



Pittsburgh Public Schools

Final Strategic Plan – 2008-2014

Revised July 27, 2009, to Add Strategy 1.16 Maximizing Teacher Effectiveness through RISE

Purpose:

This Strategic Plan is designed to meet the flexible needs of the District as it continues to implement and deepen the work of *Excellence for All* across the next six years—2008-2014. This Plan is:

- Built upon the direction set forward by the Board of Education and the Superintendent of Schools;
- Informed by audit findings on our District's needs; and
- Reflects input of our stakeholders, including parents and community members.
- Reflects input from the Public Commentary Period, held between September 30 and October 31, 2008
- Reflects Board Comments from its November 5 Education Committee Meeting and November 19 Agenda Review

This Revised Final Draft Plan was available for a 30-day public comment period between September 30 and October 31, 2008. Public comment was submitted to the Board of Education through:

- The District's website www.pps.k12.pa.us/strategicplan;
- The Board's October 13, 2008, regularly scheduled public hearing; or
- In person at Room 201 of the Board of Education's Administrative Offices, located at 341 South Bellefield Avenue.

Public comments were reviewed and considered in the Revised Final Draft of the Strategic Plan. The Board of Education approved this Strategic Plan at its November 25, 2008, Legislative Session. The Plan was filed subsequently with the PA Department of Education on November 26, 2008.

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Table Of Contents

Letter from the Superintendent of Schools	Pages 6-7
Executive Summary	Pages 8-13
Section A of this Plan: Information About the Plan	
I. How this Plan is Structured	Pages 13-15
II. About the District: History and Demographic Information	Page 15
III. District Mission, Shared Goals, and Core Beliefs	Page 15-16
IV. Key Caveats that Inform our Decisions and the Basis of this Plan	Page 16
V. Unique Aspects of this Plan	
Educational Reform— <i>Excellence for All</i> —is the Driving Force	Pages 17
<i>Excellence for All</i> is About the Whole Child and Whole Community	Page 18
The Pittsburgh Pledge	Page 18-19
<i>The Pittsburgh Promise</i> to Our Students and Their Families	Pages 19
Pathways to the Promise: Helping Students Prepare to Meet their Future	Pages 20-25
What Will Be Different as a Result of This Plan	Page 26
VI. Other Important Aspects of this Plan	
A Focus on Becoming a High Performing, Service-Oriented Culture of Excellence	Page 26
The Pittsburgh Board of Education’s Commitment to the Five Goals of this Plan	Pages 27
How PPS Aligns with the PA Dept. of Education’s Standards-Aligned System and NCLB Accountability Plan	Pages 28-29
Basis for Strategic Planning Process: State and District Requirements	Page 29
General Guidelines for Strategic Planning Steering Committee	Pages 29-30
VII. Academic Achievement and Graduation Requirements and Curriculum	
Alignment to PA Standards	
PA Achievement Outcome Requirements	Page 31
PPS Graduation Requirements	Page 32
PPS Academic Standards	Page 32-33
PPS Student Service Supports	Page 33



Section B of this Plan: Strategies and Activities

PPS STRATEGIES SUPPORTING PRIORITY STUDENT ACHIEVEMENT INITIATIVES (GOAL 1)

Goal: 1. Maximum Academic Achievement of all Students.

Strategy: 1.1 Define and Deepen Implementation of a System of Managed Instruction (Pages 34-35)

Strategy: 1.2 Reduce Racial Disparities in Academic Achievement and Graduation Rates (Page 36)

Strategy: 1.3 Provide more efficient and effective gifted and special education programs. (Page 37)

Strategy: 1.4 Improve in areas of academic concern—5th and 11th grade. (Page 38-39)

Strategy: 1.5 Continue to Provide and Improve Early Childhood Education (Page 39-40)

Strategy: 1.6 Provide Students with Guidance That Is Focused on Promise Readiness (Page 40)

Strategy: 1.7 Leadership Improvement among Principals and Executive Directors, including rigorous professional development and performance accountability frameworks and metrics. (Pages 40-41)

Strategy: 1.8 Use of Diagnostic Data to Improve Instruction and Learning (Pages 41-42)

Strategy: 1.9 Implementation of a Strong Career and Technical Education Plan. (Pages 43-44)

Strategy: 1.10 Continued Implementation of Accelerated Learning Academies (Pages 44-46)

Strategy: 1.11 Implementation of High School Reform and Rigorous, New, High Quality School Options (Pages 46-47)

Strategy: 1.12 Seamless planning for staffing school buildings in order to ensure maximum learning and achievement with minimal disruptions to the school and to ensure diversity among staff. (Page 47)

Strategy: 1.13 Develop a Corresponding Six-Year Professional Education Plan to Support Student Achievement Strategies in the District (Page 48)

Strategy: 1.14 Develop a Six-Year Teacher Induction Plan in Collaboration with the Pittsburgh Federation of Teachers (PFT) (Page 48)

Strategy: 1.15 Pathways to the Promise—Ensuring Students are “Promise Ready” (Pages 49-50)

Strategy: 1.16 Maximizing Teacher Effectiveness through RISE (Pages 50-51)



PPS STRATEGIES FOR SUPPORT SYSTEMS (GOALS 2-5)

Goal: 2. Safe and Orderly Environment for All Students and Employees

Strategy: 2.1 Continue to support and establish safe and welcoming school environments, including necessary interventions and safety nets that support each student's success. **(Page 51-52) (SEE ALSO: 1.15 Pathways to the Promise)**

Strategy: 2.2 Continue to Implement Violence Prevention Initiatives **(Page 52)**

Strategy: 2.3 Utilize Programs that Support Students' Social/Emotional Growth **(Page 53)**

Strategy: 2.4 Continue to Implement Alternative School Settings **(Page 54)**

Strategy: 2.5 Improve Technology Supports for Safe School Environments **(Page 54)**

Goal: 3. Efficient and Effective Support Operations for All Students, Families, Teachers, and Administrators

Strategy: 3.1 Fiscal Restraint through disciplined budgeting in all areas, including additional budget reductions while protecting our academic initiatives. **(Page 54-55)**

Strategy: 3.2 Improve internal controls over financial reporting. **(Page 55-56)**

Strategy: 3.3 Leverage human capacity, process reengineering and technology to create efficiencies. **(Pages 56-57)**

Strategy: 3.4 Improve Bid Process with the goal of lower costs and more efficient EBE (Eligible Business Enterprise) compliance and ensure fulfillment of Board adopted EBE Policy. **(Page 58)**

Strategy: 3.5 Significantly improve work order processes to maximize efficiencies and deliver high quality work products on schedule within budget. **(Page 58)**

Strategy: 3.6 Reconfigure Facilities & Plant Operations to maximize efficiencies. **(Page 58)**

Strategy: 3.7 Create District Progress Reporting System (SEE ALSO 1.8 Use of Diagnostic Data) **(Page 59)**

Strategy: 3.8 Improve Functionality of Technology Supporting Information Flow Across the District **(Page 59)**

Strategy: 3.9 Develop an E-Technology Plan to Support Student Achievement Initiatives and Other District Needs **(Page 59)**

Strategy: 3.10 Continuously Improve Employee Evaluation System for Administrators to Support Development of a High Performance Culture **(Page 60)**

Strategy: 3.11 Development: Aggressively pursue private and public sector funding opportunities that align with Excellence for All. **(Page 60)**



Goal: 4. Efficient and Equitable Distribution of Resources to Address the Needs of All Students

Strategy: 4.1 Tie all plans to direct enrollment declines and fiscal realities of the District without negatively affecting Student Achievement Improvement initiatives. Include communications planning on what these declines and predictions will mean potentially to parents, students, and neighborhoods. **(Page 60-61)**

Strategy: 4.2 Develop innovative means for providing rigorous educational and appropriate enrichment opportunities within the hard realities of declines, including strategies for high school reform, magnet audit, and *The Pittsburgh Promise* itself. **(Page 61)**

Strategy: 4.3 Develop a Ten-Year Facilities Plan that takes into account enrollment declines and forecasts of population changes within the City. **(Page 61)**

Strategy: 4.4 Standardize Distance Learning Across the District **(Page 62)**

Goal: 5. Improved Public Confidence and Strong Parent/Community Engagement.

Strategy: 5.1 Excellent Customer Service: Build an e customer service organization. **(Pages 62-64)**

Strategy: 5.2 Marketing and Communications: Present the advantages, choices and success stories of PPS in a consistent and compelling manner to assert a view of the District that is different than what most people may know. **(Pages 64-65)**

Strategy: 5.3 Parent Engagement: Ensure effective and consistent outreach to every PPS household throughout the school year. **(Pages 66-68)**

Strategy: 5.4 Public Relations: Promote District priorities, programs, and progress proactively through broadcast, print, and online media. **(Page 69)**

Strategy: 5.5 Web: Position the PPS website as the primary source for timely, accurate and comprehensive information and feedback **(Page 70)**

Strategy: 5.6 Community Relations and Partnerships: Build and sustain partnership and promotional opportunities that align with *Excellence for All* and enhance the improvement of student achievement at every level. **(Page 71)**

Strategy: 5.7 Government Relations: Build and maintain positive relationships with State and local governments **(Page 72)**

ATTACHMENTS

- A. Pittsburgh Board of Education Legislative Item Approving Plan on November 25, 2008**
- B. Crosswalk of Where PPS Strategic Plan Strategies Appear in Related Technical Plans**
- C. Technical Plan 1: 6 Year Professional Education Plan**
- D. Technical Plan 2: 6 Year Teacher Induction Plan**
- E. Technical Plan 3: 3 Year Education Technology Plan**
- F. Technical Plan 4: 6 Year Student Services Plan**
- G. Technical Plan 5: 2 Year District Improvement Plan to address Academic Concerns and NCLB Performance Requirements**
- H. Documentation of Participants, Data Review, and Process Guiding All Plans**



Pittsburgh Public Schools

Mark Roosevelt, Superintendent of Schools

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November 26, 2008

Dear Supporter of Pittsburgh Public Schools,

Our core job as a school district is to prepare our students for life after high school, and the key to that is to offer a rigorous educational program. But our ambitions in Pittsburgh go beyond significantly improving the educational opportunities that we offer, we also seek to dramatically expand the life prospects of our students through The Pittsburgh Promise.

Your interest in reviewing and responding to our plan for this work is important to each of us here, as you play a critical role in the life of our students.

We have already completed significant work over the past three years as a part of the *Excellence for All* reform agenda and the recent gains in student achievement show that this work is taking hold. Many of you are familiar with this already because you have been involved with us in these efforts:

- the establishment of a scholarship program—The Pittsburgh Promise—which provides every graduating student from Pittsburgh Public Schools who dreams big and works hard the help they and their families need to *plan, prepare* and *pay* for education beyond high school
- creation of a system of supports—Pathways to the Promise—that will help ensure that many more students are making the academic and personal progress they need to be “Promise Ready” in the 12th grade.
- rewriting our entire curriculum to ensure it is rigorous, relevant and supports significant advances in student achievement and the lessening of racial disparities;
- an aggressive, comprehensive and coordinated system of professional development for all instructional personnel so they can teach that curriculum at a high level;
- instructional coaches in every building to deepen the work;
- a nationally recognized system to train, support, evaluate and reward principals as instructional leaders;
- the use of diagnostic assessments to get help to students who fall behind - quickly;
- the introduction of Positive Behavior Intervention Support model to ensure students and school staff share common behavioral expectations and routines to support positive behavior and to intervene and provide help to students who are struggling.

We are opening up new school configurations to address the fact that too many of our students are opting out or dropping out or zoning out before graduation. This system of school options will offer high quality, academically rigorous and engaging programs and promote high student achievement in the most equitable and cost-effective manner. Three notable examples are:

- the new University Prep 6-12 School opened in 2008 in partnership with the University of Pittsburgh, wherein every child begins the 6th grade with a clear focus on going to college
- a new, state-of-the art Science and Technology Academy Magnet 6-12 School opening in 2009-2010, creating a magnificent new options for students with interests in these subject areas;
- a 6-12 International Baccalaureate School to open 2009-2010

Pittsburgh Public Schools has very substantial ambitions for our students, and as I said above we already see signs in our most recent data that show us to be on the right path:

- Declining Rate of Suspension from 2006-07 to 2007-08
 - 17% decrease in one to three day suspension rate
 - 20% decrease in four to 10 day suspension rate



We are an equal rights and opportunity school district

- District's rate of academic progress has exceeded the state's rate of progress in nearly every area. Our students made gains in Reading and Mathematics proficiency on 13 of 14 PSSA exams for 2008
 - Reading gains ranged from 0.8 points (1.9%) in grade 5 to 8.8 points (15.3%) in grade 8
 - Mathematics gains ranged from 0.5 points (0.9%) in grade 5 to 8.6 points (19.6%) in grade 11
 - To highlight one critical area, today 37.5% of our 8th graders are advanced – or beyond grade level in reading. That is incredible progress from the 16% who were advanced just three years ago.

We are considerably heartened by these signs of progress and are energized by our work. We know we must always do more if we are going to continue to make great progress for our students, but we must also be aware of the shrinking size of the City and our firm commitment NOT to raise taxes. The following plan has been designed around these concerns, but is as ambitious in its goals as any school district in the country.

We welcome your thoughts and comments on our plans and encourage you to become part of our efforts. On behalf of the students and staff of Pittsburgh Public Schools, I thank you for your good intentions and your support of public education—the great equalizer in providing opportunities to children everywhere.

Sincerely,



Mark Roosevelt
Superintendent of Schools



Executive Summary

Urban school districts throughout the nation face seemingly unsolvable situations—declining enrollment, increasing dropout rates, escalating violence and poverty in neighborhoods surrounding school buildings, an eroding tax base, and consistent pressure to improve the abilities and outcomes of the students whom we serve. Pittsburgh faces these same concerns, but it is a City and a school system that is not without hope.

Together, we have crafted a six year strategic plan (2008-2014) that includes the means and mechanisms for substantially improving the life prospects of our students. Currently out of any 20 students entering our system, we know that only 13 are likely to graduate and that of these 13, only 9 will pursue a college degree and only 3 actually will attain it. This is not a picture that bodes well for our students, and we are committed to changing our current reality for the better. We say “our’ deliberately here, as we recognize this is not a burden students can bear on their own. There are many contributing elements that impact whether or not a student will succeed—many of these are within our reach as District staff to change for the better, while others will require nothing less than the full commitment of the community itself.

Our plan to accomplish this change —*Excellence for All*—is built on the premise that we must take a holistic view of each child and provide each child with the personalized learning environments, structured support, rigorous academic experiences and career and life planning to succeed in the world beyond high school. Our work begins at the earliest level through our highly regarded PreK education offerings on through high school graduation. We are accountable for this work. Throughout the coming six years, we will gradually build in the means and methods for making progress even more transparent and for ensuring performance at every level continuously improves. We have already begun to do so with important efforts such as our Teaching and Learning Teams, Principals Performance Accountability System, Positive Intervention Behavior Support (PBIS), The Pittsburgh Promise, and Pathways to the Promise initiatives—all of which include performance accountability metrics and monitoring processes.

The Pittsburgh Promise and Pathways to The Promise

We have made a pledge as a community to support our students and together have created a pool of funds to provide last dollar scholarship support to each of our students through *The Pittsburgh Promise* program (see <http://pittsburghpromise.org/>) which will ensure that each child who fulfills his/her promise to dream big and work hard will have the chance to pursue and attain higher education. With the inaugural commitment of a \$100 million gift from the University of Pittsburgh Medical Center, *The Pittsburgh Promise* has become a reality for our students, beginning with our recently graduates from 2008 who received our first scholarships and who are currently enrolled in higher education. In providing outreach to students and families, *The Pittsburgh Promise* is supported by data on students, including a system of tracking student eligibility for *The Promise* and status of their application submission to *The Promise* and following up with students to ensure they receive the technical support and encouragement they and their families need to complete the application processes for *The Promise* and post-secondary enrollment.



Excellence for All's Key Initiatives

Our work as a District is based on key initiatives that we have organized across five goal areas in this plan, ranging from Maximum Academic Achievement to Improved Public Confidence and Strong Parent/Community Engagement. These initiatives arose out of an initial baseline audit of our existing initiatives and programs, which was conducted in 2005 by audit teams from The Broad Foundation, the RAND Corporation, MGT America, The Chartwell Group, Focus on Results, and The Council of Great City Schools. These initiatives are informed also by the work of our High School Reform Task Force, which has recommended a complete overhaul of our current high schools.

Key initiatives include:

- *A rigorous system of academic coursework with cultural relevancy* that is delivered by highly trained staff under the supervision of expert instructional leaders with literacy and mathematics coaches in every building to support strong instruction at the classroom level that is culturally competent;
- *Development and implementation of a strong Career and Technical Education program that responds to workforce needs and requirements;*

- *Use of diagnostic formative data to inform teaching and learning;*

- *A performance-based compensation system* that provides accountability and encourages continuous professional growth *among principals* throughout their career. Performance is based on the Interstate School Leaders Licensure (ISLLC) standards—a set of standards developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration to help strengthen preparations in school leadership. Principals have the opportunity to earn additional pay for increased performance levels, both in terms of their own practice, and in terms of increased student achievement results in their individual school. There are seven standards in the rubric:

- Standard 1: The Vision of Learning.
- Standard 2: The Culture of Teaching and Learning
- Standard 3: The Management of Learning:
- Standard 4: Relationships with the Broader Community to Foster Learning.
- Standard 5: Integrity, Fairness and Ethics in Learning
- Standard 6: The Political, Social, Economic, Legal, and Cultural Context of Learning
- Standard 7: Leadership for Learning

- *Establishment of a robust professional development system that includes a comprehensive performance accountability system for ensuring Leadership Improvement among principals.* The Pittsburgh Urban Leadership System of Excellence (PULSE) seeks to identify diverse, talented individuals early, train them to high standards as principals, and develop them as instructional leaders throughout their career in Pittsburgh Public Schools. The Pittsburgh Emerging Leadership Academy (PELA) is the training ground for aspiring principals;



- ***Teaching and Learning Teams*** are led by School Management Executive Directors. These teams include members from the following offices: Curriculum; Professional Development via Coaches; Student Services; Research, Assessment, and Accountability; Special Education; Technology. Team membership is customized to meet the specific needs of the school. Teaching and Learning Teams use protocol instruments for gathering observations as they walk the school and for sharing those observations with the Principal and School staff as they debrief together on site. Teams review the school-level strategic plan to determine whether or not the school is where it thought it would be and to help provide support and technical assistance in any area where the school is not making sufficient progress with its students. The purpose of the Teaching and Learning Teams is to provide greater, more targeted assistance to schools in the context where teachers, principals, and other school staff actually work so that practical application can begin right away and results for students can be supported more effectively.

- ***Establishing safe schools and positive school cultures through initiatives such as***
 - ❖ ***Safety Zone Partnership***, which is a partnership between the District, the City of Pittsburgh, The Urban League of Pittsburgh, Carnegie Mellon University, and the Pittsburgh City Police to ensure a 1,000 foot safety zone is maintained around school buildings. This includes the clearing of debris, tearing down vacant housing, clearing the area of crime, and involving the community as the vanguard in overseeing safety for the neighborhood.

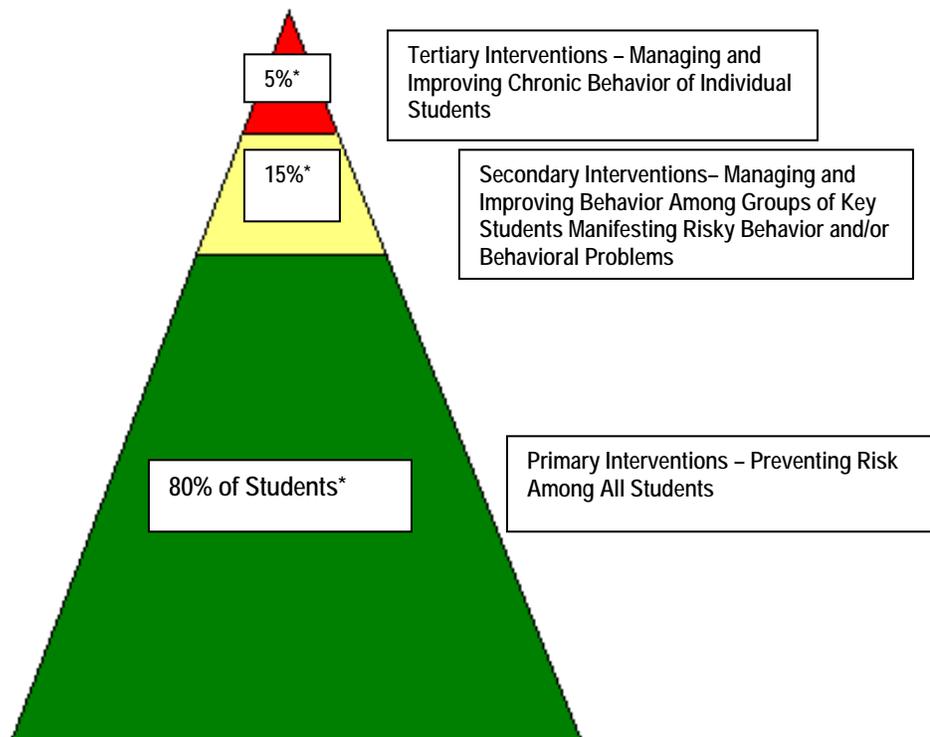
 - ❖ ***Positive Behavior Intervention Support***, which provides school staff and students the tools, practice, and resources they need to establish common expectations and rules and to ensure a climate of peace and safety is maintained in the school, including consistent monitoring and accountability for improved school climate, the decrease and prevention of bullying, and the reduction of current racial disparities in suspension and other behavioral referrals. PBIS is a national, research proven effective approach that emphasizes the importance school staff and students play in controlling their own behavioral choices and interactions and thus their related consequences arising from behavior. Using a common shared referral form and shared, common indicators found in the Student Code of Conduct, central and school staff work together to monitor and support improved behavior of students. Progress data is used, also, to ensure student needs are diagnosed early and interventions are provided quickly to avoid chronic difficulties for students. PBIS emphasizes multiple levels of intervention that are aligned with the typical presenting behaviors and needs of students. Basically there are three levels of intervention to the model:
 - 1) ***Primary Interventions***, which focus on enhancing protective factors in schools and communities and ***are intended to prevent students from falling into risk***. Examples of primary interventions include establishing rules and routines that teach students what type of behavior is acceptable and what expectations are for them;
 - 2) ***Secondary Interventions***, which involve activities to support students who are identified at risk via manifested behavior and ***are intended to prevent at-risk students from developing patters of problematic coping with behavioral challenges and falling further into risk***. Examples of secondary interventions include mentoring, skill development, and personalized assistance such as systematic instruction in social skills for a group of



students with poor or inappropriate interactions with peers and adults;

- 3) ***Tertiary Interventions***, which target students with serious problems that constitute a chronic condition and *are intended to ameliorate the effects of chronic conditions on students that impair their daily functioning and get in the way of their learning.*

In a school setting, typically the model as it pertains to the actual student population appears as follows:



- ***Development of personalized learning environments and choice through our high school reform efforts*** which include:
 - ❖ The opening of the one-of-its kind ***Pittsburgh Science & Technology Academy (Grades 6-12)*** www.pghscitech.net in August of 2009—a school where any student with an interest in science, technology, engineering or math can develop skills for a career in the life sciences, environmental sciences, engineering, or computing
 - ❖ The opening of ***Pittsburgh's first University partnership school—currently known as University Prep 6-12*** (see: <http://www.pps.k12.pa.us/prep>) ***at Milliones***—in the Fall of 2008, in collaboration with the University of Pittsburgh where all students are encouraged to pursue rigorous



- academic work and plan from the 9th grade year to enter higher education
- ❖ The opening of a *6-12 International Baccalaureate School—IB World*—in 2009-2010
<http://www.pghboe.net/ibworld/site/default.asp>
- ❖ The opening of a *Career and Technical Education (CTE) Robotics Academy Program* in Pittsburgh Peabody High School and a *Business and Finance Academy* in Pittsburgh Carrick High School in the Fall of 2009.
- ***Reconfiguring the guidance support we provide to students to ensure they will be “Promise Ready” and providing a central audit system of checkpoints and interventions—“Pathways to the Promise”—to provide accountability and support to families and students as they plan and prepare for The Promise. Pathways to the Promise***—which is currently being designed—ensures students are progressing in school as they should be from PreK-12. It has three aspects:
 - 1) The sequenced work that school staff do all along the way with students and families;
 - 2) Additional Central Office audit oversight in reviewing student progress at these three key checkpoints—3rd, 6th, and 9th Grade—in order to ensure students really are making the progress they should be making; and
 - 3) Tools and resources for students and families to help them assess their own progress in preparing for The Pittsburgh Promise.
- ***Establishing a culture of excellent customer service and a climate of strong parent and community engagement*** through greatly improved communications and marketing efforts and structured parental engagement support and training and regular review of customer feedback in order to ensure accountability for achieving this goal among staff.

Our Results So Far

We know our efforts are working. This year, with the release of our 2008 student achievement results, we learned that student achievement increased across the Commonwealth of Pennsylvania in every subject at all grade levels and for all ethnic, racial and economic groups of students since 2002. The news for Pittsburgh Public Schools was even better—the District’s rate of progress exceeded the state’s rate of progress in nearly every area. For 2007-08 school year, District students showed substantial academic progress across the board in the 2008 Pennsylvania System of School Assessment (PSSA). In particular, the eight Accelerated Learning Academies significantly outpaced the strong overall District gains. At a community leadership briefing on July 24, 2008, the District released its preliminary district-level PSSA results by grade level and spotlighted categories and schools that represented accelerated progress on District priorities. (See www.pps.k12.pa.us for 2008 Student Achievement Results.)

The Moment is Ripe for Us to Advance Even Further

We know we are on a favorable path. We have strong tools, focused initiatives, excellent support from our parents, community members, and foundation community. It is our intent to deepen our work here with this plan—to ensure *Excellence for All* becomes a new way of life, with the visible reward of all our efforts being consistently well prepared graduates of Pittsburgh Public Schools taking their places in the halls of higher education and as professionals and



citizens who will lead and guide the future of the City and the Region. “Deepening our work” means that we will seek continuous improvement in all areas. We will make data-informed decisions to adjust strategies along the way to meet the evolving needs of our students and families. Over the next six years, we will continue to base all of our work on student achievement results, and we also will begin to focus on developing and infusing means and methods of increased performance accountability oversight for all of the strategies in this plan. True performance-driven cultures cannot be created by the imposition of metrics alone, they also require training and practice for staff and a firm understanding of what one wishes to measure and why. We recognize the importance of accountability systems and wish to approach this aspect of our work with the same type of care and attention we have been giving to advancing our student achievement initiatives over the past three years. As you read further into the details behind the initiatives here as they are outlined in this plan, we hope you too find cause for hope that Pittsburgh Public Schools will truly become the excellent school system we strive to be.

Section A of this Plan: Information About the Plan

I. How this Plan Is Structured

The following plan has been created in accordance with the Pennsylvania Department of Education's legislated requirements for school district planning. As such, it is constructed according to the Department's format and is geared not only toward achieving the District's own goals for student achievement, but also toward ensuring Pittsburgh Public Schools remains on track and on target for reaching the student achievement goals set by the Commonwealth of Pennsylvania within its Accountability Plan for No Child Left Behind.

This plan has been formed in accordance with the Public School Code of 1949 as amended, and specifically 24 P.S. 17-1703-B(e)(1). This legislation is the Commonwealth Partnership legislation which provided the District a number of powers not generally available to other school districts. The plan also includes the Pittsburgh Board of Education's goals, the District's reform agenda—*Excellence for All*, and the following priorities for the School District of Pittsburgh as stipulated by the PA DOE:

- Improving academic performance;
- Improving financial stability;
- Implementing and completing plans for a realignment reducing excess capacity;
- Increasing the level of achievement of African American students;
- Providing efficient and effective management of special education programs.

The plan is complementary to the No Child Left Behind District Improvement Plan in response to the District's current Corrective Action II Status for areas of Academic Concern. The Plan also responds to the Conciliation Agreement between the District and the Pennsylvania Human Relations Commission and The Advocates for African American Students in the Pittsburgh Public Schools. Under this agreement, the PA Human Relations Commission will oversee District progress in addressing the need to improve equity in the school system, including reducing current racial disparities in achievement and reducing the disproportionate number of behavioral referrals by race.



As you review this plan you will note that it begins with general information on page 13 regarding the history and demographics of the District and also the overall lens through which we view our work where everything we do speaks directly to advancing students, their academic and personal achievements and post-secondary success.

The plan then evolves across detailed sections articulating the key strategies and activities we propose for the coming six years. This plan deepens our work with the District's educational reform agenda--*Excellence for All*--across our five goal areas. These goal areas are listed as follows, along with a short cross-walk summary of the categories of strategies in this plan and the page numbers where you can find detailed information on these categories:

Goal	The Kinds of Strategies Supporting this Goal and Where You Will Find Them in the Document (See Table of Contents for Exact Strategies and Page Numbers)
1) Maximum academic achievement of all students	Managed Instruction, rigorous academic curriculum, teaching and learning, culturally competent pedagogy, leadership improvement and development, professional development for staff, assessment and use of data to improve teaching and learning, curriculum, career and technical education, high school reform—new school designs and personalized learning environments, staffing buildings, school and district improvement planning, charter schools, and evaluation of student achievement initiatives, Pathways to the Promise, Guidance Focused on Promise Readiness
2) Safe and orderly environment for all students and employees	safe and welcoming school environments, Culturally Competent Positive Behavior Intervention Support, safety nets for student, creating a six-year Student Services Plan, alternative education setting, and violence prevention and improving technology for school safety,
3) Efficient and effective support operations for all students, families, teachers and administrators	fiscal restraint through disciplined budgeting and long-term financial planning, improved internal controls for quality financial reporting and improved decisionmaking, leveraging human capacity, process and technology to create efficiencies, improvement of bidding processes, improvement of work order processes to create efficiencies, reconfiguration of facilities and plant operations, creating a District reporting system to enhance support to schools and central offices, and redesign of employee evaluation system
4) Efficient and equitable distribution of resources to address the needs of all students to the maximum extent possible:	development of a 10-year Facilities Plan, and Standardization of Distance Learning Across the District, tying all plans to enrollment declines and fiscal realities and developing innovative means within those realities for ensuring rigorous educational opportunities for students are maintained
5) Improved public confidence and strong parent/community engagement	community relations and partnerships, the District's web page, marketing and communications, parent engagement, customer service, public relations, and government relations.

NOTE: *In addition to the overall Strategic Plan, the District is required to maintain on file various supporting plans,*



including a Special Education Plan. The Special Education Plan can be viewed on the District's website www.pps.k12.pa.us under "Our District" as part of our listed District Plans and Initiatives or at the following direct link: www.pps.k12.pa.us/specialeducationplan

II. About the District: History and Demographic Information

Formed in 1911, Pittsburgh Public Schools (PPS) has a long-standing commitment to urban education and the Pittsburgh Region. As the largest of 43 school districts in Allegheny County and the second largest urban school system in the Commonwealth of Pennsylvania, PPS currently employs 6,233 staff and serves 28,265 K-12 students in its 65 schools (18 elementary, 14 K-8, 9 middle, 10 secondary, 2 alternative, and 4 special schools). In addition, PPS' Early Childhood programs serve three- and four-year-olds in 101 classrooms across the City of Pittsburgh. Current enrollment district-wide is 61.5% African American, 35.74% Caucasian, 1.56% Asian/Pacific Islander, 1.06% Hispanic and 0.13% Native American

III. District Mission, Shared Goals, and Core Beliefs

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.

PPS Shared Goals

1. Maximum academic achievement of all students
2. Safe and orderly environment for all students and employees
3. Efficient and effective support operations for all students, families, teachers and administrators
4. Efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible
5. Improved public confidence and strong parent/community engagement

PPS Core Beliefs

1. We want maximum academic achievement of all students
2. We want a safe and orderly environment for all students and employees
3. We want efficient and effective support operations for all students, families, teachers and administrators
4. We want efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible
5. We want public confidence and strong parent/community engagement



The District's Core Beliefs serve as the basis for the Core Beliefs of our educational reform agenda—*Excellence for All*. These include:

Core Beliefs of Excellence for All:

- 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.

IV. Key Caveats that Inform our Decisions and the Basis of this Plan

The plan was constructed with the lens of the hard realities in which the District finds itself. There are three:

- I. Our current fiscal could be better. We must show fiscal prudence and make all decisions and plans within our current budget, seeking to reduce costs consistently without negatively impacting innovation and support for priority student achievement initiatives.
- II. Our student achievement continues to be a concern. While we have gained excellent ground as evidenced in last year's student achievement results (see www.pps.k12.pa.us), we have further to go. We are committed to reaching 100% proficiency, advancing achievement among our already high achieving students, and eradicating racial disparities.
- III. Our current enrollment figures and projected enrollment decline affects our planning, design, and marketing of the District in order to attract and hold students. We are committed to doing so by providing high quality school options where academic rigor and intellectual curiosity are the norm and each student sees him/herself as unique in our eyes. We will work to predict where the school district's population may change, and we will do so by understanding population trends for the City as well as our inventory of facilities so that we remain agile in responding to student needs in the most efficient, equitable and cost-effective manner.

We are accountable for monitoring our work to ensure that these caveats continue to be met. As a planning community of cross-stakeholder representatives, we ask that you consider all aspects of this plan through the lens of these three caveats.



V. Unique Aspects of this Plan

Educational Reform—*Excellence for All*—is the Driving Force:

Shortly after our current Superintendent of Schools Mark Roosevelt joined the District in 2005, Pittsburgh Public Schools completed a comprehensive audit of its academic and business operations. This included an independent review by audit teams from The Broad Foundation, the RAND Corporation, MGT America, The Chartwell Group, Focus on Results, and The Council of Great City Schools.

The audit found Pittsburgh Public Schools to be a mid-performing urban district with an enrollment decline and a high rate of per pupil spending—the highest in Pennsylvania at that time. Considerable variation existed among schools, especially in terms of student achievement results. While some circumstances were positive—such as a low teacher to pupil ratio—the overall picture lacked a focus, and an atmosphere of inquiry that was intellectually stimulating was not evident. The essential question became: why do we have no systemic progress? Some answers were obvious:

- Habits are hard to change and there was not a sense of urgency among staff.
- The curriculum was not rigorous enough, not consistent.
- Professional development was haphazard for teachers, and no professional development was provided for principals.
- Principals were not being evaluated in terms of their ability to recognize good instruction and to get help to teachers.
- The role of instructional leader, ability to take student achievement data and get help to kids who are behind was not being emphasized consistently enough.
- Customer friendly, welcoming environments were not evident in the schools or in central office.

With the Board of Education's approval, Mr. Roosevelt developed a core educational reform plan—*Excellence for All*—to address these issues. *Excellence for All* serves as the heart of the District's current Strategic Plan and emphasizes student achievement as an overarching goal for the District. Students are our highest priority—not only now while they are in school, but also after they complete their experience with the District and begin their life as high school graduates. *Excellence for All* has been validated as a strong plan, also, by the independent audit teams that Mr. Roosevelt had commissioned to review various sectors of the District.

While the task of reform is overwhelming, it is not an impossible task. The District is attempting to sequence change in a thoughtful way, recognizing this is going to be an uphill battle. Reform must above all else change what happens in the classroom. We want every parent to have a K-5 or K-8 school near their homes, access and opportunity to enroll their children in theme-based schools, and access and opportunity to a host of high school options. We are committed to the task before us and firmly intend to achieve it and support it through a high performing, highly competent and accountable staff who are service oriented and who see their work—whatever it may be—as essential to each student achieving to high levels. This is the work to which we have pledged ourselves as Pittsburgh Public Schools.



***Excellence for All* is the About the Whole Child and Whole Community**

Excellence for All is a holistic attempt to build a performance-based culture, to train people on where help is needed and to get help quickly to those who need it so that students will succeed to their highest potential. We are focusing on the whole child, which is very different from what most districts taking on urban school reform do. Educational reform has typically been implemented in public school systems by putting proven effective education components into place inside schools and central offices—components centered primarily around student achievement milestones. In other words, reform usually remains within the school system alone and usually only focuses on test scores.

Traditional reform components—such as a rigorous academic curriculum held in common across all schools, a system of collecting and reviewing data on student and district progress so that decisions can be made based on information, and practices for improving performance by staff so that students and families will be better served by the District—are all necessary and effective. We have included them in our own design. However, the Pittsburgh Public Schools recognizes that we must do all of these things and more. We must expand reform beyond the school walls and District boundaries. We must treat each child as an individual and consider all aspects that affect him or her as he or she grows.

Therefore, the following plan has been crafted with any eye toward creating opportunities for the whole community to come together in a mutual effort to support each child. It is our desire for children to know what we expect them to do consistently, for them to feel that they have the supports they need to succeed, and for them to know where they can turn for help in navigating their way through public school and on through college and/or trade school. In short, we see each child as unique with unique gifts to offer the world. It is our task to help them find and access the supports they need and to see to it that their dreams are not deferred. We want our children to be empowered and supported so that they can dream big, work hard, continue education after high school and benefit from The Pittsburgh Promise.

The Pittsburgh Pledge

Already as a community, we have made our commitment to this work through the Pittsburgh Pledge:

The Pittsburgh Pledge

We know that education is the key to our future. All of us--students, teachers, administrators, families, community, board members and other civic leaders--will take an active role in helping all students. We pledge to:

- Have high expectations;***
- Work hard;***
- Achieve academic excellence;***
- Keep our schools safe;***
- Set a positive example;***
- Be respectful and considerate of one another;***
- Listen and be open to new ideas.***

Together, we will hold ourselves accountable for achieving "Excellence for All."



The Pittsburgh Pledge acknowledges Pittsburgh Public Schools to be an engine for the City of Pittsburgh and the Region. The Pledge provides the citizens whom we serve an opportunity to be recognized for the important role they each play as part of the fabric of the unique community that is Pittsburgh and to show our students how much youth matter. Through the Pledge, we affirm that the advancement of each child's life increases our own, for we are involved with one another as a community. Community members, employers, university and philanthropic partners, regional leaders, parent, Board members, staff, and students throughout the City have signed this Pledge. It is posted in each of our school buildings and offices. Every employee and family has received a copy of the Pledge, which provides a common understanding and commitment to one another.

The Pittsburgh Promise™ to Our Students and Their Families

The Pittsburgh Promise (see <http://pittsburghpromise.net/>) is a unique opportunity to dramatically change the life prospects of PPS Students. We understand the impact of higher education. We live in a competitive global economy. Higher education provides individuals with skills and access to jobs with greater earning opportunities. Higher education has the potential to dramatically change the life prospects of PPS students. It is a choice our students make for themselves to work toward their dreams. As a community, we have an obligation to watch over and support their efforts.

We have asked our students to dream big and work hard, and we have promised them in turn that if they do so, we will prepare them to attend college and post-secondary training and provide funding for continuing education. We keep this vow through *The Pittsburgh Promise*—a community commitment to help students and families of the Pittsburgh Public Schools plan, prepare, and pay for education beyond high school.

With the commitment of an unprecedented gift of \$100 million from the University of Pittsburgh Medical Center (UPMC) in December of 2007, *The Pittsburgh Promise* is a reality for the graduates of Pittsburgh Public Schools. Funds from The Promise will be used as “last dollar” scholarships. This means that Federal and State monies for tuition are used first. We promise to students that if you aspire to higher education and work hard to earn admission, then money will not be a factor that prevents you from attending. *The Pittsburgh Promise:*

- ***Serves to inspire and motivate Pittsburgh Public Schools students*** to “Dream Big” and “Work Hard” in order to improve the prospects for their future;
- ***Holds the Pittsburgh Public Schools accountable for helping students and families to plan and prepare for education beyond high school*** by focusing on improving academic performance through initiatives, including more rigorous curriculum, increased tutoring and mentoring, SAT test preparation and enhanced counseling services
- ***Serves as a tool to incentivize middle class students and families to stay in the District and the City of Pittsburgh***, but it is also a tool by which we raise the expectations for our students who have been ill served by our system, encouraging them to strive beyond what they have been led to expect for themselves; and
- ***Forces us to think about innovative ways in which we can prepare all children to achieve academic excellence and strength of character***, so that they have the opportunity to succeed in all aspects of life.



Pathways to the Promise™: Helping Students Prepare to Meet the Future

Our goal is to dramatically change the educational trajectory of PPS students by strategically leveraging school and community assets in the form of academic and social supports, and promoting higher education from early grade levels across our PreK-12 system. Historically, less than half of PPS students pursue higher education, and fewer than 20% earn college degrees.

For every 20 children starting high school in PPS



13 graduate from high school

In other words, 60-65% of PPS students graduate from high school. This is comparable to many urban districts, but lower than Pennsylvania and national averages.

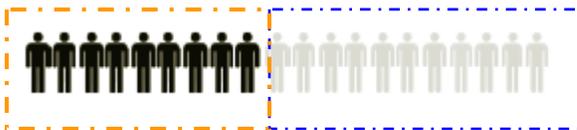


We know that academic foundations, study skills, and aspirations are established well before high school.

How can we identify these students early and provide interventions?

9 pursue higher education

Approximately 70% of PPS graduates pursue higher education. This is higher than Pennsylvania and national averages.



We know that life options are significantly limited for students not pursuing higher education.

How are aspirations for these students shaped and how can students be supported towards the goal of higher education?

Pittsburgh Promise Cohort



3 earn a college degree

Post-secondary retention rates were once elusive for school districts. The emergence of data service providers such as the National Student Clearinghouse now makes this data accessible.



Approximately 80% of PPS students pursuing higher education will receive Pittsburgh Promise scholarships. Since the Promise is paying these bills every semester, it will know exactly which students are persisting through college, and can identify predictors for success. How can we leverage this information?



Pathways to the Promise™ is the network of support we are building for students PreK-12 to ensure they are learning and achieving and are progressing the way they should be. Pathways to the Promise brings additional central office oversight to the goal of preparing PPS students, academically and socially, for higher education. This is done through a series of checkpoints at the 3rd, 6th, and 9th grade levels, which serve to prevent students from “slipping through the cracks.” Pathways to the Promise is:

- ***Designed as a framework for the whole community to come together to serve children in a more holistic fashion;***
- ***Will facilitate the identification and deeper understanding of what makes each child who he/she is so that we can determine the best “portal” for engaging each child.*** By understanding more truly where each child’s heart lies, we will have a better opportunity to look at and support the whole child in a manner that is compelling to the child and that engages each child as the decisionmaker in building his/her own destiny. We know that children who feel they are in control of their choices and who feel valued as individuals tend to do better in school.
- ***Is built around key progress checkpoints across the academic continuum at key grade levels where students typically experience transitions—3rd grade, 6th grade, and 9th grade.*** The checkpoints provide Central Office the opportunity to audit and evaluate school level progress around student support and academic instruction, and to help schools make necessary adjustments along the way to reach students. By focusing on key transitions and checkpoints throughout each child’s PreK-12 educational continuum, we will be better able to intervene before it is too late in the child’s academic trajectory to provide appropriate interventions and supports.
- ***Will provide an extra level of reassurance to parents that what should be occurring to ensure individual students are “Promise Ready” is actually occurring.*** “Promise Ready” means each student will be equipped with the tools that are necessary for them to take full advantage of *The Pittsburgh Promise*. Each student will be:
 1. ***Enabled to have access to many post-secondary opportunities*** (i.e. college and university (four year, two year) and Career and Trade Schools that offer two-year degrees; job placement in career and technical workforce, including entrepreneurship and business), and
 2. ***Prepared to meet all requirements for successfully completing the post-secondary program opportunities they choose.***

Pathways to the Promise focuses on the whole child. Changing the trajectory for students will require proactive intervention for students that are not on course for higher education and the provision of supports to help students get on course so that they will be “Promise-ready” and can benefit from Pittsburgh Promise scholarships.



To realize this goal, the District has drafted an initial outline of Pathways to the Promise sequenced strategies that are anchored around key transition points for students—3rd, 6th, and 9th grade. Pathways to the Promise includes:

Guiding Principles: Safe and Welcoming Schools, Relationships through Personalized Learning Environments, Rigorous Academic Expectations, Student Support to Help Students Stay on Track, and Relevance to Connect Students to the Real World;

Central Based Strategies: Redesign of programs for personalization and individual student needs; Alignment of curriculum PreK-12, with a focus on literacy, numeracy and cultural relevance, to prepare students for post-secondary opportunities; Redesign of the counseling model and delivery of services to help students plan for their future beginning in 6th grade; Redesign and restructure of secondary schools; and Monitoring for results, consistency of implementation and alignment, and eased transition from middle to high school years.

Instructional Pathways: Academic strategies in school; and parent and community engagement strategies that provide parents and caregivers with tools and training on what to look for along the way so that they know if their children are making progress and, if not, where to turn for support.

We are still in the process of thinking deeply about the design and implementation of Pathways to the Promise. Our early thinking on this focuses on Personal Choice as the heart of what must occur. Students must engage at a personal level in a way that matters to them individually and compels them to work hard and to persist through challenges until they attain their goals, whether these are academic, career, or personal goals.

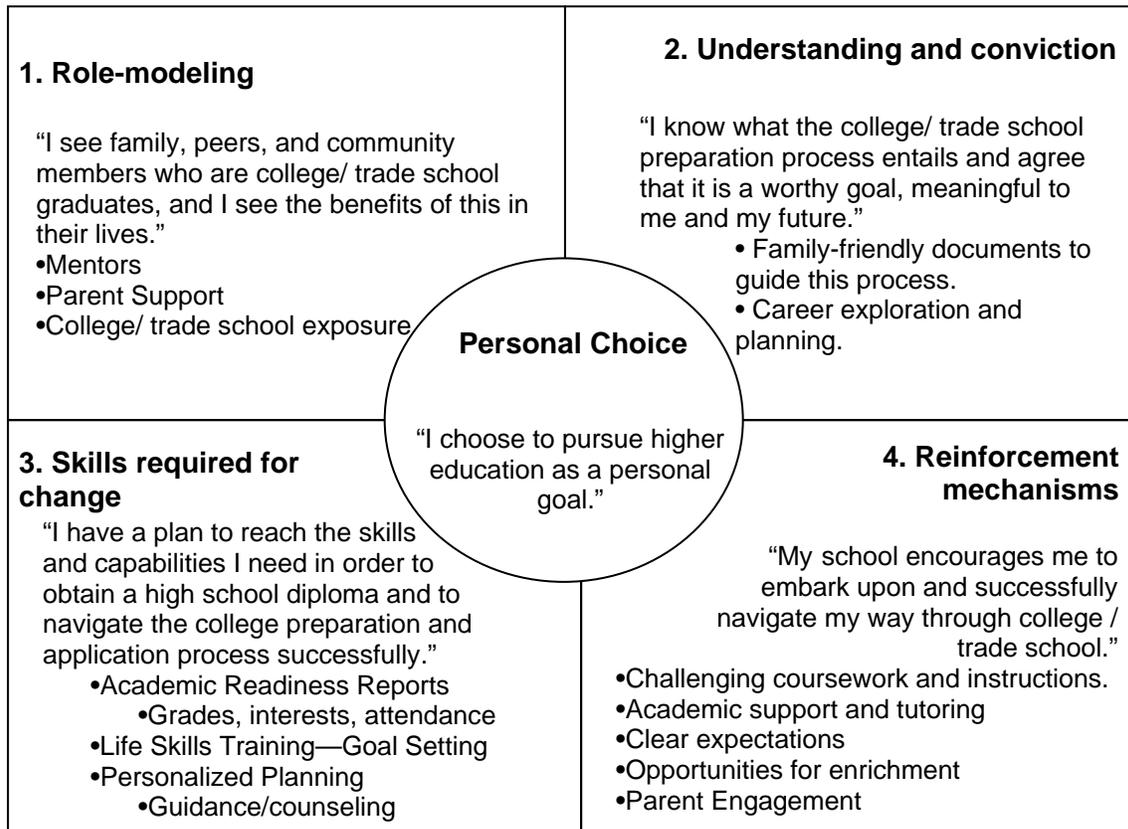
The pledge to pursue higher education is one of the biggest personal choices to be made and is a central step in focusing students on their future. A next step is to ensure students see how factors such as academic performance, attendance, and conduct shape their preparedness for higher education. Students must not only see these relationships, but also must see what they as individuals need to do in each of these areas in order to progress. To really get there, each student must be supported in key ways by his/her family, school, community and peers.

There are four main “levers” that families and community members can utilize when talking with students about how they will reach their goals. When a student makes the personal choice to strive for higher education, we can support the student in key ways by:

1. Providing access to strong role models;
2. Ensuring each student understands what he/she needs to do and the process it will take to prepare for and enroll in college or trade school;
3. Monitoring student performance levels, talking with families and students about what results mean, and helping each student plan ahead for how he/she needs to improve his/her performance and progress in order to become “Promise Ready.” Monitoring will include pivotal key checkpoint reviews at 3rd, 6th, and 9th grade transitions; and
4. Providing consistent reinforcement at the school level that the student can see and access easily and regularly—such as clear expectations, strong instruction, tutoring, enrichment opportunities, parent engagement.



The following graphic further illustrates each of these levers.



* Source: drawn from McKinsey work on *The Pittsburgh Promise*, Fall 2007 (pages 10-16).

While we are still planning and designing Pathways to the Promise, we are in the midst of implementing several Pathways activities:

- Publication of *The Pittsburgh Promise* article in the Fall 2008 *The Pittsburgh Educator* sent to parents, staff, and community members Districtwide. *The Pittsburgh Educator* will be published twice each school year.
- Pathways to the Promise mailing in the Fall of 2008 to all Pittsburgh Public Schools families to explain *The Pittsburgh Promise* and how to access application materials and to explain checkpoints at grades 3, 6 and 9;
- Creation of college-going cultures in all schools through posters, hanging of college banners in prominent areas, walls of higher education where students display their college choices, etc.
- Hosting Promise information “nights” across the District in November and December 2008 distributing *The Pittsburgh Promise* and *Pathways to the Promise* information to all families.

In addition to this, we are working to provide ways to monitor each child’s continuing progress and methods of communicating this to promote further growth. Our thinking on this includes development of:

- Parent-friendly information that shows how their child is progressing in math, literacy, attendance and conduct



and that motivates parents to contact the school for further information if their child is behind, as indicated on the report.

- Clear explanations and examples to parents of what they can do to promote learning and to foster study skills at home.
- Simple explanation of interventions and services available to their student at the school and how to request and access these.
- An array of ways that parents can have ongoing conversations about their child with the school without having to always physically visit the school.

There are three key checkpoints—3rd, 6th, and 9th grade—where Central Office will be looking most closely to ensure students are making the progress they should be making in school. This oversight function will be supported by data drawn across key subject areas (reading and mathematics), as well as behavioral and attendance indicators. Our initial thinking on this oversight function is shown in the following draft map:

Draft Map of Grade Level Learning Expectations, Growth Indicators, and Supporting Activities

Grade	General Learning Expectations at this Level	Pathways to the Promise Indicators of Student Growth	Kinds of Activities that Support Student Growth
3	<ul style="list-style-type: none"> • Students transition from “learning to read”, to “reading to learn”. Third grade literacy is a key indicator of a student’s academic trajectory and key focus of <i>Excellence for All</i>. • Study skills and college-aspirations begin to form in elementary school. 	<ul style="list-style-type: none"> • 3rd Grade Readiness Report: <ul style="list-style-type: none"> - reading - mathematics - citizenship - attendance - awareness of <i>The Pittsburgh Promise</i> and higher education 	
6	<ul style="list-style-type: none"> • Students transition from concrete to abstract thinking. This marks a significant transition in the learning process. • Exposure to role models and higher education becomes essential, as aspirations established in the middle years influence a student’s likelihood of dropping-out in the 9th and 10th grades. 	<ul style="list-style-type: none"> • 6th Grade Readiness Report <ul style="list-style-type: none"> - reading - mathematics - citizenship - attendance - career exposure/exploration - introduction to higher education and reinforcement of The Pittsburgh Promise and college/trade school-going culture 	
9	<ul style="list-style-type: none"> • Grades (GPA) and attendance begin to count towards Pittsburgh Promise eligibility. • College admissions and test prep begin. • Exposure to college-level rigor and required study skills are essential for effective transition to higher education. 	<ul style="list-style-type: none"> • 9th Grade Readiness Report <ul style="list-style-type: none"> - reading - mathematics - citizenship - attendance - plan for college / trade school and commitment to accessing The Promise and enrolling in higher education after high school 	



What Will Be Different as a Result of this Plan

By the time our next plan is due six years from now, Pittsburgh Public Schools will look far different from today. We will be a public school system where parents and the community feel welcome and where students receive the highest possible quality education that will prepare them for college and for the changing needs of our society. We will provide timely and accurate information in response to inquiries and will be customer focused to ensure we are meeting the needs of our students and families.

Our parents and families will be engaged with us at every level and will know, understand, and participate in our major initiatives and in each of our schools. Our community and faith based partners will play a key role in our implementation efforts and will be an important source of advice and knowledge to us. We will provide tools and training to our parents to enable them to support their child's academic experience in Pittsburgh Public Schools.

We will be a system noted for nurturing intellectual curiosity and for fostering diversity and promoting cultural competency. Students and staff will be eager to test their own assumptions and will learn and work with others to solve problems and explore ideas. Staff and students will be encouraged to reach beyond what they may think is currently possible. By creating this climate of learning, we will enable ourselves to change as the needs of our students and the world itself change. Students and staff will feel supported to try and try again and will be well prepared to make the most of their opportunities. Our students will be "Promise Ready." Transparency for results will be evident through performance accountability information shared regularly among our staff and stakeholders. Clear, common, shared expectations for high performance and examples of what good performance looks like will be available to all school and central office staff to help guide them in their work.

Creating such a culture will require nothing less than the full commitment and patient efforts of all stakeholders in this process--students, staff, school administrators, teachers, parents and community stakeholders. We ask you as you read this document to consider joining us in this effort

VI. Other Important Aspects of this Plan

A Focus on Becoming a High Performing, Service-Oriented Culture of Excellence

The focus of our planning efforts over the next six years will be to create a high performing culture that will support student achievement--the center of everything we do. We will adopt a cross-stakeholder approach of project planning, including the use of interrelated project timelines with key milestones to assess our progress along the way. Metrics and milestones will be set and monitored to ensure progress is being made as intended. Monitoring will reveal areas that can be further refined to improve results along the way. Reflection on progress results will occur at checkpoints each year, with oversight by the Superintendent of Schools and his key staff. Becoming a truly performance-driven system is something that will fundamentally change the culture of the District. Such a change does not occur simply as a result of adopting metrics, but instead requires careful training and supported practice for staff if it is to work well. Therefore, we will develop our accountability system gradually over the next six years. To this end, this is a flexible, rolling plan that is designed to accommodate innovations and opportunities we find during our work. This will help us make our thinking visible to one another and will help us to know where we are and where we need to be.



The Pittsburgh Board of Education’s Commitment to the Five Goals of this Plan

The School District of Pittsburgh has a nine-member elected Board. Each Director, who serves without pay, represents one of nine geographic areas within the City of Pittsburgh and the Borough of Mt. Oliver. The Board also serves as the Board for the Pittsburgh-Mt. Oliver Intermediate Unit, one of 29 Regional Intermediate Units in Pennsylvania established to provide services such as Special Education and programs for non-public students. Board Members are elected by geographic districts to serve four-year terms.

As the policy-making body for the School District, the Board is charged with providing the best education program the community can support in accordance with the Pennsylvania School Code. The Board’s commitment is to provide the best education possible for every student by providing outstanding teachers, programs and services which enable every student to achieve their maximum potential as they become adults. The Board developed the following Shared Goals with input from the Superintendent of Schools. The District’s shared goals and core beliefs (see pages 15-16) are the basis from which the *Excellence for All* reform agenda took shape and serve as guidance for District staff in their work. In addition to establishing District-wide shared goals and core beliefs, the Board has made the following five commitments:

Commitments

1. We will educate all children to their highest level of academic achievement
2. We will provide a safe and orderly environment for all students and employees
3. We will provide efficient and effective support for all students, families, teachers and administrators
4. We will distribute resources in an efficient and equitable manner to address the needs of all students, to the maximum extent feasible
5. We will improve public confidence and encourage strong parent/community engagement in the District



How Pittsburgh Public Schools Aligns with the PA Department of Education’s Standards-Aligned System and NCLB Accountability Plan

We must commit to an aligned implementation effort, and this plan is built around a standards-aligned system, pursuant to the PA Department of Education's (PDE's) NCLB Accountability Plan and the Department's commitment to improving educational results for each child in Pennsylvania. The heart of the PDE system—like the heart of *Excellence for All*—is focused on student achievement. It is the center of everything we do.



PA Department of Education’s Standards Aligned System: 6 Circles - Explained	
Clear Standards	Clear, high standards that establish what all students need to know and be able to accomplish.
Fair Assessments	Fair assessments aligned to the standards.
Curriculum Framework	A framework specifying Big Ideas, Concepts, and Competencies in each subject area/at each grade level.
Instruction	Aligned instruction--aligning instruction with standards involves identifying strategies that are best suited to help students achieve the expected performance.
Materials and Resources	Materials that address the standards.
Interventions	A safety net/intervention system that insures all students meet standards.



To this end, the District has aligned its school level improvement plans and District level plans accordingly:

How PPS Goals Align to the PA Department of Education’s Standards Aligned System	
Clear Standards Fair Assessments Curriculum Framework Instruction	1. Maximum academic achievement of all students.
Interventions	2. Safe and orderly environment for all students and employees
Materials and Resources	3. Efficient and effective support operations for all students, families, teachers, and administrators.
Materials and Resources Interventions	4. Efficient and equitable distribution of resources to address the needs of all students to the maximum extent feasible
Interventions Materials and Resources	5. Improved public confidence and strong parent/community engagement.

This plan has been created as a rolling plan that will serve as a tool to our school and central implementation teams. Strategic plans are of little use on the shelf. It is our firm intent to make this plan a resource that supports ongoing, collaborative work that focuses on where we want to go, how we propose to get there, and our progress along the way. The sections of this plan are coordinated accordingly across an action sequence framework that will promote this type of deep reflection and professional practice, which will result eventually in the high performing culture and premiere levels of student achievement and success for which we strive as a District.

Basis for the Strategic Planning Process: State and District Requirements, for the Plan

The Strategic Plan has been crafted by the School District based on the PA Department of Education’s legislated requirements and the District’s priority agenda for educational reform—*Excellence for All*. It has been informed by student achievement, fiscal performance, and enrollment decline data.

The District’s previous Strategic Plan established a standards-based focus and began the work of moving the District toward becoming more conscious of its actions in terms of performance and accountability. This current Strategic Planning Process seeks to advance this work even further, deepening the work of *Excellence for All*. This is far more than a compliance driven plan.

The ensuing work product for this process will be incorporated into a formal, written plan, which will be submitted to the Board of Education for formal approval and subsequently to the PA Department of Education for its approval. Ongoing monitoring of this plan will take place under the direction of the Superintendent of Schools with the assistance and feedback of the Steering Committee. Results from the plans progress will be shared by the Superintendent periodically.

General Guidelines for Strategic Planning Steering Committee

All stakeholders as required by the PA Chapter 4 Regulations will be represented in the Strategic Planning Process. Stakeholder groups include the following: students, parents, school directors, teachers, school administrators, other school personnel, business and other community representatives. Teachers shall choose teachers’ representatives, and



chosen by the Board of the school district or AVTS. The Strategic Planning process includes the following: Review of District Data, Steering Committee Recommendations and Drafts, Board Review and Approval.

Timeline:

- July 1, 2008: District initial draft goals, strategies, and activities are submitted by the Superintendent's Cabinet for inclusion in the initial draft plan;
- July 30, 2008: Steering Committee convenes in Conference Room A of the Bellefield Administrative Building from 6 to 8 p.m. for its initial meeting to receive an overview of data and review and comment upon the initial draft of the District Level Strategic Plan.
- August 13, 2008: Steering Committee convenes in Conference Room A of the Bellefield Administrative Building from 6 to 8 p.m. for its second meeting to review and comment upon the second draft of the District Level Strategic Plan and to recommend it to the Superintendent for presentation to the Board of Education.
- September –October, 2008: Final Edits are made to the plan. A 30-day public commentary period is completed. The plan is readied for formal presentation.
- November 5, 2008: Education Committee Presentation of both District Level and School Level Draft Plans to the Board of Education. Steering Committee representatives are welcome to attend.
- November 25, 2008: Formal Legislative Vote is Scheduled for Approval of both District Level and School Level Plans.
- November 26, 2008: District and School Level Plans are Filed with the PA Department of Education

The Steering Committee will be responsible for: 1) reviewing, editing, and assisting in revising draft versions of the District Level Plan; 2) recommending a final draft plan to the Superintendent for presentation to the Board of Education for its review and formal legislative approval; and 3) providing feedback on the implementation of the plan to the Superintendent of Schools periodically during the monitoring phase of this plan.



VII. Academic Achievement and Graduation Requirements, and Curriculum Alignment to PA Standards

PA ACHIEVEMENT OUTCOME REQUIREMENTS

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth. This will continue as the goal through 2014 in accordance with the PA Department of Education’s NCLB Accountability Plan performance requirements over the coming six years.

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments. This will grow in line with the PA Department of Education’s NCLB Accountability Plan performance requirements over the following years:

2010: 56%

2011: 67%

2012: 78%

2013: 89%

2014: 100%

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments. This will grow in line with the PA Department of Education’s NCLB Accountability Plan performance requirements over the following years:

2010: 63%

2011: 72%

2012: 81%

2013: 91%

2014: 100%

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth. This will continue as the goal through 2014 in accordance with the PA Department of Education’s NCLB Accountability Plan performance requirements over the coming six years.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments. This will continue as the goal through 2014 in accordance with the PA Department of Education’s NCLB Accountability Plan performance requirements over the coming six years.

PPS LOCAL GOAL FOR CLOSING DISPARITIES IN STUDENT ACHIEVEMENT

Description: While increasing the achievement of all students, we will also accelerate the learning of children who have been historically short-changed by the system. All students—regardless of ethnicity, socio-economic status, or ability level—will improve their proficiency. The achievement of African-American students in the Pittsburgh Public Schools will increase at a rate that is five percentage points greater than the gains of their peers.



PPS Graduation Requirements

Minimum Requirements for Graduation (Grades 9-12)

- A. All students are required to earn passing grades in 25 course units in grades 9-12 to meet the requirements for graduation. Students who enroll in special programs such as International Studies (IS), International Baccalaureate (IB), and Career and Technical Education (CTE), and Creative and Performing Arts (CAPA) will qualify for a program certificate that will be issued with a diploma.
- B. All students are required to complete a culminating project prior to graduation. A copy of the District's *Graduation Project Handbook and Materials* will be provided to each student to instruct and guide them in completing this requirement for graduation from high school.
- C. All students shall demonstrate proficiency on either the Pennsylvania System of School Assessment (PSSA) in reading, writing and mathematics administered in grades 11 or 12 with a comparable and local assessment selected by the school district.
- D. Students with disabilities who satisfactorily complete a Special Education Program developed by the Individual Educational Program (I.E.P.) Team shall be granted and issued a regular high school diploma. This would apply if the Special Education Program of the student with a disability does not otherwise meet the regulations of Section A through C above. This shall be in accordance with the Individuals with Disabilities Act.

For additional detail on PPS Graduation requirement, please see our "Guide to Student Graduation Requirements" on the District's webpage www.pps.k12.pa.us under our Student Services Department.

PPS Academic Standards

The Pittsburgh Board of Education has adopted 62 Academic Standards representing state and local standards in ten subjects:

- Communications
- World Language
- Family and Consumer Sciences
- Mathematics
- Arts and Humanities
- Citizenship
- Safety and Physical Education
- Science and Technology
- Environment and Ecology
- Career Education and Work

Pittsburgh Public Schools unified core curriculum is aligned to the PA Standards and PSSA Assessment anchors and is part of the District's system of Managed Instruction. PPS' curriculum can be seen in full on the District's website section under the Deputy Superintendent of Instruction, Assessment, and Accountability's section of the site: <http://www.pps.k12.pa.us/deputysuperintendent>



Standards express the expectations that the District holds for all students. Standards describe what each student should know and be able to do. Students must demonstrate proficiency in the standards in order to graduate.

Successfully meeting high academic standards will prepare our students to pursue higher education and successfully compete in a global job market.

At Pittsburgh Public Schools, we believe that every child at every level of academic performance, can achieve excellence. It is our goal to provide students with the skills, knowledge, tools and support they need to excel both in and out of the classroom, and to provide them with a strong foundation that will ensure further success in life.

PPS Student Service Supports

PPS recognizes and believes that academic performance cannot be reached without the provision of support services necessary to meet individual student needs, and the District is therefore committed to facilitating the continuing intellectual, physical, emotional and social development and general wellness of all students and to integrating this work as part of the academic trajectories for our students. This is the basis for our work with Pathways to the Promise, which ensures key checkpoints at grades 3, 6, and 9 are in place to monitor the academic trajectories of each student and to provide the necessary interventions and support to each student along the way.

Accordingly, the District's Student Support Services Department provides district-wide supervision and technical assistance in the areas of student discipline, attendance, transfers, work permits, guidance counseling, social work services, health services, gang intervention, alternative education, and crisis intervention.

Student Support Services' work is grounded in theory—particularly that of Dan Olweus from the University of Bergen—and focuses on creating the climate and culture in a school setting that fosters learning and positive relationships within the school. This is a PreK-12 sequential approach to providing students with the social and behavioral knowledge, skills, and practice opportunities they need in order to learn how to successfully manage the challenges each of them will encounter in working with others, in handling the personal stress and challenges they will face in their school career, and in facing the difficult choices around risky behavioral opportunities they may encounter with their peers.



Section B of this Plan: Strategies and Activities

PPS STRATEGIES SUPPORTING PRIORITY STUDENT ACHIEVEMENT INITIATIVES (GOAL 1)

Goal: 1. Maximum Academic Achievement of all Students

Strategy: 1.1 Refine and deepen implementation of a system of managed instruction

Description of Activities Supporting this Strategy: Improve Instruction and Learning by continuing with managed instruction. Managed instruction is a method of rapidly advancing student achievement across all categories by tying several fundamental teaching and learning strategies together in a way that ensures each strategy supports the other and does not occur in isolation. Strategies take place across shared timelines, with collaboration among staff, and shared targets for increasing student achievement. This ensures a standards aligned system that places student achievement at the center of everything we do. Shared strategies in managed instruction include:

- 1) **Rigorous, core academic curriculum** aligned with PA Standards, assessment anchors, and eligible content. This curriculum includes a fully aligned core reading program as recommended by the National Reading Panel, as well as fully aligned academic curriculum as provided in partnership with PPS teachers.
- 2) **Aligned, focused district-wide professional development** that includes school-based coaches working with principals and teachers;
- 3) **Development of principals as accountable instructional leaders** for their schools. This includes Principal Leadership Academy training—including the Principles of Learning, a pay for performance system and accompanying performance evaluation rubric based on performance standards, and professional executive coaching and development from Executive Directors overseeing principals.
- 4) **Aligned assessments and regular use of data-based performance information that informs instruction.** This includes formative assessments—classroom embedded and 4Sight—as well as summative assessment—PSSA, PVAAS, etc. Information is used to differentiate instruction and to customize professional development.

Activity 1.1a	Persons Responsible
Curriculum Creation and Revision <ul style="list-style-type: none"> • Write 6-8 aligned mathematics curriculum that includes conceptual and procedural competency. • Write aligned K-5 mathematics curriculum that includes conceptual and procedural competency. • Write an upper level, rigorous African American History class. • Write a PreK-5 Reading Curriculum • Course revisions addressing issues of student engagement and cultural plurality 	Deputy Superintendent



Activity 1.1b	Persons Responsible
<p>Training and Professional Development which trains teachers on the curriculum and the most powerful pedagogy to deliver the curriculum through a coaching model (coaches in every building).</p> <ul style="list-style-type: none"> • Coaching Cycle Implementation: a model of professional development in which coaches and teachers work together to improve teaching. The model has three phases: 1) awareness and study; 2) learn; 3) application. • Principles of Learning • Curriculum teachers • Powerful Pedagogy • Use of Assessments • Formative, Interim and Summative Assessments • Impact of Culture on Learning 	<p>Executive Director for Curriculum, Instruction, and Professional Development</p>

Activity 1.1c	Persons Responsible
<p>Create and/or administer interim assessments, analyze, and act on data.</p> <ul style="list-style-type: none"> • Assessment schedule developed • Create benchmark tests aligned to eligible content • Provide timely results to schools 	<p>Deputy Superintendent/ Chief of Research, Assessment and Accountability</p>

Activity 1.1d	Persons Responsible
<p>Provide monitoring curriculum implementation formative and interim student outcome data; provide direct support to schools.</p> <ul style="list-style-type: none"> • Create and train Teaching & Learning Teams that include expertise in the areas of curriculum, school building administration, assessment, student service support, and other areas as needed by individual schools • Create visit protocols and tools for these Teams to use in working with schools. • Create a plan for differentiated support and supervision to help schools and students progress • Schedule team support visits • Implement Teaching & Learning Team schedule • Evaluate Team impact; adjust as needed. 	<p>Deputy Superintendent; Chief of Research, Assessment and Evaluation; Executive Directors of Various Levels of School Management and Executive Director for Curriculum, Instruction, and Professional Development.</p>

Activity 1.1e	Persons Responsible
<p>Support the work of schools directly.</p> <ul style="list-style-type: none"> • Teaching & Learning Teams 	<p>Executive Directors of Various Levels of School Management and Executive Director for Curriculum, Instruction, and Professional Development.</p>



Strategy: 1.2 Reduce Racial Disparities in Academic Achievement and Graduation Rates

Description of Activities Supporting this Strategy: Eradicate or considerably decrease current racial disparities in student achievement. Strategy 1.2 responds to the District’s Conciliation Agreement required by the Pennsylvania Human Relations Commission. In 1992 Advocates for African American Students in Pittsburgh Public Schools filed a complaint with the Pennsylvania Human Relations Commission against the District in regard to the achievement, discipline and program identification of African American students. This complaint was settled in 2006 through the signing of the Conciliation Agreement. The Conciliation Agreement is a legal agreement. Under this agreement, the PA Human Relations Commission will oversee District progress in addressing the need to improve equity in the school system, including reducing current racial disparities in achievement and reducing the disproportionate number of behavioral referrals by race. Per the legal agreement, the PA Human Relations Commission and a seven-member Equity Advisory Panel monitors the District’s compliance with the agreement; reviews, analyzes, summarizes written reports and data provided by the District; and recommends research-based strategies, methods, and programs. The Conciliation Agreement focuses on improving equity across the District, with a particular emphasis on the areas of student achievement and discipline referrals.

Strategy 1.2 also is a key requirement of the District’s Commonwealth Empowerment Plan as enacted via Commonwealth Partnership legislation (Public School Code of 1949 as amended, and specifically 24 P.S. 17-1703-B(e)(1)). This legislation provided the District a number of powers not generally available to other school districts, along with the following priorities for the School District of Pittsburgh as stipulated by the PA DOE for which the District is accountable to achieve:

- improving academic performance;
- improving financial stability;
- implementing and completing plans for a realignment reducing excess capacity;
- increasing the level of achievement of African American students;
- providing efficient and effective management of special education programs.

Activity 1.2a	Persons Responsible
Pursue and implement culturally relevant pedagogical instruction and curriculum.	Deputy Superintendent/ Special Assistant to the Deputy
Activity 1.2b	Persons Responsible
Implement Conciliation Agreement in Collaboration with the Equity Panel Overseeing this Work <ul style="list-style-type: none"> • Observe and Monitor for Equity 	Deputy Superintendent/ Special Assistant to the Deputy/ Chief of Research, Assessment and Accountability
Activity 1.2c	Persons Responsible
Implement Culturally Relevant Arts Education Program and Monitor for Results	Deputy Superintendent/ Special Assistant to the Deputy/ Chief of Research, Assessment and Accountability



Strategy: 1.3 Provide more cost efficient and effective gifted and special education programs. (SEE

NOTE: *In addition to the overall Strategic Plan, the District is required to maintain on file various supporting plans, including a Special Education Plan. The Special Education Plan can be viewed on the District's website www.pps.k12.pa.us under "Our District" as part of our listed District Plans and Initiatives or at the following direct link: www.pps.k12.pa.us/specialeducationplan*

Description of Activities Supporting this Strategy: Improve efficiency without affecting quality of current array of programs, and improve delivery models and processes accordingly. This is a key requirement of the District's Commonwealth Empowerment Plan.

Activity 1.3a	Persons Responsible
Improve appropriate identification of gifted students,	Deputy Superintendent

Activity 1.3a1	Persons Responsible
Continue to enhance the current existing single IEP plan the District provides to students in order to even better address the needs of each gifted student who has a disability.	Deputy Superintendent / Executive Director for Students with Exceptionalities

Activity 1.3a2	Persons Responsible
Implement the Gifted Pilot Program delivery launched in 2008-2009.	Deputy Superintendent / Executive Director for Students with Exceptionalities

Activity 1.3b	Persons Responsible
Increase options for students in general education who may not necessarily test as gifted.	Deputy Superintendent / Executive Director for Students with Exceptionalities

Activity 1.3b1	Persons Responsible
Continue to offer dual enrollment and will seek to enhance and expand this offering to the greatest extent possible.	Deputy Superintendent / Executive Director of Student Support Services

Activity 1.3b2	Persons Responsible
Continue to increase the number and type of Advanced Placement courses in all of our high schools, as well as expanding the District's IB program.	Deputy Superintendent



Strategy: 1.4 Improve in areas of academic concern--5th and 11th grade.

Description of Activities Supporting this Strategy: Develop and implement targeted strategies and activities based on root causes of academic concerns regarding PSSA student achievement results in order to improve student achievement outcomes in these key areas. This is a key requirement of the District Improvement Plan, which is required to be filed in any case where a District demonstrates areas of academic concern related to the Pennsylvania NCLB Accountability Plan Performance requirements.

Activity 1.4	Persons Responsible
<p>Address areas of academic concern in reading (5th and 11th grades)</p> <ul style="list-style-type: none"> • Adjust coaching model to support 5th and 11th grade literacy classes. Implement RTI (Response to Intervention) model. The PDE has defined Rtl as a comprehensive, multi-tiered intervention strategy to enable early identification and intervention for students at academic or behavior risk. Rtl allows educators to identify and address academic and behavioral difficulties prior to student failure <ul style="list-style-type: none"> • <u>Rtl is a(n):</u> <ul style="list-style-type: none"> ○ General education led effort implemented within the General Education system, coordinated with all other services including special education, Title I, ESL, Migrant Education, etc. ○ System to provide instructional intervention immediately upon student need ○ Alternative approach to the diagnosis of Specific Learning Disability. ○ Process that determines if the child responds to scientific RB intervention as part of the evaluation procedures • <u>Rti is NOT a(n):</u> <ul style="list-style-type: none"> ○ Pre-referral system ○ Individual teacher ○ Classroom ○ Special education program ○ Added period of reading instruction ○ Separate, stand-alone initiative • <u>Rtl is based upon the following multi-tiered intervention strategy approach:</u> <ul style="list-style-type: none"> ○ Tier 1: Benchmark ○ School-wide (not Title I SWP) interventions available to ALL students including standards-aligned concepts and competencies, and instruction. ○ Tier 2: Strategic ○ Academic and behavioral strategies, methodologies and practices designed for students not making expected progress in the standards-aligned system. These students are at risk for academic failure. ○ Tier 3: Intensive Interventions ○ Academic and behavioral strategies, methodologies and practices designed for students significantly lagging behind established grade-level benchmarks in the standards-aligned system. <p>For more information on Rtl, please visit: http://www.pde.state.pa.us/k12/lib/k12/how_title_i_fits_into_the_rti_process.ppt</p>	<p>Executive Directors/ Deputy Superintendent / Principals / Curriculum Staff - Reading</p>



Activity 1.4 (continued)	Persons Responsible
<ul style="list-style-type: none"> • Focus work of Teaching & Learning teams on reading. Teams are led by School Management Executive Directors. These teams include members from the following offices: Curriculum; Professional Development via Coaches; Student Services; Research, assessment, and accountability; Special Education; Technology. Team membership is customized to meet the specific needs of the school. Teaching and Learning Teams use protocol instruments for gathering observations as they walk the school and for sharing those observations with the Principal and School staff as they debrief together on site. Teams review the school-level strategic plan to determine whether or not the school is where it thought it would be and to help provide support and technical assistance in any area where the school is not making sufficient progress with its students. The purpose of the Teaching and Learning Teams is to provide greater, more targeted assistance to schools in the context where teachers, principals, and other school staff actually work so that practical application can begin right away and results for students can be supported more effectively. • Develop curriculum handbooks; provide to each school • Expand availability of Read 180. • Revise High School Communications curriculum to emphasize vocabulary and grammar • Expand use of resources, such as our University partnerships currently working with our schools. • Monitor interim assessment results. 	

Strategy: 1.5 Continue to Provide and Improve Early Childhood Education

Description of Activities Supporting this Strategy: Major priority activities that support the continuation of the high quality and innovative PreK education offerings the District makes to ensure every child has the maximum opportunity to enter school at the K-3 level well prepared and eager to learn.

Activity 1.5a	Persons Responsible
Continue to offer maximum possible classroom seats to all eligible children via seeking continued state and federal support from Head Start and Accountability Block Grant Funding and PreK Counts.	Executive Director – PreK Education
Activity 1.5b	Persons Responsible
Continue to collaborate with leading organizations and experts in order to continue to assure high quality PreK standards and programs are in place.	Executive Director – PreK Education



Activity 1.5c	Persons Responsible
Complete the PreK audit and review and respond to auditor’s findings in order to improve all areas of PreK in the District.	Executive Director – PreK Education

Activity 1.5d	Persons Responsible
Complete the PreK to K-3 curriculum crosswalk in literacy and mathematics to ensure better transitioning for children and increase the support for children to hit the Grade 3 reading proficiency requirements on target on grade level.	Executive Director – PreK Education

Strategy: 1.6 Provide Students with Guidance That Is Focused on Promise Readiness:

Description of Activities Supporting this Strategy: Activities include working with students, families, and community agencies, post-secondary institutions to develop communication plans, readiness assessments, and technical support promoting Promise readiness.

Activity 1.6	Persons Responsible
Create a plan including activities and timelines for students and families to provide non-academic support for Promise readiness. <ul style="list-style-type: none"> • Redefine the role and refocus work of counselors on Promise Readiness. • Develop messaging on the Promise. • Provide training to District school leaders and staff to serve as Promise messengers. • Create Promise Monitoring Plans for students beginning Grade 6. 	Deputy Superintendent

Strategy: 1.7 Leadership Improvement among Principals and Executive Directors, including rigorous professional development and performance accountability frameworks and metrics.

Description of Activities Supporting this Strategy: This work includes several strategies that support leadership development at all levels. Strong Instructional Leadership is the main strategy that supports student achievement. Related projects in the areas of Research, Assessment and Accountability and Technology—such as the Use of Diagnostic Data to Improve Teaching and Learning (see 1.8) and the Enhancement of our Real Time Information System (see 3.7) to support high quality performance monitoring of school and District progress—also support this work.

Activity 1.7a	Persons Responsible
Formation of Instructional Leader Support Teams.	Deputy Superintendent

Activity 1.7b	Persons Responsible
Constitute Team of Cross-District Expertise to Meet Individual School Needs	Deputy Superintendent/Academic Cabinet



Activity 1.7c	Persons Responsible
Develop Consistent Series of Reflective Questions for Team to Use to Discuss Progress.	Deputy Superintendent/Academic Cabinet

Activity 1.7d	Persons Responsible
Develop a set of formative metrics for monitoring school progress.	Deputy Superintendent/Academic Cabinet

Activity 1.7e	Persons Responsible
Continue to Implement the Pittsburgh Emerging Leadership Academy (PELA) in order to Develop Promising Talent Into School Leaders.	Deputy Superintendent/Academic Cabinet

Activity 1.7f	Persons Responsible
Continue to Implement the Pittsburgh Urban Leadership System of Excellence to Develop School Leaders: <ol style="list-style-type: none"> 1. Academy for Aspiring School Leaders (PELA Pipeline) 2. Support for New Principals 3. Ongoing Professional Development for Principals (Leadership Academy) 4. Individual Executive Director Mentoring & Training 5. Principal Evaluation (standards-based, performance driven) 6. Principal Performance-Based Compensation 	Deputy Superintendent/Academic Cabinet

Strategy: 1.8 Use of Diagnostic Data to Improve Instruction and Learning:

Description of Activities Supporting this Strategy: This work is essential to all monitoring of student achievement in the District, particularly with regard to the Instructional Leader Support Teams (see 1.2). Data is drawn strategically in order to allow principals and school district administrators to draw information from results in order to ask the critical questions and pose the most strategic solutions that address root causes for current results and improve future outcomes.

Activity 1.8a	Persons Responsible
Increase the use of 4Sight assessment data to improve teaching and learning: <ul style="list-style-type: none"> • Research, Assessment, and Accountability Team member provides site-based. Professional Development to school instructional cabinets. • Collaborate with Instructional Technology to develop system of progress reporting. 	Deputy Superintendent/ Chief of Research, Assessment and Accountability



<p>Activity 1.8b</p> <p>Provide ongoing professional development on using data for instructional planning for teachers, principals, coaches, and central office administrators:</p> <ul style="list-style-type: none"> • Training on list analysis. 	<p>Persons Responsible</p> <p>Executive Director for Curriculum, Instruction and Professional Development/ Chief of Research, Assessment and Accountability</p>
<p>Activity 1.8c</p> <p>Provide Professional Development on using data for instruction for teachers:</p> <ul style="list-style-type: none"> • Focus Teaching & Learning Teams on a limited number of indicators to measure progress. • Collaborate with the Pittsburgh Federation of Teachers to reach and train teachers. 	<p>Persons Responsible</p> <p>Chief of Research, Assessment and Accountability. Executive Director of Professional Development</p>
<p>Activity 1.8d</p> <p>Distribute Research, Assessment, Accountability staff to provide site-based professional development for school data teams.</p> <ul style="list-style-type: none"> • Include Research, Assessment, Accountability staff in Teaching and Learning Teams. 	<p>Persons Responsible</p> <p>Chief of Research, Assessment and Accountability</p>
<p>Activity 1.8e</p> <p>Focus schools on a limited number of indicators to measure school improvement.</p> <ul style="list-style-type: none"> • Design and generate mid-year and end-of-year progress reports. 	<p>Persons Responsible</p> <p>Chief of Research, Assessment and Accountability. Chief Information Officer, Executive Directors of School Management</p>
<p>Activity 1.8f</p> <p>Develop a progress reporting system.</p>	<p>Persons Responsible</p> <p>Chief of Research, Assessment and Accountability, Chief Information Officer, Executive Directors of School Management</p>



Strategy: 1.9 Implementation of a Strong Career and Technical Education Plan.

Description of Activities Supporting this Strategy: In accordance with the Board’s and Superintendent’s Goals, and in keeping with the District’s commitment in general to Career and Technical Education, the following activities are sequenced toward the development and adoption of a comprehensive, multi-year Career and Technical Education Plan for formal Board approval. The following is a high level sequence and does not represent the plan itself, which is currently underway through the adjacent work of a similar planning steering committee focused solely on Career and Technical Education.

Activity 1.9a	Persons Responsible
Collaborate with Regional Employers to Ensure CTE Programs Align with Employer Needs and Expectations.	Executive Director of CTE/Executive Director - Secondary Schools
Activity 1.9b	Persons Responsible
Collaborate with Post-secondary Education and Training Providers to Ensure CTE Programs Align with Post-secondary Instructor Expectations of Entering Students.	Director of CTE/Executive Director - Secondary Schools/Deputy Superintendent/ Executive Director for Curriculum, Instruction and Professional Development
Activity 1.9c	Persons Responsible
Update and Align CTE Curriculum to Current Workplace Requirements and PA Standards.	Director of CTE/Executive Director - Secondary Schools/Deputy Superintendent/ Executive Director for Curriculum, Instruction and Professional Development
Activity 1.9d	Persons Responsible
Assess Student Enrollment Patterns in CTE and Develop Attract and Base Strategies to Increase CTE Enrollment on this Data.	Executive Director of CTE/ Chief Information Officer
Activity 1.9e	Persons Responsible
Ensure Appropriate Certified Staffing to CTE Programs.	Executive Director of CTE/ Chief Human Resources Officer
Activity 1.9f	Persons Responsible
Develop Marketing and Communication Materials and Methods to Grow and Sustain CTE Programming.	Executive Director of CTE/ Chief of Staff and External Affairs
Activity 1.9g	Persons Responsible
Develop Sustainable Relationships with Area Employers for Student CTE Learning and Workplace Placements.	Executive Director of CTE
Activity 1.9h	Persons Responsible
Develop Methods to Monitor and Evaluate CTE Programs and Outcomes to Continuously Result in Improved Teaching and Learning Outcomes.	Executive Director of CTE/ Executive Director - Secondary Schools/ Deputy Superintendent



Activity 1.9i	Persons Responsible
Through the Office of Excel 9-12 and in Collaboration with Workforce Partners and University/Community College Partners, Continue to Explore Within Current District Constraints the Feasibility of Providing Multiple Choices for Students and Parents, such as Developing a Single Site CTE Center, or Designing and Establishing Career Academies in PPS High Schools.	Executive Director of CTE/ Executive Director - Secondary Schools

Strategy: 1.10 Continued Implementation of Accelerated Learning Academies

Description of Activities Supporting this Strategy: Continue to implement Accelerated Learning Academies and improve the model in order to continue to improve and support student growth and achievement. The Accelerated Learning Academy schools include a partnership with America’s Choice School Design, additional instructional time (extended school day and school year), and frequent monitoring of individual student progress. **The ALAs provide:**

- more time on learning – extended day, week, and/or year
- high learning expectations, rigorous coursework
- targeted support for low achievers
- interim assessments
- intensive professional development
- quality teaching
- accountability for student results
- commitment from and support for parents
- on-going parent and faculty input

ALAs use the same core curriculum as the other schools in the District and participate in the same systems for district-wide professional development and principal accountability. ALAs use the District’s assessment system, including 4Sight assessments. Among the key aspects unique to all ALAs is the additional time on learning—45 minutes more per day and 10 more days per year. Additionally, all the ALAs utilize the America’s Choice school model. The America’s Choice school model was incorporated to facilitate the launch of the eight ALAs in a consistent and timely manner for the 2006-2007 school year. The enhanced program aspects provided through America’s Choice at each of the eight ALAs continue to include: a structured approach for routines and rituals (classroom habits that students and teachers use to organize their day and accomplish their work), a dedicated parent engagement specialist, a Writer’s Workshop, and the use of data walls and data binders to monitor and accelerate academic achievement in literacy and mathematics.

For the 2007-08 school year, District students showed substantial academic progress across the board based upon the Pennsylvania System of School Assessment (PSSA). Furthermore, ALA students significantly outpaced the strong overall District gains. In fact, ALA students achieved percentage point increases in *proficiency or above* at a rate 2.5 times greater than the District overall in Reading and 1.4 times greater in Mathematics this past school year. Additionally, students in ALAs posted a 3.1 percentage point increase in *advanced* Reading and a 5.4 percentage point increase in *advanced* Mathematics over last year. ALA students also posted percentage point reductions in *below basic* 3.0 times greater than the District overall in Reading and 1.8 times greater in Mathematics.

Activity 1.10a	Persons Responsible
Continue to implement design of model	Executive Director ALAs



Activity 1.10b	Persons Responsible
Continue to align unique instructional delivery methods and supports in ALAs with the District’s Core Curriculum.	Executive Director ALAs
Activity 1.10c	Persons Responsible
Continue to provide differentiated professional development to ALA teachers and leadership teams to ensure they understand the alignment of all curricular areas and the America's Choice school design and the implications this has for teaching and learning in the classrooms	Executive Director ALAs
Activity 1.10d	Persons Responsible
Continue the use of data walls and binders as a consistent practice across all ALAs in order to reflect the priority we have placed on using data to drive and differentiate instruction in order to better meet the individual needs of all students. ALA school leadership teams and teachers constantly monitor student progress through charting where students need to be and where they are. Student data is grouped by grade level to identify which skills may be missing in each subject area.	Executive Director ALAs
Activity 1.10e	Persons Responsible
Continue the Extra Period of Help developed by all ALAs as an extra “intervention” period when there is a special focus for improving reading and math skills for students who need it.	Executive Director ALAs
Activity 1.10f	Persons Responsible
Continue to differentiate instruction and implement reading strategies that better meet individual student needs through the use of data walls and data binders. At every school visit, the Executive Director of ALAs, reviews the data with the school leadership team and works with the principals to ensure that staff development is being implemented through the reading coaches so that individualized strategies can be implemented quickly, particularly for students who were falling behind.	Executive Director ALAs
Activity 1.10g	Persons Responsible
Continue with increased writing support. In order to enhance coherency in implementation, we implemented in the 2007-2008 school year a Diagnostic Writing Assessment committee for greater collaboration among ALA coaches, teachers, and professional development and curriculum staff.	Executive Director ALAs
Activity 1.10h	Persons Responsible
Continue to emphasize parental involvement. America's Choice model emphasizes parental involvement and requires a Parent Engagement Specialist function. After planning a series of parent-focused work and events, ALAs continue to make a concerted effort to invite families into the schools to inform them of the standards, shared expectations and student achievement progress	Executive Director ALAs



Activity1.10i	Persons Responsible
Monitor progress through Quality Reviews of School-wide Progress. The Quality Reviews conducted in Year 2 (2007-2008) showed that all ALA schools are progressing in the Stage 2 implementation of the America’s Choice Program. This means ALA schools are where we expect them to be at this stage of implementation and are making sound progress. We expect this growth to continue on pace.	Executive Director ALAs

Strategy: 1.11 Implementation of High School Reform and Rigorous, New, High Quality School Options

Description of Activities Supporting this Strategy: The following activities are the high level view of Phase I implementation work for high school reform.

Activity 1.11a	Persons Responsible
Open Robotics CTE Academy at Peabody 2008-2009.	Executive Director - Secondary Schools/ Chief Operations Officer/ Deputy Superintendent/ Chief Financial Officer

Activity 1.11b	Persons Responsible
Open University Prep 6-12 School at Milliones 2008-2009.	Executive Director - Secondary Schools/ Chief Operations Officer/ Deputy Superintendent/ Chief Financial Officer

Activity 1.11c	Persons Responsible
Open Reizenstein as the temporary location for Schenley students 2008-2009.	Executive Director - Secondary Schools/ Chief Operations Officer/ Deputy Superintendent/ Chief Financial Officer

Activity 1.11d	Persons Responsible
Review results of Magnet Audit and develop action plan for secondary schools, anticipate launch in 2010-2011.	Deputy Superintendent/ Executive Director - Secondary Schools

Activity 1.11e	Persons Responsible
Engage East End and Homewood communities and creation action plans regarding Oliver, Perry, and Westinghouse, including CTE programming. 2008-2009.	Executive Director - Secondary Schools/ Chief of Staff and External Affairs

Activity 1.11f	Persons Responsible
Engage West End and South Side communities and creation action plans regarding Langley, Brashear, and Carrick, including CTE programming. 2008-2009.	Executive Director - Secondary Schools/ Chief of Staff and External Affairs



Activity 1.11g	Persons Responsible
Merge Rogers CAPA with CAPA to from CAPA 6-12 with Arts CTE 2008-2009.	Executive Director - Secondary Schools/ Chief Operations Officer/ Deputy Superintendent/ Chief Financial Officer
Activity 1.11h	Persons Responsible
Open Science and Technology 6-12 Academy at Frick 2009-2010	Executive Director - Secondary Schools/ Chief Operations Officer/ Deputy Superintendent/ Chief Financial Officer
Activity 1.11i	Persons Responsible
Open International Baccalaureate 6-12 temporarily at Reizenstein 2009-2010	Executive Director - Secondary Schools/ Chief Operations Officer/ Deputy Superintendent/ Chief Financial Officer
Activity 1.11j	Persons Responsible
Implement new school counseling model 2009-2010	Executive Director – Student Support Services/ Deputy Superintendent
Activity 1.11k	Persons Responsible
Implement CTE Plan 2009-2014	Executive Director - Secondary Schools/ Chief Operations Officer/ Deputy Superintendent/ Chief Financial Officer/Executive Director of CTE
Activity 1.11l	Persons Responsible
Evaluate, explore and implement the delivery of athletic programs to ensure efficient, equitable and cost effective programs for students. 2009-2014	Executive Director of H.S. Reform/ Deputy Superintendent

Strategy: 1.12 Seamless planning for staffing school buildings in order to ensure maximum learning and achievement with minimal disruptions to the school and to ensure diversity among staff.

Description of Activities Supporting this Strategy: The following activities are geared toward improving student achievement by ensuring consistency of highly qualified staff at all school buildings to absorb planned absenteeisms/leaves to the greatest extent possible.

Activity 1.12a	Person Responsible
Work with principals to advance plan on staffing for any upcoming staff vacancies to ensure minimal disruptions to teaching and learning and to ensure diversity among staff.	Chief of Human Resources
Activity 1.12b	Person Responsible
Develop a solutions map correlated to key staffing needs and a timeline for fulfilling these needs to ensure minimal disruptions to teaching and learning and to ensure diversity among staff.	Chief of Human Resources



Strategy: 1.13 Develop a Corresponding Six-Year Professional Education Plan to Support Student Achievement Strategies in the District

Description of Activities Supporting this Strategy: The following activities support the development of a Professional Education Plan that will ensure strategies in the District’s overall Strategic Plan are fulfilled by well-prepared staff.

Activity 1.13a	Persons Responsible
Develop a sequential six-year professional education plan that supports major District student achievement initiatives.	Executive Director of Curriculum, Instruction, and Professional Development/ Deputy Superintendent

Activity 1.13b	Persons Responsible
Align plan to District’s overarching main Strategic Plan for 2008-2014	Executive Director of Curriculum, Instruction, and Professional Development/ Deputy Superintendent

Strategy: 1.14 Develop a Six-Year Teacher Induction Plan in Collaboration with the Pittsburgh Federation of Teachers (PFT)

Description of Activities Supporting this Strategy: The following activities support the development of a Teacher Induction Plan that will ensure new teachers entering the District will be well prepared to fulfill the strategies in the District’s overall Strategic Plan and will be familiar with the District’s policies, procedures, requirements, curriculum, and all other aspects of the District that impact teaching and learning at the classroom and school building level.

Activity 1.14a	Person Responsible
Develop a sequential six-year teacher induction education plan that supports major District student achievement initiatives and provides targeted mentorship support to meet teachers’ needs, particularly those teachers placed in struggling schools, and to seek to retain high quality teachers.	Executive Director of Curriculum, Instruction, and Professional Development/ Deputy Superintendent/ Chief of Human Resources/ Pittsburgh Federation of Teachers President and PFT Executive Board designees

Activity 1.14b	Person Responsible
Align plan to District’s overarching main Strategic Plan for 2008-2014.	Executive Director of Curriculum, Instruction, and Professional Development/ Deputy Superintendent/ Chief of Human Resources/ Pittsburgh Federation of Teachers President and PFT Executive Board designees

Activity 1.14c	Person Responsible
Ensure PPS local initiatives—such as the Teaching Magnet and School District University Collaborative (SDUC a consortium of college/university partners whose students student teach and/or complete their Masters program while working in Pittsburgh Public Schools)—are aware of the Induction Plan’s emphasis on targeted mentorship support and share this information with prospective local teaching talent.	Executive Director of Curriculum, Instruction, and Professional Development/ Deputy Superintendent/ Chief of Human Resources/ Pittsburgh Federation of Teachers President and PFT Executive Board designees



Strategy: 1.15 Pathways to the Promise—Ensuring Students are “Promise Ready”

Description of Activities Supporting this Strategy: The following activities are designed to develop the scope and sequence and to assist in identifying the resources, materials, means and methods for providing integrated support strategies to individual students along their academic trajectories, with key checkpoints at the 3rd, 6th, and 9th grade levels, to ensure students are “Promise Ready.”

Activity 1.15a	Persons Responsible
Redefine the Role of the Counselor .	Cross-functional Pathways to The Promise Planning Team

Activity 1.15b	Persons Responsible
Create a sequence of social and behavioral supports and map this to existing versus needed resources (gap analysis)--both inside and outside the District and develop delivery strategies.	Cross-functional Pathways to The Promise Planning Team

Activity 1.15c	Persons Responsible
Create a sequence of student opportunities for enrichment, and other supports for students and map this sequence to existing versus needed resources (gap analysis) and developing delivery strategies.	Cross-functional Pathways to The Promise Planning Team

Activity 1.15d	Persons Responsible
Create a framework of data reports to be used as an initial lens to begin the conversation on individual student needs.	Cross-functional Pathways to The Promise Planning Team

Activity 1.15e	Persons Responsible
Develop a mechanism, process, and means of matching needs to resources. Align this across key checkpoints--grades 3, 6, and 9--to create a full system for monitoring and supporting individual students along their academic trajectories.	Cross-functional Pathways to The Promise Planning Team

Activity 1.15f	Persons Responsible
Develop supporting professional development for school and central staff to ensure the new system will be implemented as intended and sustained within existing financial resources.	Cross-functional Pathways to The Promise Planning Team

Activity 1.15g	Persons Responsible
Develop a two-way communications plan to disseminate and support Pathways to the Promise's implementation. Plan includes consistent districtwide branding and key messages and highlights flexible options for students and families.	Cross-functional Pathways to The Promise Planning Team



Activity 1.15h	Persons Responsible
Provide customized toolkits to support work at different trajectory levels with students for Pathways to the Promise key role groups.	Cross-functional Pathways to The Promise Planning Team

Activity 1.15i	Persons Responsible
Develop key training relationships and contracts with service providers who deliver high quality skilled support, training, and evaluative data information in the areas of: 1)mentoring, 2) career planning, 3) post-secondary life/study skills.	Cross-functional Pathways to The Promise Planning Team

Strategy: 1.16 Maximizing Teacher Effectiveness through a Research-based Inclusive System of Evaluation (RISE)

Description of Activities Supporting this Strategy: The following activities are designed to support the joint commitment made by the Pittsburgh Board of Education and the Pittsburgh Federation of Teachers to ensuring teacher effectiveness continuously improves in a manner that benefits student outcomes and provides each teacher with the support and opportunity to grow his/her professional knowledge, practice, and skill.

Activity 1.16a	Persons Responsible
Designing and improving the current teacher evaluation process and tools in order to ensure: <ol style="list-style-type: none"> 1. teachers are part of the process, which includes a three-year cycle; 2. a supported, two-year growth plan across each three-year cycle is identified to continuously improve each teacher’s effectiveness; and 3. teachers and supervisors are sourced with individual recommendations on tools and resources that each teacher can access to attain growth goals. 	Chief Academic Officer and Pittsburgh Federation of Teachers

Activity 1.16b	Persons Responsible
Designing and improving the District’s Human Resource processes and procedures to support continuous professional growth and maximum effectiveness of teachers.	Deputy Superintendent

Activity 1.16c	Persons Responsible
Designing and implementing supportive professional development for principals and all other supervisors of teachers to ensure new processes, procedures, and tools are understood and utilized appropriately, as intended.	Chief Academic Officer

Activity 1.16d	Persons Responsible
Establishing a management system that coordinates various departments in their use of tools and resources to assist in supporting and evaluating teacher growth.	Cross-functional Empowering Effective Teachers Implementation Team (includes Federation)



Activity 1.16e	Persons Responsible
Establishing and implementing teacher performance dashboard and evaluating the effect of this new dashboard in order to ensure it is implemented with fidelity and continuously improved as a system that remains valid to the core goal of ensuring maximum teacher effectiveness.	Cross-functional Empowering Effective Teachers Implementation Team (includes Federation)
Activity 1.16f	Persons Responsible
Ensuring the new system of teacher evaluation and support is publicized and becomes part of regular communications, particularly with regard to recruiting talented teachers to the District.	Chief of Staff and External Affairs
Activity 1.16g	Persons Responsible
Designing and improving the teacher induction and tenure process supported by the new teacher evaluation system.	Cross-functional Empowering Effective Teachers Implementation Team (includes Federation)
Activity 1.16d	Persons Responsible
Designing and improving the process to support struggling teachers.	Cross-functional Empowering Effective Teachers Implementation Team (includes Federation)

PPS STRATEGIES FOR SUPPORT SYSTEMS (GOALS 2-5)

Goal: 2. Safe and Orderly Environment for All Students and Employees

Strategy: 2.1 Continue to support and establish safe and welcoming school environments, including necessary interventions and safety nets that support each student's success.

Description of Activities Supporting this Strategy: The District takes the approach of building a climate of safety in each building and preparing students and staff with the knowledge, skills, and behavioral practice that is necessary to maintain and cultivate such a climate in order to promote teaching and learning in a secure and tranquil environment. The following activities support this end.

Activity 2.1a	Persons Responsible
Develop a six-year student services plan to support student achievement initiatives, to ensure safety nets for students, and integration of services (including specific tactical strategies and activities) into the Pathways to the Promise Plan (SEE ALSO 1.15 Pathways to the Promise Strategy) and Framework, including a cross-walk of Student Services current communications to parents and families with communications that will be forthcoming as a part of Pathways to the Promise. Ensure plan addresses all PDE compliance requirements as articulated in sections 2.1a1 through 2.1a17 (see Attached Chart for a complete listing of all components to be included in this plan.)	Deputy Superintendent/ Chief of Staff/ Executive Director - Secondary Schools/ Executive Director of Student Services



Activity 2.1b	Persons Responsible
Implement and Sustain Continued Safety Nets K-12 for Students with Individual Behavioral Needs and Life Circumstances.	Executive Director of Student Services Department

Activity 2.1c	Persons Responsible
Map gaps and strengths in services and existing internal/external PPS Student Services supports and resources in order to assist and advise in the creation of Pathways to the Promise.	Executive Director of Student Services

Strategy: 2.2 Continue to Implement Violence Prevention Initiatives

Description of Activities Supporting this Strategy: Activities are designed to ensure violence prevention within and around the school buildings is a major priority and part of the work of each school. Activities are designed also to link the District with larger community conversations around violence prevention so that the District may know of and lend its perspective to these initiatives.

Activity 2.2a	Persons Responsible
Continue to Implement the Safety Zone Partnership in collaboration with the City of Pittsburgh, the Urban League of Greater Pittsburgh, Carnegie Mellon University – Heinz School of Public Policy and Management and various community partners. A safety zone is a 1,000 foot radius around a school building. To maintain each safety zone, Safety Zone Partners concentrate within each radius on addressing a comprehensive set of issues (e.g., school climate, student needs, crime, abandoned houses and cars, overgrown lots, cracked steps and sidewalks, homelessness, hypodermic needles, truancy, and traffic enforcement).	Superintendent/ Executive Cabinet/ Executive Directors for School Management

Activity 2.2b	Persons Responsible
Mediation Training for Students and Staff	Executive Directors for School Management

Activity 2.2c	Persons Responsible
After School/Extended Day Program Opportunities for Youth (e.g., sports leagues, community center programs, mentoring, job shadowing/job placement, etc.)	Executive Cabinet/ Academic Cabinet/ Director of Family & Community Engagement/ Afterschool Coordinator



Strategy: 2.3 Utilize Programs that Support Students’ Social/Emotional growth

Description of Activities Supporting this Strategy: The following activities support the development of positive student behaviors and good citizenship—skills that are foundational not only to each individual student’s learning, but also to the learning of his/her peers. Activities are designed to ensure clear, understandable, consistent expectations are integrated as part of the academic learning experience PreK-12 and that students are given the knowledge, skills, and opportunities to practice behaviors that will support their success in school and in their post PreK-12 experiences and endeavors.

Activity 2.3a	Persons Responsible
<p>Expand Positive Behavior Intervention Support (PBIS) Implementation—a program that ensures a culture of clear expectations and supporting actions is embedded in each school and supported by teachers, students, parents and other school staff to help students manage their own behavior and learn to work well with one another.</p> <ul style="list-style-type: none"> • Provide program overview for principals in schools not participating • Incorporate cultural awareness training in PBIS model • Train on anti-bullying tools in PBIS for existing and new PBIS schools • Create system-wide data collection plan for disciplinary office referrals and suspensions • Train staff on data collection system • Provide PBIS support to Teaching & Learning teams. • Monitor school data as a part of Teaching & Learning team protocols. 	<p>Deputy Superintendent/ Student Services Department/ Executive Directors for School Management</p>

Activity 2.3b	Persons Responsible
<p>Provide peer-to-peer mediation training for students and staff in order to promote conflict resolution at a person-to-person level. Particularly ensure mediation training for middle and high school students.</p>	<p>Deputy Superintendent/ Student Services Department/ Executive Directors for School Management</p>

Activity 2.3c	Persons Responsible
<p>Provide Targeted Intervention Support for Specific Student Coping Needs for Interactions with Others: i.e., crisis teams available and ready to assist schools and students experiencing trauma.</p>	<p>Deputy Superintendent/ Student Services Department/ Executive Directors for School Management</p>



Strategy: 2.4 Continue to Implement Alternative School Settings

Description of Activities Supporting this Strategy: The following activities are designed to ensure students with severe disciplinary issues receive the treatment and support the need while simultaneously ensuring these students’ academic instruction and learning still continues so that they have the means and support to achieve excellence.

Activity 2.4a	Persons Responsible
Continue to Implement Pittsburgh Clayton Academy	Deputy Superintendent/ Student Services Department

Activity 2.4b	Persons Responsible
Continue to provide and improve alternative education environments, such as the Pittsburgh Student Achievement Center, for students who need this type of focused support in order to achieve and succeed.	Deputy Superintendent/ Student Services Department

Strategy: 2.5 Improve Technology Supports for Safe School Environments

Description of Activities Supporting this Strategy: The following activity is designed to ensure only authorized persons are able to enter and exit our buildings at will in order to ensure a safe climate for students is maintained across all of our schools.

Activity 2.5a	Persons Responsible
Create Enterprise Security System	Chief Information Officer

Goal: 3. Efficient and Effective Support Operations for All Students, Families, Teachers, and Administrators

Strategy: 3.1 Fiscal Restraint through disciplined budgeting in all areas, including additional budget reductions while protecting our academic initiatives.

Description of Activities Supporting this Strategy: The following activities are designed to ensure essential planning takes place within the lens of the District’s current restrictions—financial prudence, promoting academic excellence, and current enrollment declines.

Activity 3.1a	Persons Responsible
Implement Long-term Financial Planning Continuously 2008-2014.	Chief Financial Officer

Activity 3.1a1	Persons Responsible
Update the three-year rolling forecast for inclusion in monthly financial statements in Board Minutes. For planning purposes, expand to a 10 year rolling forecast.	Chief Financial Officer



Activity 3.1a2	Persons Responsible
Review actual and planned budgetary results with each Chief, including reduction strategies for current and subsequent General Fund Budgets.	Chief Financial Officer
Activity 3.1a3	Persons Responsible
Proposed final budget to accurately reflect best projection available and reduction strategies collaboratively developed.	Chief Financial Officer
Activity 3.1a4	Persons Responsible
Improve integration of the seven year capital plan into the long range financial plan.	Chief Financial Officer
Activity 3.1a5	Persons Responsible
Provide timely and accurate cost estimates of negotiation proposals.	Chief Financial Officer

Strategy: 3.2 Improve internal controls over financial reporting.

Description of Activities Supporting this Strategy: The following activities are designed to ensure the essential tools and processes are in place to facilitate decisionmaking within the lens of the District’s current restrictions—financial prudence, promoting academic excellence, and current enrollment declines.

Activity 3.2a	Person Responsible
Quality Financial Reporting to Facilitate Decisionmaking 2008-2014	Chief Financial Officer
Activity 3.2a1	Person Responsible
Submit the Comprehensive Annual Financial Report to the Government Finance Officers’ Association and Association of School Business Officials certification programs for review.	Chief Financial Officer
Activity 3.2a2	Person Responsible
Implementation of GASB 45 and other new accounting standards applicable to fiscal 2007, leading to an unqualified audit opinion.	Chief Financial Officer
Activity 3.2a3	Person Responsible
Timely and appropriate use of grant funds 2008-2014.	Chief Financial Officer
Activity 3.2a4	Person Responsible
Expanded focus on appropriate use of grant funds at the points of budget development and transaction execution.	Chief Financial Officer
Activity 3.2a5	Person Responsible
A-133 report and corresponding schedule of federal assistance.	Chief Financial Officer



Activity 3.2a6	Person Responsible
Provide interim reports of unexpended grant funds to program managers.	Chief Financial Officer

Strategy: 3.3 Leverage human capacity, process reengineering and technology to create efficiencies.

Description of Activities Supporting this Strategy: The following activities are designed to support the Finance and Budget department’s goal to continuously improve its efficiencies and effectiveness as means of supporting and advancing student achievement.

Activity 3.3a	Person Responsible
Continuously Improve Cross Functionality and Capacity of Budget and Finance Dept. to Support Long-term Financial Planning and Reporting for Decisionmaking 2008-2014. (Purchasing Function)	Chief Financial Officer

Activity 3.3a1	Person Responsible
Timely and accurate preparation of bids, including identification of piggybacking opportunities for best value. (Purchasing Function)	Chief Financial Officer

Activity 3.3a2	Person Responsible
Implement remote deposit functionality and review performance of banking institutions with PCRG. (Accounting Function)	Chief Financial Officer

Activity 3.3a3	Person Responsible
Laddering of the District’s portfolio consistent with the cash flow forecast and yield curve. Risk diversification consistent with GASB 40. (Accounting Function)	Chief Financial Officer

Activity 3.3a4	Person Responsible
Monitor bond re-funding and swap opportunities as they arise. (Accounting Function)	Chief Financial Officer

Activity 3.3a5	Person Responsible
Benchmark rental charges. Preparation of proposed rate schedule changes for full cost recovery. (Accounting Function)	Chief Financial Officer

Activity 3.3a6	Person Responsible
Consolidate the purchase of commercial property and liability insurances through a single broker of record. (Risk Management Function)	Chief Financial Officer

Activity 3.3a7	Person Responsible
Provide technical assistance in RFP development and review of proposals as requested in re introduction competition in the selection of professional service vendors for any program. (Purchasing Function)	Chief Financial Officer



Activity 3.3a8	Person Responsible
Continue to improve internal controls around hiring and paying professionals and non-professional employees for summer work. (Payroll Function)	Chief Financial Officer
Activity 3.3a9	Person Responsible
Analyze class size and staffing levels as part of position control. Proactively support the elimination of 0 FTE positions in the Special Education Budgets. (Accounting Function)	Chief Financial Officer
Activity 3.3a10	Person Responsible
Evaluate options for managing the District’s self-insured and self-administered workers’ compensation program (and related workplace safety committee). (Purchasing Function)	Chief Financial Officer
Activity 3.3a11	Person Responsible
Implement new 403(b) regulations at no additional cost to the District. (Payroll Function)	Chief Financial Officer
Activity 3.3a12	Person Responsible
Identification of e-Procurement users in need and delivery of individualized training. (Purchasing Function.)	Chief Financial Officer
Activity 3.3a13	Person Responsible
Identification of time and labor users in need and delivery of individualized training. (Payroll Function.)	Chief Financial Officer
Activity 3.3a14	Person Responsible
Identify all principals and/or school treasurers in need of training on SchoolCash.NET. (Accounting Function)	Chief Financial Officer
Activity 3.3a15	Person Responsible
Delivery of timely and information presentations to the Business/finance Committee with continued enhancements to monthly financial reporting to enhance understanding and governance.	Chief Financial Officer
Activity 3.3a16	Person Responsible
Recertification of the workplace safety committee and renewal of self-insurance status.	Chief Financial Officer
Activity 3.3a17	Person Responsible
Deploy supply and demand strategies to reduce the District’s electric and natural gas costs. (Purchasing Function)	Chief Financial Officer



Strategy: 3.4 Improve Bid Process with the goal of lower costs and more efficient EBE (Eligible Business Enterprise) compliance and ensure fulfillment of Board adopted EBE Policy.

Description of Activities Supporting this Strategy: EBE participation is important to the District. The following activities are designed to support and advance EBE.

Activity 3.4a	Person Responsible
Periodic meetings between Facilities and EBE Coordinator.	Chief Operations Officer

Activity 3.4b	Person Responsible
Continuous study of best practices and standards for high quality EBE in public education environments, as well as other sectors to ensure PPS' EBE procedures and requirements continuously improve and remain current and District goals for EBE are met.	Executive Cabinet

Activity 3.4c	Person Responsible
Continuous outreach, technical assistance and professional development for potential EBE contractors and PPS staff to ensure District goals for EBE are well understood and capacity to achieve these goals is built and improved continuously.	Chief Operations Officer

Strategy: 3.5 Significantly improve work order processes to maximize efficiencies and deliver high quality work products on schedule within budget.

Description of Activities Supporting this Strategy: Continuous improvement of high quality process and products resulting from the work of the District's Operations Team is of importance to Pittsburgh Public Schools. The following activities are designed toward that end with an eye especially toward supporting and advancing student achievement from an operations perspective, while bearing in mind the key caveat restrictions that inform all of our decisions currently in the District.

Activity 3.5a	Persons Responsible
In conjunction with Office of Information and Technology, develop sign-in/sign-out systems.	Chief Operations Officer/ Chief Information Officer

Activity 3.5b	Persons Responsible
Lease or buy a computerized work-order tracking system.	Chief Operations Officer/ Chief Information Officer

Strategy: 3.6 Reconfigure Facilities & Plant Operations to maximize efficiencies.

Description of Activities: This activity is designed to inform and improve our configuration of Operations.

Activity 3.6a	Persons Responsible
Work with District managers, the unions, and the Board to approximate recommended configuration using recent studies and research proven effective practices.	Chief Operations Officer



Strategy: 3.7 Create District Progress Reporting System (SEE ALSO 1.8 Use of Diagnostic Data)

Description of Activities Supporting this Strategy: Create enhancements to allow District to track school level performance and district level performance on achievement based initiatives to allow us to make changes necessary to maximize achievement district-wide for kids.

Activity 3.7a	Person Responsible
Real Time Information (RTI) System Enhancement	Chief Information Officer

Strategy: 3.8 Improve Functionality of Technology Supporting Information Flow Across the District

Description of Activities Supporting this Strategy : By improving connections and tools, information can flow more quickly to decisionmakers.

Activity 3.8a	Person Responsible
Develop District Information Portals	Chief Information Officer

Activity 3.8b	Person Responsible
Continuously Improve Hardware and Software Efficiencies	Chief Information Officer

Strategy: 3.9 Develop an E-Technology Plan to Support Student Achievement Initiatives and Other District Needs

Description of Activities Supporting this Strategy: The following activities support the development of a Education Technology Plan that will ensure all aspects of the District’s overarching strategic plan are well supported by all aspects of technology necessary to fulfill the District’s goals and strategies. The E-Technology plan is required by the PA Department of Education of all public school districts. The purpose of the plan is to provide districts with the opportunity to align their technology with instruction and professional development in order to meet the needs of the districts and the students they serve. Technology plans are based on needs assessment data and include strategies to support creating and sustaining an appropriate technology infrastructure, professional development, and integrating technology into curriculum, instruction, and assessment. The E-Technology Plan is a basis and requirement for E-rate, a Federal program that provides millions of dollars worth of savings to school district costs for eligible technologies and services. The E-Technology Plan is required also for districts to be eligible for other technology funding, such as Classrooms for the Future (PA Funding) and Enhancing Education Through Technology (Federal Funding, Title 2, Part D).

Activity 3.9a	Person Responsible
Develop a three-year E-Technology Plan that supports major District student achievement initiatives and includes all requirements from the PDE and federal government. This will be a rolling plan that will be regularly monitored and updated to support the evolving needs of the District across the 2008-2014 continuum so that the next three-year E-Tech Plan will evolve naturally from this work.	Chief Information Officer

Activity 3.9b	Person Responsible
Align plan to District’s overarching main Strategic Plan for 2008-2014	Chief Information Officer



Strategy: 3.10 Continuously Improve Employee Evaluation System for Administrators to Support Development of a High Performance Culture

Description of Activities Supporting this Strategy: The following activities will assist in moving from our current evaluation system to a system that is geared more toward an assessment that will help to develop and grow staff into continuously high performing members of the PPS culture.

Activity 3.10a	Person Responsible
Review of Current Performance Evaluation System.	Chief Human Resource Officer

Activity 3.10b	Person Responsible
Design of New System.	Chief Human Resource Officer

Strategy: 3.11 Development: Aggressively pursue private and public sector funding opportunities that align with Excellence for All.

Description of Activities Supporting this Strategy: Development activities support the costs of this plans developmental aspects that cannot currently be supported through other available means.

Activity 3.11a	Persons Responsible
Develop a rolling three-year forecast of District needs based on priorities in the District’s strategic plan as it folds out across the activities in key areas. Priority is given to student achievement initiatives.	Chief of Staff and External Affairs, Chief Financial Officer

Activity 3.11b	Persons Responsible
Develop private sector and public sector fundraising plans to meet forecasted needs.	Chief of Staff and External Affairs, Chief Financial Officer

Activity 3.11c	Persons Responsible
Seek available direct legislative allocations.	Chief of Staff and External Affairs, Chief Financial Officer

Goal: 4. Efficient and Equitable Distribution of Resources to Address the Needs of All Students

Strategy: 4.1 Tie all plans to direct enrollment declines and fiscal realities of the District without negatively affecting Student Achievement Improvement initiatives. Include communications planning on what these declines and predictions will mean potentially to parents, students, and neighborhoods.

Description of Activities Supporting this Strategy: Activities are designed as a scope and sequence to: 1) draw data; 2) pose potential actions based on this data; 3) design possible actions for consideration; 4) design means and methods of assessing progress of actions once actions are formally approved and implemented.

Activity 4.1a	Persons Responsible
Conduct research and analysis to determine factors causing enrollment to decline in the district and identify which factors can be controlled / improved by district actions.	Chief of Staff and External Affairs and Superintendent’s Cabinet



Activity 4.1b	Persons Responsible
Create a menu of options to address declining enrollment.	Chief of Staff and External Affairs and Superintendent’s Cabinet

Activity 4.1c	Persons Responsible
Prioritize options given fiscal realities of the District and impact on student achievement.	Chief of Staff and External Affairs and Superintendent’s Cabinet

Activity 4.1d	Persons Responsible
Begin implementation of highest priority options.	Chief of Staff and External Affairs and Superintendent’s Cabinet

Activity 4.1e	Persons Responsible
Monitor impact of ongoing initiatives on district enrollment, adjust plan as needed, and continue to roll out initiatives.	Chief of Staff and External Affairs and Superintendent’s Cabinet

Strategy: 4.2 Develop innovative means for providing rigorous educational and appropriate enrichment opportunities within the hard realities of enrollment declines, including strategies for high school reform, magnet audit, and *The Pittsburgh Promise* (see: <http://pittsburghpromise.net/>) itself.

Description of Activities Supporting this Strategy: To follow pending the findings in 4.1.

Activity	Person Responsible
NOTE: These activities will arise from 4.1 results.	Chief of Staff and External Affairs and Superintendent’s Cabinet

Strategy: 4.3 Develop a Ten-Year Facilities Plan that takes into account enrollment declines and forecasts of population changes within the City.

Description of Activities Supporting this Strategy: To gain a well-informed picture of current facilities.

Activity 4.3a	Person Responsible
Review current information on facilities.	Chief Operations Officer

Activity 4.3b	Person Responsible
Release a request for proposals for facilities studies.	Chief Operations Officer



Strategy: 4.4 Standardize Distance Learning Across the District

Description of Activities Supporting this Strategy: To explore potential uses of existing and future Distance Learning technology in reaching the goals of *Excellence for All*.

Activity	Person Responsible
Explore current and future technology capabilities and how these may be of use in advancing academic and professional learning.	Chief Information Officer/ Deputy Superintendent / Executive Director of Curriculum, Instruction and Professional Development

Goal: 5. Improved Public Confidence and Strong Parent/Community Engagement.

Strategy: 5.1 Customer Service: Build a world-class customer service organization.

Description of Activities Supporting this Strategy: Develop a comprehensive customer service system—including processes, professional development, and a manner for continuously gathering and assessing feedback and improving results. Ensure this system is comparable to organizations noted for world class quality customer service, such as the Ritz Carlton.

Activity 5.1a	Persons Responsible
Develop and implement a system of receiving and responding to public inquiries in a consistent and timely manner.	Executive Cabinet/ Executive Directors

Activity 5.1a1	Persons Responsible
Upgrade voice messaging capabilities to improve and be able to track and report on caller satisfaction levels.	Chief Information Officer

Activity 5.1a2	Persons Responsible
Establish protocols for handling web and mail inquiries at District-level to ensure timely response.	Executive Director of Marketing & Communications,/ Chief Information Officer

Activity 5.1a3	Persons Responsible
Deepen implementation of Surado customer service software to more closely link central office and school leadership and enhance efficiency and effectiveness of response to Parent Hotline inquiries.	Chief of Staff/ Chief Information Officer/ Executive Directors

Activity 5.1a4	Persons Responsible
Develop a library of Frequently Asked Questions (FAQs) to provide immediate and consistent answers to callers and website visitors.	Executive Director of Marketing & Communications

Activity 5.1b	Persons Responsible
Develop a phased plan that prioritizes the rollout for District and school-level plans to establish a world-class customer service culture and processes.	Executive Cabinet



Activity 5.1c	Persons Responsible
Establish common expectations, Standard Operating Procedures (SOP) and SOP metrics that support the delivery and monitoring of premiere customer service to all stakeholders.	Executive Cabinet and Executive Directors
Activity 5.1c1	Persons Responsible
Develop SOPs for Parent Hotline to ensure consistency and accuracy of District’s response capabilities.	Executive Director of Marketing & Communications
Activity 5.1d	Persons Responsible
Develop and train staff at the District and school level.	Executive Cabinet/ Executive Directors
Activity 5.1d1	Persons Responsible
Establish and implement professional development plan for Parent Hotline staff as well as central office support staff/secretaries and school-based support staff/secretaries that answer phones or greet customers.	Executive Director of Marketing & Communications/ Academic Executive Directors
Activity 5.1e	Persons Responsible
Create and implement an internal communications plan that builds and maintains awareness around common expectations for customer service throughout all levels of the organization.	Chief of Staff/ Executive Director of Marketing & Communications
Activity 5.1f	Persons Responsible
Create welcoming environments at the entrances of every District building that serves the public.	Executive Cabinet and Executive Directors
Activity 5.1f1	Persons Responsible
Complete the redesign of the Administration Building’s main lobby to facilitate efficient and effective access to District resources.	Chief of Operations/ Chief of Staff
Activity 5.1f2	Person Responsible
Provide schools with consistent entryway signage that reinforces District’s marketing and communication efforts.	Executive Director of Marketing & Communications
Activity 5.1g	Person Responsible
Establish accountability model that recognizes and/or rewards world-class customer service.	Superintendent/ Executive Cabinet
Activity 5.1g1	Persons Responsible
Develop metrics and plan to monitor and hold accountable the following: <ul style="list-style-type: none"> • Parent Hotline staff accountable. • central office support staff/ secretaries and school-based support staff/ secretaries that answer phones or 	Executive Cabinet /Executive Directors



greet customers. <ul style="list-style-type: none"> • web staff • human resources staff 	
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Activity 5.1h	Persons Responsible
Measure and monitor how well District is doing in improving its customer service.	Executive Cabinet/ Executive Directors

Activity 5.1h1	Person Responsible
Conduct annual District-level Parent/Family survey to obtain overall perceptions of District, its customer service, its major initiatives and the academic progress of its students (SEE ALSO: Activity 5.3a6 Parent Engagement)	Executive Director of Marketing & Communications

Activity 5.1h2	Persons Responsible
Hire independent firm that “shops” District to evaluate level of customer service and provides findings to guide continual improvement efforts.	Chief of Staff

Strategy: 5.2 Marketing and Communications: Present the advantages, choices and success stories of PPS in a consistent and compelling manner to assert a view of the District that is different than what most people may know.

Description of Activities Supporting this Strategy: Development and implementation of tactical activities designed to cull out stories of success and progress and to make these widely available and personable. Language will be designed to be parent and student friendly and will be clear and easily understandable. This extends to procedures and expectations regarding *The Pittsburgh Promise* (see <http://pittsburghpromise.net/>) and Pathways to the Promise and also to why Pittsburgh Public Schools is a preferred high quality educational choice for families.

Activity 5.2a	Person Responsible
Develop and implement a communications plan that generates awareness and builds understanding for <i>The Pittsburgh Promise</i> and aligns with the communications plans and efforts of <i>The Pittsburgh Promise</i> Board and organization.	Chief of Staff / Executive Director of Marketing & Communications / Academic Cabinet

Activity 5.2a1	Person Responsible
Work collaboratively with <i>The Pittsburgh Promise</i> Board and staff to create an outreach program to realtors that provides a compelling case for the benefits of living in the City and choosing the Pittsburgh Public Schools	Chief of Staff/ Executive Director of Marketing & Communications / Academic Cabinet

Activity 5.2a2	Person Responsible
Work collaboratively with <i>The Pittsburgh Promise</i> Board and staff to create an outreach program to Pittsburgh employers that provides a compelling case for the benefits of living in the City and choosing the Pittsburgh Public Schools.	Chief of Staff/ Executive Director of Marketing & Communications / Academic Cabinet



Activity 5.2b	Person Responsible
Develop and implement a communications plan that generates awareness and builds understanding for <i>Pathways to the Promise</i> .	Chief of Staff/ Executive Director of Marketing & Communications / Academic Cabinet

Activity 5.2c	Person Responsible
Update Welcome Back to School Program materials annually and ensure efficient and effective distribution. Include: <ul style="list-style-type: none"> • Code of Conduct • Parent/Family Policy • School Handbooks, including PreK information • Community Resource Guides • District Guide • District 12-month Flip Calendar 	Executive Directors

Activity 5.2d	Person Responsible
Develop a communications plan that supports the community engagement process, rollout of recommendations, and phased implementation plan for the Office of high School Reform, including Career and Technical Education (CTE) offerings.	Executive Cabinet/ Executive Directors/ High School Reform Team

Activity 5.2d1	Persons Responsible
Develop and implement a communications plan that supports the 2009-2010 launch of the new Science and Technology Academy (STA).	Chief of Staff/ Executive Director - Secondary Schools/ Academic Cabinet/ Executive Director of Marketing & Communications/ STA Project Manager/ STA Principal

Activity 5.2d2	Persons Responsible
Create internal educational program to build positive perceptions for Career and Technical Education (CTE) programs and foster support for increased outreach to students and families.	Executive Director of Marketing & Communications / Executive Director of CTE

Activity 5.2e	Persons Responsible
Complete implementation of a consistent graphic identity at the District and School level.	Executive Cabinet/ Executive Directors

Activity 5.2e1	Persons Responsible
Complete and distribute graphic identity manual that provides easy guidelines and templates that ensure consistency of logo usage, as well as graphics and message throughout the District for communications, including but not limited to signage, collateral materials, web sites, business cards, and stationery.	Executive Director of Marketing & Communications

Activity 5.2e2	Persons Responsible
Provide downloadable files on website for internal stakeholders to facilitate efficient and effective usage.	Executive Director of Marketing and Communications.



Strategy: 5.3 Parent Engagement: Ensure effective and consistent outreach to every PPS household throughout the school year.

Description of Activities Supporting this Strategy: Activities will be designed to ensure parents and families have maximum input and opportunities to become involved in the District and to support their child’s education throughout the PreK-12+ continuum. Parents will be integral to the design and user testing of language supporting these activities in order to ensure materials contain information parents actually need and are parent-friendly and easily usable, especially in terms of helping parents accomplish tasks related to making sure their child is “Promise Ready.” Professional Development for parents permeates all activities.

Activity 5.3a	Persons Responsible
Expand upon and improve the variety of opportunities for parents/families to provide the District with input, to become involved, and to support the District.	Executive Director of Marketing & Communications/ Director of Family & Community Engagement
Activity 5.3a1	Persons Responsible
Reinvigorate the District’s <i>Excellence for All</i> Parent Steering Committee to ensure representation of every school and a two-way communications model where members “connect” with their school communities and vice a versa.	Executive Director of Marketing & Communications/ Director of Family & Community Engagement
Activity 5.3a2	Persons Responsible
Establish Parent Advisory Committee to ensure that marketing and communications materials are parent-friendly, useful, and easy to understand.	Executive Director of Marketing & Communications
Activity 5.3a3	Persons Responsible
Develop grassroots plan for engaging parents/families that have yet to be engaged that includes District-level outreach as well as provides a roadmap and support for School-level outreach.	Executive Director of Marketing & Communications/ Director of Family & Community Engagement
Activity 5.3a4	Persons Responsible
Promote and implement regular series of informational workshops (e.g. Parent Engagement Tuesdays) to share information and obtain feedback.	Executive Director of Marketing & Communications/ Director of Family & Community Engagement
Activity 5.3a5	Person Responsible
Promote and implement Parent/Teacher conferences so that there are shared expectations District-wide and parents/families can access and maximize the opportunity to support their child’s learning.	Executive Director of Marketing & Communications/ Director of Family & Community Engagement
Activity 5.3a6	Person Responsible
Conduct annual District-level Parent/Family survey to obtain overall perceptions of the District, its customer service, its major initiatives, and the academic progress of its students. (SEE ALSO: 5.1h1 Customer Service)	Executive Director of Marketing & Communications



Activity 5.3b	Person Responsible
Develop a plan and processes for how the District’s good news and new information will be communicated to parents/families in a timely manner.	Executive Director of Marketing and Communications/ Director of Family & Community Engagement/ Chief Information Officer/ Executive Directors
Activity 5.3b1	Person Responsible
Leverage AlertNow messaging system and work with Technology and Schools to ensure up-to-date contact information (address, phone, email) for multiple ways to communicate with parents/families in a timely manner.	Chief Information Officer/ Executive Director of Marketing & Communications/ School Management Executive Directors
Activity 5.3b2	Person Responsible
Continue the Welcome Back to School Program in order to ensure that all stakeholders are on the same page with respect to shared expectations and critical up-to-date information necessary for the successful start of another school year.	Executive Director of Marketing & Communications
Activity 5.3b3	Persons Responsible
Continue to use District-level newsletter— <i>The Pittsburgh Educator</i> .	Executive Director of Marketing & Communications
Activity 5.3b4	Persons Responsible
Create “web alert” capability and capacity that would allow parents/families to sign up to receive email messages that provide “news” and information updates about the District, its initiatives, and student achievement progress. (SEE ALSO: 5.5 Web)	Chief Information Officer/ Executive Director of Marketing & Communications
Activity 5.3b5	Persons Responsible
Develop communications that inform parents/families of the variety of ways that they can become involved or access information from the District, and maximize communications channels to maintain top-of-mind awareness of this.	Chief Information Officer/ Executive Director of Marketing & Communications
Activity 5.3b6	Persons Responsible
Provide technical and content management support to ensure that every school has a website that provides a common set of critical and up-to-date information. (SEE ALSO: 5.5)	Chief Information Officer/ Executive Director of Marketing & Communications
Activity 5.3c	Persons Responsible
Develop and implement professional development for parents and caregivers that help them to better support their children’s learning, as well as for school-based staff to improve and increase parental involvement, particularly among those parents/families that have yet to be engaged.	Executive Director of Marketing & Communications/ Director of Family & Community Engagement



Activity 5.3c1a	Persons Responsible
Provide training to principals and all school staff on family and community engagement best practices, with emphasis on how to develop welcoming, family-friendly schools.	Director of Family & Community Engagement
Activity 5.3c1	Persons Responsible
Upgrade training of Parent Engagement Specialists and monitor their progress against a common set of expectations and predefined annual goals.	Director of Family & Community Engagement
Activity 5.3d	Persons Responsible
Establish standards for how District and Schools will track and measure parental involvement based on a common definition of what constitutes parental involvement.	Executive Director of Marketing & Communications/ Director of Family & Community Engagement/ Academic Cabinet
Activity 5.3e	Persons Responsible
Provide parents and families with tools that allow them to offer support at home for what is being taught in the classroom and to monitor their children’s progress.	Academic Cabinet/ Chief Information Officer / Executive Director of Marketing & Communications/ Director of Family & Community Engagement
Activity 5.3e1	Persons Responsible
Establish a common set of student performance objectives by grade level and provide them to parents/families.	Executive Director of Marketing & Communications/ Academic Cabinet
Activity 5.3e2	Persons Responsible
Provide electronic means—such as a Dashboard—for parents to view their child’s progress and communicate with the school and the District.	Chief of Research, Assessment & Accountability/ Executive Director of Marketing & Communications
Activity 5.3e3	Persons Responsible
Provide Parent reports on child’s progress on interim Assessment tests and student achievement exams.	Chief of Research, Assessment & Accountability/ Executive Director of Marketing & Communications
Activity 5.3e4	Persons Responsible
Establish parent-friendly format and consistent distribution of Progress Reports.	Executive Director of Marketing & Communications, Chief Information Officer, Academic Cabinet
Activity 5.3f	Persons Responsible
Develop plan to organize and engage network of school volunteers to serve as “ambassadors” with parents, families, and the community at large.	Executive Director of Marketing & Communications/ Director of Family & Community Engagement



Strategy: 5.4 Public Relations: Promote District priorities, programs, and progress proactively through broadcast, print, and online media.

Description of Activities Supporting this Strategy: The following activities are designed specifically to provide maximum opportunity across all venues and levels of stakeholders for the District to get the good news out about its progress and to ensure citizens and families understand why Pittsburgh Public Schools is a high quality choice for students seeking an excellent PreK-12 education. This includes disseminating wide messaging around *the Pittsburgh Promise* (see <http://pittsburghpromise.net/>) and what it means, particularly for low income students and families.

Activity 5.4a	Person Responsible
Assess District's in-house broadcast capabilities and opportunities and develop action plan.	Executive Director of Marketing & Communications
Activity 5.4b	Person Responsible
Proactively prepare press releases and schedule press briefings for standard calendar events, including but not limited to Board meetings, annual student achievement results, Back to School Program and/or to mitigate issues that may arise.	Executive Director of Marketing & Communications
Activity 5.4c	Person Responsible
Issue advisories/alerts utilizing media and/or AlertNow messaging system regarding special circumstances that require immediate notification (e.g. weather delays, facility issues, etc.).	Executive Director of Marketing & communications
Activity 5.4d	Person Responsible
Establish “news engine” approach where stories featuring “good news” and/or showcasing staff and students are written and released on a weekly basis.	Executive Director of Marketing & Communications
Activity 5.4d1	Person Responsible
Create system for cultivating good news stories from throughout the District via internal and external stakeholders.	Executive Director of Marketing & Communications
Activity 5.4d2	Person Responsible
Maximize distribution through every communications channel (e.g., media, website, email distribution lists, etc.).	Executive Director of Marketing & Communications



Strategy: 5.5 Web: Position the PPS website as the primary source for timely, accurate and comprehensive information and feedback.

Description of Activities Supporting this Strategy: Website activities are designed to provide parent-friendly language and to ensure citizens have a consistent, high quality resource for accessing and understanding information and news about the District and its progress.

Activity 5.5a	Person Responsible
Complete website audit and develop action plan based upon recommendations.	Executive Director of Marketing & Communications/ Chief Information Officer
Activity 5.5b	Person Responsible
Complete standardized template for school-based websites and provide necessary support to facilitate launch of individual school sites.	Chief Information Officer/ Executive Director of Marketing & Communications
Activity 5.5b1	Person Responsible
Provide technical and content management support to ensure that every school has a website that provides a common set of critical and up-to-date information.	Chief Information Officer/ Executive Director of Marketing & Communications
Activity 5.5c	Person Responsible
Create “web alert” capability and capacity that would allow parents/families to sign up to receive email messages that provide “news” and information updates about the District, it initiatives and student achievement progress (SEE ALSO: 5.3 Parent Engagement).	Chief Information Officer/ Executive Director of Marketing & Communications/ Chief Information Officer/ Executive Director - Secondary Schools



Strategy: 5.6 Community Relations and Partnerships: Build and sustain partnership and promotional opportunities that align with *Excellence for All* and enhance the improvement of student achievement at every level.

Description of Activities Supporting this Strategy: Activities are designed to: 1) map, evaluate, and monitor community partnerships to align with core goals and strategies for advancing District progress; 2) to engage multiple stakeholders as ambassadors and supporters of *Excellence for All* across social networks surrounding individual schools and across the regions of the City served by the District; 3) to ensure community and faith partners are enabled to share their wisdom, insight, and perspective on all matters pertaining to students; and 4) to encourage co-problem solving, collaboration, and advance planning among partners.

Activity 5.6a	Person Responsible
Strengthen process for establishing, monitoring, and evaluating community partnerships in order to ensure alignment with District's <i>Excellence for All</i> reform agenda and efficient, effective and equitable use of resources.	Superintendent/ Executive Cabinet/ Executive Directors
Activity 5.6a1	Person Responsible
Centrally compile listing of existing afterschool providers and community partners serving the District and/or individual schools.	Director of Family & Community Engagement/ Afterschool Coordinator
Activity 5.6a2	Person Responsible
Develop partnership model that defines two-way responsibilities and includes a standard process for recruiting, selecting, monitoring, and evaluating providers and community partners that ensures alignment with needs at the District-level as well as at the individual school level.	Executive Cabinet/ Academic Cabinet/ Director of Family & Community Engagement/ Afterschool Coordinator
Activity 5.6b	Person Responsible
Maintain regular contact with leadership of major community organizations and District partnership providers.	Superintendent/ Executive Cabinet/ Executive Directors/ School Leadership
Activity 5.6b1	Person Responsible
Schedule and hold one-on-one and small group meetings with leadership of major community organizations and District partnership providers.	Superintendent/ Executive Cabinet/ Executive Directors/ School Leadership
Activity 5.6b2	Person Responsible
Utilize a variety of communications channels to provide "news" and updated information regarding the District's progress and needs in a timely manner.	Chief of Staff/ Executive Director of Marketing & Communications/ Academic Cabinet



Strategy: 5.7 Government Relations: Build and maintain positive relationships with State and local governments.

Description of Activities Supporting this Strategy: Activities are designed to ensure maximum knowledge of developing and current legislation affecting public education and the school system in general and also maximum opportunity for the District to make its perspective known around key policy initiatives and legislative considerations accordingly.

Activity 5.7a	Persons Responsible
Maintain frequent contact with State and Local government leaders.	Superintendent, Chief of Staff, Solicitor

Activity 5.7a1	Person Responsible
Schedule and hold one-on-one and small group meetings with key legislators and state and local government leaders several times a year.	Superintendent/ Chief of Staff/ Solicitor

Activity 5.7a2	Persons Responsible
Utilize a variety of communications channels to provide “news” and updated information regarding the District’s progress and needs in a timely manner.	Chief of Staff/ Executive Director of Marketing & Communications

Activity 5.7a3	Persons Responsible
Evaluate efficacy of using outside firm “lobbyist” to provide frequent interaction with State and Local government leaders.	Superintendent/ Chief of Staff/ Solicitor

Activity 5.7b	Persons Responsible
Establish a process for updating Board and District Leadership.	Superintendent/ Chief of Staff/ Solicitor