Education Committee Meeting
Imagine PPS Update
January 7, 2020

Agenda

• Community Engagement
• Student Pathways
  • Graduate Profile
  • Graduation Requirements
  • Course Catalog and Master Schedule
Design Team Components

SYSTEM DESIGN
- Graduate Profile
- Graduation Req.
- Master Schedule
- Pupil Progression Plan

SCHOOL/ PROGRAM DESIGN
- Birth–Age 8 Programming
- Career Middle School
- STEM School–Medical Careers

AREAS OF INTEREST
- Mental Health & Trauma
- Arts Education
- “Homemade” Food
- Program for Students with Exceptionalities - Infrastructure
- Athletics

UNDERPERFORMING SCHOOL STRATEGY
- Pittsburgh Millionaires
- Pittsburgh Perry
- Pittsburgh Westinghouse

SYSTEM / STRUCTURAL IMPROVEMENTS
Education Delivery Model, Feeder Patterns, Magnet Pathways, Technology Enhancements

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
- Design Team recommendations will be staggered from June to August
- Identify significant implementation actions, timeline, and resource requirements
- Board review and approval of Design Team recommendations

Expect great things.
Phase 2: Strategy Development
January - June

Stakeholder Input Graduate Profile & Areas of Interest

- Real-time Input on Graduate Profile through Thoughtexchange Crowdsourcing Platform
- Six Public Engagement Sessions
- Targeted Engagement Sessions with school leaders, teachers, central office and students.
- Online Survey – Launch January 9th
- Superintendent Twitter Chat January 13th

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.

- College & Career Ready
  1. What does it mean for students to be College and Career Ready?
  2. What evidence will demonstrate that students are College and Career Ready?
- Workforce Ready
  1. What does it mean for students to be Workforce Ready?
  2. What evidence will demonstrate that students are Workforce Ready?
  3. What advantages are linked with being Workforce Ready?
- Life Ready
  1. What does it mean for students to be Life Ready?
  2. How do we know that students are Life Ready?
Questions for Review

1. What trends or anticipated drivers do you feel are changing the future of work?
2. What essential skills will a future-ready graduate need to be successful in learning and life?
3. What competencies should future-ready graduates possess to thrive in the innovation era?
4. What evidence is indicative of the District's vision for a future-ready graduate?
What competencies should future-ready graduates possess to thrive in the innovation era?

Here are 5 thoughts that received the highest star ratings:

1. **Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making**
   - Social Emotional Learning Competencies are essential for success within most any job, functions, and in life.
   - RATED: 3.9
   - Rank: 1st of 5

2. **Lifelong learners**
   - Learning is essential for all ages.
   - RATED: 3.7
   - Rank: 2nd of 5

3. **Strong communication skills**
   - RATED: 3.6
   - Rank: 3rd of 5

4. **Collaboration**
   - RATED: 3.7
   - Rank: 4th of 5

5. **Critical Thinkers**
   - RATED: 3.6
   - Rank: 5th of 5

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Profile of a Future-Ready Pittsburgh Public School Graduate

- **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:

953-133-967

January – Imagine Public Engagement Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Time</th>
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<tbody>
<tr>
<td>January 9, 2020</td>
<td>Pittsburgh Science and Technology Academy</td>
<td>6:00 PM – 8:00 PM</td>
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<tr>
<td>January 17, 2020</td>
<td>Pittsburgh Greenway</td>
<td>10:00 AM – 12:00 PM</td>
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<td>January 21, 2020</td>
<td>CKV Suites 528 N. Homewood Avenue</td>
<td>6:00 PM – 8:00 PM</td>
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<td>January 23, 2020</td>
<td>Chatham University, Mellon Ball Room</td>
<td>9:30 AM – 10:30 AM</td>
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<td>January 23, 2020</td>
<td>Phillips Elementary School</td>
<td>6:00 – 8:00 PM</td>
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<td>January 28, 2020</td>
<td>TBD - Northside</td>
<td>6:00 – 8:00 PM</td>
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Expect great things.
Next Steps

• Share previous Graduate Profile with stakeholders and provide a Thoughtexchange to review, update, and/or modify to reflect the future ready graduate beyond 2020.
• Analyze feedback from the community.
• Update Graduate Profile for final review

Graduation Requirements (9-12)

• Beginning with the graduating class of 2014, each student shall be required to meet the minimum requirements of twenty-six and one half (26.5) credits or to meet the requirements of his/her IEP for graduation.

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<tr>
<td>Academic Electives, Art, Career Development, and/or Physical Education</td>
<td>7</td>
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<tr>
<td>Health</td>
<td>1</td>
</tr>
<tr>
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Graduation Requirements CTE (9-12)

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Master Schedule: Phase I (Course Catalog)

• Curriculum review of course catalog
• Propose revisions to internal stakeholders for review and feedback
• Share draft course catalog with Student Pathways Committee for review and feedback
• Obtain feedback from community on draft course catalog
• Analyze feedback and make adjustments
• Finalize Course Catalog 2020-2021
Master Schedule: Phase II (Scheduling)

- Develop master schedule guidelines
- Train administrators and lead counselors on how to schedule using the master schedule guidelines
- Schedule students into courses
- Conduct reviews of the master schedule with Principals and Assistant Principals

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