

PPS Strategic Plan Framework Stakeholder Input Comments: What do you disagree with?  
December 2023 - January 2024

Respondent Type	Comments	Category Main	Category 2
Parents	It lacks any emphasis on physical educational experiences and team-building within PPS.	Academics/curriculum specifics	
Parents	Expand curriculum. Including shop and tech classes for everyday living such as home economics cooking classes wood shop metal shop etc etc. This teaches students more about math and numbers a lot of students don't have the parents around them or parents that are interested enough to teach them things like home economics and cooking or even the shop classes that they could use their whole lives they don't realize they're learning and using math with these classes instead of all computer generated classes get their heads off of the screens and using their own brain instead of computerscreens . This helps students with her social interacting skills so they can know how to communicate face to face and survive to take care of themselves and their families	Academics/curriculum specifics	
Employees	Where is the arts fit into this? Music more specifically has been destroyed in this district and is now bare bones. Completely sub par in comparison to districts in surrounding areas (and I am referring to the offerings, not the teachers).	Academics/curriculum specifics	
Parents	Consolidation of schools: it has been shown in studies that smaller schools that are less anonymous promote community, reduce social anxiety, reduce carbon footprint. Also, I would not point out African American but talk about disadvantaged students. This will include refugees, other groups.	Closing or consolidating schools	Failure to Identify Specific Student Groups
Parent & Employee	Disagree with consolidating schools. Larger number of students in building and each classroom is not shown to encourage learning and meet their unique needs. Lacks mention of students with special needs, disability, iep, 504.	Closing or consolidating schools	Failure to Identify Specific Student Groups
Parents	Concerned about facility footprint affecting already marginalized students disproportionately. Lack of buy-in from teachers and staff when it comes to improving school culture; the need to replace PBIS with restorative practices but concerned about teacher and staff buy in. Over reliance on punitive measures and lack of imagination regarding student behavior.	Closing or consolidating schools	Failure to Identify Specific Student Groups
Parents & Community	consolidate will lose art and music and don't let it be just bout numbers	Closing or consolidating schools	Lack of Resources
Principals	Shuman being closed hurts- Milliones incident, students not getting rehabilitative services	Closing or consolidating schools	Lack of Resources
Parents & Community	the steam program will shut down , not sure if this equitable	Closing or consolidating schools	Not Equitable

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Parents	The idea of consolidating schools is misguided. Redesigning programs for smaller, neighborhood schools that have limited class sizes and a community culture would be a better approach to improving outcomes across the districts. Consider extending recess times, providing hands-on learning experiences starting from elementary school, and committing to the arts county-wide instead of only in niche programs. Learning without time for decompression and creative outlets does not develop children's minds to flourish in the real world.	Closing or consolidating schools	Other Issue / Question / Suggestion
Carmalt Students	There may be more fights if schools are combined if there are more students, and less staff/more staff calling off. Students may rival. This could impact transportation with bus stops and mixing of communities.	Closing or consolidating schools	Transportation Implications
Students	what if a neighborhood school gets closed, transporation may be a problem	Closing or consolidating schools	Transportation Implications
Pittsburgh DHS	PPS has already seen the ramifications of building changes - how it is done, cannot just throw kids in a building - need to build culture - not just a building conversation but a people convnersation	Closing or consolidating schools	
Assistant Principals	Even if you shut buildings/ will that ensure the offset resources.	Closing or consolidating schools	
Comm Members	THAT YOU ARE TAKING THE CHILDREN FROM THEIR AREA TO EXPAND AND MODIFY ANOTHER AREA AND REDESIGN THAT WHICH IS LEFT BEHIND	Closing or consolidating schools	
Comm Members	I disagree with "2. Consolidate schools to maximize resources". An increase of students where the number of faculty remains constant dilutes the student's scholastic experience.	Closing or consolidating schools	
Comm Members	It's not a disagreement, but I was somewhat concerned to hear about consolidating schools as a pathway to more resources. While I understand the budgetary necessities, one of the great benefits of the smaller schools I imagine are most likely to be targeted for consolidation is their small class size and/or student:teacher ratio. I'd hate to see that benefit lost... I'd like MORE schools to have class sizes capped at 20 learners max	Closing or consolidating schools	
Comm Members	I disagree with the objectives of Theme C. While it is important to ensure equity in resources across the district, closing schools is not going to assist in this. It would provide families with less choice in their student's education.	Closing or consolidating schools	
Community	Theme C and the objective to consolidate schools	Closing or consolidating schools	
Community	can there be more resources instead of closures ?	Closing or consolidating schools	
Employees	I'm very concerned about closing schools (the euphemism in the document is "consolidating") and the fractures that could create, particularly in Black communities. I also have seen "early college in high school" courses that are not at all rigorous, which leads to students getting college credit but not getting prepared for college.	Closing or consolidating schools	
Employees	Don't change Greenfield	Closing or consolidating schools	

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Employees	Consolidating schools and maximizing resources seems like an oxymoron. Teachers could use smaller class sizes to maximize time and attention to each student.	Closing or consolidating schools	
Employees	Consolidating schools.	Closing or consolidating schools	
Employees	I would like to know more about Theme C, and what consolidation to maximize resources looks like. I am worried it could mean closing schools.	Closing or consolidating schools	
Employees	Theme 3 is potentially problematic. The community doesn't like their schools to be closed.	Closing or consolidating schools	
Employees	Redesigning school based on equity. For example, the district should not close only certain neighborhood schools strategically. In addition, not closing schools to bus the student to far away schools strategically when there are schools that are closer.	Closing or consolidating schools	
Employees	How are the choices of consolidating certain schools being chosen?	Closing or consolidating schools	
Parents	Make sure schools that may be over populated	Closing or consolidating schools	
Parents	school closures	Closing or consolidating schools	
Parents	We should not diminish the importance of neighborhood schools which facilitate parental involvement and extracurricular participation.	Closing or consolidating schools	
Parents	The physical layout of schools are very important. Quiet areas are essential to true learning. The closing of neighborhood schools could alienate both students and families, resulting in decreased family involvement in student's education and school activities.	Closing or consolidating schools	
Parents	Closing schools. I disagree with closing Woolslair K-5. It seems to be working, improving over the past 5 years. I do not want to see the school close. The STEAM program is excellent, the PTO is very involved and active. My kid loves his school and his neighborhood. Please don't close this school.	Closing or consolidating schools	
Parents	Theme C: Instead of closing more schools, why not encourage more families to move to Pittsburgh. The gentrification is out of control. There is nowhere for families to live. Young childless people are everywhere and all of the new housing is studio apartments or luxury condos. MAKE FAMILIES WANT TO MOVE HERE. Work with the city government. Overall, the culture in some of these schools is abysmal. There needs to be more top-down leadership at the city-level, not the school-level.	Closing or consolidating schools	
Parents	Consolidation of schools.. In theory I can see where it would save money, but kids already travel really far. Forcing kids to fewer spots makes it appear education is not ubiquitous. It is only in a few chosen schools.	Closing or consolidating schools	
Parent & Employee	Consolidating schools is a bad idea. Neighborhoods need their schools.	Closing or consolidating schools	
Parents	Consolidating schools to maximize resources.	Closing or consolidating schools	

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Parents	We do not agree with consolidation. Woolslair is an amazing elementary school that serves as a neighborhood school and a magnet. It is well-run and provides an opportunity for students to meet students in their neighborhood and across the city. The PTA is strong. It is a model school and what other PPS schools should strive for	Closing or consolidating schools	
Parents	I think consolidating schools is at odds with equity. Making kids travel further or for young kids parents travel further as well is inefficient for the kids and families affected.	Closing or consolidating schools	
Parents	Please don't close woolslair	Closing or consolidating schools	
Parents	Closing schools. Please do not combine schools. The larger schools have the most problems. Alderdice, Brashear are good examples of this.	Closing or consolidating schools	
Parents	Consolidate schools to maximize resources - why NOT sell the Bellefield Office building and put offices in a school like Oliver? Why not cut staff that is not needed?	Closing or consolidating schools	
Parents	Combining schools. Teachers are already stretched thin. Adding more students only makes it harder.	Closing or consolidating schools	
Parents	Hello, re transform the footprint my son is almost 1 and we really love the Montessori by our house in friendship. We have been looking forward to him trying the lottery and go there for prek up to 5th grade. Please let us keep the school, it is the main reason we are looking at PPS for him	Closing or consolidating schools	
Parent & Employee	When redesigning we would like k-8 schools to remain in our community	Closing or consolidating schools	
Parents	I am unhappy about consolidating schools .	Closing or consolidating schools	
Parents	-School consolidation seems necessary given the state of PPS financials, enrollment, and building condition, but this should be done with real community input and not a top-down approach	Closing or consolidating schools	
Parents	Consolidating schools (need to keep class sizes small), Do not want Greenfield effected (It is doing very well),	Closing or consolidating schools	
Parents	Theme C Consolidating schools to maximize resources	Closing or consolidating schools	
Parents	I strongly disagree with closing schools.	Closing or consolidating schools	
Parents	Consolidating schools, especially as a measure to decrease overhead budgets.	Closing or consolidating schools	
Parents	Theme C: I think the word "consider" is needed in the theme and objective 2. Because, historically and across the country, closing schools has not saved districts money OR transformed the education delivered and outcomes at the schools that remain. Any closures and consolidations would need to be justified in ways that can directly and materially show savings and REINVESTMENT in the communities that have been subject to organized abandonment for so long in this District. It can't just be amorphous promise of "fiscal savings."	Closing or consolidating schools	

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Parents	I think that all of these ideas and goals are too vague and don't have a clear plan of action. They are all things that everyone would agree with, but how we get there is what would cause disagreement. I do not agree with reconfiguring schools and closures. Kids need the stability that schools provide, with their communities. Making them move would be a major set back to kids.	Closing or consolidating schools	
Parent & Employee	concerns about school reconfigurations	Closing or consolidating schools	
Parent & Employee	Consolidating schools does not sound like a good idea. Smaller class size with more Assistant educators available/present makes for a better outcome for all.	Closing or consolidating schools	
Parents	Consolidating schools. i take as combining and some of the problems come from the schools being combined and more students in classrooms with one teacher. Class sizes need to be reduced as they were before.	Closing or consolidating schools	
Parent & Employee	Theme C: Transform the district's facility footprint. This is difficult to get right. Closing schools will upset families. In terms of equity, is there any discussion of ensuring small class sizes in early grades at schools serving our highest-need students? Or how closing schools can allow us to provide intervention services to students who need it? How much money is spent on issues that stem from low achievement (suspensions, remediation, dubious special education designations) and can we target resources to improve outcomes early on?	Closing or consolidating schools	
Parents	There are always concerns when schools may close or consolidate. The community affected should be heavily involved in decisions. What disability resources can be offered to make education more equitable	Closing or consolidating schools	
Parents	DO NOT close any schools!! If you wanna cut down on the foot print, consider downsizing the amount of people who work for the facilities department! They are paid a lot of money and do very little work. Also you could consider less district administrative staff. If there are far less students, why do you need so many people working for the district. What are they doing? What is their value? Also, does the Admin building need to be in Oakland? Can it be a less expensive building? Hire more teachers and aid's instead. Making students travel further for school will make outcomes worse and drive more families from PPS. The uncertainty is bad for enrollment. Also, does the Greenway program need to have it's own building? Isn't it expensive to bus students from all over the district to that building? It is also an inequitable program because those students are given far more resources and opportunities than the students who are not "gifted". Why not have the students participate at their own schools??	Closing or consolidating schools	
Parents	Under Theme C - #2 - Consolidating schools. There's already been consolidation, so how much more is coming and where? Quite honestly, I'm already concerned about sending my son to South Hills Middle & Brashear and looking at other options outside PPS for when that time comes.	Closing or consolidating schools	

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Parents	That larger schools (consolidation) necessarily maximizes opportunities. I have seen failures at Allderdice (a very large well resourced school) to share those resources with all students. I have no faith in regional high schools in nonblack neighborhoods to care about the success of our Black students.	Closing or consolidating schools	
Parents	I do not support consolidating schools. This would also work against aligning partnerships with communities, as there would be less communities with a school. This could also create tension among students. I am very much against this idea.	Closing or consolidating schools	
Parents	Theme C - redesigning, consolidating, etc with schools. I know the buildings in the district need a lot of "upgrades", but its discouraging and stressful to have so many unknowns when it comes to schools closing/moving.	Closing or consolidating schools	
Parent & Employee	I understand financial resources are tight but increasing class sizes with the emotional and academic needs of all the students will do a disservice to them. Morale in the district is already incredibly low. How will resources be equitably divided. Currently only a select few schools are the focus us resources in the district. Also	Closing or consolidating schools	
Parent & Employee	I see community mentioned in here a few times but no specific mention of community SCHOOLS. Students should not be forced to travel long distances to attend a PPS school they feel the district prioritizes.	Closing or consolidating schools	
Parents & Community	concerns with theme c.. Its not information on consolidating school, are we still aiming for 80-90 capacity in th building,	Closing or consolidating schools	
Parents & Community	concerns with sclass being taken way and which school will be closed	Closing or consolidating schools	
Parents & Community	worried that personally that Woolslair will shut down	Closing or consolidating schools	
Parents & Community	if you say consolidate school means school will be closing	Closing or consolidating schools	
Parents & Community Leaders	its clearly a plan to close to school	Closing or consolidating schools	
Parents & Community Leaders	school closure in mainly black and brown community	Closing or consolidating schools	
Pittsburgh DHS	Who wins and loses as school are consolidated	Closing or consolidating schools	
PPS Parents & Community Members	Parents value smaller class sizes over consolidating schools	Closing or consolidating schools	

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Principals	School configuration. Magnet is tailored differently than community , not reflective all schools	Closing or consolidating schools	
Principals	every school should have something to offer.	Closing or consolidating schools	
Students	Redesign school configurations needs more clearly defined	Closing or consolidating schools	
Students	students will be affected by school closure, lostof relationship with friends, and teachers and administration, feel like they have start all over again	Closing or consolidating schools	
Students	Schools are already crowded, resulting in less targeted aid granted to the individual student. By attempting to maximize the efficiency or utilization of the fullest capacity of schools, this gap may only increase. Students that readily have access to individualized help, feedback, and work will succeed the most.	Closing or consolidating schools	
Pittsburgh DHS	1 and 3 of Theme C - concern about getting students to school if consolidated	Closing or consolidating schools	
Employees	I am sure that things that are listed need to happen in C, but I don't think that C should be a "theme". Also I think that Theme D should be included in all options and Themes A and B could be consolidated to make the best option.	Closing or consolidating schools	
Parents	Consolidating schools bothers me. Can we add to the schools, keeping the neighborhood sort of intact? If we need to we could add artist studios or other groups to rent the spaces and also add to our own at the school.	Closing or consolidating schools	
Community Members	Not so much disagree, but have concerns about consolidating schools. I'm aware that it'	Closing or consolidating schools	
Employees	Disparities is a harsh word, and if you are only looking at that from the perspective of test scores and access to AP classes, then you might overlook some of the transformative work in our neighborhood schools. I don't like that the facility footprint has it's own theme, as it sounds like you will be moving very quickly to rearrange the entire district. Closing one or two schools, then focusing intensely on the other three themes might also lead to equitable outcomes. What if you make bold moves to "transform the facility footprint" and then students come back? Also, there should be discussion on closing charter schools and revoking charters as part of the footprint reduction--they should not be immune from our budget problems, since the money all comes from the same place.	Closing or consolidating schools	
Parents	Neighborhood kids need to be included with magnet students	Closing or consolidating schools	
Pittsburgh DHS	Also concerned about safety when different students are mixed together regardless of neighborhood	Closing or consolidating schools	
Parents & Community Leaders	lack of proper communication for the parents and community leaders	Communication	

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Community	Needs to be specific about school closures and not so broad with the language (THEME C	Facility Footprint (Closing/Consolidation of Schools)
Community	Theme c- consolidation , say that instead of sugar coating	Facility Footprint (Closing/Consolidation of Schools)
Community	Add the word "consider" in the consolidating schools portion	Facility Footprint (Closing/Consolidation of Schools)
Parent & Employee	There are many issues I see in the blue section: "Students are prepared for success in life." How does the district define "success"? "Disparities in African American student outcomes are eliminated." Which outcomes? Just test scores? Compared with what group(s)? Asian Americans? Latino Americans? White students? Will you equally eliminate disparities between White and Asian students? What about middle-eastern and pacific islander? This is the problem with race-focused objectives. Go read some Coleman Hughes, Glen Lowery, or John McWhorter--its seems like your philosophy is being driven by the wrong prophets (i.e. Ibram X. Kendi and Robin DiAngelo). You should focus on economically disadvantaged students and leave race out of it. Lastly, "Students are safe and socially, emotionally, and physically healthy." While this is an outcome I wholeheartedly agree with, this statement makes a giant assumption that schools can provide the panacea to fix societal issues. Many of our students social and emotional health is a product of factors well outside any school building. "Theme B" is a much more attainable target for a school district.	Factors external to the school district
Parents	Stop basing your curriculum on racist woke ideology. Not every student, regardless of race or any other of your categories, is going to learn at the same pace. Get tutoring in place for those who struggle. Look at these kids home life to see how supportive their parents or guardians are & try to get those lost kids help. Get back to teaching kids the basics of reading, writing, & math.	Factors external to the school district
Parents	Disparities in outcomes are driven by disparities in communities, finance, education etc. very unrealistic to say a school can eliminate these disparities. All studies show segregated schools are worst for outcomes- let's explicitly focus on de-segregating	Factors external to the school district
Parents	Public schools attempting to cure social problems - absurd, impossible, ridiculous. Education starts in the home, with education as a value being taught there. African-American students are by no means unique in issues related to education - most of which have to do with home life. Public Schools cannot cure those issues.	Factors external to the school district



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Employees	Unfortunately you need to look deeper and realize many of these problems start at the home . The lack of respect for education , each other, adults stem from there. You also are losing students left and right because the lack of discipline and repercussions for poor choices propel families to go where they feel it's best and safer for their child. I also feel that your are dummifying down these students and promoting sub quality educational goals. For example - Math is Math- numbers don't change- how can this be considered biased. You are not encouraging better education at all, not pushing students to achieve, not preparing them for the real world. One's boss is not going to lower their standards when looking for an employee.	Factors external to the school district
Parents	there is nothing in here to address behavior issues and absent parents. lack of parent involvement and behaviors are main reasons why no one wants their kids in pps. also nothing about pps' inability to communicate from the top all the way down to the teachers.	Factors external to the school district
Comm Members	A few things, a big part of the problem is the whole life of these children. You are not addressing any of that, or holding any of the parents accountable. Next, you really need to take a queue from the Private, parochial and charter schools. Your test scores are abysmal. Forget about CRT and DEI curriculum.	Factors external to the school district
Comm Members	What I am most concerned about is that nowhere so far does it say how goal one will be ensuring kids come to school ready to learn. I see partnerships and community outreach, but that has to be backed up to show me where the parent buy-in is built in. Then show me how you get a kid to buy-in. That has to take place before the school year ends and the next begins. Are tough conversations taking place? 20 years ago at a public hearing I heard the best thought expressed by a parent ever, "Pittsburgh Public Schools offers a good education to those who wish to receive one."	Factors external to the school district
Parents	Busing or mobility issues affecting under representing communities or communities in Pittsburgh Public in general, is an issue of logistics and safety.	Factors external to the school district
Parents	That it's possible for a school district to achieve those outcomes. So many of the "equitable outcomes" are beyond the reach of a school system.	Factors external to the school district
Parents	Students' social, emotional, and physical health is an admirable goal, but one that reaches far beyond what only a school can provide. There are students in the regular mainstream whose "healths" when they enter our buildings are already in need of so much support we 1) cannot meet all of their needs, and 2) their struggles significantly affect the health and well-being (and education) of other students.	Factors external to the school district

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Parent & Employee	Advancing inclusionary practices. These are personal matters that really have no bearing to an educational day. Kindness can be reminded but a sexual preference or an identity should not be a focus. Reading and math should.	Factors external to the school district	
Parents	-African-American is listed, which is "usually" true. However, economic disparity is almost always true. It is worthwhile to list class a a factor in barrier to a good education. Examples include PPS removing transportation from schools, and how this negatively impacts students who do not have caregivers to drive them back and forth. PPS will say they provide rides on the city bus for free, which is their solution, but in practice this creates a host of other issues. I am a parent of a CAPA student, and I can comment further on the burden of not providing school buses for children, especially those located downtown. I would add trade school as a bona fide answer to post highschool education. We need to bring this back to our mindset, because not everyone can go or will go on to college, for various reasons.	Failure to Identify Specific Student	Factors external to the school district
Principals	We should say for all students K-12. Sometimes when I see career exposure the resrouces are shifted to older students or some groups and not others	Failure to Identify Specific Student	Lack of Resources
412 Justice	Points of disagreement of the framework stem from the fact that disability is not mentioned in the framework. With greater than 20% of the student population identified as receiving special education, this group expected disability to be represented within the framework.	Failure to Identify Specific Student Groups	
412 Justice	We look to the Strategic Planning committee to address the current inequities regarding SWD so they are not perpetuated in the timeline of this strategic plan and are addressed accordingly.	Failure to Identify Specific Student Groups	
412 Justice	There is discrimination of SWD when 20% of the student population is ignored in the Strategic Plan and when there is no intentionality to include the needs of SWD within the district.	Failure to Identify Specific Student Groups	
412 Justice	Where there is no action proposed regarding SWD, there is no acknowledgment to the needs of the students and they are, essentially, ignored.	Failure to Identify Specific Student Groups	
412 Justice	While "all means all", when we do not recognize a sizable group such as disability, it becomes lost. We are calling on administration and the strategic plan facilitator to recognize students with disabilities (SWD) and their unique needs in the district within this strategic plan.	Failure to Identify Specific Student Groups	
Comm Members	Although disparities are real for our African American students, students from low income families, regardless of race, are also facing disparities that need to be included/addressed.	Failure to Identify Specific Student Groups	

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Employees	Where are the ELLs represented in this? Where are they REALLY represented? They are always left out of diversity and equity talks. As the ONLY growing demographic in the school district, why do we continually leave them out of critical conversations?	Failure to Identify Specific Student Groups
Employees	Nothing to protect Jewish students from ANTISEMITISM	Failure to Identify Specific Student Groups
LTF2 and PEAL Center	Points of disagreement of the framework stem from the fact that disability is not mentioned in the framework. With greater than 20% of the student population identified as receiving special education, this group expected disability to be represented within the framework.	Failure to Identify Specific Student Groups
LTF2 and PEAL Center	We look to the Strategic Planning committee to address the current inequities regarding SWD (Students with Disability) so they are not perpetuated in the timeline of this strategic plan and are addressed accordingly.	Failure to Identify Specific Student Groups
LTF2 and PEAL Center	There is discrimination of SWD when 20% of the student population is ignored in the Strategic Plan and when there is no intentionality to include the needs of SWD within the district.	Failure to Identify Specific Student Groups
LTF2 and PEAL Center	Where there is no action proposed regarding SWD, there is no acknowledgment to the needs of the students and they are, essentially, ignored.	Failure to Identify Specific Student Groups
LTF2 and PEAL Center	While "all means all", when we do not recognize a sizable group such as disability, it becomes lost. We are calling on administration and the strategic plan facilitator to recognize students with disabilities (SWD) and their unique needs in the district within this strategic plan.	Failure to Identify Specific Student Groups
Parents	What about the other minorities? Why only the mention of African American?	Failure to Identify Specific Student Groups
Parents	Disparities in student outcomes exist outside of the black-white divide that PPS always seems to be so focused on. I'm not saying that those disparities don't exist, but rather that but highlighting disparities in African American student outcomes excludes other marginalized groups and there isn't space in this document to include students who speak English as a Second language, those with unstable housing, living in poverty, or who are of other races that are not white. Something like "Disparities between white student outcomes and minoritized student group outcomes are eliminated" is more inclusive of the actual problems facing PPS and doesn't further marginalize students who aren't either black or white, as is often the case in the district.	Failure to Identify Specific Student Groups

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Parents	Disparities in those students who receive special education services should be added. As a parent of a child who receives special education services, and as a former employee, I have been surprised at the lack of even the most basic understanding of special education regulations. A lot of problems could be avoided if ALL staff (not just teachers, but support staff, school police, etc) could be given a basic understanding of what our laws guarantee for students and families.	Failure to Identify Specific Student Groups	
Parents	I think that the disparities to be eliminated should not only be related to race but also to socioeconomic status and disability. Alternatively, the disparities from school to school should be eliminated. I also think that selling school buildings to charter schools (that's who is buying) is only going to drive enrollment down further in district schools. The district should consider using extra space in current schools for community organizations (that pay rent).	Failure to Identify Specific Student Groups	
Parents	This document does not make specific reference to accommodating different learning styles and neurodiversity. This might fit under Theme B and 3., but needs to be explicitly stated and committed to. The current curriculum is inflexible and an impediment to diverse thinking styles and kids who are not culturally white. Teachers need the flexibility to engage with all of their students creatively, responsively and with cultural competence.	Failure to Identify Specific Student Groups	
Employees	Students with disabilities are not mentioned at all in this document. 20% of the student	Failure to Identify Specific Student Groups	
Principals	provide support to students with behavior issues	Failure to Identify Specific Student Groups	
Principals	Rephrasing how we say things with the disparities and not use Black kids as the only examples for a negative look	Failure to Identify Specific Student Groups	
Parents	Lack of objective on improving student's proficiency on BASELINE curriculum subjects. Before aiming at "expanding" curriculum it is of paramount importance to ensure strength in the subjects comprising the core curriculum (math, ELA, etc)	Concerns with Academic Quality	
Employees	A1 - curriculum continues to shift too frequently for teachers to facilitate it to its full potential B - Monetary increases to the budget in this area are vital for progress	Concerns with Academic Quality	
Parents	Theme A	Concerns with Academic Quality	

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Parents	"Expand relatable and culturally relevant instruction and curriculum." I disagree if this means purchasing more expensive curriculums that haven't been thoroughly researched that place a huge emphasis on race disparities and additional time spent on teacher trainings. I disagree with the statement "sometimes in Math there isn't always a correct answer" which essentially can be found in the curriculum focusing on disparities in Math education among Black students. The district is spending a lot of money on curriculums while our students as a whole are falling behind other districts locally and nationally. If money is going to be spent, it should be on teacher support staff and contracting with before and afterschool programming and ways to overcome socioeconomic barriers.	Concerns with Academic Quality	
Employees	Theme A--continuing to change curriculum does not always serve teachers & students. Theme C--consolidating schools: I believe our district needs smaller class sizes with more adult support for classrooms to reach the other themes. Space is needed for pull out groups, community partners, etc.	Concerns with Academic Quality	Closing or consolidating schools
Parents	Theme A, Objective 3: you plan to enhance and integrate career and post-high school education-- PPS needs to focus on further enhancing the education of the students in high school. There are so many high school students who can't reach standard high school benchmarks-- how many students cannot pass the Keystones or fail at least one core academic class? Theme C-- How long has PPS in discussion about making alterations to the buildings? This seems like the same thing as every other superintendent put in a different graph.	Concerns with Academic Quality	Closing or consolidating schools
Employees	Students are prepared for success in life. This can only be achieved if there are consequences and accountability like there is IN real life. Culturally relevant instruction? How is that achieved when the curriculum is voted and accepted by the administration? If you want it, you should think about decisions first.	Concerns with Academic Quality	
Parents	It's very complicated. I think it's missing two important things that PPS needs. We need more secure and safer schools that have more consequences for negative behaviors (both violent and nonviolent). As a parent, I'm nearly at the point that I'm going to pull my kids out and send them to a charter school. Additionally, I think we need to reallocate more resources to our elementary schools to make sure that kids learn the basics of reading before moving on to higher grades --->(hire more teachers for smaller class sizes at the elementary level, send all reading coaches in the District to the k-5 schools to work with kids who need extra help). Many of the negative behaviors we see in the higher grades are a result of students struggling with a lack of skills that they never obtained in elementary school.	Lack of Emphasis on Safety	Lack of Resources

PPS Strategic Plan Framework Stakeholder Input Comments: What do you disagree with?

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Employees	School safety is not a priority and students who continue to bully, fight, and/or assault other students and staff are not dealt with at all...especially if they have an IEP. The environment is not safe for all students to learn. Clayton is underutilized for these students who need more one on one and mentoring in order to change their behavior. I hear there are some great programs there but hardly any students can utilize them because continually fighting isn't enough for transfer.	Lack of Emphasis on Safety	
Parent & Employee	Again the schools are not a safe learning environment.	Lack of Emphasis on Safety	
Parents	Students will not learn when they do not feel safe. Theme B states that create safe environments. I see nothing in the steps that include this.	Lack of Emphasis on Safety	
Employees	Theme B - our high schools are not a safe place for students to learn and the hands of teachers and administration are being told they cannot discipline students anymore and students know this and cause major disruptions to other students being successful in their classes.	Lack of Emphasis on Safety	
Employees	Theme B-unless something is actually going to be done to improve safety of staff and students and not just words on paper to look good, then do not even have it as a theme. Actions have to be taken and not just speak on it.	Lack of Emphasis on Safety	
Principals	Disagree with B- we say it but most of our schools aren't safe. It's based off of policy and laws	Lack of Emphasis on Safety	
Parents	PUT METAL DETECTORS AND A GUARD AT EVERY ENTRANCE SICK OF THE FEAR WHY IS THIS NOT ADDRESSED?? BETTER SCHOOL LUNCHES THEY ARE NOT HEALTHY/GOOD QUALITY ALSO AIR CONDITIONING FOR SUMMER	Lack of Emphasis on Safety	
Comm Members	None of this is possible unless the students are disciplined when there's an infraction. Lunch detention doesn't cut it. You hurt someone, you're suspended. Get caught stealing, you're suspended. And NO KIDS should be bringing their phones to school AT ALL,	Lack of Emphasis on Safety	
Principals	how do you balance safety /student behavior	Lack of Emphasis on Safety	
Parents	DISAGREEMENTS - two matters: - There appears no guarantee by the SD to provide full transparency to the parents and families throughout all planning and implementation phases of its strategies and plans; and - Mention of benefits for faculty and school staff as an integral part of the SD's objectives is, thus far, also omitted -- #WholeTeam, please.	Lack of Family/Community Voice and Engagement	Lack of Focus on Staff/Staffing (School & Central Office)
Comm Members	PPS needs to do more to truly focus on the reasons for the current situation and focus on community more around offering better options for families and not just the students. Theme B needs to not only be schools but the community around.	Lack of Family/Community Voice and Engagement	
412 Justice	if you are not in the know, you will never know about this process and be able to give input	Lack of Family/Community Voice and Engagement	

PPS Strategic Plan Framework Stakeholder Input Comments: What do you disagree with?  
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Parents & Community Leaders	I feel that they are keeping parent voice out of this discussion, using thr PSCC meeting ( westinghouse)	Lack of Family/Community Voice and Engagement	
Parents & Community Leaders	parent are being told what they want and not being ask	Lack of Family/Community Voice and Engagement	
PPS Parents & Community Members	Lack of input with state legislatures of what we need	Lack of Family/Community Voice and Engagement	
Parents & Community	what are we offering to draw parents back to the district., what will we have to offer. If just focusing on the capacity and not taking a broader look at programing that will attract parents	Lack of Family/Community Voice and Engagement	
Employees	I am concerned that theme B and theme D are not connected enough--I mean that we need to nurture hope and help our young people create a vision for themselves that includes high expectations for their influence on the world. That requires connection with families, strong partnerships with neighborhood supporters, and effective responses to behaviors that hurt the community. Restorative circles cannot just be a professional learning initiative or a non-performative, inauthentic statement--we need to help our young people truly restore the community when they damage it to show them the power of their actions. Punitive responses don't work, and ignoring harmful behaviors creates an unsafe environment. I believe that connection with families can help us nurture high expectations for our young people, and can help us ensure clear, restorative consequences to help them set their feet on a good path for their futures.	Lack of Family/Community Voice and Engagement	
Parents	It does not address the cost of administrative roles. It does not address the government interaction and policy that dictates PPS money diverted to charter and private schools.	Lack of Focus on Staff/Staffing (Sch	Charter and private schools

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Parents	I think this document fails to recognize that the district administration is the center of the problem. We've had positive interactions with most teachers and support staff at PPS. We've consistently recognized the PPS commitment to diversity and inclusion, which is one of the reasons we've remained with the district. However, all the reasons we consider withdrawing ultimately fall back to administration and communication, not teaching. This document does not prioritize communication. PPS regularly fails to communicate important information promptly, such as school delays, missing buses, calendar changes, and closings. PPS regularly fails to solicit meaningful feedback on the school calendar or start times, both of which are important to PPS families and their ability to work. PPS fails working families regularly, which we saw first-hand during the pandemic when almost every other local district had in-person opportunities while our city's children fell behind online. What is PPS doing in their strategic plan to make themselves more prepared for emergencies? For communicating about those emergencies? For supporting working families so they can support their kids? We've seen so many families leave the district. We know why. They don't feel like PPS cares about keeping their kids physically in school. Last year's slogan for PPS was "We are here five days a week!" It became a running joke in our house, as the school calendar showed that there were few weeks in the year when that was true. I would prefer we put an emphasis on consolidating time and resources for a quality year, rather than an inefficient one.	Lack of Focus on Staff/Staffing (Sch	Lack of Family/Community Voice and Engagement
Assistant Principals	Adress staffing issues	Lack of Focus on Staff/Staffing (School & Central Office)	
Assistant Principals	Info regarrding staff well-being, expectations and capacity to support this work and student outcomes.	Lack of Focus on Staff/Staffing (School & Central Office)	
Community & Parents	Outright adress staffing issues	Lack of Focus on Staff/Staffing (School & Central Office)	
Employees	As long as most of the money goes into the administrative team, students and teachers are not getting what they need. We need more paras and teachers, and less people in the district office. Consolidating schools is not the answer.	Lack of Focus on Staff/Staffing (School & Central Office)	
Employees	There is no information about staffing...added or cutting thempositions, or class size. That needs to be transparent to stakeholders.	Lack of Focus on Staff/Staffing (School & Central Office)	



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Employees	There needs to be a theme about supporting staff. Like not being petty about work hours (e.g. making us risk ourselves and drive to get to work on time during a two-hour delay cause the district is 'paying us for those two hours') or making paras come on unnecessary clerical days or not counting paraprofessionals' steps when they switch para positions (e.g. you could spend many years as an EAI and then switch to EAIII and be on step 1 as an EAIII...). It just makes us feel not supported by central office though the individual schools' staff are often supportive.	Lack of Focus on Staff/Staffing (School & Central Office)
Employees	It is hard to elevate student-centered options and opportunities with less teachers (positions cut, teachers seeming to widely be exiting the district, potential consolidation where more positions may be lost). Classes are huge. I think this is the 5th year I've been trying to start a new elective based on student interest and it keeps getting caught up at the district level because a code will not be created... All of the themes and objectives sound good but things seem to widely be working in the opposite direction. I don't know where the disconnect is happening. Staff seems overwhelmed and good teachers (the ones who engage their students, volunteer, help run clubs and events, really commit to the community) are taking leaves (or leaving). This should be a red flag.	Lack of Focus on Staff/Staffing (School & Central Office)
Employees	improving school culture, staff need to buy into what each school is trying to do. Holding staff accountable to do the job right but also give us the tools to do the job right.	Lack of Focus on Staff/Staffing (School & Central Office)
Employees	It says nothing about teachers and staff. As students were affected by the COVID phenomenon, so were teachers and staff.	Lack of Focus on Staff/Staffing (School & Central Office)
Employees	How about embracing teachers as partners as well. Teachers are expected to implement programs and actually do the work. However, there is little transparency in the decision-making process and finances of the school.	Lack of Focus on Staff/Staffing (School & Central Office)
Employees	When thinking of district facilities, we need to have a focus on Early Childhood as a priority of the district. I'd also like to see in theme B, we need to have more staff that reflect the culture & race of the students.	Lack of Focus on Staff/Staffing (School & Central Office)
Employees	A theme C would need provide a rubric or criteria for school consolidation. I wonder if this includes reconfiguration of central office and the roles in place.	Lack of Focus on Staff/Staffing (School & Central Office)
Employees	We need to allocate more funds to safe transportation for students. Many of my students do not come to school because of PAT bus issues and the fact that they have to pay \$5 a day just to get to school. Lack of free, safe transportation is significantly, negatively affecting our absent rates. We need to cut central office footprint.	Lack of Focus on Staff/Staffing (School & Central Office)
Employees	Before consolidating schools, what is being addressed to cut central administration?	Lack of Focus on Staff/Staffing (School & Central Office)

PPS Strategic Plan Framework Stakeholder Input Comments: What do you disagree with?  
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Parents	It fails to acknowledge that priority goal #4 "design effective organizational systems" is a prerequisite to the district's ability to meet the objectives. It doesn't show how progress toward the proposed outcomes will be measured. It doesn't address how district staff will need to be developed and supported to achieve the objectives.	Lack of Focus on Staff/Staffing (School & Central Office)	
Parent & Employee	I think in Theme A and B we need to add an objective about fully staffing schools. Without a consistent adequate amount of staff in the building, these objectives won't be reached.	Lack of Focus on Staff/Staffing (School & Central Office)	
Parents	Where will the leadership, resources, and expertise come from to achieve things like "student safety" and "well-being." Many parents as well as educators do not agree - more security and safety or more social workers? Who will pay for those positions and would the district be able to attract the talent necessary?	Lack of Focus on Staff/Staffing (School & Central Office)	
Parents	C. I think the focus should be on the people, not the buildings. Other than making sure each building is safe and comfortable (AIR CONDITIONING) the building isn't as important. We need to make sure each building is fully staffed. A full time art, music, and PE teacher, and well as a full time librarian and nurse. No more split positions.	Lack of Focus on Staff/Staffing (School & Central Office)	
Parents	It doesn't mention increasing the staff to adequately support initiatives or to provide more resources and quality instruction for students.	Lack of Focus on Staff/Staffing (School & Central Office)	
Parents	Along with student safety, teacher safety also needs to be discussed. Teachers are being hit, slapped, punched, etc. and there are minimal to no consequences for these actions. This in turn creates an unsafe environment for teachers.	Lack of Focus on Staff/Staffing (School & Central Office)	
Employees	Hold school leaders accountable	Lack of Focus on Staff/Staffing (School & Central Office)	
Employees	I just wonder how facility closures will affect staff	Lack of Focus on Staff/Staffing (School & Central Office)	
Principals	there's no academic education preparation with students who may have iep and coming to new environments	Lack of Resources	
Parents & Community	will there be enough resources	Lack of Resources	
Parents & Community Leaders	equity and success we should be talking about smaller schools and more resources for students	Lack of Resources	
Parents	Resources aren't easily available because of the big imprint	Lack of Resources	
Principals	we don't have equitable learning environment now when we consolidate and close school how is that going to happen. Reorganizing, without having the resources we need in the school is something that needs to be brought to the table so we can do what we need to do	Lack of Resources	
Assistant Principals	Is this fiscally attainable	Lack of Resources	

PPS Strategic Plan Framework Stakeholder Input Comments: What do you disagree with?

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Parents	We need to be more specific in Themes A -D with the curriculum, and specific programs that would be taught. Consolidating Schools there we try to gain more resources which is a good thing yet a short term fix. We have to find away to fund our schools (PPS). We need to promote homeownership, develop careers, and only work with developers that are money hungry, yet giv3 our famalies and community the opportunity to build homes within the city instead of trying to draw the best students across the world. Let's refocus our attention on developing the best students and young professionals in the world. Make sure we aren't allowing students and their famalies to manipulate the safety rules. Implement School safety in partnering with an agency that can train school staff, Social workers, School Board Members, Attorneys, Judges to haveto attend so that they would be better prepared to navigate the two household, single parent, and custody disputes that many of our famalies unfortunately have to deal with.	Lack of specifics	Facility Footprint (Closing/Consolidation of Schools)
Parents	From my experience, these themes need to take a step before they can get to their theme. For instance, Theme D: Prioritize community outreach and access. This is difficult to obtain because the infrastructure for partnerships is so bureaucratic and complicated that partnerships are difficult to navigate and create to their fullest potential. If the district wants to priortize outreach and access, then they need to redesign their process to make this easier. To improve the quality and relevance of academic experiences, the district needs to give teachers greater freedom and resources.	Lack of specifics	
Principals	some level of accuntability for facilities for the footprint on getting things done	Lack of specifics	
Assistant Principals	I'm wondering about the how and where it shows up in this plan	Lack of specifics	
Assistant Principals	We always know what we need we are always stuck on how. In this district historically it is throwing a bunch of ideas out to get something to work. We do so much its hard to know what is woring and what we are good at.	Lack of specifics	
Employees	There is an awful lot there to tackle. Don't get so caught up in building out each piece into so many multiple pieces that nothing is really addressed.	Lack of specifics	
Students	It just depends on how it is implemented	Lack of specifics	
Parents	How will these opions and be implemented?	Lack of specifics	
Employees	I disagree with nothing of the "what". As always, it's the "how" that is where the district fails in one way or another.	Lack of specifics	
Employees	It feels like the objectives reads well; yet the challenge is creating a solid plan that allows these objectives to be met. I disagree with creating documents that look and sound good, but there seems to be an issue with execution.	Lack of specifics	

PPS Strategic Plan Framework Stakeholder Input Comments: What do you disagree with?

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Parents	I don't disagree per se, but see my comments above re: operationalizing and implementing	Lack of specifics	
Employees	Again, I think what is here is incredibly relevant and great goals to have. IF we are going to fund these themes and objectives appropriately so that real changes can be made.	Lack of specifics	
Students	concern where is the money to reconfigure and improve all these schools	Lack of specifics	
Parents	Lack of delivery on all	Lack of specifics	
412 Justice	Use of unmeasurable goals and terminology (ie: "hope")	Lack of specifics	
Assistant Principals	There needs to be more details on how things will be executed	Lack of specifics	
Assistant Principals	Themes are overall too general to visualize a concrete plan	Lack of specifics	
Assistant Principals	The layout- if community outreach is seen as last option then are they seen as viable	Lack of specifics	
Assistant Principals	I think theme C has to be first in order to do the others. We have to change our schools and structure in order to get to the other three. If Theme C goes first then Safety should be next. Once we have what we offer and safety under control the others will follow	Lack of specifics	
Assistant Principals	Clear definitions and a glossary of terms	Lack of specifics	
Assistant Principals	This isn't a fits all so the outcomes needs to be explicit	Lack of specifics	
Assistant Principals	Explicit call out how will systems support the outcomes.	Lack of specifics	
Assistant Principals	Between strategic themes and objectives should be a column that defines student themes.	Lack of specifics	
Community	Inclusion-needs to be defined (very broad) didn't seem targeted enough	Lack of specifics	
Community	Some language is too general to make targeted actions towards	Lack of specifics	
Community & Parents	Theme A-unclear what this means exactly in terms of the students	Lack of specifics	
Employees	I think the language is still too vague. It all sounds great in theory, but I think the specifics of the approach need to be expanded upon, either in this or accompanying literature.	Lack of specifics	
Employees	A lot of the language is qualitative and vague e.g. "quality and relevance"; "prepared for success in life"; "engaged in their learning .."; "cultures of hope" - these need to be more clearly defined and measurable	Lack of specifics	
Employees	What are the measurables? What does it mean to strengthen and align partnerships?	Lack of specifics	
Employees	Nothing - it's just a vague outline. Haven't people already been trying for most of these objectives? It's the lack of how	Lack of specifics	

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Employees	I see many of the themes dependent on others being successful. Also, some of these objectives need to be more specific. Decisions need to be thought out as to longer term effects on communities and their community resources.	Lack of specifics	
Employees	There is a decent amount of vague verbiage present. Not sure if this was intentional to buy wiggle room or not.	Lack of specifics	
Employees	I think we need better classroom instruction and this should be called out. What are student-centered options and how are they different from opportunities? Should we add anything about the types of experiences students should have? Should we add anything about the student code of conduct?	Lack of specifics	
Parents	It is more of the same types of platitudes as every other plan. Yes, please focus on safety, relevancy and inclusionary issues but - really? Is that a strategy?	Lack of specifics	
Parents	There is neither agreement nor disagreement available here. This document is a word salad designed to look meaningful, but accomplish nothing.	Lack of specifics	
Parents	Theme B: I don't think you can cultivate schools of hope without an intense focus on positive behavior. To me, behavior and safety needs to be higher up on that list. Theme D is valuable, but I think you have your work cut out for you with A, B, and C. In my experience PPS makes big promises and fails to deliver. Focus your efforts.	Lack of specifics	
Parents	It's difficult to assess such a small part of the plan since the objectives are so broad. It would be far easier to determine if the themes are realistic with more detail about how the objectives would be achieved.	Lack of specifics	
Parents	It's difficult to see the similar outcomes desired from 10+, 5+ years ago with little progress. Many objectives seem impossible given current budget constraints. There's no mention of re-evaluation of the bloated technology resources (should be an objective in Theme A). There is little to address the elephant in the room of the current, unsafe situations and constant classroom disruptions. Using phrases like "Ensure student safety" will not cut it since you are not doing that now. In other words, Theme B seems disingenuous and in achievable given where we are now. The top line "we are committed to...." Is so over ambitious, it's actually embarrassing.	Lack of specifics	
Parents	I just think it's overcomplicated.	Lack of specifics	
Parents	I do not feel anything will completely eliminate the disparities of African American students. This entire chart is also extremely vague. I look forward to seeing HOW each of these goals are met and how they differ from any current goals and how they have been "met"	Lack of specifics	

PPS Strategic Plan Framework Stakeholder Input Comments: What do you disagree with?  
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Parents	There's no language pertaining to children with disabilities or special learning needs, where there are HUGE disparities and gaps in access. There is vague and ineffective language around inclusion and this should be discussed in FAR greater detail as inclusion pushes from the state are growing especially pertaining to special education. They will be pushing to close special schools for special ed and the district needs to be planning and thinking about this.	Lack of specifics	
Parents	Get back to basics. What does "improve quality" really mean? There is no mention of reading literacy or math proficiency? Attending school? The language is flowery, educational jargon. How are you defining equitable, high-quality, prepared for success in life, relatable, student-centered, integrated? it sounds good but how will it be operationalized and achievable? There are too many outcomes and none that are measurable which makes it unachievable and difficult to asses. Strip it down to basics. Focus on student academic outcomes and ensuring that the District stops promoting students that can't do basic reading and math. What about the importance of of early learning - PreK-3. Foundational skill development. Professional learning and real supports for teachers and principals. Effective operations - basics.	Lack of specifics	
Parents	I don't like the phrase "Embrace all families as partners." This is vague and I'm honestly not sure what it means as it could be interpreted many ways. It seems like hand-waving to make sure that families feel included in the plan.	Lack of specifics	
Parents	Unclear what success in life looks like - would like to see it include conflict resolution and emotion management	Lack of specifics	
Parents	I think it's missing actionable objectives for Theme D, particularly number 2. What does it mean to "embrace"? How is that measured? How do we create conditions by which our families feels like they are welcomed to engage with our schools and district?	Lack of specifics	
Parents	I don't think that we should be elevating student-centered options and opportunities unless these are evidence-base. Without definitions for some of these terms I don't really know whether I disagree or not - - it's all too vague. Without specific action steps there isn't much detail to have a strong opinion about.	Lack of specifics	
Parents	I disagree that is makes any sense at all.	Lack of specifics	
Parents	Verbs like "elevate" do not have any measurable connotation. The outcome of eliminating disparities is notable and laudatory. The strategy seems to be to continue (eg expand, enhance) practices that coincide with the disparities.	Lack of specifics	
Parents	The schematic is very busy which makes it a little difficult to interpret at a glance. At the same time, I understand the desire to be comprehensive and include all elements.	Lack of specifics	

PPS Strategic Plan Framework Stakeholder Input Comments: What do you disagree with?

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Parents & Community Leaders	language in the strategic plan is very performamitve	Lack of specifics	
PPS Parents & Community Members	Very vague	Lack of specifics	
PPS Parents & Community Members	Needs more details	Lack of specifics	
Principals	the strategic themes and abjectives seem typical, not sure if we are going reach the outcomes of the strategic plans	Lack of specifics	
Principals	theme B who is defining what safe means as an outcome, safe school but nothing being done to keep our school safe	Lack of specifics	
Principals	A clear delineation for inclusionary practices- explain better	Lack of specifics	
Students	Needs more details and clear language	Lack of specifics	
Students	Steps more clearly stated in Framework so easy to follow and track if the process is working	Lack of specifics	
Students	its very broad and just curious on how its implemented	Lack of specifics	
Students	Theme A isn't really clear and seems repetitive	Lack of specifics	
Parents	It's too aspirational. The basics are still an issue, ie attendance, teacher morale. I'd prefe	Lack of specifics	
Employees	this feels like a superficial change in describers (words) rather than a meaningful change	Lack of specifics	
Parents	I think equity can be a bit vague. Call out racial equity, differentiate it from equality... we could also call out equity for students with exceptionalities, English language learners, lgbtqi+ kids...	Failure to Identify Specific Student	Failure to Identify Specific Student Groups
Comm Members	Under Theme A, objective 2, the district needs to move beyond evaluating student-centered options to also increase access to those types of opportunities.	Does not address inequities in programs and opportunities	
Parents & Community Leaders	all the schools should have the same classes and access the the same programming across the district	Does not address inequities in programs and opportunities	
Parents	inequities across the schools	Does not address inequities in programs and opportunities	
Assistant Principals	magnet program when you think about equity, just because it is magnet think it is a better school, looking at all the school should have a focus	Does not address inequities in programs and opportunities	
Community & Parents	Equity must be uniform amongst district	Does not address inequities in programs and opportunities	
Community & Parents	Magnet and Non magnet schools must have equity in what is offered	Does not address inequities in programs and opportunities	

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Parents & Community Leaders	not equitable	Does not address inequities in programs and opportunities	
Parents & Community Leaders	inequities in the magnet school, they taking all the arts out of the school	Does not address inequities in programs and opportunities	
Parents & Community Leaders	the most priviledges kids have access to art and music	Does not address inequities in programs and opportunities	
Parents & Community Leaders	nothing in the plan focus on the systmic racism , until they take a deeper dive into the inequities in the school across the district	Does not address inequities in programs and opportunities	
Principals	equity based on need and not numbers - this means lets not just look at the budget and cost but the need of the students and resources in the school. Such as the prorammng that is already working for that schoo	Does not address inequities in programs and opportunities	
Students	Equity adressed and defined	Does not address inequities in prog	Failure to Identify Specific Student Groups
Parents	Theme A and it's objectives should not be so vague. More aAfrican American children should receive early testing for gifted programs do that a wider net for capture or gifted children can occur. Theme C: Minadeo elementary school should not be a middle school. Colfax, Minadeo, and greenfield should be reorganized so that Minadeo students who enter 6th grade can be guaranteed seats at colfax or greenfield and sterret should be repurposed.	Other Issue / Question / Suggestion	
Employees	I do not disagree. But would like to know how Theme B will be excuted	Nothing	Lack of specifics
Parents	I don't disagree with anything, but I would like to know more about accountability throu	Nothing	Lack of specifics
Assistant Principals	Nothing to necessarily disagree with	Nothing	
Comm Members	N/A	Nothing	
Comm Members	I don't disagree with the document. I worry about the feasibility of the document.	Nothing	
Comm Members	I do not disagree with anything in the document.	Nothing	
Comm Members	Not a thing. Plans need to be established to keep everyone on task.	Nothing	
Comm Members	Nothing, I think it would be great if PPS could achieve these things.	Nothing	
Employees	Within this document, I can't agree more vigorously.	Nothing	
Employees	Nothing	Nothing	
Employees	No disagreement with the document.	Nothing	
Employees	Nothing	Nothing	



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Employees	No, but it needs to move along at an efficient pace to save resources.	Nothing	
Employees	N/A - do not disagree	Nothing	
Employees	nothing	Nothing	
Employees	n/a	Nothing	
Employees	i don't disagree with anything	Nothing	
Employees	None at this time	Nothing	
Employees	n/a	Nothing	
Employees	N/a	Nothing	
Employees	I don't disagree with anything in the document.	Nothing	
Employees	N/A	Nothing	
Employees	N/A	Nothing	
Employees	N/A	Nothing	
Employees	I don't disagree with with much I just want to be sure that we can do it.	Nothing	
Employees	N/A	Nothing	
Employees	none	Nothing	
Employees	None at the moment	Nothing	
Employees	Do not disagree	Nothing	
Employees	No	Nothing	
Parents	No I do not	Nothing	
Parents	None	Nothing	
Parents	None	Nothing	
Parents	N/A	Nothing	
Parents	Not disagreeing, just noting that theme C will be the hardest.	Nothing	
Parents	I don't disagree	Nothing	
Parents	Nothing.	Nothing	
Parents	Nothing.	Nothing	
Parents	N/A	Nothing	
Parents	None of them	Nothing	
Employees	Nothing - most of it is a repeat of what we've been told was already the case or has been	Nothing	
Employees	Nothing in particular. The execution of these objectives is what matters.	Nothing	
Employees	na	Nothing	
Employees	No.	Nothing	

PPS Strategic Plan Framework Stakeholder Input Comments: What do you disagree with?  
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Employees	N/A	Nothing	
Employees	N/A	Nothing	
Employees	N/A	Nothing	
Employees	N/A	Nothing	
Employees	I don't disagree with anything.	Nothing	
Employees	Agree with all strategic themes	Nothing	
Employees	No disagreement	Nothing	
Employees	Nothing	Nothing	
Employees	Nothing	Nothing	
Employees	N/A	Nothing	
Parents	I do not disagree with any, I would however encourage Theme D to grow its objectives. There needs to be new relationships built and expectations made of organizations that rely heavily on Pittsburgh for future workers. Theme D can directly be tied Theme B in terms of building engagement with students in many fronts.	Nothing	
Parents	Theme B gives me cause for pause. My son, whom is now in 10th grade has been bullied since he was in 2nd-3rd grade. Children who are bullies grow up to become teachers sometimes. The bully CAN be the educator- how is that effectively addressed? Bullying policies are designed to protect the institution, in this case PPS. How can better partnerships be developed between the school and family so a parent can feel assured their child is actually safe?	Other Issue / Question / Suggestion	Other Issue / Question / Suggestion
Parents	My concern is that if it is not spelled out PBIS and Restorative Practice will not continue to be utilized to create a positive Culture and Climate.	Other Issue / Question / Suggestion	
Parents	I disagree that the emotional safe space is separate from the physical properties of the building. Those two go hand and hand together. If a building is too cold or hot or does not have filtration, it is not possible to make it a safe space for a child to grow, because the kids won't be there.	Other Issue / Question / Suggestion	
Students	I don't disagree with anything, but I would add to the idea of improving sports, such as Alderdice, where they can not have football games at their school because there is no field to play in.	Other Issue / Question / Suggestion	
Comm Members	Please don't focus too much on group identities or demographic categories. Better to shoot for increasing the individual resiliency of students. Across the region, students are leaving high school lacking courage and individual purpose or meaning.	Other Issue / Question / Suggestion	
Parents	The large imprint s impacting the quality of teaching	Other Issue / Question / Suggestion	

PPS Strategic Plan Framework Stakeholder Input Comments: What do you disagree with?  
December 2023 - January 2024

Assistant Principals	teaching magnet so they just don't go to their homeschool, promote the programs other schools have	Other Issue / Question / Suggestion	
Parents	My biggest issue with the district right now is that it feels there is way too much of a bias to have virtual learning or cancel school because of weather. After the pandemic year, maximizing in-person learning needs to be a priority. This is best for the kids, and also best for the image of the district in the eyes of prospective parents.	Other Issue / Question / Suggestion	
Parents	Theme C is huge. I think the enviro shift is actually what will lead to AB and D. So in some ways i think the order is not aligned .... from a systems perspective A and B cannot occur until C does.	Other Issue / Question / Suggestion	
Comm Members	Missing remediation and the value of data and personalized learning for Theme A. Elevating student-centered options is good, but not enough. There is also a world of difference between the perceptions of different stakeholders for what constitutes success in each strategic theme. One person may think closing a school is a non starter while another may think we need to close half the schools to meaningfully transform the district's footprint.	Other Issue / Question / Suggestion	
Students	Uprep have shown academic improvement, it has been challenging and agree that our class are preparing student for college	Other Issue / Question / Suggestion	
Principals	Department inclusion outside of schools	Other Issue / Question / Suggestion	
Principals	Some type of language around alignment and collobaratively with the union to support outcomes	Other Issue / Question / Suggestion	
Parents & Community Leaders	make communication uniform across the district	Other Issue / Question / Suggestion	
Parents & Community Leaders	missing restorative practices	Other Issue / Question / Suggestion	
Assistant Principals	chanhging the idea of how we present education, we still have age old ideas	Other Issue / Question / Suggestion	
Principals	we have been doing this along time with no results	Other Issue / Question / Suggestion	
Parent & Employee	There is the assumption that the school community is not embracing parents and community partners, which is not true.	Other Issue / Question / Suggestion	
Parents	Disparities in African American student outcomes are not yet eliminated. Also, there can be better ways to communicate and outreach to families.	Other Issue / Question / Suggestion	

PPS Strategic Plan Framework Stakeholder Input Comments: What do you disagree with?

December 2023 - January 2024

Parents	I don't think the plan will eliminate disparities in African American students. I think the district needs to incorporate wellbeing and emotional intelligence and some form of therapy into the regular school routine. Kids need more safe spaces to talk about feelings. This needs to happen in elementary to guide the students into a successful transition to middle and highschool. The information showing that higher percentage of Asian students excel- why is this included- how does it help? More schools need outreach teams. Phones should definitely be confiscated. There also needs to be education surrounding social media and the negative impacts.	Other Issue / Question / Suggestion	
Parents	The integrative approach.	Other Issue / Question / Suggestion	
Parent & Employee	Will each school have a particular focus like magnet schools? Schools need autonomy to create something viable for their students. Something they can be proud of. Perhaps this would combat charter schools taking students away.	Other Issue / Question / Suggestion	
Principals	Integrity and ethically union	Other Issue / Question / Suggestion	
Students	How will cultivating school cultures of hope, well-being and belonging create an inclusive school environment if hatred is between students, not the school and the students?	Other Issue / Question / Suggestion	
Assistant Principals	implementing better programming at some of school, looking at requirements of the schools.	Other Issue / Question / Suggestion	
Principals	Replace those policies	Other Issue / Question / Suggestion	
Assistant Principals	A separate framework design for students, staff, and community stakeholders.	Other Issue / Question / Suggestion	
PPS Parents & Community Members	Theme A seems familiar from previous outcome goals- what will be different	Other Issue / Question / Suggestion	
Principals	is ther an acceptable norm? for instance specialty programs	Other Issue / Question / Suggestion	
412 Justice	included Foundations as funders - tax payers are funders	Other Issue / Question / Suggestion	
Community/Parent/Student	Not satisfied with the potential transission plan, fears additonal learning loss	Other Issue / Question / Suggestion	
Community/Parent/Student	Not satisfied overall	Overall Not Satisfied	
Parents	About 90% I disagree with	Overall Not Satisfied	
Principals	Student inclusion vs. Parent inclusion	Parent /Community Voice	
Employees	Resources are required for community engagement and outreach.	Parent /Community Voice	
Comm Members	I wonder if parents have had a chance to weigh in on this design? How relatable is this for them to understand and see the strategies implemented?	Parent /Community Voice	

PPS Strategic Plan Framework Stakeholder Input Comments: What do you disagree with?  
December 2023 - January 2024

Parents	The lack of integration of technology infused programming as well as the clarity around magnet programming is key in a "Student First" District. We have to make sure that our students are prepared for college, the workforce or trade school and each of these requires technological competency as well as skills that our magnet and CTE programming offer as well as some programmatic themes that are not currently offered.	Technology	
Parents & Community	Theme b , the student code of conduct -reflects inculsionary and not exlusionary practices, kick out the magnet program even for nonviolent misconduct issue, specific target ensure inclusionary practices are designed in the program as well, focus on student with disabilities	Theme B - general	Failure to Identify Specific Student Groups
Parents	Theme "D" needs improvement. PPS needs to expand on partnerships (specifically partnerships that truly support African American families and families of students with special needs). From what I've seen in the district; African-American students must attend a majority African-American school in a black community in order to have access to PPS Community outreach "aligned partnerships" for black families - i.e. an African American Student attending a majority white school in a white community has no access to African-American community outreach "aligned partnerships" that Support black students and their families. I am recommending that these same supports be available to black families regardless of the school they attend and the community in which they reside. Additionally, I see no plan for Caucasian teacher reform to change the attitudes of racial profiling and ethnic bias. A Caucasian teacher with these underlying negative attitudes/beliefs causes a serious breakdown and lack of education for African-American students that can never be reclaimed.	Theme D - general	
Comm Members	Lack of emphasis on transportation as a significant barrier. Truancy rates are improving, but are still significantly impacting many other rates. Students cannot be educated if they are not in the building. Transportation impacts this, along with not feeling safe in school, poor school culture, etc. Additionally, PPS buildings frequently function in Silos. Making change at the district level, often does not trickle down to individual buildings. Mechanisms need to be in place to ensure this happens.	Transportation	

PPS Strategic Plan Framework Stakeholder Input Comments: What do you disagree with?  
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