observations, informal observations, and peer observations. (Curriculum and Instruction Priorities)</p>			
<p>By the end of the 2024-25 school year, we will grow student achievement to 50% proficiency in English Language Arts, as measured by the PSSA and Keystone Exam. (ELA Goal)</p>			
<p>By the end of the 2024-25 school year, we will grow student achievement to 45% proficiency in Mathematics in grades 3-8, as measured by the PSSA. (Mathematics (3-8))</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Ninety percent of students will meet or exceed their individual growth goals as measured by iReady, NWEA MAP, CDT and other local assessment data through the implementation of unified curricula across grade levels, subject areas, and schools. (Unified Curricula)</p>	<p>Unified Curriculum Expectations</p>	<p>Focus observations and evaluations on student access to grade level instruction and supports needed to be successful.</p>	<p>08/29/2022 - 06/20/2025</p>
<p>One hundred percent of core content teachers, special education teachers, and English Language Learner teachers, K-12, will utilize data protocols to develop differentiated learning opportunities to ensure student needs are met. (Data Protocols)</p>			
<p>By June 2025, at least seventy percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA. (Third Grade Proficiency)</p>			
<p>All Chester Upland School District professional staff members will participate in learning opportunities aligned to district priorities and 100% of teachers will use the skills from these trainings as measured by formal observations, informal observations, and peer observations. (Curriculum and Instruction Priorities)</p>			
<p>By the end of the 2024-25 school year, we will grow student achievement to 50% proficiency in English Language Arts, as measured by the PSSA and Keystone Exam. (ELA Goal)</p>			
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Ninety percent of students will meet or exceed their individual growth goals as measured by iReady, NWEA MAP, CDT and other local assessment data through the implementation of unified curricula across grade levels, subject areas, and schools. (Unified Curricula)</p>	<p>Unified Curriculum Expectations</p>	<p>Central Office members will provide an instructional protocol for literacy to be used in all K-12, across all subjects.</p>	<p>08/29/2022 - 06/20/2025</p>
<p>One hundred percent of core content teachers, special education teachers, and English Language Learner teachers, K-12, will utilize data protocols to develop differentiated learning opportunities to ensure student needs are met. (Data Protocols)</p>			
<p>By June 2025, at least seventy percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA. (Third Grade Proficiency)</p>			
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

By the conclusion of the 2024-25 school year, at least 50% of Career and Technical Education students will pass an industry based competency assessment by the end of 12th grade. (CTE)

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals

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Name**

**Communication
Step**

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By June 2025, at least seventy percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA. (Third Grade Proficiency)</p>	<p>Professional Learning</p>	<p>Survey all staff to determine</p>	<p>08/29/2022 -</p>
<p>All Chester Upland School District professional staff members will participate in learning opportunities aligned to district priorities and 100% of teachers will use the skills from these trainings as measured by formal observations, informal observations, and peer observations. (Curriculum and Instruction Priorities)</p>		<p>professional development needs at least twice per school year.</p>	<p>06/21/2025</p>
<p>The Chester Upland School District will provide relevant professional learning opportunities, shaped by staff needs, as evidenced by the submitted evaluations with an average rating of 3 or higher for at least 90% of all sessions. (Relevant Professional Development)</p>			
<p>By June 2025, all Chester Upland School District professional staff, will implement social-emotional learning strategies that will be evidenced by observational, survey, and behavioral data. (Social Emotional Learning)</p>			
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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Measurable Goals

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By the conclusion of the 2024-25 school year, at least 50% of Career and Technical Education students will pass an industry based competency assessment by the end of 12th grade. (CTE)
