



The Pathway to the Promise."

TODAY, YESTERDAY & TOMORROW

Linda S. Lane Superintendent

February 2, 2016

The Board Governs a District In Transition





The Cabinet Must Respond to this Change

Board Information Request and Comments 2015 - 2016

Date	Meeting Type	Board Member	Person Responsible	Notes/Comments	Delivery of Information	Completed
20-Jan-16	Agenda Review	Wilson	McCarthy	8.03 How many years has this Zota been providing this opporunity for students?	Board Update 1.22.15	
20-Jan-16	Agenda Review	Kaleida	McCarthy	8.08 Is the student selection requirements to participate on this trip exculsionary in nature?	Board Update 1.22.15	
20-Jan-16	Agenda Review	Kaleida	Lane	The Policy Committee would like to use the KTO grant as an example to outline a process. Policy 8.02.	When is the next policy meeting?	
20-Jan-16	Agenda Review	Holley	Allen	8.07 Can Families participate in the service?	Board Update 1.22.15	
20-Jan-16	Agenda Review	Holley	Jones	12.02 would like to see a copy of the tool that is being used.	Board Update 1.22.15	
5-Jan-16	Education Committee	Kennedy	McCarthy	What are the languages at Obama? What about Mandrin? Please provide a list from other schools	Board Update 1.8.15	
5-Jan-16	Education Committee		McCarthy	The TLAC wants to engage the Board in the process	Scheduling through Pre- Education Committee	
5-Jan-16	Education Committee	Sumpter	McCarthy	Please provide written descriptions and expectations for each working group.	Board Update 1.8.15	4

The Board is in the Midst of its Most Important Work

post-gazette.com

Pittsburghers turn out to set parameters for school superintendent search

January 7, 2016 10:59 PM By Chris Potter / Pittsburgh Post-Gazette

A commitment to racial equity, openness to input from students, and a healthy skepticism toward standardized testing were among the qualities the next Pittsburgh Public Schools superintendent should have, residents told the school board Thursday night.

Nearly 100 people turned out at East Liberty's Obama 6-12 for an hourlong forum on the search to replace outgoing superintendent Linda Lane. It was the first in a series of gatherings this month, and those who addressed the eight board members — Kevin Carter was absent — included parents, teachers and students.

"A school superintendent should never run a district without giving students a voice," said Allderdice student David Frisch, who called for the creation of a "student school board" to give students regular input.

The Cabinet is Also in Transition







Let's Turn the Clock back to June, 2015



We Had a Plan for 2015-2016

June 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6
8	9	10	11	12	13
15	M	17	18	19	20
	///				
22	3	24	25	26	27
29	30				8
	1 8	1 2	1 2 3 8 9 10 15 17	1 2 3 4 8 9 10 11 15 17 18 22 24 25	1 2 3 4 5 8 9 10 11 12 15 17 18 19 22 26 24 25 26

We Have Four Goals for the Year

- Improve Student Achievement
- Eliminate Racial Disparities
- Foster Innovation
- Improve Culture



The Goals Had Strategies

STEAM Budget 2016 Sustainability Plan We Promise Summer Dreamers WE ARE PPS
Collective Impact Murray Renovations Public Safety CTE

Hew Algebra Curriculum Efficacy Institute Milliones Restorative Practices

Increase PRC Schools Network Model Clayton Transition Clayton Transition

Strategies Expand Through the Year

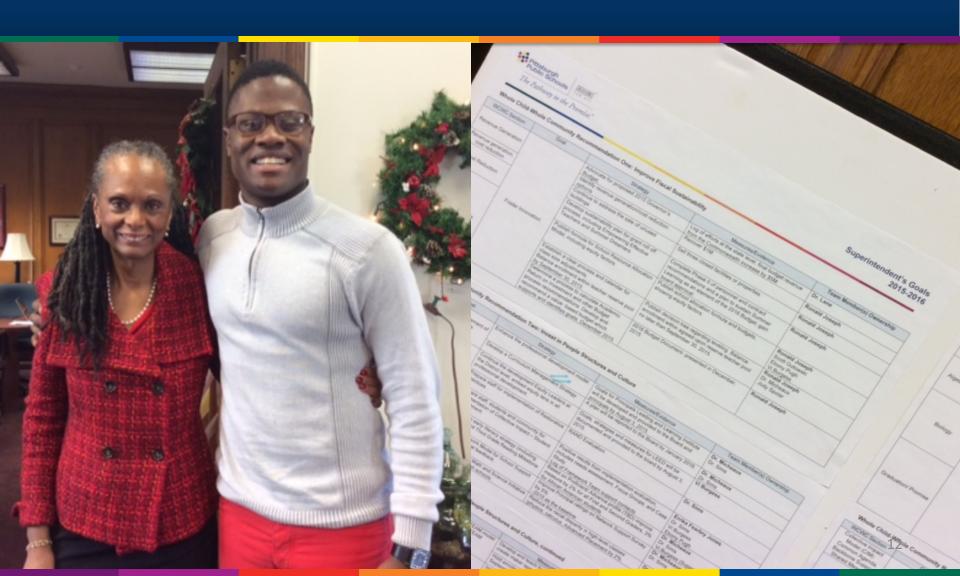
Curriculum Audit Response Aspiring Leaders Program Common Threads Aspiring Leaders Program My Brothers Keeper Westinghouse Wilkinsburg Drug Overdose Task Force New Board Member Orientation

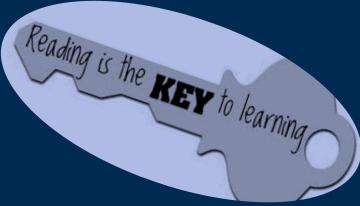
Early College High School

Live Well Allegheny

11

"Focus Is Better Than Goals"



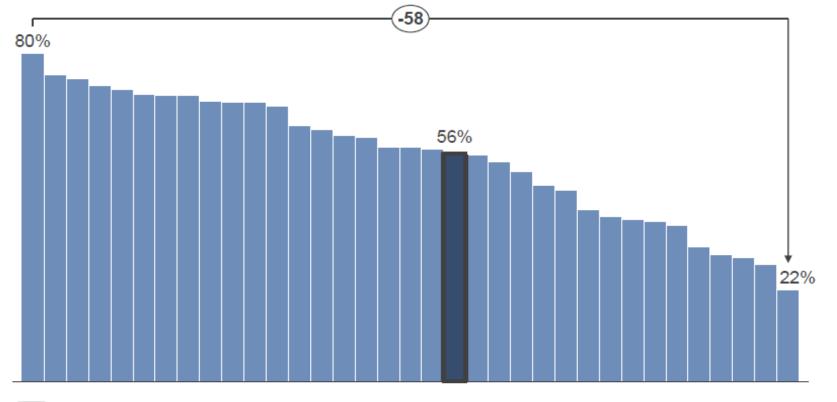




Schools within the district produce a wide range of outcomes for students in early literacy, a key to all future learning.



PRELIMINARY





PPS is aligned on best practice structures and systems for reading, but depth of expertise is lacking for core instruction and intervention.

Alignment to Best Practices

PRELIMINARY

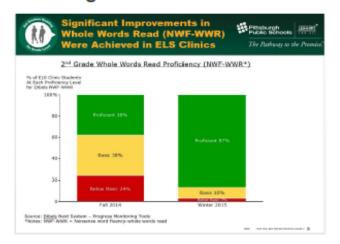
•	Best practice	Consistency of PPS Current Practice
1	Clear and rigorous grade-level expectations	✓
2	Identification of struggling readers beginning in kindergarten	1
3	Frequent measurement of achievement	1
4	At least 90 minutes / day of balanced core instruction	√
5	Explicit teaching of phonics and comprehension	×
6	At least 30 min / day additional time for all struggling readers	√
7	Tight connection of remediation to core instruction	×
8	Highly skilled and effective teachers of reading	×
9	Put one person in charge of reading	×
10	Use instructional coaching and professional development	×

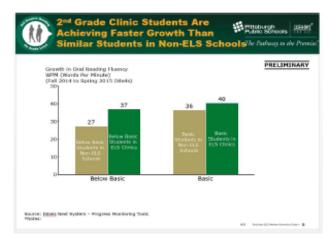


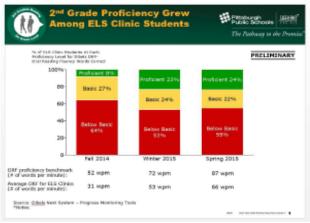


PPS has provided expert instruction to some struggling students through Elementary Literacy Specialists, with some promising results.

District Findings PRELIMINARY







Source: DIBELS Next System - Progress Monitoring Tools







Collective Impact









