Imagine our future.
Public education as we know it is changing. The old models that were used for more than 100 years are no longer effective. We must change, too.
Then
Now
School districts all across the country are wrestling with this same challenge. But at Pittsburgh Public Schools, we have a vision.
No two students are alike and there is no place for a one-size-fits all approach to education. That’s why we are expanded our strategic plan to created new initiatives that support the individual needs of our students.

Dr. Anthony Hamlet, Superintendent
We must change the face of education.
Introducing

Imagine PPS.
Imagine a City-Wide Initiative
Our platform:

PPS cannot accept the status quo.

In order to graduate students who are prepared for the jobs of the future, we must take bold steps to align our vision with reality.

And we cannot do it alone.

We live in a city that values innovation. The time has come for us to ask others to join us in providing additional ownership, partnership and influence to realize our collective vision and work.
Our platform continued:

A new, city-wide approach will help us achieve our goal of a modernized public education system that serves all students regardless of their zip code.

The Imagine PPS launch corresponds with the sunset of the District’s current strategic plan but goes further to design an education delivery model that aligns with the values of our community, to ensure all students are prepared to succeed in college, career and life.
Imagine all members of the community coming together to create...

a school system that graduates students who are well-prepared for life, families who are engaged, neighborhoods that are welcoming, and a city that is vibrant and economically sound.

“Team of 10”
What do charitable organizations, government, health care organizations or industry have to do with education?
Everything.
Our Community Champions may not be educators, but they are experts in fields that will hire our graduates.

They are collaborators, leaders and mentors, providing the knowledge and resources we need to achieve our vision.

Their commitment is real and their contributions are significant.
# Design Team Components

<table>
<thead>
<tr>
<th>STUDENT PATHWAYS</th>
<th>SCHOOL/ PROGRAM DESIGN</th>
<th>AREAS OF INTEREST</th>
<th>UNDERPERFORMING SCHOOL STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Graduate Profile</td>
<td>• Birth–Age 8 Programming</td>
<td>• Mental Health &amp; Trauma</td>
<td>• Pittsburgh Milliones</td>
</tr>
<tr>
<td>• Graduation Req.</td>
<td>• Career Exploration Middle School</td>
<td>• Arts Education</td>
<td>• Pittsburgh Perry</td>
</tr>
<tr>
<td>• Master Schedule</td>
<td>• STEM School–Medical Careers</td>
<td>• “Homemade” Better Tasting food</td>
<td>• Pittsburgh Westinghouse</td>
</tr>
<tr>
<td>• Pupil Progression Plan</td>
<td></td>
<td>• Program for Students with Exceptionalities (PSE)-Infrastructure</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Athletics</td>
<td></td>
</tr>
</tbody>
</table>

**SYSTEM / STRUCTURAL IMPROVEMENTS**

Education Delivery Model, Feeder Patterns, Magnet Pathways, Technology Enhancements
Imagine PPS

PSE – Infrastructure
- The Arts
- Graduate Profile

Comprehensive Plan
- Birth to Grade 3
- Gifted Education
- Aligned Instructional System

New Teacher Induction
- Job Embedded
- Professional Learning

Equity Plan
- Implicit Bias Training
- Increase Culturally Relevant Interventions and Supports

Ethnic Studies Advisory Committee

Understanding of Culturally Relevant Pedagogy
- Para2Teacher

Provide a Common Language on 3G Attributes

PBIS
- Restorative Practices
- MTSS
- Community Schools

Common Curriculum Framework
- K–12 Reading Assessments System—NWEA

Strategic Theme 1
- Create a Positive and Supportive School Culture

Strategic Theme 2
- Develop and Implement a Rigorous Aligned Instructional System

Strategic Theme 3
- PD Learning Plan

Strategic Theme 4
- Teacher Pipeline
- Rigorous Selection & Hiring Process

We are changing the future for our students and our City through our transformational building blocks.

The Council of Great City Schools Recommendations

Recommendations:
- 23, 29, 60, 63, 64, 71, 74, 75, 81, 84, 85

Recommendations:
- 15, 17, 22, 23, 26, 27, 28, 31, 34, 40, 72, 73, 74, 103, 104, 105, 109, 112

Recommendations:
- 39, 40, 43, 45, 50, 51, 54, 62, 73

Recommendations:
- 25, 43, 45, 55, 56, 57, 58
Imagine PPS Design Team Timeline

Phase 1: Launch
December-January
- Board presentation and input on Imagine PPS
- Recruit Design Team leaders and community champions
- Train leaders and orient champions
- Recruit Design Team members

Phase 2: Strategy Development
January-June
- Stakeholder input on Graduate Profile and Areas of Interest
- Design Teams begin meeting
- Develop objectives
- Draft potential projects
- Stakeholder feedback
- Refine

Phase 3: Implementation Planning
May-August
- Identify significant implementation actions, timeline, and resource requirements
- Board review and approval of Design Team recommendations *

* Design Team recommendations will be staggered from June to August
Every member of the PPS community and the Pittsburgh community at large will have the opportunity to contribute to this plan.

We are asking teachers, staff, students, parents and stakeholders to share their ideas and join with us in re-imagining Pittsburgh Public Schools.
Imagine what our graduates will look like.
# Graduate Student Profile

## District Vision

All students will graduate high school college, career and life-ready prepared to complete a two-or four-year college degree or workforce certification.

## Future Ready Graduate

<table>
<thead>
<tr>
<th>College &amp; Career Ready</th>
<th>Workforce Ready</th>
<th>Life Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What does it mean for students to be College and Career Ready?</td>
<td>1. What does it mean for students to be Workforce Ready?</td>
<td>1. What does it mean for students to be Life Ready?</td>
</tr>
<tr>
<td>2. What evidence will demonstrate that students are College and Career Ready?</td>
<td>2. What evidence will demonstrate that students are Workforce Ready?</td>
<td>2. How do we know that students are Life Ready?</td>
</tr>
<tr>
<td>3. What advantages are linked with being Workforce Ready?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Graduate Student Profile**
Profile of a Future-Ready Pittsburgh Public School Graduate

Critical Thinking
Collaboration
Communication
Creativity
Social and Emotional Learning (SEL)

Innovative Thinkers
Self-Directed Learners
Problem Solvers

Critical Thinking
Collaboration
Communication
Creativity
Social and Emotional Learning (SEL)
Thoughtexchange

Participate in this exchange by navigating to tejoin.com and entering the following 9-digit code:

801-139-902
Mapping the Graduate Profile into Our System

• Graduation Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Math (Algebra I, II, and Geometry)</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies (1 of 4 may be World Language class)</td>
<td>4</td>
</tr>
<tr>
<td>Academic Electives, Art, Career Development, and/or Physical Education</td>
<td>7</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Graduation Project</td>
<td>0.5</td>
</tr>
</tbody>
</table>
Master Schedule

- Phase 1: Course Catalog
- Phase 2: Scheduling
- Phase 3: Progression Plan
Why are we here today?
<table>
<thead>
<tr>
<th>Areas of Interest Table-Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Arts</td>
</tr>
<tr>
<td>• Athletics</td>
</tr>
<tr>
<td>• “Homemade” Better Tasting Food</td>
</tr>
<tr>
<td>• Mental Health/Trauma-Informed Care</td>
</tr>
<tr>
<td>• PSE Infrastructure</td>
</tr>
</tbody>
</table>
Table Discussion Overview

• Introductions
• Role of facilitators
• Respond to three questions:
  o What working well?
  o What needs improved?
  o What ideas do you have?
• Note taker to keep track of personal thoughts
• Wrap up/Summary
Table Talk Meeting Norms

1. One person talks at a time.
2. Respect others’ opinions – we are not seeking consensus.
3. Mindful of “airspace” – we want to hear everyone’s voice.
4. Be focused and involved in the group – our time is limited.
5. Please refrain from using technology at the tables.
6. Avoid individual names, personal examples – the conversation should be at a District or School level.
7. Comments will not be attributed to individuals.
## January – Imagine Public Engagement Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 21, 2020</td>
<td>CKV Suites 528 N. Homewood Avenue</td>
<td>6:00 PM – 8:00 PM</td>
</tr>
<tr>
<td>January 23, 2020</td>
<td>Chatham University, Mellon Ball Room</td>
<td>9:30 AM – 10:30 AM</td>
</tr>
<tr>
<td>January 23, 2020</td>
<td>Pittsburgh Phillips</td>
<td>6:00 – 8:00 PM</td>
</tr>
<tr>
<td>January 30, 2020</td>
<td>Pittsburgh King</td>
<td>6:00 – 8:00 PM</td>
</tr>
</tbody>
</table>

Phase 2: Strategy Development

January - June