

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Respondent Type	Comments	Category Main	Category 2
Parents	Yes, consideration of measurement for outcomes. These are great outcomes but really hard to measure. In addition to the disparities in African American student outcomes (which should remain as it's own bullet point) there should be ongoing attention to other disparities - economic, language, IEP especially.	Additional details (the How) and performance measures	Inclusivity
Parents & Community	data that is collect will be public, can we see if it is working, will parents and community have access to the data	Additional details (the How) and performance measures	
Principals	emphasis on data (there is none)	Additional details (the How) and performance measures	
Assistant Principals	More details about contibuting pieces to support the goals	Additional details (the How) and performance measures	
Assistant Principals	what is the end game, how do we measure success in the district	Additional details (the How) and performance measures	
Assistant Principals	Clear definitions and a glossary of terms	Additional details (the How) and performance measures	
Assistant Principals	This isn't a fits all so the outcomes needs to be explicit	Additional details (the How) and performance measures	
Assistant Principals	Between strategic themes and objectives should be a column that defines student themes.	Additional details (the How) and performance measures	
Assistant Principals	A separate framework design for students, staff, and community stakeholders.	Additional details (the How) and performance measures	
Community	More specific languge for the goals, so it is clear what needs to be done to achieve them	Additional details (the How) and performance measures	
Employees	What are the actual measurements to ensure success? Can we include student behavoiarl expectations in Theme B?	Additional details (the How) and performance measures	
Employees	More detail is needed if you would like to have public input on this plan.	Additional details (the How) and performance measures	
Employees	Performance metrics NEED to include QUALITATIVE aspects not just quantitative	Additional details (the How) and performance measures	
Employees	See above: greater detail	Additional details (the How) and performance measures	
Employees	Nothing is missing per se but I think that making C and D their own themes instead of including them in A and B is not best practice. Every school district has to consider what is listed in C. It shouldn't be it's own theme. And every school district should be embracing the community and families as partners. This shouldn't be it's own theme.	Additional details (the How) and performance measures	
Parents	Easily accessible district policy that parents are a blue to access clearly. Not paraphrased policies that are in the hand book, bu clear and specific directives that staff works off of	Additional details (the How) and performance measures	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Parents	It is missing clarity and meaning.	Additional details (the How) and performance measures	
Parents	Again, with the objectives being vague it's difficult to know if this is already included, but a key goal, which would support Themes A and B, should be to eliminate cell phone use in the classroom. I see this as one of the biggest issues in learning and well being in my children's school right now.	Additional details (the How) and performance measures	
Parents	Clear strong simple vision. Sense of why these “outcomes,” “themes,” and “objectives” are being outlined. What problems are we solving, or big goal are we shooting for?	Additional details (the How) and performance measures	
Parents	Readability, clarity, actual engagement	Additional details (the How) and performance measures	
Parents	Once again, some of these terms are so broad, it will depend on what specific initiatives are prioritized before i can say what I think is missing.	Additional details (the How) and performance measures	
Parents	What are the specific commitments to students? How will they be treated? What will they get to learn more? Many of these statements are empty short of what choice they represent...what will we do less of in order to do more of something else? I don't see a strategy here.	Additional details (the How) and performance measures	
Parents	I'm definitely looking forward to seeing the performance metrics. Some of these objectives do not seem easily measurable. That doesn't mean they aren't worth pursuing, because many important things can't be measured, but perhaps more of a distinction can be made here.	Additional details (the How) and performance measures	
Parents	These aren't measurable as written so it's hard to actually say how we will be able to develop performance metrics	Additional details (the How) and performance measures	
Pittsburgh DHS	Lack of accountability when things are not going right -not an admin person you can go to above the school level if things are not working right	Additional details (the How) and performance measures	
Assistant Principals	feeling like this is copy and pasted and is general for urban city formats	Additional details (the How) and performance measures	
Principals	Sustainability of metrics	Additional details (the How) and performance measures	
Principals	Clarity within the themes	Additional details (the How) and performance measures	
Principals	Clarity in the objectives.	Additional details (the How) and performance measures	
Principals	call -outs or examples (what does that look like?)	Additional details (the How) and performance measures	
N/A	How to overcome the racial bias in the community	Additional details (the How) and performance measures	
Principals	needs to include staff safety with student	Additional details (the How) and performance measures	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?

December 2023 - January 2024

412 Justice	What to do with buildings after schools are closed (Fort Pitt example: building closed and all attempts to use building after are halted. why?)	Additional details (the How) and performance measures	
412 Justice	Metrics on how to measure improved experiences	Additional details (the How) and performance measures	
412 Justice	How does the budget support these outcomes	Additional details (the How) and performance measures	
412 Justice	How to help parents to achieve these outcomes if they also had terrible experiences/been pushed out of school.	Additional details (the How) and performance measures	
Assistant Principals	How are we utilizing what already exist	Additional details (the How) and performance measures	
Assistant Principals	Explicit call out how will systems support the outcomes.	Additional details (the How) and performance measures	
Comm Members	The committee needs to look into how providing resources to our existing schools without closing buildings with smaller populations. Some magnet schools have smaller populations, and they should not be closed because of this.	Additional details (the How) and performance measures	
Comm Members	Time frames, real time input, trial and error.	Additional details (the How) and performance measures	
Community	The implementation of the strategic framework.	Additional details (the How) and performance measures	
Community	How will staff be able to support implementation	Additional details (the How) and performance measures	
Community/Parent/Student	More information on how theres going to be more authentic community engagment when deciding the next phase of the framework especially when it comes to closing the schools	Additional details (the How) and performance measures	
Community/Parent/Student	Address how we are doing school push out	Additional details (the How) and performance measures	
Employees	Since these are big ideas, I just want more clarification on what the real life details might look like.	Additional details (the How) and performance measures	
Employees	How will you be funding this?	Additional details (the How) and performance measures	
Employees	Theme C - will there be a human resources component? There's a vague reference in C3 and an implication in 1 & 2 but it seems like the focus is on buildings rather than the overall financial health of PPS	Additional details (the How) and performance measures	
Employees	just the impact on the human capital	Additional details (the How) and performance measures	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Employees	I'm concerned that what is missing is the ability to actually implement. For example, Theme D - despite all the talk of this being a priority, it's only gotten worse in the last two years.	Additional details (the How) and performance measures	
N/A	Easy to put theoretical charts together, however, it is difficult to get the items done.	Additional details (the How) and performance measures	
Parent & Employee	How does the district hold parents and students responsible for educational outcomes? The district can implement as many initiatives they want, until parents and students are held accountable for attendance and academics with employees we will continue to see students, families, and employees leave the district. Transportation needs to be addressed also. If students and their families aren't held responsible there will continue to be a shortage. The loss of instruction due to this is ridiculous.	Additional details (the How) and performance measures	
Parents	implementng the goals	Additional details (the How) and performance measures	
Parents	Thoughtful consolidation	Additional details (the How) and performance measures	
Parents	What's the role for technology	Additional details (the How) and performance measures	
Parents	If strategic initiatives means how you plan to meet your objectives, no.	Additional details (the How) and performance measures	
Parents	I would like to see how environmental footprint will be considered with new buildings/decreasing busing.	Additional details (the How) and performance measures	
Parents	The HOW. How will this be implemented, how will you engage input, what is the decision making process/criteria that will be used?	Additional details (the How) and performance measures	
Parents	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"	Additional details (the How) and performance measures	
Parents	How outcomes will be measured. What district staff will need to learn to be able to implement the plan. How the themes and objectives will be integrated as a high performing system rather than implemented as siloed initiatives.	Additional details (the How) and performance measures	
Parents	HOW the district will get from point A to point B always seems like a slippery slope. Perhaps what is a missing is leadership at a central level, board members, stake holders (like parents) walking through the halls of schools and getting to observe first hand the issues in schools. Some of the most difficult PPS schools (behaviorally) and those lowest in academic success get ignored. They are not frequently visited schools. It is a shame.	Additional details (the How) and performance measures	

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December 2023 - January 2024

Parents	The lack of effective and efficient operations. None of what is listed above can be done without strong systems and internal alignment. How are you operationalizing any of these outcomes and objectives? How will you gain internal alignment. What are you removing from schools and departments? This plan does not give me any hope for change. It seems disconnected to the reality of what student's and staff experience and feels like one more plan that won't be realized because it has too much educational jargon and and lacks focus. How about the basics for Outcomes? All students are ready for kindergarten All students can read on grade level by 3rd grade. All students are prepared to take algebra by 8th grade All students pass the keystone exams All students graduate from high school with a plan and at least one internship, college in high school course or work experience All students attend school every day. All parents receive regular communications and have tools to support their child's success.	Additional details (the How) and performance measures	
Parents	Funding for new books, security etc.	Additional details (the How) and performance measures	
Parents	A theory of change. In my experience in trying to work with my son's teacher and the school administrators, they had very little power to make adjustments to address our concerns. The structure of the plan sounds like the right things to say, but the system structure of the district and of the schools themselves is not designed for this type of change.	Additional details (the How) and performance measures	
Parents	Pruning. What needs to be cut in order to achieve these? If you build new initiatives into systems that aren't working, your new initiatives won't work either.	Additional details (the How) and performance measures	
Parents	What is the schedule for revisiting this system? What is available for introducing, welcoming and educating others who are new to these initiatives?	Additional details (the How) and performance measures	
Parents	Tactics. Where is the how? And resources, ie with what?	Additional details (the How) and performance measures	
Parents & Community	Funding allocations- evidence based data that goes with outcome and efectiveness	Additional details (the How) and performance measures	
Parents & Community	More details-tangible documentation- slideshows, documents	Additional details (the How) and performance measures	
Parents & Community	the mention of the magnet program(what will happen to the program when consolidating school)	Additional details (the How) and performance measures	
Parents & Community	how does the district measuring these equitable outcomes-	Additional details (the How) and performance measures	
Principals	no how	Additional details (the How) and performance measures	
Principals	How does budget fit into this. The current formula is outdated and does not address the needs. We are not looking in the needs withn the building. CAPA needs are different from Westinghouse;s needs.	Additional details (the How) and performance measures	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Principals	missing we do consolidate and save money as district. Where will the extra money be place, sschools, resources	Additional details (the How) and performance measures	
Principals	we need a needs assessment, you cant just has a basic metric for the schools. Because all are school are different. What is need at CAPA is different than the need at Wesstinghouse	Additional details (the How) and performance measures	
Principals	need a new aligoritham to see how much a school needs, especially when comes to school and how they are staff	Additional details (the How) and performance measures	
Principals	The "How" and "who" are missing.	Additional details (the How) and performance measures	
Principals	the actual process of what the steps are	Additional details (the How) and performance measures	
Principals	the "how"	Additional details (the How) and performance measures	
Principals	the lack of information on how to execute	Additional details (the How) and performance measures	
Students	What actual steps are going to be taken to achieve these goals	Additional details (the How) and performance measures	
Parents	Nothing is missing, but the key to this plan is going to be in its implementation, so the performance metrics and initiatives will be extremely important. This should actual improve the quality of schools and the lived experiences of the students and teachers and not just look good on paper	Additional details (the How) and performance measures	
Community	its very broad and it's a good start. Curious on the implementation	Additional details (the How) and performance measures	
Principals	more work needs to be done to address attendance - How are we going to get them there?	Attendance	
Parents	Attendance struggles	Attendance	
Parents & Community Leaders	Thank you for the 40 page Strategic Plan Update document. It is very informative. I think what is missing perhaps is a look into what IS working. Where are those smaller percentage of kids who are proficient at math? What schools or teachers are making it work? Let's build on that success.	Best Practices	
Community	utilizing other city model on whats working, looking at other district models to see whats work	Best Practices	
Parents	Plans surrounding changing the PPS negative perceptions.	Changing Perceptions	
Community	Give time for parents and community to participate and be active with Board decisions and involvement	Communication and feedback	
Community & Parents	Parents feel left out- limited communication	Communication and feedback	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?

December 2023 - January 2024

Community & Parents	Communication with parents- website,via princial,newsletter	Communication and feedback	
Parents	Communication with Board Members	Communication and feedback	
Parents	Improve communication with the families	Communication and feedback	
Parents	yes solid plans to deal with the terrible communication and poor behavior.	Communication and feedback	
Parents	The website and communication platform need a redesign and need to be streamlined. The PPS (and CAPA) websites are opaque, unwieldy, and not user-friendly. It is hard to figure out whom to communicate with and how to get answers and information. Information seems to come from nowhere, rather than identifiable people and clear offices or departments. Alphabetized lists of staff and teachers are of limited use when you're trying to figure out who to reach. Also: for students and parents, online portals and digital platforms should be streamlined. There are too many portals, apps, sites, and platforms. It makes communication harder rather than easier.	Communication and feedback	
Parents	Communication. Theme D hints at this, but the schools and district administrations are often slow to communicate with families.	Communication and feedback	
Comm Members	unknown	Communication and feedback	
Community	See #2 answer. Incorporating some form of buy-in from all previously uninformed and uninvolved parents. I realize how many new roadblocks there are now and how part of the job of teachers now includes delicately balancing tough love without adding to the despair students fight every day, and that applies to all zip codes, all socio-economic classes in some form.	Communication and feedback	
Community/Parent/Student	Theme D talks about connections but does not address the goal of having community schools.	Community School Model	
Parents & Community Leaders	Nothing mentioned about the Community Schools- We have 9 Community schools that need their own student outcomes model	Community School Model	
Community	community schools (what we want to see happen with the community school models/ model that have not been invested	Community School Model	
Students	Support for community and non magnet schools (Theme C)	Community/neighborhood Schools	
Students	Connection across schools within the district. Build community within the district but across schools.	Connection in District	
Principals	very clear, discipline in school can help school safety	Discipline	
Principals	The disparities between comprehensive schools and magnet schools	Disparities Between Schools	
Parents	Addressing that support looks different at each one of the schools	Disparities Between Schools	

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December 2023 - January 2024

Parents	A plan to effectively deal with employees who do not embrace this change. There does not seem to be much accountability in the district, and a lot of staff just do what they want to do.	Employee Accountability	
Parents	Accountability. Principals need to be empowered to tell ALL staff in the building to help out when 20% -30% of the staff is out sick. Each and every staff member (paras, security, office staff) not just teachers, should pitch in to help with themes B & D	Employee Accountability	
Pittsburgh DHS	Missing is a checks & balance system. Who will implement these? Admins- at what level- or teachers? Students need roles too, for the system to work.	Employee Accountability	
412 Justice	evidenced-based on data-based decision making practices	Evidence & Data Based Decision Making	
Pittsburgh DHS	doesn't account for some children having adult responsibilities outside of school and how that impacts their ability to access their education.	Factors external to school district	
Parents	Theme A 3 - needs to have transition planning, particularly with students with disabilities. Need to be individualized paths.	Inclusivity	
Community Members	With a large amount of ESL students joining the PPS communities, I feel that they also deserve to be represented in creating equitable experiences for students. Increase staffing to help with student engagement. With schools being so understaffed, classes are being split daily. The classes that are split are not learning.	Inclusivity	
412 Justice	Within the themes and objectives, I'd like to see statements/actions that are more directed at the outcome of eliminating disparities between Black and white students. I would love to see a shift back to requiring teachers to live in Pittsburgh (obviously this needs to happen gradually), because it makes Pgh's children 'our' children and not 'them'. Making it mandatory for all staff in all schools to fully embrace and utilize restorative practice methods correctly would also be a step in the right direction.	Inclusivity	
412 Justice	Students with Disabilities and the concerns that have been voiced via the LTF, PDE, state complaints, parent-filed due process hearings and mediations have been ignored	Inclusivity	
412 Justice	There are many areas of concern regarding SWD that have been and that are NOT addressed in this latest strategic plan. It is beyond time to intentionally address the needs of PPS SWD.	Inclusivity	
Comm Members	no community schools, no special education - always an afterthought	Inclusivity	
Community	TO HEAR ALL PARTIES	Inclusivity	
Community	Adress the growing number of multiilingual students (A,B,D)	Inclusivity	
Community	some children with disabilities arent getting the resources that they need within the schools	Inclusivity	
Community	No investment/additonal and resources for children with disabilities	Inclusivity	
Community	Elaborate on the advanacing inclusionary practices -it's not clear enough- is this considering every student n every demographic	Inclusivity	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Community/ Parent/Student	Support for students with disabilities (call out directly)	Inclusivity	
Employees	Missed data for partial magnet, didn't have outcomes for students who are in foster care. Those children aren't accounted for. How will you rectify all of this information and add into the framework. Students with IEP's. Needs to specifically called out. PLEASE FIND THIS OUT.	Inclusivity	
Employees	Teach and cultivate respect and acceptance of all world cultures, races, and Pittsburgh neighborhoods that are represented in all PPS.	Inclusivity	
Employees	A sense of citizenship and belonging in the world for students and the larger community is usually part of why we send kids to school. I'd like to see the term restorative practices appear somewhere in this document, perhaps alongside inclusionary practices in Theme B3. Also, Pittsburgh is not simply black and white--somewhere embracing different cultures and improving student outcomes for other marginalized groups should be included. Transportation is never simple in Pittsburgh, so maybe that should be in this document as something to work on as part of equity.	Inclusivity	
LTF2 and PEAL Center	Students with disabilities and their unique needs are missing from this plan. How can you have equity and inclusion without addressing their needs.	Inclusivity	
LTF2 and PEAL Center	Students with Disabilities and the concerns that have been voiced via the LTF, PDE, state complaints, parent-filed due process hearings and mediations have been ignored	Inclusivity	
LTF2 and PEAL Center	There are many areas of concern regarding SWD that have been and that are NOT addressed in this latest strategic plan. It is beyond time to intentionally address the needs of PPS SWD.	Inclusivity	
LTF2 and PEAL Center	This group was concerned that black and brown students are disproportionately represented in the population of students with disabilities and that the disproportionality should be addressed. 60% of students with disabilities are black students.	Inclusivity	
LTF2 and PEAL Center	Data in presentation did not show the interaction between race and disability status- black and brown students with disabilities have worse outcomes than either group alone; it is critical to address both race and disability status for all students.	Inclusivity	
LTF2 and PEAL Center	It was recommended that there be specific language in the strategic plan and in the projected outcomes that directly address the needs of the the vulnerable and at-risk students in need of specific supports such as special education students(22%) to reach their full potential- PPS should have clear language addressing the inequities of PPS special education students, as well as ESL, ELL, homeless students and all vulnerable students in our district.	Inclusivity	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?

December 2023 - January 2024

Parents	A few participants asked what was meant by the word "inclusive" in the framework, noting that this phrase is often used in the District has equity for black and brown students, while in the disability community it is educating students with disabilities in the least restrictive environment and ensuring that students with disabilities have equal access to academics, extracurricular, and other educational activities	Inclusivity	
Parents	I do think that the relationships of schools needs to be addressed. The notion of neighborhood, magnet and charter schools needs to disappear to make ALL school in PPS equitable. I think that there is not enough clarity in themes as to how racial disparities will be addressed.	Inclusivity	
Parents	I don't know what you mean by strategic initiatives and performance metrics and I am a highly educated person. On its face the survey does not include all families already.	Inclusivity	
Parents	Yes how does this include all nationalities.	Inclusivity	
Parents	A program for kids with learning disabilities and behavioral issues.	Inclusivity	
Parents	Yes, universal testing of 1st or 2nd graders should occur for gifted services. Many schools with high numbers of African American students have low enrollment of gifted services. These schools then ship off a predominantly white cohort of students to greenway when many African American students would likely qualify but are not tested. The fact that gifted testing is dependent on parental involvement and/or teacher recommendation leaves too large of a gap for capture of gifted students at predominantly Black schools.	Inclusivity	
Parents	Does not address right achieving high potential students who must wait for their classmates. My student is overlooked because she is achieving before others.	Inclusivity	
Parents	It's discriminatory against special education students as it doesn't mention that category of students at all, whom is similar in failure in the district as AA.	Inclusivity	
Parents	I think Theme B should include something about respecting/ acknowledging all students' identities. And I think either Theme A or Theme B should include something about including diverse perspectives, experiences, and voices in the curriculum. These could be a safeguard against any "Moms for Liberty"-esque attempts to whitewash U.S. history, silence Queer and/or BIPOC students or material related to those communities, or other censorship efforts targeting the curriculum and/or library	Inclusivity	
Parents	I think there should be something that specifically calls out the disparity in experience between schools, and maybe this fits in the second outcome bullet, it could say "outcomes and experiences"?	Inclusivity	
Parents & Community	As I appreciate the enhanced awareness of bridging the gap between race and ethnicities, I would hope the district would use this time to determine and focus on the deeper reasons of disparity such as home structure, transient living, and other personal traumas that are impairing student learning besides their race.	Inclusivity	
Parents & Community	Include special needs students in EQUITY	Inclusivity	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Parents & Community Leaders	excellence and equity in the outcomes	Inclusivity	
Pittsburgh DHS	special education and kids with special needs (focus)	Inclusivity	
Pittsburgh DHS	Something missing around the approach to supporting all students within a school - tracking is still happening within schools	Inclusivity	
Principals	Students with disabilities - about 20% of students. No mention of special education. Doesn't address huge discrepancies there.	Inclusivity	
Principals	all students	Inclusivity	
Principals	We should say for all students K-12. Sometimes when I see career exposure the resources are shifted to older students or some groups and not others	Inclusivity	
Principals	demographics of students population needs to be taken into consideration	Inclusivity	
Community	cultural equity is missing	Inclusivity	
Principals	Goals centered around increasing enrollment	Increasing Enrollment	
Community	Theme C there needs to be more discussion around magnets	Magnet	
Parents & Community	Any initiatives that target families who left the district to bring them back.	Mitigate Student Loss	
412 Justice	theme b from "disagree"	Mitigate Student Loss	
Assistant Principals	How do we develop more relationships with corporations and businesses to bring more educational components to them	More intentionality to prioritize engagement of families and partners	
Assistant Principals	theme d outreach strengthening partnership with families our teachers are so far from removed because from the challenges of parents and families. teachers need to learn to connect with families.	More intentionality to prioritize engagement of families and partners	
Community	Partnerships in the community. We have a great partners and we have a lot to say in partnering with the, My hope is that schools will have a say in their partners. The schools have say in partnerships and the partnerships are not forced upon the school.. There needs to be a consistent person who is responsible for managing the partnership. The need for the school to be support of the community. It is a support for adults students and community to access. What supports the schools need	More intentionality to prioritize engagement of families and partners	
Community	Family support is not addressed. Ways to have parent and student engagement when reaching out to struggling families who need more support.	More intentionality to prioritize engagement of families and partners	
Community	Where the culture component for this and are making sure the other community partners and programs are aligned to the work/ and infused into especially with theme D. Making sure the partnership are aligned and of quality to support our students. Note just based off having numbers.	More intentionality to prioritize engagement of families and partners	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Community	Embrace all families as partners - change the language to include the parents - take out embrace	More intentionality to prioritize engagement of families and partners	
Community	Theme D, 2: Could it read more like incentivize families to be active partners (i.e. tangible resources, trainings, stipends, temp jobs etc.	More intentionality to prioritize engagement of families and partners	
Community	there isn't a big emphasis on parent involvment	More intentionality to prioritize engagement of families and partners	
Employees	More diverse FACE Coordinators/ Parent support. The opportunities that are introduced	More intentionality to prioritize engagement of families and partners	
Parent & Employee	How are the families involved? What resources are available to families to be had at school? Why are we always doing more with less? Where are our community partners? How is UPMC paying for a school to be literally elevated in Erie and they are not present in Pittsburgh? Where is Google? Where is Microsoft? Where is FedEx? Where is Doulingo? They get tax breaks for being in our city and cannot give back to the community they take from?	More intentionality to prioritize engagement of families and partners	
Parents	Improve public and family perception of the district in wider community.	More intentionality to prioritize engagement of families and partners	
Parents	school gardening/ grow pittsurgh more involvement in higher needs schools-renergizing that initiatives	More intentionality to prioritize engagement of families and partners	
Parents	Utilizing local relationships and partners more	More intentionality to prioritize engagement of families and partners	
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.	More intentionality to prioritize engagement of families and partners	
Parents	I think engaging at the state level, involving PTO, having an action committee, so that we can help bolster support for public school funding and initiatives at the state level.	More intentionality to prioritize engagement of families and partners	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Parents & Community	Community engagement BEFORE school-aged years. Families moving into the City in middle class and upper class neighborhoods do not think of PPS as their first choice, or even at all. They think of what else they can afford and fall back on PPS, unless they are knowledgeable of the magnet process or live in a few select neighborhoods, like Squirrel Hill, Greenfield and Stanton Heights. There needs to be a much higher level of community engagement because a lot about what is going on in the schools, who teachers are, what the inside of building looks like is mysterious. Most people don't even know Pittsburgh Public has preschool options. Launch some publicity campaigns, get out there. Transparency and public relations. Your website is hard to navigate, calling the administrative building to get ahold of anyone or ask questions feels like contacting Oz. A phone call to the administrative building to ask a question left my husband feeling stonewalled. He was repeatedly told "I don't have to answer that" etc. Your customer service and treatment of potential and current parents needs improvement. Student and resident retention. It is a running joke in our neighborhood that as soon as a child hits 6, a for sale sign will be in their yard. If parents can afford it, they are moving before or pulling out and moving by 3rd grade.	More intentionality to prioritize engagement of families and partners	
Parents & Community Leaders	community engagement and involvement to the school that are left, we should have input to what happens to the building that are left	More intentionality to prioritize engagement of families and partners	
Principals	parent engagement is not strategically planned, funding for parents, putting more time and money in parent engagement	More intentionality to prioritize engagement of families and partners	
Students	Being responsive in theme D to your school community based on the school. We don't have that level of latitude to put things in place for our students and community and sometimes we are given things	More intentionality to prioritize engagement of families and partners	
Assistant Principals	Clear objective to mitigate student loss stated	More intentionality to prioritize engagement of families and partners	
Comm Members	Feels like a waste of time to even have the meetings	NA	
Comm Members	See previous comments.	NA	
Community/Parent/Student	I'm going to send a separate page with out the survey. I'm typing on a cell phone and keep losing my replies. So the third time, I don't want to try and restate what I wrote in Q1 and Q2. So sorry.	NA	
Employees	Having black teachers didn't matter	NA	
Employees	I will hold my opinion until I review the next phase.	NA	
Employees	Move mail office to Oliver building	NA	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?

December 2023 - January 2024

Employees	It's hard to say what may be missing because the next part will reveal gaps (getting to the actual plan of action)	NA	
Employees	see above	NA	
Employees	Selling buildings that are empty or merge schools with low enrollment	NA	
Parents	What is the prediction of the end results?	NA	
Parents	I'm not sure.	NA	
Parents	Repetition so students master all basic skills.	NA	
Parents	PPS should be working to support schools like Woolslair.	NA	
Parents	Keep woolslair open	NA	
Parents	I would like to have the opportunity to provide input on this once the initiatives and metrics are defined. While I can agree with an overall strategic plan it is easy to define metrics that do not align with those of the community/parents. I was hoping to see more granularity here so I expect to be able to review it once that is present.	NA	
Parents	Test scores. An answer to why PPS scores are so low across the board. Why rrs only going to handful of schools in district and scores are still low. Less strategic plans more action plans.	NA	
Parents	yes	NA	
412 Justice	See response In item 2	NA	
Parent & Employee	didn't include county and state legislators	NA	
Comm Members	Nothing missing. More time needs to be spent on engagement and safety	Nothing	Safety
Comm Members	Nothing immediately comes to mind.	Nothing	
Employees	No	Nothing	
Employees	Not that I can tell.	Nothing	
Employees	Nothing I can think of.	Nothing	
Employees	No	Nothing	
Employees	none	Nothing	
Employees	no	Nothing	
Employees	No	Nothing	
Employees	n/a	Nothing	
Employees	No	Nothing	
Employees	Not that I can think of at the moment.	Nothing	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Employees	nope	Nothing	
Employees	N/A	Nothing	
Employees	No.	Nothing	
Employees	Nothing.	Nothing	
Employees	Not sure of anything that is missing.	Nothing	
Employees	No	Nothing	
Employees	I don't think so?	Nothing	
Employees	not at all	Nothing	
Employees	No	Nothing	
Employees	Not that I can think of.	Nothing	
Employees	I don't believe so.	Nothing	
Employees	I don't believe anything is missing.	Nothing	
Employees	Not that I can pinpoint at this time. Perhaps revisiting at the midway point would be a better opportunity to address this inquiry.	Nothing	
Employees	No comment	Nothing	
Employees	No	Nothing	
Employees	No	Nothing	
Employees	No	Nothing	
Parents	No	Nothing	
Parents	None	Nothing	
Parents	No	Nothing	
Parents	I really like everything about strategic	Nothing	
Parents	No	Nothing	
Parents	no	Nothing	
Parents	No	Nothing	
Parents	No, so far seems comprehensive	Nothing	
Parents	None	Nothing	
Parents	no	Nothing	
Parents	No	Nothing	
Employees	No	Nothing	
Comm Members	School safety and defense initiatives. How do schools/district hold parents and students accountable for educational outcomes?	Parent, Student, & Family Accountability	Safety

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Employees	You really need to hold parents and students accountable if you do not do that, you will always fail. Accountable in terms of home life regarding the parents and accountable for students. Meaning discipline.	Parent, Student, & Family Accountability	
Employees	I think the 5th equitable outcome should include parent/caregiver/guardians in the engagement statement. It is not enough that students are engaged. Parents/caregiver/guardians must be engaged - they have to have some accountability.	Parent, Student, & Family Accountability	
Employees	accountability for families and students	Parent, Student, & Family Accountability	
Parents	What could be implemented to have parent accountability?	Parent, Student, & Family Accountability	
Parents & Community Leaders	Make sure we aren't allowing students and their families 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 have to attend so that they would be better prepared to navigate the two household, single parent, and custody disputes that many of our families unfortunately have to deal with. We have to exercise impartiality and give respect to both parents. We have to involve parents more. As well as hold them accountable. Let's develop a Teacher Parent workshop that offers resources, education, and help so that our parents are in a better position to meet the needs of their children.	Parent, Student, & Family Accountability	
Parents & Community	more positivity in the schools feel that loved and cared for our students	Positivity	
412 Justice	theme of improving quality -no objectives that deals with improving quality in our schools	Quality of Schools	
Parents & Community	Doesn't address racism and how that has impacted all the work preceding this and how it impacts the implementation of this plan.	Racism	
Principals	number 4 design is not represented in desegregating organization system, how are we going to integrate our efforts to make these themes a reality	Racism	
Assistant Principals	Access to resource and sustainability.	Resources	
Assistant Principals	They need to enhance the safety within the schools/safety	Safety	
Parents	not enough school police/ security	Safety	
LTF2 and PEAL Center	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	Safety	
Parents	Would add to school objectives: renewed school climate	School Climate	
Students	Address shortages throughout district	School Lunch Quality	Attendance
Students	No commitment to quality of food served in this school. I am an old Pittsburgher - we had real lunches served to us in high school.	School Lunch Quality	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Carmalt Students	Improving the lunches is missing, ensuring students can feel safe inside of schools, increasing mental health options for students, and making resources more accessible	Specific programming and curriculum for students	
Employees	Possible negative outcomes for the plan; there are also possible negative outcomes. Changing middle school curriculum.	Specific programming and curriculum for students	
Employees	RIGOR is missing. Teachers need to believe that poor and Black children can and will learn, to quote the late Barbara Sizemore. We need to expect more of our students.	Specific programming and curriculum for students	
Employees	An emphasis on using technology to learn.	Specific programming and curriculum for students	
Employees	I feel you need to bring back technical schools for the high schoolers. Many of them don't want to attend college and that's fine- engage them in what they may be interested in.	Specific programming and curriculum for students	
Employees	Theme A-we need a better curriculum in 8th grade social studies to get students engaged more and also working together with other teachers to bring more culturally relevant topics to 8th grade history	Specific programming and curriculum for students	
Employees	Something to the effect- ensure all students experience high-quality instruction. Something aligned to ensuring staffing at every level of the organization. Something aligned with fiscal responsibility and complying with the board surplus policy. Something about art and science should be called out in the objectives.	Specific programming and curriculum for students	
Employees	There is no mention of arts education. Studies have shown that the more robust arts offerings (both visual and performing) a school or district provides, the higher the achievement level of the students as a whole.	Specific programming and curriculum for students	
Employees	Creating a consistent schedule for buildings to allow for a more efficient and cohesive delivery of curriculum and resources Looking forward to seeing the strategic initiatives related to career education and hope that those steps will lead to additional course offerings and experiences for students Include attention to and action steps that will increase awareness of CTE opportunities in PPS Include a glossary to ensure everyone reviewing the plan has a shared understanding of the terms used (such as success)	Specific programming and curriculum for students	
Parents	Objective 2 in Themes A and B could both add, "especially in the arts and music." This recognition of the importance of the arts in our lives would help strengthen the goal of relevant, quality academic experiences in safe, engaging environments.	Specific programming and curriculum for students	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Students	A focus on the arts. Every school school have full time arts teachers. All students should have equal access to the arts. Magnet schools are important, but that shouldn't be the only way to get a good arts education. In particular, the music program has been decimated by cuts over the years. Allowing principals to decide how much music their students deserve means the lower performing schools have less access. More instrumental music teachers are needed at the elementary levels to allow for differentiated learning. Currently, 8th graders who have been playing their instruments for 5 years are in the same class as a brand new 4th grade beginner. That's insane. It leads to the kids being bored and dropping out. Middle schools should have their own instrumental teachers and access to actual band and orchestra classes. This would help build the high school band and orchestra programs back to where they used to be.	Specific programming and curriculum for students	
Community/ Parent/ Student	Yes. To create an inclusive school environment an objective should be diversifying higher level classes (such as advanced placement or honors). To ensure physical health the district needs to ensure healthy foods for breakfast and lunches instead of sugary drinks and snacks that replace meals. If the district wants to transform its footprint it also needs to consider reducing waste within the school (i.e. food and paper).	Specific programming and curriculum for students	
Employees	Increase instruction time	Specific programming and curriculum for students	
412 Justice	How schools will deal with children disrupting learning for the students trying to learn. Increasing attendance.	Specific programming and curriculum for students	
412 Justice	students from certain schools missing	Specific programming and curriculum for students	
412 Justice	CTE as an objective	Specific programming and curriculum for students	
412 Justice	Does not account for student/community trauma. If that isn't addressed first, these outcomes can't be achieved	Specific programming and curriculum for students	
412 Justice	Does not account for the trauma that children have been receiving in school to date where they have already been excluded/pushed out/taught that they don't belong in school.	Specific programming and curriculum for students	
412 Justice	Theme A: It sounds good on paper but there are missing resources for certain students, like ESL students, that would allow us to make this successful.	Specific programming and curriculum for students	
412 Justice	Nothing stating how they are preparing children using technology that kids actually use.	Specific programming and curriculum for students	
Assistant Principals	alternative assesments	Specific programming and curriculum for students	
Comm Members	how literacy connects to all subjects	Specific programming and curriculum for students	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?

December 2023 - January 2024

Comm Members	Value education component, and more space for access to diverse ethnic sports are important to make students feel welcoming and retain families in the city.	Specific programming and curriculum for students	
Comm Members	Entrepreneurship is missing.	Specific programming and curriculum for students	
Comm Members	One thing that I feel should be called out is evidence based curriculum to support anti bullying prevention programming under the safe, engaging, and inclusive school environments.	Specific programming and curriculum for students	
Comm Members	Consider adding to Theme B some efforts to cultivate mindfulness and inner strength.	Specific programming and curriculum for students	
Community	Where do students get to see success? How do you celebrate exemplary students and create ambassadors PPS students can see themselves in? If a student doesn't know what they are working towards, how this will effect their personal success in life, what is the point of doing all the work?	Specific programming and curriculum for students	
Community	The involvement of youth and ways to elevate their voice.	Specific programming and curriculum for students	
Community	Technology in every classroom, smartboards, looking at the world's ongoing trends as it consistenly involves	Specific programming and curriculum for students	
Community	redesigning the classrooms to support students learning experiences for all students- what does success looks like in life?	Specific programming and curriculum for students	
Community	Idea and verbage to keep up with trends, technology, career readiness, etc... - conitunous improvement based on trends in the world's society	Specific programming and curriculum for students	
Community/ Parent/Stude nt	Please address the need for students to wait until school begins to enter the building. Lots of children don't have adequate outdoor clothing to keep them warm and safe when they arrive before the school start time.	Specific programming and curriculum for students	
Employees	Arts and Music isn't mentioned on the framework	Specific programming and curriculum for students	
Parent & Employee	Supporting positive student behavior is not enough. Behavior of students in crisis is not addressed seriously, especially in elementary schools. This leads to chaos in classrooms and encourages other students to copy these behaviors as there are no real consequences. Students are not prepared for real life outside the school.	Specific programming and curriculum for students	
Parents	I know we want to keep students in school but need to do something about students disrupting an entire class. However, allowing the same student to continue to disrupt the instruction or the rest of the class is doing a disservice to those who want to learn.	Specific programming and curriculum for students	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?

December 2023 - January 2024

Parents	I assume Theme B addresses the need for students to have extracurricular activities. If not, this needs to be there. While other districts offer clubs and sports to students in Middle School, PPS offers very little. There's no real support to help students find opportunities or interests while kids in the suburbs have plenty of these opportunities. I'm afraid this document will lead to wasting more budget money on computer apps than improving the workflow and efficiency of PPS, driving us deeper into debt. I recommend focusing on Themes C and D first. Without getting that right, families will keep leaving.	Specific programming and curriculum for students	
Parents	Physical education and sports opportunities are lacking, especially below the high school level.	Specific programming and curriculum for students	
Parents	An explicit focus on providing tools the students will need in their adult life: math, reading, history, science. Explicit focus on students that are lagging performance objectives and on providing for students that are not challenged by performance objectives.	Specific programming and curriculum for students	
Parents	Other than the how and the results, I think kids should be taught to code, phone etiquette, basic health, budgeting skills, and how to be a community member.	Specific programming and curriculum for students	
Parents	Emotional intelligence, skills to navigate dangerous situations, de-escalation techniques, therapy. I know this is not the "job" of an educator but when we are looking at the large picture - it is hard to focus on education when you live in an unstable environment and aren't taught how to deal with it and you may also not have a safe place to live or food. Exposing kids to more successful people who "look like them" earlier and throughout their years. Setting goals starting in elementary. Bringing back basic home economics. Teaching how to operate a bank account, voting, credit/financial literacy.	Specific programming and curriculum for students	
Parents	real life experience for students.	Specific programming and curriculum for students	
Parents	Mental health resources should be more widely available	Specific programming and curriculum for students	
Parents	There is no mention of shifting 6-12 start times to align with professional body guidelines for adolescents. This hits most or all of the strategic themes mentioned and enhances the goal of equitable outcomes that seems to be the plan's main focus.	Specific programming and curriculum for students	
Parents	Serious consideration of the many side effects of "consolidation" on students, their relationships with their teachers, their friendships, their neighborhoods, etc.	Specific programming and curriculum for students	
Parents & Community	More mental health attention, support, and resources - especially as we recognize the change in student needs and our understandings.	Specific programming and curriculum for students	
Parents & Community Leaders	after school no mention afterschool programing before and after school care	Specific programming and curriculum for students	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Parents & Community Leaders	more counselors in the schools having a once a month meeting asking kids how they are feeling	Specific programming and curriculum for students	
Principals	restorative practices	Specific programming and curriculum for students	
Principals	Mental health resources	Specific programming and curriculum for students	
Principals	Schools evolution- taking advantage of the education post pandemic	Specific programming and curriculum for students	
Principals	In theme D we need more focus on CTE programming	Specific programming and curriculum for students	
Principals	Another cyber option to not lose kids	Specific programming and curriculum for students	
Students	Point 5 positions- there not structured correctly. Instructional mismatch with special interest ie.. Music and art- why cant we have on or the other for the year	Specific programming and curriculum for students	
Students	Without understanding to the fullest degree the extent that this is considered, student feedback should be a priority and have heavy influence on changes to the district. After all, students are at the forefront of everything PPS does. Their opinions, feelings, and concerns need to be heard and adequately addressed just as much as shareholders, teachers, parents, etc.	Specific programming and curriculum for students	
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.	Specific programming and curriculum for students	
Parents	Mental health of students as a priority needs to be called out	Specific programming and curriculum for students	
Parents	What are the learning goals for each part of the school year at each grade level? What are the opportunities for expanded learning, in science and/or history for example?	Specific programming and curriculum for students	
Employees	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.	Staffing (recruitment, retention, support, accountability)	Safety

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?

December 2023 - January 2024

412 Justice	Minimizing central administration roles throughout the district.	Staffing (recruitment, retention, support, accountability)	
412 Justice	Brown Teachers that students can relate to	Staffing (recruitment, retention, support, accountability)	
Assistant Principals	Theme A: investment in hiring the right teachers and staff is important	Staffing (recruitment, retention, support, accountability)	
Assistant Principals	Language about proposed plans for staffing shortages amongst the schools	Staffing (recruitment, retention, support, accountability)	
Community	No vision to attain qualified professionals	Staffing (recruitment, retention, support, accountability)	
Community	does this include PPS has diverse and highly qualified teachers and staff - does this fit? There are some disparities with our black students and she feels it needs to be more infused with the objectives.	Staffing (recruitment, retention, support, accountability)	
Community	how the district recruits minority teachers?	Staffing (recruitment, retention, support, accountability)	
Community	The employee part - Ex: theme B: ensuring our employees are taking care of as well in order to feed our scholars.	Staffing (recruitment, retention, support, accountability)	
Community	EX: student didn't have a teacher to help student in a timely manner, missed out on education	Staffing (recruitment, retention, support, accountability)	
Employees	Hiring and retaining teachers of color	Staffing (recruitment, retention, support, accountability)	
Employees	Staff and student retention-what is the plan for both because without one or the other, we cannot remain as a district.	Staffing (recruitment, retention, support, accountability)	
Employees	Prioritize keeping the loyal teachers you already have instead of chasing them away. We are losing too many quality teachers.	Staffing (recruitment, retention, support, accountability)	
Employees	Will magnets still exist? How will staffing be addressed? Class size needs to be taken into consideration.	Staffing (recruitment, retention, support, accountability)	
Employees	include support staff & overall staff retention	Staffing (recruitment, retention, support, accountability)	
Employees	Class sizes needs addressed. I agree with consolidating resources but not if class sizes will increase. It does not work for our kids!	Staffing (recruitment, retention, support, accountability)	
Employees	It is not a disagreement per se; however, given the staff shortages schools across America are facing it may behoove the District to include an objective that explicitly calls out staff. Might we consider something related to attracting and maintaining highly skilled teachers/staff by.....	Staffing (recruitment, retention, support, accountability)	
Employees	A theme that focuses on the diminishing teacher and paraprofessional staff. Improving student outcomes doesn't happen if there is no one to teach them.	Staffing (recruitment, retention, support, accountability)	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Employees	Addressing teacher burnout and retention...that may be part of the initiatives	Staffing (recruitment, retention, support, accountability)	
Employees	Employee retention plans.	Staffing (recruitment, retention, support, accountability)	
N/A	any mention of workers or teachers	Staffing (recruitment, retention, support, accountability)	
Parent & Employee	Having enough people to get it done.	Staffing (recruitment, retention, support, accountability)	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Parent & Employee	<p>The strategic plan focuses on improving equitable outcomes for all students. My feedback goes toward “students experience equitable, high-quality learning environments” & “students are safe and socially, emotionally and physically healthy.” Themes A & B First, I believe the VAST MAJORITY of my colleagues work hard & care for our students. And, our school admin is supportive & understanding. So, back to improving equitable outcomes for all students. The district NEEDS TO CONSISTENTLY STAFF EVERY SCHOOL FULLY. I mean teachers, subs, social workers, nurses, paraprofessionals, secretaries, assistant principals, etc. Let me share my experience. 6 positions were cut from our school between 22-23 & 23-24. That’s about 13% of our staff, and we’ve also lost around 13% of our students between the same time. To manage (&2 oversimplify) we consolidated a few grade levels from 4 classes of 25ish into 3 classes of 33ish. This means more students and more preps for some of us. And now we’re down an assistant principal and two secretaries. We’re all spread thin. (A bright spot - we hired another social worker! They are amazing!). But then, life happens and teachers are out. Retirements, sickness, field trips, FMLA, testing, etc. When you’re already operating at max capacity with everyone showing up and then you lose that, it gets real hard real fast. We had 10 teachers (20% of staff) need coverage one day last week and only two subs. Of the 9 classrooms nearest to mine, only 2 others had the regular teacher, one had a sub, and the rest had a sign telling students which other place in the building to report to. This is not what students need to improve the quality and relevance of their academic experience. This is not creating safe, engaging and inclusive school environments. Some solutions 1) give retiring teachers more \$\$\$ for their unused sick days, which will incentivize them continuing to show up instead of using all their sick days the year before they retire. 2) Pay subs more, and support them because it’s a hard job! 3) Pay teachers when they have to cover another class. Theoretically, the district should be paying for a sub for that teacher anyway, so it seems like they are saving money while burdening the teachers who do show up. This quickly leads to burn out. 4) This last bit I have a hard time understanding fully/ articulating well (something about Union/HR processes of last in/first out and the seemingly glacial pace of posting/hiring positions...), but when we lost those 6 positions we lost caring adults that had leadership roles in aspects of our school. I wish we could have kept them in our building, because every year there are people out on FMLA, people who retire during the year, and not enough subs. These teachers know the students and the expectations of the school and can help maintain consistency and school culture. I’ve met with my school board representative to discuss this. As we talk about</p>	Staffing (recruitment, retention, support, accountability)	
Parent & Employee	<p>In order for any plan to work and achieve growth/ advancement, Safety of Staff and Students and all who enter any facility must come first! Staff being supported the way they need support, is a must. Smaller class size with more Assistant educators available/present, at least one per/ class K-3rd grade, makes for a better outcome for all.</p>	Staffing (recruitment, retention, support, accountability)	
Parents	<p>Student and staff well-being. Do they feel supported by PPS as a whole? Do they feel cared for as an individual?</p>	Staffing (recruitment, retention, support, accountability)	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?

December 2023 - January 2024

Parents	I know it seems impossible right now but we need more staff. Resource officers, teachers, other support staff. Hiring needs to happen. We need to invest in the employees in the district if we want to attract more quality teachers and staff. Use the funds to offer bonuses, incentives retirement benefits medical benefits. What ever you can do to attract and retain staff. You cannot improve outcomes for students if you don't have staff that are onboard with your ideas helping to implement them.	Staffing (recruitment, retention, support, accountability)	
Parents	Working on teacher recruitment and retention. Better support for kids with behavior issues and the teachers that have to deal with them, likely through more counseling, classroom support, and parent engagement.	Staffing (recruitment, retention, support, accountability)	
Parents	How will you increase diverse talent? How will you keep students from consistently leaving PPS? How will resources be allocated?	Staffing (recruitment, retention, support, accountability)	
Parents	Lack of teachers,lack of mentoring,	Staffing (recruitment, retention, support, accountability)	
Parents	There is no measurement or clear action to replace teachers that need replacing, or faculty. There is no plan on how to get teachers to be less apathetic.	Staffing (recruitment, retention, support, accountability)	
Parents	Hire more support staff! Stop busing kids to Greenway. Rethink the gifted program as it is not equitable and takes a lot of resources from other students who are not able to participate. Create more afterschool activities for K-8.	Staffing (recruitment, retention, support, accountability)	
Parents	The District has made significant investment and strides in the recruitment of minority teachers. With the consolidation of schools, most of these teachers are likely newer teachers with less seniority. All students benefit from having teachers of color. Every effort should be made to retain and continue to recruit teachers of color into the District.	Staffing (recruitment, retention, support, accountability)	
Parents	Increased staff and support services, smaller class sizes. Opportunity for non-traditional class structure and schedules.	Staffing (recruitment, retention, support, accountability)	
Pittsburgh DHS	When redesign schools is it possible to utilize. Staff in a co-teaching module to have two staff in classrooms.Provide	Staffing (recruitment, retention, support, accountability)	
Principals	Beyond building footprint, rightsizing of district staff	Staffing (recruitment, retention, support, accountability)	
Principals	Human Resources. How we are hiring people	Staffing (recruitment, retention, support, accountability)	
Principals	We are looked at as people we are looked at as human capital. How are we trateing staff to retain people .	Staffing (recruitment, retention, support, accountability)	
Principals	Time and the culture for staff and notputting it on the principal	Staffing (recruitment, retention, support, accountability)	
Principals	Staffing in general across the board and supporting current staff.	Staffing (recruitment, retention, support, accountability)	
Students	Nothing relates to human resources. No objectives tied to it. It could relate to B or C	Staffing (recruitment, retention, support, accountability)	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Comm Members	Plans for staff movement (Theme C)	Staffing (recruitment, retention, support, accountability)	
412 Justice	1) Under Theme A, please add the need for students to be able to read at grade level in elementary school under Objectives. If they cannot read well, using Science of Reading-based strategies, they stand little hope of embracing "quality and relevant academic experiences." In addition, teachers of all grades, but especially in elementary schools, need extensive and continuous training to identify struggling students and know how to help them learn to read. That assistance will also mean hiring additional support people/ SLPs /Special Education professionals to assist students with learning difficulties and differences. All our students deserve to know how to read and read and think critically. 2) update PPS technology in the classrooms and within the infrastructure to deliver online learning, and capture student information accurately, completely, and with the ability to report data when needed. 3) Centralize select procedures across all PPS schools (when attendance is taken during the day, strategies to communicate important information to all students (aside from robocalls or the website), etc.) 4) Find ways to make academic changes that do not need additional funding (see Jake Daggett posts to teach elementary reading, for example) 5) Publicly recognize teachers and other PPS people who are making a true difference in the lives of our students and their families.	Staffing (recruitment, retention, support, accountability)	
412 Justice	teachers missing	Staffing (recruitment, retention, support, accountability)	
Assistant Principals	Theme A: whos history are we learning? who is teaching children? do teachers come from students comminities? First language Spanish students get dumped in Spanish language classes even though they already know Spanish because no one else can teach them because they don't know their language. families are unable to communicate to the school (ie to get their child an early dismal or what have you) because no one in the office can understand them when they call. school staff don't believe in the underlying humanity of so many of their students. They believe certain students "deserve" not to get an education.	Staffing (recruitment, retention, support, accountability)	
Assistant Principals	Keeping the faculty engaged and encouraging growth	Staffing (recruitment, retention, support, accountability)	
Assistant Principals	When we talk about reseigning school confiruations, every schools needs a leadership team. Every school needs a principal and vice principal. When there is a team that will better support the need to support teachers and manage dicipline.	Staffing (recruitment, retention, support, accountability)	
Comm Members	Info regarrding staff well-being, expectations and capacity to support this work and student outcomes.	Staffing (recruitment, retention, support, accountability)	
Employees	Staff interventions--does the teaching staff at PPS match the demographic make up of students? How are teachers part of the solution here?	Staffing (recruitment, retention, support, accountability)	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?

December 2023 - January 2024

Employees	I am not sure if it would fit, but possibly under Theme B, ensuring that all school based staff are trained on functions that they need to be trained on, for functions that they perform. On day one, if not, a plan to train by day 1. At times, it seems some staff (example: subs or aides) may not have had training that would be beneficial for students. This has an obvious student impact, but also, for the staff who could benefit from training, receiving training would empower staff to perform effectively and also, allow HR to redirect staff who are not meeting expectations. With strained resources, this would likely be impossible, but if at some time in the future if/when there is some consolidation, this might be a benefit to students.	Staffing (recruitment, retention, support, accountability)	
Employees	Is there a theme about supporting staff or are we just expected to do more than we already do to further your goals? Like what else can we do? We can't fix these kids if the community is messed up.	Staffing (recruitment, retention, support, accountability)	
Employees	TIME FOR EDUCATORS TO LEARN and implement what is being expected - all these things are being thrown at them, but there is no money or resources being given for implementation - just more people who are getting hired at the board to sit there and do nothing - come into our high schools and do stuff - get your hands dirty - stop sitting there and just dictate what you want done	Staffing (recruitment, retention, support, accountability)	
Employees	Safety and well being of the teachers and staff.	Staffing (recruitment, retention, support, accountability)	
Employees	Students should always be the focus, but staff also should be considered when thinking about safe environments. Many staff do not feel safe doing their jobs.	Staffing (recruitment, retention, support, accountability)	
Employees	No mention of staff support or staff safety...shameful.	Staffing (recruitment, retention, support, accountability)	
Employees	Again, statement(s) about improving morale and motivating teachers and staff.	Staffing (recruitment, retention, support, accountability)	
Employees	I wish there was a clearer staff connection. Specifically something about improving culture and experiences for all staff in ways that ensured that students have high quality and consistent/ present staff who are available for students.	Staffing (recruitment, retention, support, accountability)	
Parent & Employee	Focus on staff safety and wellness because it directly affects student safety and wellness. Theme B should include improving culture for staff. Theme D should include recruitment of community members and integrating staff with the community.	Staffing (recruitment, retention, support, accountability)	
Parents	Small classrooms! Teacher/School autonomy	Staffing (recruitment, retention, support, accountability)	
Parents	Actual supports in the schools. It's promised but never delivered.	Staffing (recruitment, retention, support, accountability)	
Parents	Project based learning for all teachers- modeled after the woolslair(example)	Staffing (recruitment, retention, support, accountability)	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?

December 2023 - January 2024

Parents	Additional training	Staffing (recruitment, retention, support, accountability)	
Parents	Empowering teachers and staff to be creative and responsive to student need - not tying teacher performance to kids' test results. Minimize testing in support encouraging children to be "socially, emotionally, and physically healthy"	Staffing (recruitment, retention, support, accountability)	
Parents	There is nothing about Teachers or Leaders. Schools are only as good as their leaders. Nothing about Excellence or strategies to increase enrollment. Nothing about how to get out of the hole of PPS being the choice of last resort. Where are the metrics holding District Leadership accountable for improvement. This is all so fluffy as to be meaningless.	Staffing (recruitment, retention, support, accountability)	
Parents	There is nothing on teachers' proficiency. While the focus should certainly be the students, including an objective on strengthening proficiency and capabilities of teachers is highly recommended. This should also deserve some metrics, as the teachers play a key role in enabling students' success	Staffing (recruitment, retention, support, accountability)	
Parents	Quality training for educators on trauma informed care for their students. Training and provisions for accommodations for students with varied disabilities. Community inclusion as a strategy for improved facility footprint objectives.	Staffing (recruitment, retention, support, accountability)	
Parents	the union contract really impacts your ability assess performance, correct? i think its time to look at how teacher quality is assessed ongoing. and how teachers need to be engaged in systems for cultural humility and behavioral modification ability beyond Positive Behavior Reinforcement.	Staffing (recruitment, retention, support, accountability)	
Parents	There should be a theme and objective to improve conditions for teachers. If they aren't supported, the children aren't getting the best education.	Staffing (recruitment, retention, support, accountability)	
Parents	Building security. Expectations and accountability for staff. There are some people working at PPS that are actively harming children.	Staffing (recruitment, retention, support, accountability)	
Parents	Interviews with teachers	Staffing (recruitment, retention, support, accountability)	
Parents	MISSING - two points: - Please provide the detailed SD/Admin, BOD, SD Personnel, Student, Family, Community and politically-driven visions, objectives, complaints, concerns and rationales spurring these proposals -- with full transparency, please; and - Please include the plan's benefits for faculty and school staff, i.e., the SD's "boots on the ground" -- #WholeTeam #WeAllWin	Staffing (recruitment, retention, support, accountability)	
Pittsburgh DHS	There may be an element that is staff oriented. Happy, well qualified staff that are effectively recruited and trained will be more effective in supporting student growth.	Staffing (recruitment, retention, support, accountability)	
Students	Staff within school - have supported systems for professional development, PPS should be a place they want to work, how to support staff so they can support students	Staffing (recruitment, retention, support, accountability)	
Students	expand on the discription of theme D	Theme B	

PPS Strategic Plan Framework Stakeholder Input Comments: What is missing?
December 2023 - January 2024

Pittsburgh DHS	transparency in terms of financial budgeting	Transparency	
Pittsburgh DHS	Plus 1 on fiscal transparency	Transparency	
Comm Members	Lack of emphasis discussing transportation as a barrier and improved transportation options as a possible solution. Student's feel safe and provided opportunities to learn when school staff feel safe and supported. There should be more surrounding supporting school staff so that they can have the resources, and emotionally capacity to support our students. The lack of cohesion between what is stated is a district policy and how this is enacted in each individual building is a problem. There needs to be mechanisms in place for accountability to ensure positive change can occur.	Transportation	
Employees	Transportation needs it's own theme! Charter Schools need to be factored in because they impact our budget and therefore the resources we have to support our students. When will the District hold the parents and students accountable for learning outcomes? All of the responsibility is places on the teacher. A "partnership" between school, teacher, family is discussed, but teachers can't do it all.	Transportation	
Employees	Transportation is missing.	Transportation	
Principals	Transportation	Transportation	