



Chester Upland School District
A Way Forward

Dr. Carol D. Birks,
Superintendent of Schools

Wednesday, August 19, 2020



Provide an overview of the *Reorganization of the District.*



Review District goals and priorities.



Review our *Intended Year One Results.*



Provide an overview of *Workplace Guidelines.*



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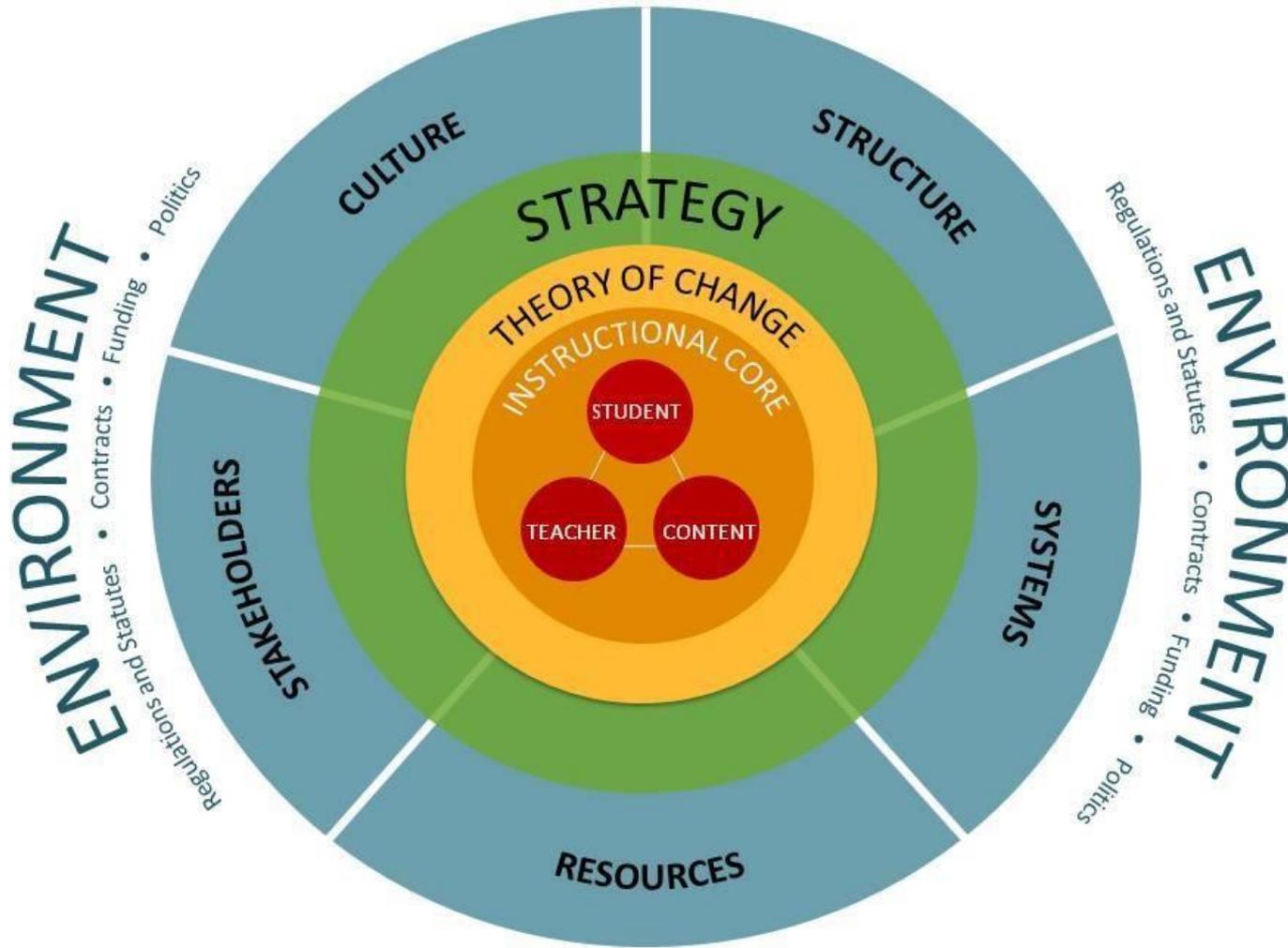


Mission Statement

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...





- Ensure all students have access to a world-class education
- Cultivate a welcoming, safe, healthy, inclusive and secure organizational culture
- Establish effective communications to all stakeholder groups
- Reimagine Chester Upland School District's central services as a service-oriented team
- Engage and involve stakeholders to contribute to a world-class education



IF we focus on improving academic achievement for all students; recruit, retain and build the capacity of staff; ensure strategic allocation of resources; develop a welcoming, safe and secure organizational culture; communicate effectively and empower families and community partners.

THEN we will reimagine the district by including all stakeholders to ensure all students have a world-class education.



Priority 1: Establish a Value Chain and Revisit District & Individual Schools Targets

ELEMENTARY



- All students, preschool through third grade, develop the social/emotional skills needed to engage in appropriate Early Childhood learning
- Build and strengthen district's pre-kindergarten program
- Identify Kindergarten Readiness Assessment
- All students read at or above grade level by the end of third grade
- All students meet/exceed growth targets in English Language Arts and Mathematics
- Decrease chronic absenteeism

MIDDLE



- All students meet/exceed growth targets in English Language Arts and Mathematics
- All students have Student Success Plans
- Decrease Chronic Absenteeism
- Develop Social/Emotional Learning
- Wraparound Services
- Increase Algebra readiness by grade six
- Fifty percent increase in students taking Algebra by grade eight

HIGH SCHOOL



- All students meet/exceed growth targets in English Language Arts and Mathematics
- All tenth graders are "on track" relative to the academic standards
- Student Success Plans
- Decrease Chronic Absenteeism
- Create Multiple Pathways to graduation
- Capstone Project
- Increase Graduation Rates
- Advanced Placement
- Dual Enrollment Programs
- Wraparound Services
- College and Career Readiness

Priority 2: Be Clear About Our Big Goals



Literacy

Numeracy

Climate &
Culture

Family &
Community
Empowerment

Through Effective District and School Continuous Improvement

Data Analysis

Continuously utilizing appropriate formal and informal data to inform instruction, increase student learning, and inform the school improvement process. Plan, Do, Study, Act.

Collaborative Inquiry Process

Critical Thinking

Ensuring that all higher order thinking skills infused into the curriculum are understood by teachers and used in instruction and when not evident in the curriculum, exploring ways to incorporate

Rigorous Culturally Relevant Instruction and Student Engagement

Improve Tier I instruction for all students and matching needs for interventions for both struggling and advanced students to their specific needs

Evaluate curriculum and instruction to determine cultural relevance and student choice

Curriculum Implementation

Conduct Curriculum Audit of Core Curriculum and Magnet themed courses.

Develop curriculum writing and revision plan

By engaging in Networked Improvement Communities, we will focus on ...



Priority 3: Revisit our Comprehensive Plan and Financial Recovery Plan



- Be Clear About Accountability Measures
- Enlist Community input in planning process
- Re-align budget around targeted goals that promote academic and social emotional learning
- Align School Continuous Improvement Plans to District targeted goals and Comprehensive Plan



- Explain to stakeholders expectations for student growth in Mathematics and Reading grades K-12
- Communicate to stakeholders the direction of the district
- Redesign Central Office to support schools
- Implement Comprehensive Plan that sets bold goals, targets and accountability which includes socio-emotional learning, operations and family and community engagement
- Develop a Communication's Plan and Protocols using multiple mediums for all stakeholders
- Upgrade website and use social media to focus on student learning and adult development
- Assess the curricula to ensure student-centric learning that meets the needs of all special populations including talented and gifted, Special Education, English Language Learners and students of color
- Create structures for meaningful and challenging professional learning for all staff
- Focus on continuous improvement that focuses on cycles of inquiry, performance and accountability.



- Administrators will report to their school buildings Monday through Thursday from 8:00 a.m. to 12:30 p.m. Remote work will commence from 1:00 p.m. to 4:00 p.m. Total remote work for all administrators on Fridays.



- Temperature checks and symptom screenings will be conducted daily upon arrival to school buildings.



- Masks must be worn, and social distancing guidelines and healthy hand hygiene protocols will be promoted and encouraged.



- Teachers and staff members will work remotely five days a week. If any teacher or staff member has Internet issues, then he/she will be required to come into the school building to teach/work.

While working remotely, Employees will:



- Remain accessible at all times during the Remote Work schedule, notifying the Supervisor anytime the Employee may not be available during the identified scheduled workday.



- Communicate directly with the supervisor a minimum of once per week, and more frequently as required by the supervisor, to discuss status and open issues.
- Be available for video/teleconferences, phone calls, during the scheduled workday on an as needed basis.



- Be available to physically attend scheduled work meetings as requested or required by the Supervisor. It is understood that such meetings may be in-person and scheduled at school buildings or other locations.
- Request Supervisor approval in advance of working any overtime hours (if employee is a nonexempt employee).



- Take rest and meal breaks while working remotely in full compliance with all applicable policies and typical CUSD work schedule.
- Request Supervisor approval to use vacation, sick, or personal leave in the same manner as when working at Employee's regular work location.
- Respect that Employee's duties, obligations, responsibilities, and conditions of employment with the CUSD remain unchanged except those obligations and responsibilities specifically addressed in these guidelines.
- Evaluation of Remote Work performance will include regular interaction by phone, video conferencing, observations and/or email between the employee and the supervisor, and regularly scheduled meetings to discuss work progress and problems. The frequency of such communication will be established between the employee and the supervisor.

- The authorization to perform Remote Work will be reviewed continuously during the period in which the CUSD is expected to encourage social distancing or provide a workplace accommodation as a measure intended to minimize the spread of the current health situation.
- Accordingly, the CUSD may alter the Employee's work schedule or end this Temporary Remote Work authorization at any time at its sole discretion.
- It is the expectation that upon approval by the Superintendent to return to work in a hybrid or traditional model, all staff will return with the exception of those who are granted approval for a reasonable accommodation through the Americans with Disabilities Act (ADA) interactive process.





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