

PITTSBURGH SD

341 S Bellefield Ave

Comprehensive Plan | 2021 – 2024 (5)

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LEA Profile

Pittsburgh Public Schools has been here for more than 100 years. We've grown stronger and better as we rise to meet the challenges of today's world and prepare graduates to be ready for the future.

As the largest of 43 school districts in Allegheny County and the second largest in Pennsylvania, Pittsburgh Public Schools serves approximately 18,686 students in Kindergarten through Grade 12 in 54 schools. In addition, Early Childhood programs serve 1,500 three and four-year-olds in classrooms across the city.

We welcome students from various cultures and offer educational options and offerings to meet the needs of our diverse student body. Children from ages 3-5 benefit from our Early Childhood Education programs. Certified teachers ensure students learn in a supportive environment that fosters social, emotional, cognitive and physical growth. We offer a highly effective instructional program for students with disabilities and those whose dominant language is not English.

We believe that every child can achieve excellence at every level of academic performance. To help our students get there, we are committed to improving performance at every level of the District. By doing so, we will help prepare our students to take maximum advantage of The Pittsburgh Promise® scholarship and better prepare our District to thrive in an era of unprecedented competition.

Pittsburgh Public Schools has all the right ingredients to help us tackle urban public education problems and help our children succeed in a world where it's increasingly important to have more than a high school diploma.

- Native languages spoken by students: 95
- Countries represented: 57
- African-American students: 52%
- White students: 31%
- Multi-Racial students: 9%
- Hispanic students: 4%
- Asian (not Pacific Islander): 3%
- Native Hawaiian, other Pacific Islander or American Indian: .26%

Mission and Vision

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. District Beliefs -All children can learn at high levels. -Teachers have a profound impact on student development, and should have ample training, support and resources. -Education begins with a safe and healthy learning environment. -Families are an essential part of the educational process. -A commitment from the entire community is necessary to build a culture that encourages student achievement. -Improvement in education is guided by consistent and effective leadership. -Central office exists to serve students and schools.

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.

Educational Value Statements

Students

Students participate in evidence-based, culturally responsive, and safe learning environments that meet their academic, social, and emotional needs.

Staff

Given adequate and authentic supports, staff provide a high-quality education for students and engage parents, families and students as partners.

Administration

The administration strategically allocates staff and materials to ensure equity, excellence, and efficiency in leading efforts for continuous change resulting in increased student performance. The administration values parents as partners and engages in two-way communication.

Parents

Families work and communicate collaboratively with teachers, schools, and the district to ensure all students reach their highest potential.

Community

The community is a welcomed partner with schools and the district in a way that is aligned with district priorities to ensure all students are safe, supported, and provided with opportunities that lead them to college or careers after high school.

Other (Optional)

The Board of Public Education of the School District of Pittsburgh, in accordance with applicable state and federal laws and regulations, establishes policies and procedures for the governance of the Board and for the safe and orderly operation of the School District.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
According to the Winter 21-22 administration of NWEA Map, our Kindergarten students are performing "on track" for their grade level in terms of the College and Career Readiness Lexile.	No
According to the Winter 21-22 administration of the NWEA Map, the majority of our students are performing in the "Basic" range in PSSA projected proficiency for ELA, at 40.5%. In addition, 17.6 are performing at the "Below Basic" range.	No
According to the Winter 21-22 administration of the NWEA Map, 41.9% of our students are performing in the "Proficient" or "Advanced" range in PSSA projected proficiency for ELA.	No
We are providing literacy support to schools through academic coaches, reading specialists, data analysis, modeling the use of resources, and through professional learning.	No
Our K-8 curriculum is aligned to the current PA science standards and the NGSS (Next-Gen Science Standards). It is rigorous, hands-on and engaging.	No
We have community partners from local universities and non-profits who are willing and able to support students and teachers in content deepening understanding, through exposing students to research and opportunities that are beyond the classroom	No
We have switched from NWEA MAP to CDT testing and all district math teachers, math academic coaches and math coordinators have been trained in administering and analyzing data through the CDTs. The use of CDT data will allow targeted on grade-level, standards-specific support and improvement.	No
Our industry, community, and government partners continue to provide amazing opportunities for our students to not only learn about their chosen fields, but to see, experience and work in the field. Our Career Counselors and industry, community, and government partners expose all CTE students, and more specifically seniors, with a myriad of career, post-secondary, trade union, and military opportunities to continue their training or profession after graduation. For the 2021-22 SY: >11 CTE students participated in an internship >407 of 489 CTE students attended at least one industry specific, job exploration field trip >78 CTE students participated in a School Sponsored Enterprise (performing live work in their CTE program)	No
For the 2021-22 SY, 130 of 146 CTE seniors graduated with a confirmed, documented Career Plan. Of the 16 that did not have a confirmed, documented Career Plan: >9 had a plan, but lacked proper documentation >3 never finalized their plan >4 were chronic absentees (>85% absenteeism)	No

For the 2021-22 SY, our 489 CTE students earned a total of 582 industry certifications. For context, the state expectation for CTE concentrators that graduate with at least one industry credential increases each year, but for the last school year for which that data was available, (2020-21 SY), that target was 69.09%. PPS CTE was at 95.05%. And that was not an anomaly, that was part of at least a three-year trend of 1.5% annual increase over the previous SY.	No
Based on Naviance data for the 2021-22 SY, 96% of students completed the required career standards task for 5th grade.	Yes
Based on data from the 2022 administration of the Algebra 1 Keystone, there was a district level proficiency rate of 63%. This is an increase from the 2018-19 proficiency rate of 49.4%.	Yes
The district-wide average graduation rate across all Pittsburgh Public High Schools for the 2020-21 SY is 81.5%. This is an increase from the 2019-20 SY graduation rate of 77.6%.	Yes
Based on data from the 2022 administration of the Science PSSA, there was a district level proficiency rate of 53.8% for Multi-racial Students. This is an increase from the 2018-19 proficiency rate of 53.2%.	No
Based on data from the 2022 administration of the Algebra 1 Keystone, there was a district level proficiency rate of 25% for English Learners. This is an increase from the 2018-19 proficiency rate of 12.9%.	No
Based on data from the 2022 administration of the Algebra 1 Keystone, there was a district level proficiency rate of 56.5% for Hispanic students. This is an increase from the 2018-19 proficiency rate of 37%. Based on data from the 2022 administration of the Algebra 1 Keystone, there was a district level proficiency rate of 84.2% for Asian students. This is an increase from the 2018-19 proficiency rate of 53.7%.	No
The district-wide average graduation rate for English Learners across all Pittsburgh Public High Schools for the 2020-21 SY is 69%. This is an increase from the 2019-20 SY graduation rate of 47.7%.	Yes
The 2021-22 SY Suspension Rate for Students with Disabilities is 15.2%. This is a decrease from the 2019-20 SY suspension rate of 15.8%	Yes
Professional Learning Communities (PLCs) and Common Planning Time built into most elementary and middle school schedules. The PLCs provide time for teachers to engage in targeted co-planning and learning around specific content standards, which will increase student engagement, growth and achievement.	No
The majority of elementary and middle school math classes across the district provide students with a 90-minute math block, or 450 minutes per week of instructional time. This provides an opportunity for students to deeply engage in conceptual understanding and mathematical thinking which will improve student engagement, growth and achievement.	No
Title I school leaders use approximately 95% of their funds to purchase additional staff that directly work with students (usually teachers, paraprofessionals and student services staff).	No

<p>In order to best serve student needs, we have focused on deepening our training and understanding of Student Assistance Program procedures and the ability of each school to operate this process effectively. We have created school resource maps, that ensure each school has all necessary information for prevention, postvention, SAP Liaison, and school-based mental health partnerships, which are provided and updated frequently. All schools have school wide PBIS expectations and Tier 1 implementation, with several schools moving into Tier 2 implementation this year. We have revised our Code of Student Conduct to better serve as a resource to students and families, with an emphasis on restorative practice. To support a renewed emphasis on restorative practice we are providing professional learning for all staff that interact with students.</p>	<p>No</p>
<p>The school district implements a continuous improvement cycle that is designed to effectively increase learning, social, and emotional outcomes for all students.</p>	<p>No</p>
<p>A lever for racial equity transformation is to equip staff with asset-based, learner-centered, equity-focused professional learning. In partnership with the Equity Office, PPS has crafted and invested in professional learning courses aligned directly to impact racial inequities. -Beyond Diversity 2-Day Seminar -Partnership with Association of Black Psychologists -Implicit Bias Training -Culturally Responsive Pedagogy Level 1 These courses offer content and pedagogy focused on building the capacity of staff to engage, sustain and deepen ongoing racial dialogue aimed at interrupting institutionalized racism; enhancing the safety and security of students by improving their psychological and educational well-being; decreasing in the incidence of racial disproportionality in behavioral referrals, suspensions and arrests and an increase in culturally responsive interventions and supports; equipping educators with the knowledge and skills to meet the diverse learning needs of all students and creating the conditions necessary for closing the achievement gap and improving the achievement of all students.</p>	<p>No</p>

Challenges

<p>Challenge</p>	<p>Consideration In Plan</p>
<p>We experienced many challenges last school year due to the impact of COVID-19. Attendance rates for teachers, staff, and students fluctuated throughout the school year due to surges during the pandemic. The result was missed in-person instructional time, missed intervention supports, and instructional time with substitute supports. Further, literacy supports, such as instructional coaching and intervention support, were negatively impacted by the need to cover classes and substitute for teacher absences.</p>	<p>Yes</p>
<p>Based on student conduct data from the 2021-22 SY, there is racial disproportionality in the percentage of students suspended who are Black in comparison to the district-level population of Black students. Implicit Bias Training for central and school administrators, Board members, social workers, guidance counselors, school police and school security guards will be facilitated to help lead to a decrease in the incidence of racial disproportionality in behavioral referrals, suspensions and arrests and an increase in culturally responsive interventions and supports.</p>	<p>No</p>

Based on academic data from the 2021-22 SY, there is a academic opportunity gap for Black students. PPS teachers and instructional leaders currently do not share a common understanding of the indicators and critical attributes of Culturally Relevant Pedagogy in theory and practice, as evidenced by the inconsistent use of culturally responsive instructional strategies and equity based decision making that ultimately impacts engagement and achievement of all students, regardless of race, culture or linguistic background and specifically the subgroups who have been historically underserved in our district. In addition, there is inconsistent implementation of reviews of curriculum, curriculum access and assessment items to control for bias on a consistent basis.	No
Based on data from the 2022 ELA PSSA, the Black and Hispanic student groups have a proficiency rate lower than the district average of 41.3%.	No
Based on data from the 2022 Mathematics PSSA, the Black, Hispanic, and Multi-racial student groups have a proficiency rate lower than the district average of 20.9%.	No
Based on data from the 2022 administration of the Mathematics PSSA, there was a district level proficiency rate of 20.9%. This is a decrease from the 2018-19 proficiency rate of 28.9%.	No
Based on data from the 2022 administration of the Biology Keystone, there was a district level proficiency rate of 7%, this represents 227 students. This is a decrease from the 2018-19 proficiency rate of 40.7%, this data point represents 1,328 students .	No
Based on data from the 2022 administration of the ELA/Reading PSSA, there was a district level proficiency rate of 50% for American Indian/Alaskan Native students. This is an increase from the 2018-19 proficiency rate of 35.7%.	No
Based on data from the 2022 administration of the Literature Keystone, there was a district level proficiency rate of 53.7%. This is a decrease from the 2018-19 proficiency rate of 60.1%.	No
Based on data from the 2022 administration of the Biology Keystone, there was a district level proficiency rate of 1.5% for Black Students. This is a decrease from the 2018-19 proficiency rate of 23.7%.	No
Based on data from the 2022 administration of the Mathematics PSSA, there was a district level proficiency rate of 20.9%. This is a decrease from the 2018-19 proficiency rate of 28.9%.	Yes
Based on data from the 2022 administration of the Biology Keystone, there was a district level proficiency rate of 7%. This is a decrease from the 2018-19 proficiency rate of 40.7%.	No
Based on data from the 2022 administration of the ELA/Reading PSSA, there was a district level proficiency rate of 50% for American Indian/Alaskan Native students. This is an increase from the 2018-19 proficiency rate of 35.7%.	No
Based on data from the 2022 administration of the Literature Keystone, there was a district level proficiency rate of 53.7%. This is a decrease from the 2018-19 proficiency rate of 60.1%.	No

Based on data from the 2022 administration of the Biology Keystone, there was a district level proficiency rate of 1.5% for Black Students. This is a decrease from the 2018-19 proficiency rate of 23.7%.	No
It is a challenge to provide academic intervention support consistently for students due to the scheduling of intervention time with the need to address other students' needs. Further, the use of district-supported resources with fidelity, and aligned to usage expectations for impact, has been a challenge. We have several digital resources and did experience some technical challenges as well, throughout the school year.	No
Using data to inform instruction has also been a challenge. We are supporting teachers with progress monitoring, intervention placement, on-going data-driven instruction, differentiation, and formative assessments. Explicit, systematic foundational skills instruction, coupled with progress monitoring has been a challenge as well.	No
Our core resource contract expires this school year. Teachers may require a resource that will provide additional support with explicit and systematic foundational skills instruction, based on foundational literacy skill data. Further, other contents such as Social Studies and Library services that often support the practice and application of literacy skills have materials that are out of date and need to be renewed.	No
Using data to inform instruction has also been a challenge. We are supporting teachers with progress monitoring, intervention placement, on-going data-driven instruction, differentiation, and formative assessments. Currently, we have six different online math programs in the district, which is a challenge in collecting standardized data across buildings.	No
The district currently employs 7 math academic who support 20 out of the 54 buildings in the district. As a district, we have 20% of our students (grades 3-8) are proficient or advanced on the 2021-22 PSSA.	No
One of our challenges is our science teachers (K-8), are overburdened by teaching several subjects and grade levels, as well as having additional duties that reduce planning time to the point where they are unable to implement the curriculum as written, with fidelity, using our primary and secondary resources. Also, schools (building-to-building), have different amounts of time devoted to teaching science.	No
The regular need for live materials and other consumables is not always included in the school-based budget.	No
Regular communication and professional development for self-contained elementary science teachers.	No
For high school science classes, especially Biology, our resources and instructional practices are outdated. Students are coming into high school without foundational knowledge from middle school.	No
The district core curriculum resource, GoMath, is outdated and aligns with the push from No Child Left Behind and not from the current math focus of ESSA. In addition, GoMath does not include research-based mathematical language routines.	No
Some challenges do remain in regard to earning industry certifications, including ERT students earning EMT certification, Culinary students earning ServSafe certifications, and Cosmetology students earning state licensure, but action plans have been implemented in all three program areas to address these challenges.	No

Chronic absenteeism is the biggest challenge our counselors face when trying to help students complete their career plans. An additional challenge is collecting the proper documentation to confirm that the plan is legitimate and actionable, not just a hope or a dream. Covid protocols and transportation issues have been two significant challenges to work-based learning opportunities.	No
For the 2021-22 SY, 58.5% of 106 students that took the NOCTI test scored Advanced or Competent. Prior to COVID, our numbers tended to be in the 72-73% range.	No
Student attendance is a common challenge listed across designated schools within the district. District-wide regular attendance was 55.8% for the 2021-22 SY in comparison to 68% for the 2020-21 SY. The regular attendance rates for the 2021-22 SY for our CSI and ATSI schools are as follows: - Allderdice: 55.1% - Allegheny 6-8: 58.3% - Brashear: 38.6% - Classical: 59.5% - Faison: 30.3% - King 36.6% - Langley: 35.9% - Milliones: 22.8% - Morrow: 44.4% - Obama: 66.2% - Perry: 27% - Roosevelt: 49.8% - Westinghouse: 20.1%	No
Academic performance in mathematics was listed as a challenge across designated schools. The district level proficiency rate for the 2022 Mathematics PSSA was 20.9%. The district level proficiency rate for the Algebra 1 Keystone was 63%. Please see below for the proficiency rates for our CSI & ATSI schools: - Allderdice: (Algebra 1 Keystone: 70.6%) - Allegheny 6-8: (Mathematics PSSA: 4.5%) - Brashear: (Algebra 1 Keystone: 37.2%) - Classical: (Mathematics PSSA: 6.2%) - Faison: (Mathematics PSSA: 6.1%) - King: (Mathematics PSSA: 4%) - Langley: (Mathematics PSSA: 4.9%) - Milliones: (Algebra 1 Keystone: 0%) (Mathematics PSSA: 0%) - Morrow: (Mathematics PSSA: 10.6%) - Obama: (Algebra 1 Keystone: 73.1%) (Mathematics PSSA: 9.7%) - Perry: (Algebra 1 Keystone: 0%) - Roosevelt: (Mathematics PSSA: 12.7%) - Westinghouse: (Algebra 1 Keystone: 0%) (Mathematics PSSA: 2%)	Yes
Academic performance in ELA was also listed as a challenge across designated schools. The district level proficiency rate for the The district level proficiency rate for the 2022 ELA PSSA was 41.3%. The district level proficiency rate for the 2022 Literature Keystone was 53.7%. Please see below for the proficiency rates for our CSI & ATSI schools: - Allderdice: (Literature Keystone: 74.8%) - Allegheny 6-8: (ELA PSSA: 37.1%) - Brashear: (Literature Keystone: 26.3%) - Classical: (ELA PSSA: 37.5%) - Faison: (ELA PSSA: 9.3%) - King: (ELA PSSA: 22.2%) - Langley: (ELA PSSA: 17.9%) - Milliones: (Literature Keystone: 12.9%) (ELA PSSA: 7.3%) - Morrow: (ELA PSSA: 23.5%) - Obama: (Literature Keystone: 62.6%) (ELA PSSA: 36.8%) - Perry: (Literature Keystone: 25.4%) - Roosevelt: (ELA PSSA: 31.1%) - Westinghouse: (Literature Keystone: 15.2%) (ELA PSSA: 19.3%)	Yes
We experienced many challenges over the past couple school years due to the impact of COVID-19. Student and staff attendance declined, which resulted in loss of instructional time for teachers. Students missed significant core instruction and intervention opportunities, due to absences, which negatively impacted learning outcomes, student achievement and growth.	No
Every Title I school has Title I funds allocated specifically to support the engagement of parents and family in their student's educational program. While parent and family engagement can take many forms and schools are able to engage parents on some level, many Title I schools continue to report that this is still a challenge.	No
There was a favorable response of 47% for the topic of Emotion Regulation on the Fall 2022 administration of the Panorama Student Survey. This reflects a decrease of 4 percentage points from the Fall 2021 administration.	No

<p>There was a rate of agreement of 56% for the Time construct on the 2022 district level administration of the Teaching & Learning Conditions Survey. This was a decrease of 17 percentage points from the 2021 administration of the survey.</p>	<p>No</p>
<p>Based on data from the 2022 Science PSSA, the Black and Hispanic student groups have a proficiency rate lower than the district average of 46.7%.</p>	<p>No</p>
<p>We are in the process of securing a Memorandum of Understanding with the Pittsburgh Police, that will deepen our existing partnership and better align our collective resources to support our students and families. We have begun to address a systemic need for understanding and application of restorative practice in all schools by creating and beginning implementation of a district-wide professional learning experience. This effort is framed around a new resource – The Restorative Practices Playbook. We have provided a copy of the book and access to the professional learning resources for 3,000 employees.</p>	<p>No</p>
<p>EP#9: Recruiting and retaining fully credentialed, experienced and high-quality teachers has been identified as a challenge, as evidenced by all district schools not being fully staffed by the beginning of the school year and having limited pools of qualified candidates to fill vacancies in various positions throughout the year.</p>	<p>Yes</p>
<p>EP #5: Supporting schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction has been identified as a challenge as evidenced by a districtwide proficiency rate on the 2022 PSSA of 41.3% for ELA/Reading, 20.9% for Mathematics, and 46.7% for science. These proficiency rates represent a decline from the 2019 PSSA administration. The performance of the African American student group is lower than the district-wide averages listed above, highlighting the continued opportunity gap that exist in the district. For our African American students, the proficiency rate on the 2022 PSSA administration was 8.4% for Mathematics, 26.7% for ELA/Reading, and 31.3% for Science. This opportunity gap also exists at the high school level, performance on the Literature Keystone indicates a district-wide proficiency rate of 53.7%, this is a decline from the 2019 rate of 60.1%, students in the African American student group had a proficiency rate of 32.5% in 2022. For Algebra, the districtwide proficiency rate indicates an increase in performance from 2019, in 2019 the proficiency rate was 49.4% compared to 63% in 2022; however, the 2022 proficiency rate for African American students was 28.6%.</p>	<p>Yes</p>
<p>EP #11: Allocating resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data is a challenge because of the current budget deficit of \$27 million.</p>	<p>Yes</p>
<p>EP#7: Coordinating and monitoring support aligned with student and family needs is challenging for the district. Evidenced by the district-wide regular attendance rate for the 2021-22 SY of 57.28% and suspension rate of 12%, accounting for a total of 2,463 unique students being suspended for a total of 10,408 days. In addition, results from the 2022 Fall administration of the Panorama Student Survey indicate an average favorable response of 56% for the topic of Challenging Feelings & 51% for the topic of Emotion Regulation** for students in grades 3-12. *"Emotion regulation" is a term generally used to describe a person's ability to effectively manage and respond to an emotional experience. People unconsciously use emotion regulation strategies to cope with difficult situations many times throughout each day.</p>	<p>Yes</p>

EP#3: Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	No
In order to have transformational and sustainable shifts toward racial equality, measures must be taken to address racial inequities through instruction and discipline with professional learning and accountable action from staff resulting in academic success and career-and-life readiness for African American students. The challenge to address is the feasibility and capacity to provide implementation structures that allow, support and foster staff's ongoing participation in professional learning opportunities in conjunction with necessary cycles of review, feedback, revision, follow up and accountability. (i.e. adequate time, funding, human capacity, planning, coverage and scheduling).	No
Currently, there is not mandatory district wide training focused on supporting ELs. As our numbers of English Learners grow, we would recommend providing mandatory district wide training about the needs of ELs. This would help teachers to improve the educational outcomes for ELs.	No

Most Notable Observations/Patterns

The challenges that are most notable are those that reveal disparities in academic progress between African American students and White students.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Based on Naviance data for the 2021-22 SY, 96% of students completed the required career standards task for 5th grade.	
Based on data from the 2022 administration of the Algebra 1 Keystone, there was a district level proficiency rate of 63%. This is an increase from the 2018-19 proficiency rate of 49.4%.	
The district-wide average graduation rate across all Pittsburgh Public High Schools for the 2020-21 SY is 81.5%. This is an increase from the 2019-20 SY graduation rate of 77.6%.	The district provides credit recovery opportunities for students who are at-risk of dropping out of school or have failed to pass core subjects.
The district-wide average graduation rate for English Learners across all Pittsburgh Public High Schools for the 2020-21 SY is 69%. This is an increase from the 2019-20 SY graduation rate of 47.7%.	
The 2021-22 SY Suspension Rate for Students with Disabilities is 15.2%. This is a decrease from the 2019-20 SY suspension rate of 15.8%	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
We experienced many challenges last school year due to the impact of COVID-19. Attendance rates for teachers, staff, and students fluctuated throughout the school year due to surges during the pandemic. The result was missed in-person instructional time, missed intervention supports, and instructional time with substitute supports. Further, literacy	There is a staffing shortage in school districts across the United States, including Pittsburgh Public Schools. Teacher and staff resignations continue to outpace pre-pandemic levels significantly. Further, schools serving predominantly African American students or from low-income communities continue to struggle with staffing more than schools serving	No	

supports, such as instructional coaching and intervention support, were negatively impacted by the need to cover classes and substitute for teacher absences.	non-African American students and those from high-income households.		
Based on data from the 2022 administration of the Mathematics PSSA, there was a district level proficiency rate of 20.9%. This is a decrease from the 2018-19 proficiency rate of 28.9%.	Strengthening core mathematics instruction is a priority. 2021-2022 PSSA results revealed that the majority of students assessed did not demonstrate proficiency on grade level math competencies including open-ended responses.	No	
Academic performance in mathematics was listed as a challenge across designated schools. The district level proficiency rate for the 2022 Mathematics PSSA was 20.9%. The district level proficiency rate for the Algebra 1 Keystone was 63%. Please see below for the proficiency rates for our CSI & ATSI schools: - Allderdice: (Algebra 1 Keystone: 70.6%) - Allegheny 6-8: (Mathematics PSSA: 4.5%) - Brashear: (Algebra 1 Keystone: 37.2%) - Classical: (Mathematics PSSA: 6.2%) - Faison: (Mathematics PSSA: 6.1%) - King: (Mathematics PSSA: 4%) - Langley: (Mathematics PSSA: 4.9%) - Milliones: (Algebra 1 Keystone: 0%) (Mathematics PSSA: 0%) - Morrow: (Mathematics PSSA: 10.6%) - Obama: (Algebra 1 Keystone: 73.1%) (Mathematics PSSA: 9.7%) - Perry: (Algebra 1 Keystone: 0%) - Roosevelt: (Mathematics PSSA: 12.7%) - Westinghouse: (Algebra 1 Keystone: 0%) (Mathematics PSSA: 2%)	The COVID-19 Pandemic exacerbated gaps in student learning and skill development. Students across most schools did not demonstrate proficiency in Operations with Real Numbers, Functions, and Data Analysis on the Keystone Algebra I exam. Increasing out of school time (after-school, Saturday school, summer school) opportunities for students is a priority.	No	
Academic performance in ELA was also listed as a challenge across designated schools. The district level proficiency rate for the The district level proficiency rate for the 2022 ELA PSSA was 41.3%. The district level proficiency rate	Strengthening core literacy instruction across all grade levels is a priority. Deepening teacher's content knowledge, implementation of thinking and instructional routines, and formative	No	

<p>for the 2022 Literature Keystone was 53.7%. Please see below for the proficiency rates for our CSI & ATSI schools: - Allderdice: (Literature Keystone: 74.8%) - Allegheny 6-8: (ELA PSSA: 37.1%) - Brashear: (Literature Keystone: 26.3%) - Classical: (ELA PSSA: 37.5%) - Faison: (ELA PSSA: 9.3%) - King: (ELA PSSA: 22.2%) - Langley: (ELA PSSA: 17.9%) - Milliones: (Literature Keystone: 12.9%) (ELA PSSA: 7.3%) - Morrow: (ELA PSSA: 23.5%) - Obama: (Literature Keystone: 62.6%) (ELA PSSA: 36.8%) - Perry: (Literature Keystone: 25.4%) - Roosevelt: (ELA PSSA: 31.1%) - Westinghouse: (Literature Keystone: 15.2%) (ELA PSSA: 19.3%)</p>	<p>assessment processes is essential to building their capacity to differentiate instruction.</p>		
<p>EP#9: Recruiting and retaining fully credentialed, experienced and high-quality teachers has been identified as a challenge, as evidenced by all district schools not being fully staffed by the beginning of the school year and having limited pools of qualified candidates to fill vacancies in various positions throughout the year.</p>	<p>There is a staffing shortage in school districts across the United States, including Pittsburgh. The substitute candidate pool is also extremely limited.</p>	<p>Yes</p>	<p>The District will adopt innovative methods to attract, hire, support, empower, and retain a diverse high-performing staff.</p>
<p>EP #5: Supporting schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction has been identified as a challenge as evidenced by a districtwide proficiency rate on the 2022 PSSA of 41.3% for ELA/Reading, 20.9% for Mathematics, and 46.7% for science. These proficiency rates represent a decline from the 2019 PSSA administration. The performance of the African American student group is lower than the district-wide averages listed above, highlighting the continued opportunity gap that</p>	<p>All students have not had access to differentiated instruction that meets their diverse learning needs. Many students from historically disenfranchised groups have not been exposed to culturally relevant and inclusive instruction. In addition, there is a lack of mastery of foundational skills during elementary years. Learning opportunity losses over the past two years due to COVID have exasperated these challenges.</p>	<p>Yes</p>	<p>The district will focus on engaging instructional teams in assessing and monitoring student mastery to support the delivery of sound instruction in various modes; so that all students will have access to rigorous, standards-aligned, differentiated instruction that meets their individual learning needs. In addition, the district will support schools with professional learning and dedicated staff time (Professional Learning Communities) to invest in continuous improvement models as a core strategy to improve student learning, experiences, and</p>

<p>exists in the district. For our African American students, the proficiency rate on the 2022 PSSA administration was 8.4% for Mathematics, 26.7% for ELA/Reading, and 31.3% for Science. This opportunity gap also exists at the high school level, performance on the Literature Keystone indicates a district-wide proficiency rate of 53.7%, this is a decline from the 2019 rate of 60.1%, students in the African American student group had a proficiency rate of 32.5% in 2022. For Algebra, the districtwide proficiency rate indicates an increase in performance from 2019, in 2019 the proficiency rate was 49.4% compared to 63% in 2022; however, the 2022 proficiency rate for African American students was 28.6%.</p>			<p>outcomes. The district will also invest in training for all teachers on the Science of Reading to ensure all students receive relevant research and evidence-based reading instruction.</p>
<p>EP #11: Allocating resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data is a challenge because of the current budget deficit of \$27 million.</p>	<p>As a district, we allocate resources, including money, staff, professional learning, materials, and support, to schools based on the analysis of various data. We have a budgeting formula that is allocated and communicated annually; however, due to the budget deficit, primarily driven by fixed costs such as benefits & charter school payments, we do not have the flexibility to equitably allocate resources and meet the unique needs of each school because we must ensure that the basic needs of each school are met.</p>	<p>Yes</p>	<p>The district will analyze all data connected to understand the current district footprint better; this analysis will be utilized to create a more efficient and equitable educational delivery model that will allow our budgeting process to meet the basic and unique needs of each of our schools resulting in improved academic programming, student scheduling, support services, and facilities.</p>
<p>EP#7: Coordinating and monitoring support aligned with student and family needs is challenging for the district. Evidenced by the district-wide regular attendance rate for the 2021-22 SY of 57.28% and suspension rate of 12%, accounting for a total of 2,463 unique students being suspended for a total of 10,408 days. In addition, results from the 2022 Fall</p>	<p>There needs to be a shared understanding of expectations and consistent implementation of the SAP process across the district. Although mental health supports are available to students, there has been a high turnover of mental health staff and a limited capacity of external partners to support our students. This</p>	<p>Yes</p>	<p>The district will strengthen its coordination and monitoring of support by improving the SAP and Restorative Practices processes, increasing mental health support, and creating a Parent University; through this process, students and parents will receive more robust support aligned to meet their individualized needs.</p>

<p>administration of the Panorama Student Survey indicate an average favorable response of 56% for the topic of Challenging Feelings & 51% for the topic of Emotion Regulation** for students in grades 3-12. *"Emotion regulation" is a term generally used to describe a person's ability to effectively manage and respond to an emotional experience. People unconsciously use emotion regulation strategies to cope with difficult situations many times throughout each day.</p>	<p>impacts student conduct, SEL, restorative practices, and attendance data.</p>		
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Goal Setting and Action Plans

Priority: The district will focus on engaging instructional teams in assessing and monitoring student mastery to support the delivery of sound instruction in various modes; so that all students will have access to rigorous, standards-aligned, differentiated instruction that meets their individual learning needs. In addition, the district will support schools with professional learning and dedicated staff time (Professional Learning Communities) to invest in continuous improvement models as a core strategy to improve student learning, experiences, and outcomes. The district will also invest in training for all teachers on the Science of Reading to ensure all students receive relevant research and evidence-based reading instruction.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practice 5: Instruction - Mathematics	There will be a districtwide proficiency rate of 48.3% or above in the 2025 administration of the Mathematics PSSA. This will represent an increase of 27.4 percentage points from the 2022 administration.	PSSA Math	There will be a districtwide proficiency rate of 43.5% or above on the 2023 administration of the Mathematics PSSA. This will represent an increase of 22.6 percentage points from the 2022 administration.	There will be a districtwide proficiency rate of 45.9% or above on the 2024 administration of the Mathematics PSSA. This will represent an increase of 25 percentage points from the 2022 administration.	There will be a districtwide proficiency rate of 48.3% or above on the 2025 administration of the Mathematics PSSA. This will represent an increase of 27.4 percentage points from the 2022 administration.
Essential Practice 5: Instruction - English Language Arts	There will be a districtwide proficiency rate of 61.1% or above in the 2025 administration of the ELA/Reading PSSA. This will represent an increase of 19.8 percentage points from the 2022 administration.	ELA/Reading PSSA	There will be a districtwide proficiency rate of 57.5% or above on the 2023 administration of the ELA/Reading PSSA. This will represent an increase of 16.2 percentage points from the 2022 administration.	There will be a districtwide proficiency rate of 59.3% or above on the 2024 administration of the ELA/Reading PSSA. This will represent an increase of 18 percentage points from the 2022 administration.	There will be a districtwide proficiency rate of 61.1% or above on the 2025 administration of the ELA/Reading PSSA. This will represent an increase of 19.8 percentage points from the 2022 administration.
Essential Practice 5: Instruction - English Language Arts	There will be a districtwide proficiency rate of 72.6% or above on the 2025 Literature Keystone. This will represent an increase of 18.9 percentage points from the 2022 administration.	Literature Keystone	There will be a districtwide proficiency rate of 70.2% or above on the 2023 Literature Keystone. This will represent an increase of 16.5 percentage points from the 2022 administration.	There will be a districtwide proficiency rate of 71.4% or above on the 2024 Literature Keystone. This will represent an increase of 17.7 percentage points from the 2022 administration.	There will be a districtwide proficiency rate of 72.6% or above on the 2025 Literature Keystone. This will represent an increase of 18.9 percentage points from the 2022 administration.

Action Plan for: Engage instructional teams in assessing and monitoring student mastery, assess student learning frequently, and deliver sound instruction in a variety of modes.

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> • ELA/Reading PSSA • Literature Keystone 		Shift in teacher practices to include structured literacy and emphasis on foundational skills. K-5 textbook adoption by the end of the 2022-2023 school year. Updated K-5 curriculum, Updated 6th-12th books, and novels, Prioritized interventions and guidance for schools, Updates to progress monitoring			DIBELS Assessments, CDT Assessments, Formative Assessment, Classroom Visits, Summative Assessments (including PASA, and WIDA)	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Conduct a needs assessment that includes a review of the following: core instructional texts and interventions (current MTSS model), student performance data, classroom visits, and stakeholder interviews for grades K-5 during the 2022-2023 school year. Core materials for grades sixth-eighth will occur during the 2023-2024 school year.	09/06/2022	04/07/2023	Chief Academic Officer, Executive Director English Language Arts, K-5 ELA Coordinator	Digging Deeper (PDE) documents will be used to examine student performance and related classroom/district practices. Assistant Superintendent, PSE	No	No
Facilitate Science of Reading Professional Development for teachers, teacher leaders, reading specialists, and principals.	12/13/2022	07/30/2023	Chief Academic Officer, Assistant Superintendent Professional Learning	AIM Academy will provide session materials. PPS instructional coaches will provide turn-around training during district-wide PD days and Summer Institute.	No	No
Conduct a request for proposal and textbook adoption process for the core K-5 ELA program from January 2023-April 2023. Conduct request for proposal and textbook adoption process for ELA 6th-8th grade January 2024-April 2024.	01/05/2023	05/30/2023	Chief Academic Officer, Executive Director English Language Arts, K-5 ELA Coordinator		No	Yes
Planning and Development of PreK-12 ELA Summer Institute for Teachers (extending Science of Reading training). Summer Institute sessions will include all	01/05/2023	04/30/2023	Chief Academic Officer, Executive Director English	Resource Books and Planning Guides Novels for Middle/High School Students	No	No

teachers, including but not limited to those who serve students in Pre-Kindergarten, receiving English Language Learner or Special Education services, and General Education.			Language Arts, K-5 ELA Coordinator	Executive Director Early Childhood Assistant Superintendent, PSE Director, ESL		
Planning and Development of ELA Summer Program Component for Students (emphasizing the Science of Reading, foundational skills, and writing), and high-interest reading and creative writing for students in 6th-12th grade	01/05/2023	04/30/2023	Chief Academic Officer, Executive Director English Language Arts, K-5 ELA Coordinator	Summer Program Books and Materials	No	No
Update and develop new curriculum documents and assessments that are culturally and linguistically inclusive, and aligned to the Science of Reading for grades K-5. Update and develop new curriculum documents, assessments, and monitoring protocols for grades 6th-8th, May 2024- June 2025.	05/05/2023	05/05/2024	Chief Academic Officer, Executive Director English Language Arts, K-5 ELA Coordinator	Resource Books and Planning Guides, Curriculum Writers Chief Accountability Officer Assistant Superintendent, PSE	No	Yes
Conduct review of novels for grades 6th-12th. Books will be assessed for the following: quality, cultural and academic relevance, opportunities to spark student joy and interest, and inclusivity.	01/05/2022	03/31/2022	Chief Academic Officer, Executive Director English Language Arts, K-5 ELA Coordinator	Selected 6th-12th Grade Novels Rubric and Review Tools Curriculum Writing Teams	No	No
Partner with local libraries, parents, and reading partners across the city to launch a city-wide summer reading initiative aimed at motivating and increasing the number of students who engage in reading quality books over the summer.	01/05/2023	08/11/2023	Chief Academic Officer, Executive Director English Language Arts, K-5 ELA Coordinator	Parent Advisory Committee, Community Based Organizations, Marketing City & Community Partners	No	No

Action Plan for: Engage instructional teams in assessing and monitoring student mastery, assess student learning frequently, and deliver sound instruction in a variety of modes.

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> PSSA Math 		Update and develop new curriculum documents and assessments that are PA standards-aligned, culturally and linguistically inclusive, May 2024- June 2025.		CDT Assessments, Formative Assessments, Classroom Visits, Summative Assessments (including PASA and WIDA)		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Conduct a needs assessment that includes a review of core instructional texts and interventions, student performance data, classroom visits, and stakeholder interviews for grades K-8.	12/02/2022	05/05/2025	Chief Academic Officer, Executive Director STEM Arts, K-5 Math Coordinator, 6-8 Math Coordinator, 9-12 Math Coordinator	Digging Deeper (PDE) documents will be used to examine student performance and related classroom/district practices. Assistant Superintendent, PSE	No	Yes
Conduct a Request for Proposal and Textbook Adoption process for the core K-8 Mathematics program from January 2024-April 2024.	01/05/2024	04/30/2024	Chief Academic Officer, Executive Director STEM, K-5 Math Coordinator, Teachers, Principals, Assistant Superintendents, Parents, Students Chief of Technology	Mathematics Program Review Teams and Rubrics, Stakeholder Input Sessions, Vendor Presentations	No	No
Planning and Development of Mathematics Summer Institute for Teachers. Summer Institute sessions will include all teachers, including but not limited to those who serve students in Pre-Kindergarten, receiving English Language Learner or Special Education services, and General Education.	01/05/2023	04/30/2023	Chief Academic Officer, Executive Director STEM, K-5 Math Coordinator, 6-8 Math Coordinator, 9-12 Math Coordinator	Resource Books and Planning Guides Assistant Superintendent, PSE Executive Director, Early Childhood Director, ESL	No	No
Planning and Development of Mathematics Summer Program Component for Students.	01/05/2023	04/30/2023	Chief Academic Officer, Executive Director STEM, K-5 Math Coordinator, 6-8 Math	Summer Program Books and Materials	No	No

			Coordinator, 9-12 Math Coordinator			
Update and develop new curriculum documents and assessments that are culturally and linguistically inclusive, May 2024- June 2025.	01/05/2023	04/30/2023	Chief Academic Officer, Executive Director STEM, K-5 Math Coordinator, 6-8 Math Coordinator, 9-12 Math Coordinator	Resource Books and Planning Guides, Curriculum Writers Chief Accountability Officer, Assistant Superintendent, PSE	No	No

Priority: The district will strengthen its coordination and monitoring of support by improving the SAP and Restorative Practices processes, increasing mental health support, and creating a Parent University; through this process, students and parents will receive more robust support aligned to meet their individualized needs.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 7: Provide Student-Centered Support Systems	The student attendance rate will increase by 20% within three years, from 65.8 percent to 85.8 percent.	Increase Attendance Rate	By March 2023, school-based liaisons will be identified to support principals in developing (improving) a system and staff capacity to support the needs of students and families. One specific outcome will be to support the sustainability of the Student Assistance Program Model in schools by documenting practices, training new team members, and implementing consistent progress monitoring protocols via a data platform.	By January 2024, the District will design and implement an Early Warning System to proactively identify students who need additional support. The purpose of the system is to identify all students utilizing an additional data drive system.	The student attendance rate will increase by 20% within three years, from 65.8 percent to 85.8 percent. (Goals for subgroups will be established.)
Essential Practices 7: Provide Student-Centered Support Systems	Within three years, there will be at least a 15% reduction in the total number of days suspended districtwide, resulting in 8,847 days. This is a reduction of 1,561 days from the 2021-22 SY.	Decrease Suspension Rate	By March 2023, school-based liaisons will be identified to support principals in developing (improving) a system and staff capacity to create a Restorative School Culture. Support will include coordinating professional development and training staff and students on Restorative Practice tools and supports to improve school culture.	By January 2024, the District will design and implement a Parent University to support parents with resources and training to equip families to address behavioral and academic needs.	Within three years, there will be at least a 15% reduction in the total number of days suspended districtwide, resulting in 8,847 days. This is a reduction of 1,561 days from the 2021-22 SY. (Goals for subgroups will be established.)

Action Plan for: Student Assistance Program

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Increase Attendance Rate 		Executed SAP Reports, EWS Rosters, and Results from the needs assessment.			SAP Data Platform Review. Data Research and Evaluation Office, Quarterly	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Conduct a needs assessment (including interviews with staff, family, and service providers) of the current practices, programs, staff skill sets, student knowledge, and related resources in place at the school level to support the needs of students and families.	01/09/2023	06/30/2023	Assistant Superintendent of Student Services Director of Student Support Services - Social Workers	School Leaders, Office of School Performance, Families Participants, and Providers	Yes	Yes
Develop site-based liaisons to support principals in system development and build their staff's capacity to support the needs of students and families. (Resources will be allocated based on data and principal feedback.)	01/31/2023	09/30/2024	Assistant Superintendent of Student Services Director, Student Support Services - Social Workers	Funding for Stipends, Social Workers, School-based staff, and Human Resources Department help to identify staff	No	No
Create Early Warning System (EWS) to identify students and families that need services and support proactively.	12/30/2022	02/28/2023	Chief Accountability Officer	Data Platform, Office of School Performance, School Leaders	Yes	No
Implement Early Warning System	03/01/2023	12/29/2023	Assistant Superintendent of Student Services Director of Student Support Services - Social Workers	Instruction Manual, Intervention Resources, SAP Team, School Leaders, Office of School Performance	Yes	Yes
SAP Training for School-based Teams - for new team members	01/31/2023	01/31/2024	Assistant Superintendent of Student Services Director of Student Support Services - Social Workers	State Education Trainers, SAP Team members	No	No

Action Plan for: Restorative School Culture						
Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Decrease Suspension Rate 		Results from needs assessment, District-wide Parent University Program, More Engaged Families, Consistent implementation of Restorative Practices			Every 6 months.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Conduct a needs assessment (including staff and student interviews) of the current practices, programs, staff skill sets, student knowledge, and related resources in place at the school level to impact positive school culture (restorative practices, envoy, peer mediation, teaching and learning liaisons, PBIS, Panorama, etc.) The needs assessment will also include compiling other evidence-based strategies that improve school culture.	12/01/2022	06/30/2023	Assistant Superintendent, Student Services	Staff leading specific school culture programs, student services staff, school leaders, student and staff support groups	No	Yes
Develop site-based liaisons to support principals in system development and build their staff's capacity to create a Restorative School Culture. (Resources will be allocated based on data and principal feedback.)	01/31/2023	09/30/2024	Assistant Superintendent of Student Services Program Manager and Coach, Pursuing Equitable Restorative Communities	Human Resources support to select liaisons, Funding for Stipends, Training Materials	No	No
Gather feedback from parents regarding the support and resources they need to support their children.	12/30/2022	03/31/2023	Chief of Staff	Surveys, Focus, Groups, Parent Leaders	No	Yes
Summer Door Knocking Campaign to proactively reach out and support families whose children are chronically absent in the previous school year.	06/26/2023	08/11/2023	Director of Stakeholder Engagement and Communications	Teachers/Staff to knock on doors, funding, materials,	No	Yes
Implement Parent University Pilot	04/03/2023	06/30/2023	Chief of Staff	Curriculum, Funding, Providers, Parent Incentives	No	Yes

Priority: The District will adopt innovative methods to attract, hire, support, empower, and retain a diverse high-performing staff.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 9: Implement Data-Driven Human Resource Strategies	By June 2025, the District will have developed and implemented scheduled processes that measure employee engagement and satisfaction, recruitment and retention statistics that are competitive to high-performing organizations, and District-wide strategies that are data-driven and aligned to student outcomes.	Human Resources	By June 2023, based on intentional communication and creation of a safe and accessible administration environment, we will have a participation rate of at least 70% of the entire district workforce in the EVP survey and/or focus groups.	By June 2024, increase overall outreach for and intake of highly qualified candidates for all PPS positions. Outreach: Create partnerships with all SDUC career services offices, for all PPS positions, and at least 10 HBCU's. Increase candidate pools by at least 25% over 2021-2022 candidate pool numbers.	By June 2025, the District will have developed and implemented scheduled processes that measure employee engagement and satisfaction, recruitment and retention statistics that are competitive to high-performing organizations, and District-wide strategies that are data-driven and aligned to student outcomes.

Action Plan for: Strategically manage personnel to provide most effective staff where needed most

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Human Resources 		(1) develop and implement the PPS employee value proposition (EVP), (2) measure its effectiveness at increasing human capital experiences, outcomes, and growth, and (3) evaluate its sustainability through labor market and organizational challenges.			engagement surveys, focus groups, retention & turnover rates, number of applicants/position (candidate pools), enrollment/participation in Grow your Own programs	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Launch employee engagement surveys and focus groups by role groups. Compare and contrast to existing state to determine where adjustments can be made. This will help to strengthen the Employee Value Proposition (EVP).	01/06/2023	05/31/2023	Chief of Human Resources	Executive cabinet support & communication, allocation to partner with external vendor, time to administer survey & focus groups	No	Yes
Update recruitment & hiring process highlighting "Why PPS". Identifying barriers in recruiting a more diverse workforce and develop strategies to address barriers.	03/01/2023	06/01/2023	Director of Talent Management	Communications & marketing support, timeline of recruitment activity and benchmarks	No	Yes
Develop and implement PPS Total Rewards utilizing survey & focus group data. Total Rewards will capture both tangible (compensation & benefits) and intangible (workplace culture) adjustments to continue to strengthen employee satisfaction at PPS.	06/01/2023	01/31/2024	Chief of Human Resources	Executive Cabinet, Board, & Union support. Communications & marketing, budgetary support	No	No
Develop and implement a District succession plan for recruitment and staffing.	01/01/2024	06/30/2025	Chief of Human Resources	OSP, Exec Cabinet; Union support. Budgetary support. Coordination with SDUC. Communication & Marketing.	No	No

Special emphasis on PPS internal "Grow Our Own" programs. Programs include but are not limited to magnet programming, continuing education, and career ladder opportunities.						
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Priority: The district will analyze all data connected to understand the current district footprint better; this analysis will be utilized to create a more efficient and equitable educational delivery model that will allow our budgeting process to meet the basic and unique needs of each of our schools resulting in improved academic programming, student scheduling, support services, and facilities.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 11: Allocate Resources Strategically and Equitably	Within three years, the District will implement a district funding formula that encompasses the values of excellence, equity, and efficiency.	New District Funding Model	By May 2023, the administration will present a set of principles for “high-quality schools” that establishes a baseline and describes what students should experience in instruction and programming to the Board of Education for approval.	By February 2024, the administration will present the results of the application of the design principles to stakeholders utilizing two-way communication channels. Feedback will result in an implementation plan to be approved by the Board.	Within three years, the District will implement a district funding formula that encompasses the values of excellence, equity, and efficiency.

Action Plan for: Two Way Stakeholder Engagement

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
• New District Funding Model		New District Funding Model, Improved School Design			Quarterly	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Create Design Principles. (Design Principles are value statements that frame decisions and support consistency across teams working on the same product or service.)	01/16/2023	05/30/2023	Superintendent of Schools	Leadership Team, School Board, Student and Parent Advisory, Consultant Support	Yes	Yes
Get Board Approval on the Initial Design Principals.	03/31/2023	06/30/2023	Superintendent of Schools	School Board	No	Yes
Design Two-Way Communication Engagement Channels	03/31/2023	05/31/2023	Chief of Staff	Consultant Support, Leadership Team	No	Yes
Gather Stakeholder Feedback on the Design Principles	06/01/2023	09/29/2023	Superintendent of Schools	Meetings, Engagement Tools	No	Yes
Modify Design Principles based on Feedback and Apply New Principles to the District Budgets (including General, Capital, and Supplemental).	08/03/2023	10/30/2023	Chief Financial Officer	other data points per the design principles	No	No
Share Implication of Design Principle results with Stakeholders	11/01/2023	12/30/2023	Superintendent of Schools	Results	No	Yes
Seek Board Feedback Approval and Begin Implementation of Results	01/09/2024	07/22/2025	Superintendent of Schools	Transparent and Robust Communication Plan, School Board, Leadership Team, Implementation Consultant Support	No	Yes

Action Plan for: Engage educators in Culturally Responsive and Inclusive practices (Professional Learning Plan)

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> PSSA Math ELA/Reading PSSA Literature Keystone 		Implementation of high-quality classroom instruction that is culturally relevant and advances student learning.		Principals/Assistant Principals monitor the implementation of professional learning through RISE observation processes. Improved quality of IEP development and progress monitoring.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The Office of Professional Learning will develop site-based liaisons to support principals with building the capacity of their staff as they translate the Culturally Relevant Pedagogy research into practice across classrooms and that align to areas of focus in each school's improvement plan.	06/09/2023	06/09/2025	Assistant Superintendent, Office of Professional Learning Teacher on Special Assignment, Office of Professional Learning	Human Resources in the development of new roles in the District.	No	No
The Office of Professional Learning and Office of Equity will co-develop five sequenced learning modules for Culturally Relevant Pedagogy that include desired outcomes of participation for all role groups.	08/01/2022	06/10/2024	Assistant Superintendent, Office of Professional Learning Teacher on Special Assignment, Office of Professional Learning Director, Office of Equity	RISE Rubric, Geneva Gay, Culturally Responsive Teaching: Theory, Research, and Practice (2018), Gloria Ladson Billings, The Dream keepers: Successful Teachers of African American Children (1994), Glenn Singleton, Courageous Conversations about Race (2006), Vernita Mayfield, Cultural Competence NOW: 56 Exercises to Help Educators Understand and Challenge Bias, Racism, and Privilege (2020), Christopher Emdin, For White Folks Who Teach in the Hood...and the Rest of Ya'll Too (2016), Zaretta Hammond, Culturally Responsive Teaching and the Brain (2015), Adeyemi Stenbridge, Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy (2020), Lisa Delpit, Other People Children: Cultural Conflict in the Classroom (1995), Gloria Ladson Billings, But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy (1995), Gloria Ladson Billings, Like lightning in a bottle: Attempting to capture the pedagogical excellence of successful teachers of Black students (1990), Gholdy Muhammad, Cultivating Genius A	No	No

				Four-Layered Framework for Culturally and Historically Responsive Literacy (2019)		
School leaders will engage in developing their own professional learning plan around Equity-Focused Leadership.	01/09/2023	06/09/2023	Assistant Superintendent, Office of Professional Learning; Director, Office of Equity, Teacher on Special Assignment, Office of Professional Learning	Scope and Sequence of learning around Culturally Responsive Education along with differentiated pathways of engagement for participants.	No	No
Leading and Learning Institute, the monthly professional learning opportunity for school leaders, will consistently include learning opportunities designed to support the capacity building of school leaders in the area of Equity-Focused Leadership.	11/09/2022	06/09/2025	Assistant Superintendent, Office of Professional Learning; Director, Office of Equity, Teacher on Special Assignment, Office of Professional Learning	Scope and Sequence of learning around Culturally Responsive Education along with differentiated pathways of engagement for participants.	No	No
Coordinate synchronous school leader training around effective leadership practices in special education.	01/10/2023	02/28/2023	Assistant Superintendent, Program for Students with Exceptionalities	PATTAN PULSE training materials, presenters, and assessments	Yes	No
Administer and moderate asynchronous Schoology course(s) around the essential practices of IEP development.	01/31/2023	03/31/2023	Assistant Superintendent, Program for Students with Exceptionalities	PATTAN materials, Schoology Course, Program Officer moderators, and unit assessments	Yes	No

Action Plan for: Align district improvement processes and supports with a clear district vision and direction (Professional Learning Plan)

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> PSSA Math ELA/Reading PSSA Literature Keystone 		Development and implementation of the Professional Learning Plan (PLP) to guide the leadership of adult learning in the Pittsburgh Public Schools (PPS), in alignment with the district strategic plan.			District staff will gather data using the District-wide Professional Learning Survey and other sources possibly including the Standards Assessment Inventory (SAI) and the Teaching and Learning Conditions Survey, to understand the quality and impact of the plan.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop a Professional Learning Plan as the guiding document to inform planning, key initiatives, decision-making, accountability, continuous improvement, and focus for all professional learning in the Pittsburgh Public Schools.	08/01/2022	05/31/2023	Assistant Superintendent for Professional Development and Special Programming	Professional Learning Task Force and stakeholders, Learning to improve: How America’s schools can get better at getting better (A. Bryk).	No	Yes
Professional Learning Community (PLC) operations will align to support the implementation of key district initiatives, including Multi-Tiered Systems of Support (MTSS) and engagement in continuous cycles of improvement in practices.	08/01/2022	06/13/2025	Assistant Superintendents, Office of Professional Learning, Principals, Assistant Principals	Becoming a Learning Team (Stephanie Hirsh), Learning by Doing; A Handbook for Professional Learning Communities at Work (Richard Dufour), Presentations provided by the Office of Professional Learning.	No	No