PPS State Comprehensive Plan Submission
March 5, 2019

Expect great things.
Pittsburgh Public Schools
Comprehensive Plan Timeline

February 19-20, 2018
NISL: Global Context, Systems Design, Strategic Thinking Framework

February 28
Open Public Comment Period

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May 31 – June 1
NISL: High Quality Aligned Instructional w/ Qualification System

June 11 – 12
NISL: High Performance Organization and Management

November 5:
Education Committee Presentation

March 5
Board Presentation

March 29
Submission to PDE

August 7
Comp Plan Overview

September 27 – November 1
Engagement Sessions

December 3 - January 28:
Design Meetings

March 27
Board Approval

May 2021
New PSE Plan Due

April 9
1st Comp Plan Meeting

April 23-24
NISL: Highly Qualified Teachers and Teaching

STATE of the DISTRICT
2018
Facilitated Intimate Table Top Discussion

- 11 Engagement Sessions
- Students, Parents, Teachers (PFT), Principals, Community and Staff
- Over 600 People
Comprehensive Plan Components

• District Profile: Mission, Vision, Planning Committee, Planning Process
• Core Foundations: Standards, Curriculum framework, Aligned instruction, Instructional Strategies, Assessments, Safe & Support Schools, Professional Education
• Needs Assessment: Guiding Questions in 13 different Areas (No on any question in any area is a no to the entire section)
• District Accomplishments: What’s working
• District Concerns: Systemic Challenges
• Action Planning: The District Level Plan (DLP) is made up the entire collection of district-specific action plans.
District Accomplishments

• Pittsburgh Public Schools launched the 2017-2022 Strategic Plan: Expect Great Things, which included the unprecedented community engagement of more than 3,500 stakeholders. The plan outlines four strategic themes and 19 initiatives to reach each of these 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.

• Improved opportunities for job-embedded professional development and teacher support by increasing the number of half from two to eight;

• Creating two new content specific coaching roles in English Language Arts and Mathematics and implementing Professional Learning Communities at all schools.

• Our Multi-Tiered System of Support has key behavioral supports for teachers, including Restorative Practices, the Student Assistance Program, and Positive Behavior Interventions (PBIS).
District Accomplishments

• Since the 2015-2016 school year, the District’s has seen a significant decline in suspension rates, moving down from 16.1 percent to 10.9 percent in 2017-2018.

• On December 20, 2017, the Board approved revisions to the District’s Suspension and Expulsion Policy that bans the use of out of school suspension of students enrolled in grades below third grade for non-violent minor disciplinary infractions effective for the start of the 2018-2019 school year.
District Accomplishments

- Official state reports show promising growth in 4-year cohort graduation rates district-wide. From 2015 to 2017, the District rate for all students increased 10.4 percentage points from 70.4 percent to 80.8 percent. Additionally, students of both genders and African-American students also saw increases in graduation rate.

- At Pittsburgh Public Schools we know that students who are enrolled in the Career and Technical Education (CTE) program, successfully pass their CTE courses, as well as the associated industry exam, can graduate with a valuable industry-recognized credential. In 2017-2018, approximately 40% of all CTE students achieved industry-recognized credentials.

- For the start of the 2017-2018 school year, updates to the District’s curriculum included replacing the decade-old PreK-12 English Language Arts curriculum, the addition of supplemental Science resources, and supporting technology.

- Curriculum frameworks were developed for all courses PreK-12, complete with aligned scope and sequence, formative assessments, syllabi, and course related materials. New curriculum in Algebra and Mathematics rolled out in 2018-2019 school year.
District Concerns

Enhancing five key areas:

• Aligned Instructional Systems
• Early Childhood Education
• Gifted Education
• District Comprehensive Learning Plan
• New Teacher Induction
Goal 1:

PPS will implement an aligned, coherent, PreK-12 instructional system designed to: articulate students’ progression toward achieving the specific qualities in the HS graduate profile; Diagnostic, formative and summative assessment results will determine appropriate student supports each student requires to achieve program level expectations. All students will experience coursework designed to engage and challenge them, regardless of the school they attend.
Strategy 1:

Improve the District’s Aligned Instructional System

1. Revise Graduate Profile
2. Establish Graduate Requirements Aligned to the Profile
3. Revise Course Codes & Course Catalog
4. Revise Master Schedule Guidelines
5. Develop Pupil Progression Plan
6. Establish Classroom Expectation
7. Refine Assessment System
8. Revise Curriculum Frameworks
Strategy 2:

Enhance the System of Early Education by integrating childhood instructional practices, professional learning and curriculum from Birth through 3rd grade.
Strategy 3:

Establish an equitable gifted screening and identification process.

- Build community and parent capacity representing underserved populations
- Valid Multiple Recruitment Instruments and Process
- Opportunity for Enrichment and Talent Development
- Ongoing Professional Development

Equitable Gifted Access

Expect great things.
Goal 2:

PPS will implement a comprehensive induction and professional learning system designed to ensure a quality teacher in every classroom as determined through self-assessment, peer collaboration and supervisor evaluation based on clearly defined expectations for effective teaching. Teachers will engage in cycles of continuous improvement through action learning that is supported by certified mentors, instructional coaching and job-embedded collaborative professional time.
Strategy 1: Develop and Implement a Comprehensive Professional Learning Plan

Professional Learning Plan Development Process

1. Engagement with Learning Forward
2. District Leadership Meeting
3. Focus Groups
4. Professional Learning Task Force Meetings
5. Developmental Updates with Superintendent & Key Stakeholders
6. School Site Visits
7. Teacher & Principal Survey Administration
8. Design and Draft of the Professional Learning Plan
Strategy 2  Equip Instructional Teacher Leaders (ITLs) who are on-site peer mentors for New Teachers

- Teacher Leadership
- Professional Learning Communities
- Pedagogical Fundamentals
- Peer Coaching
- Mentoring