CREATING A STUDENT-CENTERED CULTURE BUILT ON CONTINUOUS IMPROVEMENT
Project Overview

Phase 1: Analysis
August - October

- Environmental Scan
- Organizational Assessment
- Analyze Implications

Phase 2: Strategy Development
October - January

- Define Desired Future: Vision, Mission, Long-term Outcomes
- Develop Strategic Themes, Objectives and Measures
- Define Strategic Initiatives

Phase 3: Action Planning
February – March

- Create Action Plans
- Develop Monitoring and Review Process

Step 1
- Environmental Scan
- Organizational Assessment

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- Analyze Implications

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Step 4
- Create Action Plans

Step 5
- Develop Monitoring and Review Process

Step 6

Step 7
Pittsburgh Public Schools Strategic Planning Timeline

Phase 1: Analysis
August - October
- Leadership Overview Aug. 8
- Community Input Forums and Survey
- Review Environmental, Organizational Trends and Issues
- Identify SWOT and Prioritize

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- Stakeholder Input
- Refine Identify and Train Strategy Team Leaders, Orient Team Members
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Phase 3: Action Planning
February March
- Identify Initiative Sponsors and Owners
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Communication
2016 We were here
2017 We are here
Strategic Plan Design Input

September

• Community Listening Sessions in eight geographic areas, including parents, employees, students and general community members
• Superintendent meeting with community leaders
• Online input opportunity with over 800 respondents

October

• Input session with a number of district teachers
• Input session with all district principals
• Input session with students representing every high school
• Review of annual student, parent and teacher perception survey results
• Strategic planning prioritization survey with over 1,100 respondents
• Design session with central office leaders
November Review, Research and Input

- November 2nd Board Meeting for initial review of Strategic Plan Framework
- Further research to address board member questions
- Principal session for input on strategic plan framework
- Parent leader community forum for input on strategic plan framework
- Six community forums for input on strategic plan framework
Responses to Board Member Questions and Outstanding Items from November Education Committee Meeting
College Completion Rates Six Years After High School Graduation, Compared to Other Urban Schools

Low income schools are defined as schools where at least 50 percent of the entire student population (not just graduating seniors) is eligible for free or reduced price lunch.

Minority schools are defined as those schools where at least 40 percent of the students are Black or Hispanic.

Source: National Student Clearinghouse, PPS 2015, others 2014
Environment Trends: Pittsburgh Resident Birth Rate Trends

These figures represent births to mothers who are Pittsburgh residents.

Source: Pennsylvania Department of Public Health
As indicated by the green line, PPS African American students who are not economically disadvantaged achieve at lower levels than similar students in the state overall, and significantly lower than PPS White students who are economically disadvantaged.

Economically Disadvantaged is defined by the USDA free/reduced lunch guidelines. For example, 2016 eligibility was defined as annual income under $45,000 for a family of four.
Grade 8 ELA Proficient and Advanced 2015-16

This pattern is observed across multiple grades and subjects.
Literature Keystone Proficient and Advanced
2015-2016

African-American

Economically Disadvantaged: 48.0%
Non-Economically Disadvantaged: 54.2%

White

Economically Disadvantaged: 69.7%
Non-Economically Disadvantaged: 90.3%
Grade 3 Math Proficient and Advanced

<table>
<thead>
<tr>
<th></th>
<th>African-American</th>
<th>White</th>
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<tbody>
<tr>
<td>State</td>
<td>20.0%</td>
<td>68.5%</td>
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<tr>
<td>PPS</td>
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<tr>
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</tr>
<tr>
<td>PPS</td>
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</tr>
</tbody>
</table>

- Economically Disadvantaged
- Non-Economically Disadvantaged
Grade 8 Math Proficient and Advanced

African-American

- State: 7.6%
- PPS: 7.6%
- Economically Disadvantaged: 18.1%
- Non-Economically Disadvantaged: 15.4%

White

- State: 44.6%
- PPS: 46.1%
- Economically Disadvantaged: 20.5%
- Non-Economically Disadvantaged: 21.9%
Algebra 2015-2016

- African-American: 32.30%
- White: 81.10%

Economically Disadvantaged
Non-Economically Disadvantaged
Input from November Community Forums
Strategic Plan Components

The Direction

- Vision = desired impact, WHY we exist
- Mission = descriptive statement of purpose, WHAT we do
- Long-term Outcomes = specific, measurable results to achieve for students
- Strategic Theme = areas that must be addressed to achieve long-term outcomes
- Strategic Objectives = choices about how to address the strategic themes

The Methods

- Strategic Initiatives = significant projects to implement the objectives
- Action Plans = how to get the projects done
District Vision

All students graduating high school Promise-Ready and completing a two- or four-year college degree or workforce certification.

District Mission

The Pittsburgh Public Schools will be one of America’s premier school districts, student-focused, well-managed, and innovative.

We will hold ourselves accountable for preparing all children to achieve academic excellence and strength of character, so that they have the opportunity to succeed in all aspects of life.
Long Term Outcomes

- Increase proficiency in literacy for all students
- Increase proficiency in math for all students
- Ensure all students are equipped with skills to succeed in college, career and life
- Eliminate racial disparity in achievement levels of African American students

Strategic Theme #1
Create a positive and supportive school climate

Strategic Initiatives
Will include social/emotional supports; effective approaches to student conduct; student, parent and community engagement; high-quality advising; equity

Strategic Theme #2
Develop and implement a rigorous, aligned curriculum

Strategic Initiatives
Will include early childhood; college and career coursework; formative assessments; progress monitoring tools; equity

Strategic Theme #3
Provide relevant and timely instructional support for teachers and school-based staff

Strategic Initiatives
Will address use of data to inform instructional practice; coaching; learning communities; equity

Strategic Theme #4
Foster a high-performance culture for all employees

Strategic Initiatives
Will address recruitment, selection, hiring and retention of staff; shared accountability; professional growth opportunities; equity
What Did We Hear?

• Consensus that long-term outcomes and strategic themes are appropriate and represent priorities

• Appreciation of framework: succinct, simple, focused, logical

What Action is Recommended?

• No elimination or addition of long-term outcomes or strategic themes

• Continue to use the framework to summarize the plan
What Did We Hear?

- Need for measurable performance indicators to clearly define outcomes
- Desire for specific initiatives within strategic themes
- Some concern that focus on achievement disparities should include additional groups to African-American students
- Some interest in broadening long-term outcomes beyond math and reading to include science, career education and arts

What Action is Recommended?

- Next step will be to develop performance indicators for each Long-term Outcome
- Strategy Teams begin immediately to design initiatives. Full version of the plan will include detailed action steps
- Measure performance for ALL subgroups but ensure initiatives address African-American disparities
- Ensure that initiatives address the rich content required to be college, career and life ready
- Avoid an isolated focus on reading and math skills that excludes other content and extra-curricular experiences
**What Did We Hear?**

- Concern that “college” implies only traditional, four-year Bachelor’s degree programs
- Interest in support for ALL staff, not just school-based
- Interest in intentional efforts for student, parent and community engagement

**What Action is Recommended?**

- Communicate the importance of post-high school education that is the best fit for each student, to include professional certifications and Associate’s degrees
- Ensure a focus on aligned behaviors and supports for ALL employees
- Establish ongoing advisory groups to guide and plan implementation
- Consider initiatives that give a voice to students and parents
- Intentionally utilize effective community partnerships in initiative implementation
Many ideas were offered for strategic initiatives within each of the strategic themes.

These have all been reviewed and coded.

These ideas will be provided to the Strategy Teams for careful consideration in the next phase.
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**Communication**
- 2016
- Next Step
- Feb. Education Committee
- 2017

**Timeline**
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- February - March