

Chester-Upland SD

Comprehensive Plan | 2025 - 2028

LEA Profile

The Chester Upland School District (CUSD) is a mid-sized, urban public school district serving the City of Chester, the Borough of Upland and Chester Township in Delaware County, Pennsylvania. Within the approximately six square miles that encompass the district, CUSD operates a high school (on two campuses), two intermediate schools and three elementary schools, serving 3,100 students. The schools are as follow:

- Chester Upland School of the Arts
- Main Street Elementary School
- Stetser Elementary School
- Edgmont Scholars Academy
- Toby Farms Intermediate School
- Chester High School
- STEM Academy

CUSD is located in historic Delaware County, Pennsylvania. It is situated on the Delaware River, between the cities of Philadelphia, Pennsylvania and Wilmington, Delaware. The district is an hours drive from the Jersey Shore and Delaware Beaches. It is a two-hour drive from the Pocono Mountains and New York City. By proactively leveraging resources within and outside of the Chester Upland School District, we have established a quality school system that is responsive and accountable; an inclusive environment where all have access to learning and where students are both physically and emotionally safe; high expectations for student achievement and teacher performance; a rigorous, relevant, and integrated curricula that engages all students in learning around real-world experiences; and positive partnerships through collaboration between staff and students, families and other community members.

Mission and Vision

Mission

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

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 Values

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.

Other (Optional)

Omit selected.

Goal Setting

Priority: Define and implement clear, proactive, and data-driven systems for managing finances, facilities, operations, and resources that would lead to every school having what they need to support their students.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
Enhance budget accountability and strategic resource allocation by strengthening financial ownership among internal stakeholders, including leadership and department leads, through 100% participation in financial training and achieving 95% accuracy in department-level budget tracking.		
Measurable Goal Nickname (35 Character Max)		
Allocate Resources		
Target Year 1	Target Year 2	Target Year 3
Enhance budget accountability and strategic resource allocation by strengthening financial ownership among internal stakeholders, including leadership and department leads, through 50% participation in financial training and achieving 75% accuracy in department-level budget tracking.	Enhance budget accountability and strategic resource allocation by strengthening financial ownership among internal stakeholders, including leadership and department leads, through 75% participation in financial training and achieving 85% accuracy in department-level budget tracking.	Enhance budget accountability and strategic resource allocation by strengthening financial ownership among internal stakeholders, including leadership and department leads, through 100% participation in financial training and achieving 95% accuracy in department-level budget tracking.

Outcome Category		
Industry-Based Learning		
Measurable Goal Statement (Smart Goal)		
By the conclusion of the 2027–2028 school year, at least 50% of Career and Technical Education (CTE) students will successfully pass an Industry-Based Competency Assessment (NOCTI or equivalent) by the end of 12th grade, demonstrating readiness for postsecondary education, employment, or industry certification.		
Measurable Goal Nickname (35 Character Max)		
CTE		
Target Year 1	Target Year 2	Target Year 3
By the conclusion of the 2025–2026 school year, at least 30% of Career and Technical	By the conclusion of the 2026–2027 school year, at least 40% of Career and Technical	By the conclusion of the 2027–2028 school year, at least 50% of Career and Technical

Education (CTE) students will successfully pass an Industry-Based Competency Assessment (NOCTI or equivalent) by the end of 12th grade, demonstrating readiness for postsecondary education, employment, or industry certification.	Education (CTE) students will successfully pass an Industry-Based Competency Assessment (NOCTI or equivalent) by the end of 12th grade, demonstrating readiness for postsecondary education, employment, or industry certification.	Education (CTE) students will successfully pass an Industry-Based Competency Assessment (NOCTI or equivalent) by the end of 12th grade, demonstrating readiness for postsecondary education, employment, or industry certification.
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Priority: Develop aligned systems to attract, grow, and retain talent at all levels.

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
At least 85% of the district's teachers in core content areas (Math, English, Science and History) and special education will be certified.		
Measurable Goal Nickname (35 Character Max)		
Recruitment and Retention		
Target Year 1	Target Year 2	Target Year 3
At least 50% of the district's teachers in core content areas (Math, English, Science and History) and special education will be certified.	At least 65% of the district's teachers in core content areas (Math, English, Science and History) and special education will be certified.	At least 85% of the district's teachers in core content areas (Math, English, Science and History) and special education will be certified.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
Align at least 70% of resource allocations with strategic priorities identified in the mission and vision.		
Measurable Goal Nickname (35 Character Max)		
Strategic priorities		
Target Year 1	Target Year 2	Target Year 3
Align at least 50% of resource allocations with strategic priorities identified in the mission and vision.	Align at least 60% of resource allocations with strategic priorities identified in the mission and vision.	Align at least 70% of resource allocations with strategic priorities identified in the mission and vision.

Priority: Build trust and collective investment in the district’s vision for change so every stakeholder sees their role in realizing the vision by implementing clearly aligned strategies.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
Establish and maintain diverse, strategic, and frequent feedback opportunities from various stakeholders to enhance decision-making and engagement, with a 75% stakeholder response rate.		
Measurable Goal Nickname (35 Character Max)		
Feedback		
Target Year 1	Target Year 2	Target Year 3
Establish and maintain diverse, strategic, and frequent feedback opportunities from various stakeholders to enhance decision-making and engagement, with a 45% stakeholder response rate.	Establish and maintain diverse, strategic, and frequent feedback opportunities from various stakeholders to enhance decision-making and engagement, with a 55% stakeholder response rate.	Establish and maintain diverse, strategic, and frequent feedback opportunities from various stakeholders to enhance decision-making and engagement, with a 75% stakeholder response rate.

Priority: Develop strong data-driven practices to identify and meet students' academic and wholistic needs to accelerate learning and ensure student-centered supports

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
By June 2028, at least sixty-five percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA.		
Measurable Goal Nickname (35 Character Max)		
Third Grade ELA		
Target Year 1	Target Year 2	Target Year 3
By June 2026, at least forty-five percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA.	By June 2027, at least fifty-five percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA.	By June 2028, at least sixty-five percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		

By June 2028, Seventy percent of students in grades K-8 will meet or exceed their individual growth goal in mathematics, as measured by iReady, NWEA MAP, CDT or other local assessment data through the implementation of unified curricula across grade levels.		
Measurable Goal Nickname (35 Character Max)		
Mathematics Goal		
Target Year 1	Target Year 2	Target Year 3
By June 2026, fifty percent of students in grades K-8 will meet or exceed their individual growth goal in mathematics, as measured by iReady, NWEA MAP, CDT or other local assessment data through the implementation of unified curricula across grade levels.	By June 2027, sixty percent of students in grades K-8 will meet or exceed their individual growth goal in mathematics, as measured by iReady, NWEA MAP, CDT or other local assessment data through the implementation of unified curricula across grade levels.	By June 2028, Seventy percent of students in grades K-8 will meet or exceed their individual growth goal in mathematics, as measured by iReady, NWEA MAP, CDT or other local assessment data through the implementation of unified curricula across grade levels.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-28 school year, we will grow student achievement to 50% proficiency in English Language Arts, as measured by the PSSA and Keystone Exams.		
Measurable Goal Nickname (35 Character Max)		
English Language Arts		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-26 school year, we will grow student achievement to 30% proficiency in English Language Arts, as measured by the PSSA and Keystone Exams.	By the end of the 2026-27 school year, we will grow student achievement to 40% proficiency in English Language Arts, as measured by the PSSA and Keystone Exams.	By the end of the 2027-28 school year, we will grow student achievement to 50% proficiency in English Language Arts, as measured by the PSSA and Keystone Exams.

Action Plan

Measurable Goals

Allocate Resources	Recruitment and Retention
Feedback	Third Grade ELA
Mathematics Goal	English Language Arts
CTE	
Strategic priorities	

Action Plan For: Professional Development

Measurable Goals:	
- By June 2028, at least sixty-five percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA. - By June 2028, Seventy percent of students in grades K-8 will meet or exceed their individual growth goal in mathematics, as measured by iReady, NWEA MAP, CDT or other local assessment data through the implementation of unified curricula across grade levels. - At least 85% of the district's teachers in core content areas (Math, English, Science and History) and special education will be certified. - By the end of the 2027-28 school year, we will grow student achievement to 50% proficiency in English Language Arts, as measured by the PSSA and Keystone Exams.	

Action Step		Anticipated Start/Completion Date	
Implement training for intervention supports, including behavioral and academic.		2025-08-25	2027-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services Chief Academic Officer	Intervention Materials	Yes	No
Action Step		Anticipated Start/Completion Date	
Develop MTSS Leader's Guide for What/When/How Intervention Planning		2025-08-25	2025-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services	Input from curriculum department	No	Yes
Action Step		Anticipated Start/Completion Date	
Establish a system for actively monitoring implementation of professional development programs: review and analysis pd data		2025-07-01	2025-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Assistant Superintendent Chief Academic Officer Supervisor of Academics	Build time in calendar for walkthroughs	Yes	No
Action Step		Anticipated Start/Completion Date	
Establish a system for actively monitoring implementation of professional development programs: pd facilitation evaluation form		2025-07-01	2025-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent Chief Academic Officer Supervisor of Academics	Frontline	No	No
Action Step		Anticipated Start/Completion Date	
Streamline/focus professional development to support all job functions		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department Heads	Frontline	No	Yes
Action Step		Anticipated Start/Completion Date	
Evaluate professional development schedule for teaching staff, support staff, and leaders to make adjustments to align offerings with district goals.		2025-05-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent Assistant Superintendent Chief Academic Officer	None	No	No
Action Step		Anticipated Start/Completion Date	
Develop and implement PLC structures to be used at all schools within the district		2025-07-01	2025-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent Assistant Superintendent Chief Academic Officer	Review current PLC structures and make modifications as needed	Yes	No
Action Step		Anticipated Start/Completion Date	
Complete leadership training with UVA-PLE		2025-01-01	2026-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Receiver Superintendent	University of Virginia	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A streamlined and data-driven professional development and intervention support system that ensures staff are effectively trained in academic and behavioral interventions, guided by a standardized MTSS framework, and supported through PLCs. Professional development is strategically aligned with district goals, continuously monitored for effectiveness, and tailored to all job functions, resulting in improved instructional practices, student outcomes, and staff collaboration across the district.	Monitored quarterly by Lead persons through feedback loops and data collection

Action Plan For: Staff Retention

Measurable Goals:
At least 85% of the district's teachers in core content areas (Math, English, Science and History) and special education will be certified.

Action Step		Anticipated Start/Completion Date	
Conduct exit and stay interviews to gather feedback and demonstrate its importance by incorporating where feasible		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HR Director Assistant HR Director	Feedback forms	No	No
Action Step		Anticipated Start/Completion Date	
Celebrate employees informally and frequently		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	Bulletin Social media	No	No
Action Step		Anticipated Start/Completion Date	
Implement 2-3 wellness initiatives per year		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HR Director Assistant HR Director	Budget for wellness activities Identify Dates Wellness team	No	No
Action Step		Anticipated Start/Completion Date	

Social media campaigns to celebrate district successes to entice others to want to join the team and support the mission		2025-04-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Communication Director Superintendent	Social Media- Facebook, Tik Tok, X, LinkedIn	No	No
Action Step		Anticipated Start/Completion Date	
Use of multiple, third-party online job boards to recruit teachers		2025-04-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Recruitment Specialist	Indeed PAReap DiversityinEd Etc.	No	No
Action Step		Anticipated Start/Completion Date	
Create a recruitment road map, in conjunction with local universities and colleges to have speaking engagements at their facilities to attract educators.		2025-04-03	2025-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HR Director Assistant HHR Director	Collaboration with local colleges and universities	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A comprehensive employee engagement and recruitment strategy that fosters a positive workplace culture, enhances staff retention, and attracts top talent. By conducting exit and stay interviews, implementing wellness initiatives, and celebrating employees regularly, the district cultivates a supportive and motivating work environment. Simultaneously, strategic social media campaigns, expanded job board usage, and partnerships with local universities create a strong recruitment pipeline, positioning the district as an employer of choice.	HR Department will share data on a quarterly basis during Receivers meeting and executive leadership team meetings

Action Plan For: Resource Allocation

Measurable Goals:
Enhance budget accountability and strategic resource allocation by strengthening financial ownership among internal stakeholders, including leadership and department leads, through 100% participation in financial training and achieving 95% accuracy in department-level budget tracking.

- Align at least 70% of resource allocations with strategic priorities identified in the mission and vision.

Action Step		Anticipated Start/Completion Date	
Communicate budget process and present annual budget to internal stakeholders		2025-04-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Business Manager Director of Federal programs	Budget	No	No
Action Step		Anticipated Start/Completion Date	
Provide access and training to the financial system for department heads and building leaders.		2025-07-01	2025-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Business Manager	efinance	Yes	No
Action Step		Anticipated Start/Completion Date	
Provide monthly budget vs actual reports to department heads and building leadership		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Business Manager Asst Business Manager	efinance	No	No
Action Step		Anticipated Start/Completion Date	
Centralize location of business office procedures, manuals and reports (and instructions on how to access)		2025-07-01	2025-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Business Manager IT Director	Intranet	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A transparent and efficient financial management system that empowers department heads and building leaders with the knowledge and tools to make informed budgetary decisions. Clear communication of the budget process, regular financial reporting, and centralized access to business office resources ensure accountability, fiscal responsibility, and alignment with district priorities.	Regular feedback loops between business office and school/district department heads

Action Plan For: Stakeholder Feedback and Communication

Measurable Goals:

- Establish and maintain diverse, strategic, and frequent feedback opportunities from various stakeholders to enhance decision-making and engagement, with a 75% stakeholder response rate.
- Align at least 70% of resource allocations with strategic priorities identified in the mission and vision.

Action Step		Anticipated Start/Completion Date	
Create opportunities for strategic and frequent regular feedback from various stakeholders through a variety of mediums.		2025-01-01	2025-11-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent Director of Communication	Newsletters Electronic Forms Calendar for meeting dates	No	No
Action Step		Anticipated Start/Completion Date	
Regularly communicate the mission and vision to all stakeholders, including teachers, staff, students, parents, and the community.		2025-04-01	2025-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent Director of Communication	Use various communication channels such as newsletters, meetings, social media, and the school website.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A culture of open communication and shared vision, where all stakeholders are actively engaged through strategic feedback opportunities and consistent messaging of the district's mission and vision, fostering trust, alignment, and collective ownership of district goals.	Superintendent and Director of Communication will provide responses and engagement data on a quarterly basis

Action Plan For: Data Protocol

Measurable Goals:

- By June 2028, at least sixty-five percent of third graders will be grade-level proficient in reading, as evidenced by the PSSA.
- By June 2028, Seventy percent of students in grades K-8 will meet or exceed their individual growth goal in mathematics, as measured by iReady, NWEA MAP, CDT or other local assessment data through the implementation of unified curricula across grade levels.
- By the end of the 2027-28 school year, we will grow student achievement to 50% proficiency in English Language Arts, as measured by the PSSA and Keystone Exams.

Action Step		Anticipated Start/Completion Date	
Teachers will complete and submit data protocols at least three times per school year to their building and district administrator.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administrators	data	Yes	No
Action Step		Anticipated Start/Completion Date	
Implement a common assessment for students in reading and mathematics that will be aligned to classroom instruction.		2025-07-01	2026-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent CAO	Curriculum maps teachers to help develop maps	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A data-driven instructional culture where teachers regularly analyze and submit student performance data, and a common assessment system in reading and mathematics ensures alignment with classroom instruction, leading to informed decision-making and improved student outcomes.	School leaders along with academic leadership team will review data on a montly basis

