



# ALL-IN TO REOPEN OUR SCHOOLS



Pittsburgh  
Public Schools





# Student Devices Distributed

## As of 10/5/20:

- 10,378 devices distributed throughout distribution sites
- 1,000 Early Childhood iPads distributed to schools
- 1,804 1<sup>st</sup> Grade iPads distributed to schools
- 2,000 Kindergarten iPads distributed to schools
- 1,680 laptops sent to schools for site distribution
- Total of **16,862** devices handed out to students



# Device delivery methods

## Device delivery methods for students/families:

- Entire month of August laptops distributed from sites across the city.
- Early September 1,233 laptops sent to schools for distribution of known needs.
- Throughout September an additional 447 laptops delivered to schools for new enrollments and new needs.
- District will continue to send additional devices to schools when need is submitted.





## Connectivity:

- 538 Sprint hot spots delivered to students
- 1,800 Comcast Internet Essentials Codes Available
  - 519 Codes distributed
  - 217 families connected
- Preparing for T-Mobile Project 10 Million hot spot program for an additional 2,600 hot spots.





# Regional Tech Support Centers

- 1,071 appointments and walk-ins since opening
  - 585 appointments
  - 486 Walk Ins

Continued Tech Support Centers: [www.pghschools.org/techsupportappt](http://www.pghschools.org/techsupportappt)

- 3 days a week (Monday, Tuesday, Thursday)
- 8am – 2pm
- Carrick, CAPA, Langley, Obama
- After hour appointments still available





# Student Logging on/Attendance

PK - 12th grade students in the  
district

21676

PK-12 Never logged into  
schoolology

523

K - 12th grade students in the  
district

20544

K-12 students never logged into  
schoolology

429







# Hard To Reach Students Strategies

- Hard to reach in never logged in or 3 unexcused absences
- Teachers, counselors, social workers and principals work in tandem to contact students
- Network Attendance Assistants will work with school-based teams to provided technical assistance and assist with contact
- Collaborate with DHS/Focus on Attendance Initiative





# Return to School November 9, 2020

- Creating AA/BB Cohort Rostering
- Regional Classroom consideration
- E-Learning/Cohort C Students
- Communication with Students and Families
- Transportation notification to families







  
**Expect great things.**  
 **Pittsburgh  
Public Schools**

# District Vision

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All students will graduate high school college, career and life-ready prepared to complete a two- or four-year college degree or workforce certification.



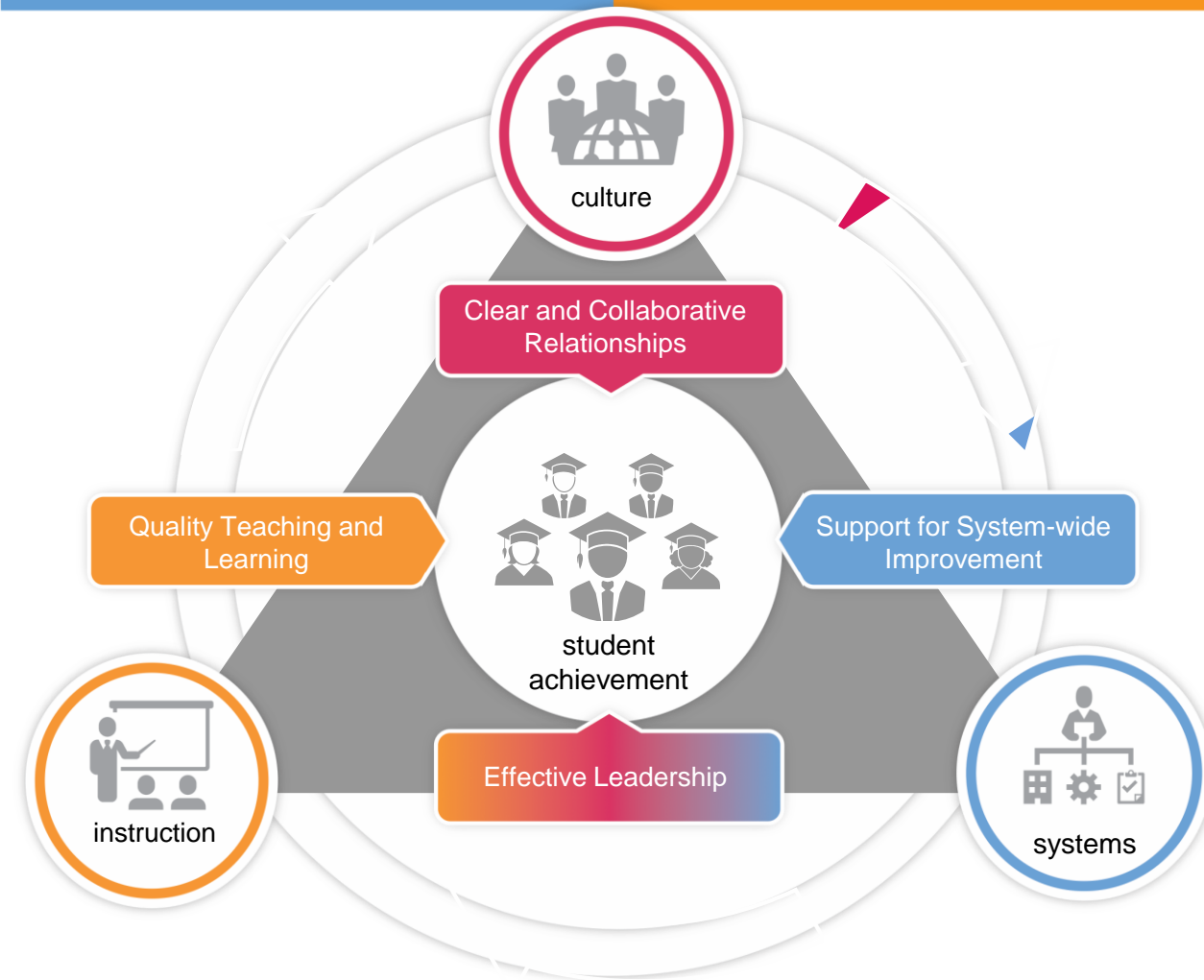
# Strategic Plan Long-term Outcomes

- Increase proficiency in literacy for all students
- Increase proficiency in math for all students
- Ensure all students are equipped with skills to succeed in college, career and life
- Eliminate racial disparity in achievement levels of African-American students





# Theory of Action



If PPS **CULTURE** values clear and collaborative relationships and...

**SYSTEMS** are in place that support system-wide improvement and effective leadership, then quality and equitable teaching and learning practices utilizing culturally responsive practices and standards-based...

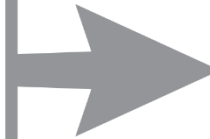
**INSTRUCTION** with a belief that all students can learn, will ensure high expectations and..

**STUDENT ACHIEVEMENT** so all students successfully graduate college, career and life-ready.

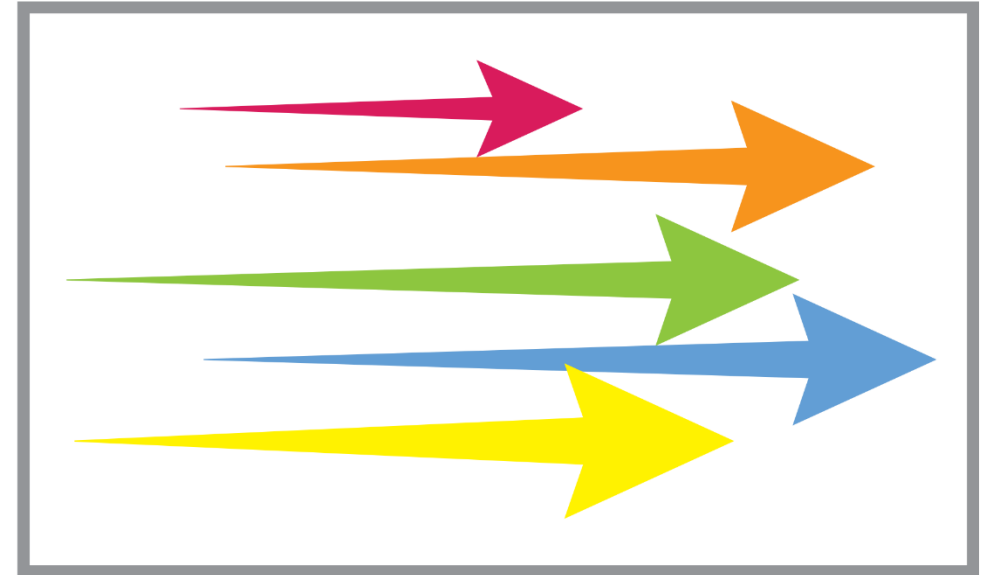


# System-wide Alignment

**Random Acts of Improvement**  
LOW STUDENT ACHIEVEMENT



**Focused & Aligned Acts of Improvement**  
HIGH STUDENT ACHIEVEMENT



Strategic Theme 1  
Create a Positive and Supportive School Culture

Strategic Theme 2  
Develop and Implement a Rigorous Aligned Instructional System

**Focused and Aligned Acts of Improvement will change the future for our students through our Transformational Building Blocks.**

Strategic Theme 3  
Provide Appropriate Instructional Support for Teachers and Staff

Strategic Theme 4  
Foster a Culture of High Performance for all Employees

<b>Imagine PPS</b>  <b>2021-2026</b>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Healthy Food</li> <li>Mental Health &amp; Trauma</li> <li>Imaging Pittsburgh Westinghouse / Milliones / Pery</li> </ul>	<ul style="list-style-type: none"> <li>Student Pathways</li> <li>Birth to 8</li> <li>Career Exploration Middle School</li> <li>Medical Careers School</li> <li>Program for Students with Exceptionalities (PSE) - Infrastructure</li> <li>Arts</li> </ul>		
<b>All In to Reopen Our Schools</b>  <b>2020</b>	<ul style="list-style-type: none"> <li>Family Supports &amp; Wellbeing</li> <li>School Operations</li> <li>Communication, Outreach &amp; Community Coordination</li> </ul>	<ul style="list-style-type: none"> <li>Academic Programming and (Instructional) Support</li> </ul>	<ul style="list-style-type: none"> <li>Academic Personnel &amp; Developing Capacity</li> </ul>	
<b>Equity Plan</b>  <b>2019 -2022</b>	<ul style="list-style-type: none"> <li>Implicit Bias Training</li> <li>Increase Culturally Relevant Interventions and Supports</li> </ul>	<ul style="list-style-type: none"> <li>Ethnic Studies Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of Culturally Relevant Pedagogy</li> <li>Provide a Common Language on 3G Attributes</li> </ul>	<ul style="list-style-type: none"> <li>Para2Teacher</li> </ul>
<b>Comprehensive Plan</b>  <b>2019</b>		<ul style="list-style-type: none"> <li>Birth to 8</li> <li>Gifted Education</li> <li>Aligned Instructional System</li> </ul>	<ul style="list-style-type: none"> <li>New Teacher Induction</li> <li>Job Embedded Professional Learning</li> </ul>	
<b>Strategic Plan: Expect Great Things</b>  <b>2017-2022</b>	<u>Theme 1 Initiatives</u> <ul style="list-style-type: none"> <li>PBIS</li> <li>MTSS</li> <li>Restorative Practices</li> <li>Community Schools</li> </ul>	<u>Theme 2 Initiatives</u> <ul style="list-style-type: none"> <li>Common Curriculum Framework</li> <li>K-12 Reading Assessments System - NWEA</li> </ul>	<u>Theme 3 Initiatives</u> <ul style="list-style-type: none"> <li>PLCs</li> <li>PD Learning Plan</li> </ul>	<u>Theme 4 Initiatives</u> <ul style="list-style-type: none"> <li>Teacher Pipeline</li> <li>Rigorous Selection &amp; Hiring Process</li> </ul>
<b>The Council of the Great City Schools Recommendations</b>  <b>2016-2022</b>	Recommendations: 23, 29, 60, 63, 64, 71, 74, 75, 81, 84, 85	Recommendations: 15, 17, 22, 23, 26, 27, 28, 31, 34, 40, 72, 73, 74, 103, 104, 105, 109, 112	Recommendations: 39, 40, 43, 45, 50, 51, 54, 62, 73	Recommendations: 25, 43, 45, 55, 56, 57, 58



**“Our System Is Perfectly  
Designed To Get The Results  
That We Are Getting”**



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Expect great things.

**Incremental District and  
School Improvement**

**District and School  
Transformation**

# Continuum of School Change

## **First- Order Change**

Refining Tuning –  
Incremental  
Revising  
Adjusting and Adapting  
Enhancing Culture  
Small Steps to Change

We Are  
Here

## **Second-Order Change**

Altering the System  
Inventing Processes  
Recreating  
Shifting Philosophy  
Rebuilding Culture  
Wholesale Change

**Incremental District and  
School Improvement**

**District and School  
Transformation**

# Continuum of School Change

## **First- Order Change**

### **Small Steps to Change**

New Curriculum

Professional  
Development

(Re)Introduction of  
PBIS, RP, SEL

We Are  
Here

## **Second-Order Change**

### **Shifting Philosophy**

Student Pathways

New Graduation  
Requirements

New School Design

School-Wide Change in  
Culture



# Imagine PPS Design Team Components

STUDENT PATHWAYS

POSITIVE STUDENT  
EXPERIENCE

UNDERPERFORMING  
SCHOOL STRATEGY

NEW SCHOOL/  
PROGRAM DESIGN

SYSTEM / STRUCTURAL IMPROVEMENTS

Technology  
Enhancements

School  
Funding Model

Capital Plan

Magnet Pathways

Feeder Patterns

# Strategic Plan Evolution: 2020-2022

## Phase 1: 2020

- ❖ Identify outstanding work from the current strategic plan, CGCS recommendations, equity plan and other identified prioritized areas.

- ❖ Imagine PPS Design Team recommendations for:
  - Student Pathways
  - Birth to 8
  - Career Middle School
  - Perry High School
  - PSE

## Phase 2: 2021

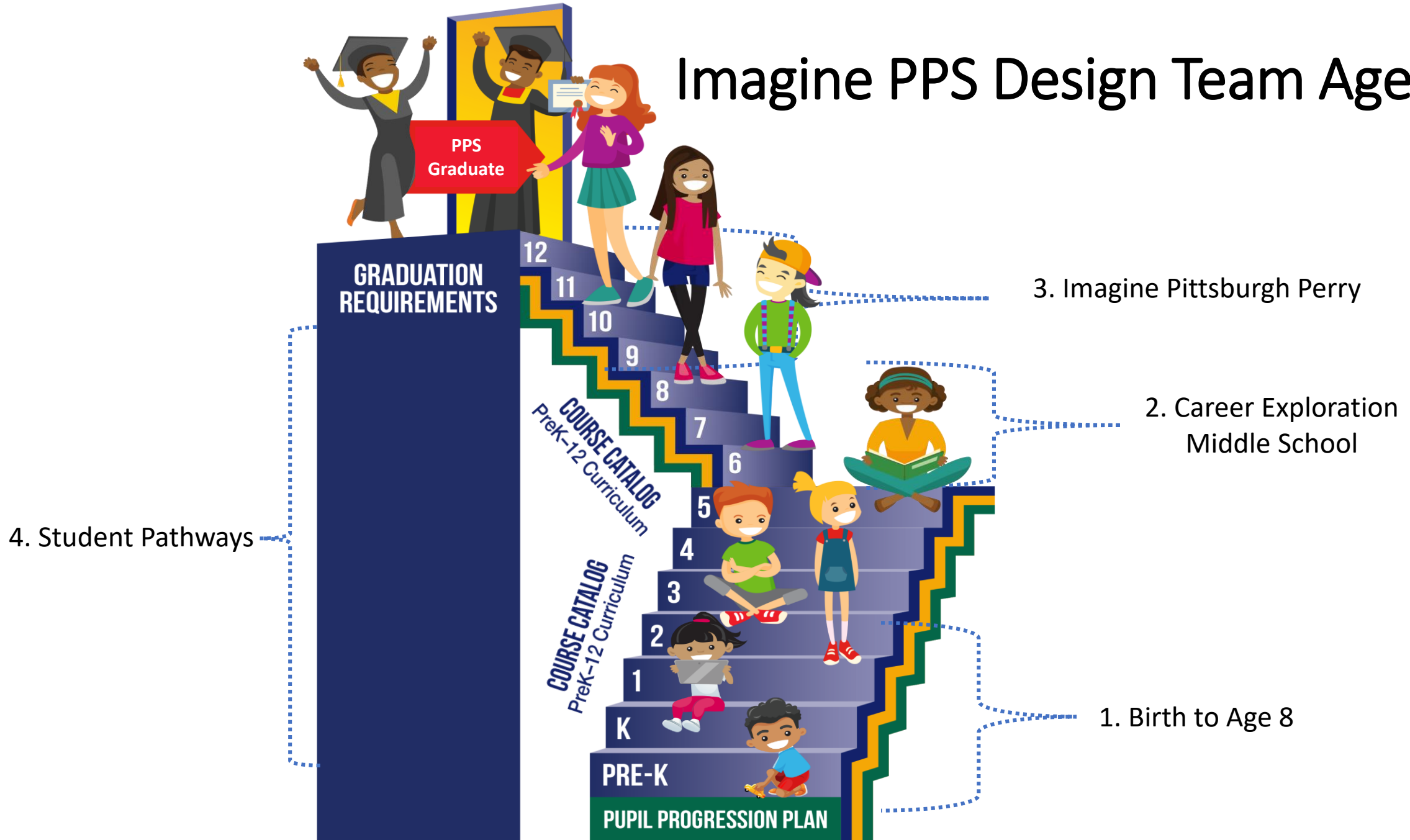
- ❖ Imagine PPS Design Team recommendations for :
  - Athletics
  - Healthy Food
  - Mental Health & Trauma
  - Westinghouse / Milliones
  - Medical Careers School
  - Arts

## Phase 3: 2022

System/Structural Improvements  
Technology Enhancements, School Funding Model, Capital Plan, Magnet Pathways, Feeder Patterns

Community Engagement and Communication

# Imagine PPS Design Team Agenda





# Birth-Age 8 Programming

# Focus Area: Birth-Age 8 Programming

- Design Team Lead: Carol Barone-Martin
- Community Champions:
  - Michelle Figlar, Heinz Endowments
  - Jane Werner, Children's Museum of Pittsburgh

# Focus Area: Birth-Age 8 Programming

## Team Members

Name	Title	Department
Carol Barone-Martin	Executive Director Early Childhood Education	Early Childhood Education, PPS
Michelle Figlar	Vice President, Learning	Heinz Endowments
Jane Werner	Executive Director	Children's Museum of Pittsburgh
Anna Arlotta-Guerrero	Assistant Professor of Practice/CASE Program Coordinator	Dept. of Psychology in Education/Univ. of Pittsburgh
Lesely Crawford	Owner and Director	ABK Learning & Development Center
Kim Dellefemine	Program Officer, Early Childhood Education	Early Childhood Education
Nancy Hill	Senior Program Officer, Early Intervention	Early Intervention, PPS
Kira Henderson	Principal, Weil PK-5	School Performance, PPS
Kim Russo Joseph	Program Officer, Early Childhood Education	Early Childhood Education
Monica Lamar	Assistant Superintendent	School Performance, PPS
Tracy Larson	Director, Early Childhood Partnerships/Healthy Child	School of Education/Univ. of Pittsburgh
Emily Neff	Public Policy Associate	Trying Together
Ebony Pugh	Director Public Relations and Media Content	Communications Department, PPS
Jill Sarada	Assistant Director, Elementary Grades	Falk Laboratory School
Sally Rushford	Principal, Beechwood PK-5	School Performance, PPS
Tiffani Simoneaux	Early Childhood Manager	Bureau of Neighborhood Empowerment, Office of the Mayor

# Updated Objectives and Strategic Projects

Objective 1	Strategic Projects
1. Increase opportunities for expectant families and those with infants and toddlers to obtain appropriate developmental resources	1a. Create community-based, school-based, or virtual opportunities for families to gain resources for infants and toddlers

Objective 2	Strategic Projects
2. Increase the use of student-centered, play-based learning/ developmentally appropriate practice from birth through age 8	2a. Identify essential aspects of student-centered, play-based learning/ developmentally appropriate practice for each age group/grade
	2b. Provide comprehensive professional development for principals, teachers and other staff to support essential practices identified in 2a
	2c. Expand the pilot birth-8 instructional program into a newly designed school

Objective 3	Strategic Projects
3. Enhance social-emotional support that is developmentally appropriate and culturally responsive for children from birth through eight years of age	3a. Identify, design and disseminate a holistic, intergenerational, culturally responsive model of social-emotional support
	3b. Implement and support use of best practices based on the holistic, intergenerational, culturally responsive model design



# Updated Objectives and Strategic Projects

Objective 1	Strategic Project	Implementation Steps
1. Increase opportunities for expectant families, and those with infants and toddlers to obtain appropriate developmental resources	1a. Create a community-based, school-based, or virtual opportunities for families to gain resources for infants and toddlers. Will require someone in Parent Engagement Department to coordinate parent volunteers.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Offer augmented reality baby books and placemats to families of infants and toddlers.</li> <li><input type="checkbox"/> Promote “Hello Baby” to families</li> <li><input type="checkbox"/> Share the online HealthyInfants group within the HealthyCHILD Facebook page</li> <li><input type="checkbox"/> Share resources on the Office of Child Development Website</li> <li><input type="checkbox"/> Distribute brochures from the Alliance for Infants and Toddlers</li> <li><input type="checkbox"/> Communicate these resources to families in the following ways:               <ul style="list-style-type: none"> <li>▪ Reach out through Early Head Start and the ELECT program</li> <li>▪ Reach out through older PPS students (Send to school social workers and families)</li> <li>▪ Reach out to doctors’ offices (ob/gyn and pediatricians) and clinics</li> </ul> </li> </ul>

# Augmented Reality Baby Book

 **your baby's on the way!**

It's time to get ready for the **journey of a lifetime!** Use the information in this helpful guidebook and **expect great things** for you and your baby.

**Baby Care**

**Fun + Learning Activities**

**Resources for Parents**



**Oh baby! Life is changing!**

**There's a lot of sleeping and feeding.**  
Newborns sleep an average of 14–17 hours per day (unfortunately not all at one time). They'll wake up frequently to be fed, which can be up to 8–12 times per day. Be prepared to change a lot of diapers! Scan this code to read how to keep sleeping baby safe.



**Expect a lot of crying.**  
Babies communicate by crying, and they do a lot of it. You will quickly learn which cry means "I'm hungry" and which one means "I need changed." Just remember, no matter how frustrated you get or how tired you are, never shake your baby!

**Feeling overwhelmed?**  
You're not alone. Many new moms feel out of sorts. But sometimes, the problem is more than just lack of sleep. Don't be afraid to ask for help. Scan this code to learn the signs of postpartum depression.



**There's a lot happening in month #1!**  
Scan this code to learn about developmental milestones.

**You've got this, MOMMY!**

**Make a healthy connection.**  
The more you talk to your baby, the closer you will grow—and the more baby's brain will grow and develop. Scan this code to learn more about healthy brain connections.



**Is that a real smile?**  
Something big is coming and it might be this month. Many babies will give you a genuine smile around six or seven weeks. But if it doesn't happen then, don't worry. It will soon! When you see that first toothless grin and sparkle in baby's eye, it will melt your heart.

**It's tummy time!**  
Let your baby flex some new muscles and look at the world from a different point of view by placing them on their tummy for a few minutes each day. Place a baby-safe mirror or a special toy nearby to keep them interested. Scan this code for some fun tummy time activities.



**You're going to be a natural!**  
Scan this code to learn about your baby's health.

**Don't Miss a photo opp!**  
Put one of these stickers on your baby's shirt and take pictures to share with friends and family!





# At PPS, we believe education begins at birth!



Placemat and Activity Cards

# Updated Objectives and Strategic Projects

Objective 2	Strategic Project	Implementation Steps
2. Increase the use of student-centered, play-based learning/ developmentally appropriate practice from birth through 8 years of age	2a. Identify essential aspects of student-centered, play-based learning/ developmentally appropriate practice for each age group/grade	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize the Early Learning Standards(ELS) to identify the essential aspects</li> <li><input type="checkbox"/> Interview/ survey teachers and principals from the 2019-20 school to receive feedback on what they believe is essential</li> <li><input type="checkbox"/> Conduct monthly virtual teacher2teacher meetings</li> </ul>
	2b. Provide comprehensive professional development for principals, teachers, and other staff to support essential practices identified in 2a	<ul style="list-style-type: none"> <li><input type="checkbox"/> Email ELS link to all classrooms from Early Head Start (EHS) through grade 2 staff and community partners</li> <li><input type="checkbox"/> Send recommendations to principals and teachers on best practices for developmentally appropriate practices in a remote environment</li> <li><input type="checkbox"/> Provide Head Start website to all EHS through 2nd grade targeting areas of play-based information and instructional videos</li> <li><input type="checkbox"/> Provide to staff instructional materials on fostering language development through play</li> <li><input type="checkbox"/> Provide information to parents on play</li> </ul>
	2c. Expand the pilot birth-8 instructional program into a newly designed school (estimated date to open 2023-24 school year)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Secure funding to renovate the school</li> <li><input type="checkbox"/> Design the program based on what we have learned from other schools</li> <li><input type="checkbox"/> Design the building to implement the program</li> </ul>

# Updated Objectives and Strategic Projects

Objective 3	Strategic Project	Implementation Steps
3. Enhance social-emotional support that is developmentally appropriate and culturally responsive for children from birth through eight years of age	3a. Create and implement a wholistic, intergenerational model of social emotional supports for children and their families	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide List of PBIS, MTSS, RTI, Restorative services already in place in the district for children at each building - Crosswalk these services to what Pre-K is currently providing</li> <li><input type="checkbox"/> Design a framework for the holistic, intergenerational, culturally responsive model of social emotional support</li> <li><input type="checkbox"/> Provide PD modules on Trauma Sensitive practices and culturally responsive teaching to all target schools based on the needs of the model chosen</li> <li><input type="checkbox"/> Support staff in this work through classroom visits</li> </ul>
	3b. Implement and support use of best practices based on the holistic, intergenerational, culturally responsive model designed	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design and provide PD modules on Trauma Sensitive practices and culturally responsive teaching to all target schools based on the needs of the model chosen</li> </ul>



# Career Exploration Middle School

# Focus Area: Career Exploration Middle School

- Design Team Lead:

- Angela Mike, Executive Director, Career and Technical Education

- Community Champions:

- William Strickland, Chief Executive Officer, Manchester Bidwell
- Gregg Behr, Executive Director, Grable Foundation

# Focus Area: Career Exploration Middle School

## Team Members

Name	Title	Department
Angela Mike	Executive Director, Career and Technical Education	Pittsburgh Public
William Strickland	Chief Executive Officer	Manchester Bidwell
Vera Krekanova	Chief Strategy & Research Officer	Allegheny Conference
Ronald Joseph	Chief Financial Officer	Pittsburgh Public
Rodney Necciai	Assistant Superintendent	Pittsburgh Public
Paula Heinzman	Principal, Schiller Middle School	Pittsburgh Public
Pam Harbin	School Board, District Parent	Pittsburgh Public
Gregg Behr	Executive Director	Grable Foundation
Nina Esposito-Visgitis	President, Pittsburgh Federal of Teachers	Pittsburgh Public
Mike McNamara	Assistant Director of Facilities	Pittsburgh Public
Cindy Falls	School Board, Retired Teacher	Pittsburgh Public
Cassandra Tolbert	Program Manager, Career and Technical Education	Pittsburgh Public
Brie Adams	Supervisor, Career and Technical Education	Pittsburgh Public
Libya Moore	Stenographer, Career and Technical Education	Pittsburgh Public

# Objectives and Strategic Projects

Objective 1	Strategic Projects
1. All students in the PPS Career Middle School will participate in career exploration through interdisciplinary learning, real-world exposure, and experiences aligned with high-demand careers and the required skillsets	1a. Establish inter-disciplinary team with focus on Career and Character Education
	1b. Build a Community/Business/Industry team to create a rubric for physical and technological infrastructure and develop a plan for student work-based experiences
	1c. Establish a launch team that provides dedicated resources and services to open a new school and details all aspects of inclusion for review
Objective 2	Strategic Projects
2. Create a middle school environment with a physical and technological infrastructure that fosters career-focused experiential learning, critical thinking, collaboration, and innovation	2a. Define a staffing model and budget (curriculum, extra-curriculars, transportation, nutrition) that projects intended outcomes of new school
	2b. Establish facilities design team to create physical model and equipment purchasing plan
	2c. Create a marketing and communications plan for internal and external stakeholders

# Initiative Phases

Phases	Tentative Timeline
<b>Obtain Project Rationale from CMU Students</b>	January 2021
<b>Develop Written Plan</b>	Summer 2021
1a. Establish inter-disciplinary team with focus on Career and Character Education	
1b. Build a Community/Business/Industry team to create rubric for physical and technological infrastructure and develop a plan for student work-based experiences	
1c. Establish a launch team that provides dedicated resources and services to open a new school and details all aspects of inclusion for review	
2a. Define a staffing model and budget (curriculum, extra-curriculars, transportation, nutrition) that projects intended outcomes of new school	
2b. Establish facilities design team to create physical model and equipment purchasing plan	
2c. Create a marketing and communications plan for internal and external stakeholders	
<b>Secure Funding</b>	Summer / Fall 2021
<b>Implement Written Plan</b>	TBD
<b>Launch the school</b>	TBD



# Imagine Pittsburgh Perry

# Perry High School: A Process for Change

- Collaborative & participatory
- Asset-based
- Short-term wins + long-term systems changes

## PLANNING PARTNERS

The Buhl  
Foundation



Pittsburgh Federation of Teachers



the pittsburgh promise



A+ SCHOOLS  
PITTSBURGH  
Inform. Engage. Mobilize.

# Team-based Structure

Design Team Lead: Dr. Robert Frioni, Principal  
Community Champion: Diana Bucco, President Buhl Foundation

	PURPOSE	PARTICIPANTS
<b>ACTION TEAM</b>	<ul style="list-style-type: none"> <li>• Work on near-term projects in the building</li> <li>• Gather input</li> <li>• Build support &amp; buy-in with students, teachers &amp; families</li> </ul>	<b>Staff, teachers, students, families &amp; community partners</b> Perry Staff, Students, Teachers, Families School Board Director for District 9 PPS District Staff (where needed) A+ Support Team One Northside Community Partners
<b>STEERING COMMITTEE</b>	<ul style="list-style-type: none"> <li>• Ensure resources and policy are in place to make change happen</li> </ul>	<b>Staff from all planning partners</b> School Board Director: Veronica M. Edwards - District 9 School Board Directors : Devon Taliaferro, Kevin Carter Perry Principal: Dr. Robert Frioni District: Errika Fearbry Jones, Nina Sacco, Sharae Curd Pgh Federation of Teachers: Nina Esposito-Visgitis Pgh Promise: Saleem Ghubril CCAC: Quintin Bullock A+ Schools: James Fogarty Buhl Foundation: Diana Bucco
<b>PLANNING TEAM</b>	<ul style="list-style-type: none"> <li>• Build the framework &amp; plan for longer-term</li> <li>• Research &amp; evaluate best practices</li> <li>• Coordinate all activities</li> </ul>	<b>High level leadership from all planning partners</b> School Board Director: Veronica M. Edwards - District 9 Perry: Dr. Robert Frioni, Jason Boll, Sharon Brentley, Kristen McIntire District: Sharae Curd, Nina Sacco Pgh Federation of Teachers: Harold Grant, Billy Hileman Pgh Promise: Amy Yearwood CCAC: Carol Yoannone, Evon Walters A+ Schools: James Fogarty Buhl Foundation: Amber Farr

# The Vision

Students earn a **diploma plus an associate degree** as a seamless part of their high school experience and are prepared to enter the workforce with certifications, paid work experience and a valuable degree.

# Objectives

## WRAP AROUND SUPPORT

**Students and families have what they need to thrive**

## CAREER SKILLS DEVELOPMENT

**Students are prepared for future careers**

- Students master 21<sup>st</sup> century skills

## COLLEGE & CAREER PATHWAY

**Students are challenged, engaged, and supported to be successful**

## SCHOOL IMPROVEMENT

**Staff and teachers have tools and supports to do their best work**



# An Academic Pathway

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Prep year focusing on career skills development and academic enrichment	General education & career exposure across tracks	Career pathway selection	Capstone experience in chosen career pathway

# Snapshot: 2020-2021

<b>WRAP AROUND SUPPORT</b>	<ul style="list-style-type: none"><li>• Provide individualized support through team-based approach;</li><li>• Academic, social and emotional</li></ul>	<b>Every student and family</b>
<b>CAREER SKILLS DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• Skills development and academic enrichment via content layered into existing courses</li><li>• Reading for comprehension, computer skills, organizational and study skills</li></ul>	<b>All 9<sup>th</sup> graders</b>
<b>COLLEGE &amp; CAREER PATHWAY</b>	<ul style="list-style-type: none"><li>• Increase students taking classes at CCAC</li><li>• Increase awareness of career and post-secondary opportunities</li></ul>	<b>Cohort of 10<sup>th</sup> and 11<sup>th</sup> graders</b>
<b>SCHOOL IMPROVEMENT</b>	<ul style="list-style-type: none"><li>• Implement the SIP; focus on attendance, improved math &amp; reading</li><li>• Leverage TIP time, PLCs and professional development</li></ul>	<b>All Students</b>

# Student Pathways: Graduation Requirements

# Focus Area: Student Pathways

## Team Members

Name	Title	Organization
Allen, Alaine M	Director of Investing Now, Educational Outreach & Community Engagement	University of Pittsburgh
Baronti, Tanya	Director of United for Children	United Way
Curd, Sharae	Director of Teaching and Learning	Pittsburgh Public Schools
Ghubril, Saleem	Executive Director	Pittsburgh Promise
Grant, Harold	Teacher on Special Assignment	Pittsburgh Public Schools, PFT
Kokka, Kari	Assistant Professor of Mathematics Education	University of Pittsburgh
Lewis, Stephanie	Manager of Partnerships and Quality Improvement	APOST
Mangalmurti, Vikram	Parent	Pittsburgh Public Schools
Mason, Asia	Manager of Student Voice	Pittsburgh Public Schools
McMackin, Marge	Committee Member	Hill District Education Committee
Morton, Amy	Pennsylvania State Coordinator	National Institute of School Leadership
Pugh, Monika	Director of Student Services	Pittsburgh Public Schools
Smallwood, Debra	College Success Coach	Neighborhood Learning Alliance
Stehlik, Mark	Assistant Dean for Outreach	Carnegie Mellon University
Treaster, Alison	Director Senior Director Of Talent	Allegheny Conference on Community Development
Yoanne, Carol	Dean of Academic Affairs	Community College of Allegheny County

# Imagine PPS: Student Pathways Committee

Step 1: Define the future-ready graduate

**April 2020: PPS Graduate Profile approved by Board**

Step 2: Revise graduation requirements in  
accordance w/ PA School Code

Step 3: Develop catalog of courses – accessible to all  
students, aligned to PA Standards and designed to  
achieve the PPS Graduate Profile

Step 4: Determine pathways and formalize a portfolio-based approach to  
track student progress

Step 5: Develop guidelines to support school-based personnel in scheduling students in the  
appropriate courses to meet graduation requirements, align coursework to achieve knowledge and  
skills outlined in the graduate profile, and develop progression plan for students and families





# Strategic Theme #2

## Develop and Implement a Rigorous, Aligned Instructional System

- Strategic Initiatives

- A. Develop and design a common curriculum framework.
- B. Develop a comprehensive assessment system aligned to grade-level expectations.
- C. Implement an instructional system with aligned and equitably-distributed resources.





### Academically Prepared

KNOWLEDGEABLE  
IN CONTENT

FINANCIAL, FOUNDATIONAL,  
AND TECHNOLOGY LITERATE

RESOURCEFUL  
RESEARCHERS

### Fundamentally Capable

CRITICAL AND CREATIVE THINKERS  
AND PROBLEM SOLVERS

EFFECTIVE COMMUNICATORS  
AND COLLABORATORS

GROWTH  
MINDED

### Globally and Civically Engaged

PERSONALLY AND  
SOCIALLY GROUNDED

COMMITTED TO  
SOCIAL JUSTICE

CULTURALLY  
DRIVEN

- Strategic Initiative A: *Develop and design a common curriculum framework.*
  - Grade level expectations and learning experiences that are aligned with our goals for students.
  - Improved teaching and learning.



Academically Prepared	
Knowledgeable in Content	<ul style="list-style-type: none"> <li>Engage in a continuum of learning across a broad curriculum, including areas of interest and passion.</li> <li>Attain the core knowledge and competencies needed to meet or exceed college and career standards.</li> <li>Apply acquired knowledge and skills as deep thinkers and engage in real-world situations, solve problems, and create new knowledge.</li> <li>Experience internships, <u>service-learning</u> and career fields, post-secondary options of interest, and develop interviewing skills.</li> </ul>
Financial, Foundational, and Technology Literate	<ul style="list-style-type: none"> <li>Understand personal financial responsibilities and actions.</li> <li>Make responsible financial plans and decisions.</li> <li>Use communication and technological skills and social awareness to present themselves in a variety of formats- through listening, speaking, reading, writing, and artistic expression.</li> <li>Use digital media and technology to communicate, solve problems, synthesize information and create new knowledge.</li> <li>Manage digital identity thoughtfully and ethically.</li> </ul>
Researchers	<ul style="list-style-type: none"> <li>Engage in research to generate original ideas and <u>critique</u> the ideas of others.</li> <li>Research to locate information, explore opportunities and deepen understanding.</li> <li>Be resourceful and look for multiple perspectives and sources of information.</li> </ul>
Fundamentally Capable	
Critical and Creative Thinkers and Problem Solvers	<ul style="list-style-type: none"> <li>Think critically by using reason and analysis to solve problems, make decisions, and draw conclusions.</li> <li>Seek and question new knowledge and information to confront emerging challenges and be flexible and adaptable.</li> </ul>

# Graduation Requirements



- Strategic Initiative B: *Develop a comprehensive assessment system aligned to grade-level expectations.*
  - Data to inform and design instruction.
  - District assessment data to inform the needs of specific schools.
- Strategic Initiative C: *Implement an instructional system with aligned and equitably-distributed resources.*
  - The District's instructional system will have aligned resources that include: system-wide goals; high standards for all students....
  - A research-based model for funding allocation will be established.



# Graduation Requirements

State Credit Requirement* (1 credit = 120 clock hours)	Current PPS Requirement (1 credit = ? clock <u>hrs</u> ) (earned in Grades 9 through 12)	Current PPS for Career & Technical
4 English	4 English	4 English
3 Mathematics	4 Mathematics (must include Alg I, II, and Geo)	4 Mathematics (must include Alg I, II, and Geo)
3 Science**	4 Science	3 Science
3 Social Studies***	4 Social Studies (1 may be World Languages)	3 Social Studies
2 Arts & Humanities	Referenced under electives	
1 Health & PE****	1 Health	1 Health
	2 PE	2 PE
5 Electives	7 Academic, Art, Career Dev, and/or PE	9 Academic, Art, Career Dev, and/or PE
	.5 Graduation Project	.5 Graduation Project
<b>21 TOTAL</b>	<b>26.5 TOTAL</b>	<b>26.5 TOTAL</b>

\*Meeting the state credit requirements meets NCAA eligibility requirements

\*\*Science must include 1 lab course

\*\*\*Social Studies must include some study of the history and government of the US and PA

\*\*\*\*One planned course for Health must be completed and PE must be taken annually (minimum 120 hours total)



# Pathways for Students Graduating 2022



- **Keystone Proficiency Pathway**



- **Keystone Composite Pathway**



- **Alternate Assessment Pathway**



- **Evidence Based Pathway**



- **CTE Pathway**



# Content Area Example (Curriculum and Instruction Leads)

PDE Requirement	Proposed Change to PPS Requirement	Change	Attribute	Skill
4 ELA	No change (4 ELA)  (removal of English 4: AALit)	No change (4 ELA)  (removal of English 4: AALit)	Knowledgeable in Content	Attain the core knowledge and competencies needed to meet or exceed college and career standards.
				Apply acquired knowledge and skills as deep thinkers and engage in real-world situations, solve problems, and create new knowledge.
5 Electives	.5 Research Elective (Library Services)	.5 Research Elective (Library Services)	Researchers, Effective Communicators and Collaborators	Research to locate information, explore opportunities and deepen understanding.
				Collaborate with peers and adults in a variety of settings beyond the classroom and for a variety of purposes.
	.5 Graduation Project	Delete		
	.5 Media and Technology for Effective Communication	.5 Media and Technology for Effective Communication	Use digital media and technology to communicate, solve problems, synthesize information and create new knowledge to effectively communicate ideas and information.	





# Student Pathways Committee Work



Imagine PPS  
Student Pathways  
Graduation Requirement Suggestions



## Suggestions submitted by Department Leads in Curriculum and Instruction

PDE Requirement	Proposed Change to PPS Requirement	Change	Reaction and/or Suggested Modification	Cite any research or reference for us to consider	Attribute	Skill
ELA						
4 ELA	No change (4 ELA)  *possible removal of English 4: AALit: alignment with the AA History outcome. Needs to be embedded within core (not an isolated course) or revised. <i>Originally written in 2010</i>	No change (4 ELA)  *possible removal of English 4: AALit: alignment with the AA History outcome. Needs to be embedded within core (not an isolated course) or revised			Knowledgeable in Content	Attain the core knowledge and competencies needed to meet or exceed college and career standards.  Apply acquired knowledge and skills as deep thinkers and engage in real-world situations, solve problems, and create new knowledge.



# Next Steps

- Launch Engagement (October)
  - Colleges and Universities Admissions
  - Administrators, Teachers, and Staff
  - Students and Families
- Analyze Feedback and Adjust
- Submit to Policy Committee
- Possibly schedule a Policy Workshop in November
- Propose for Board Approval (December Legislation)

