



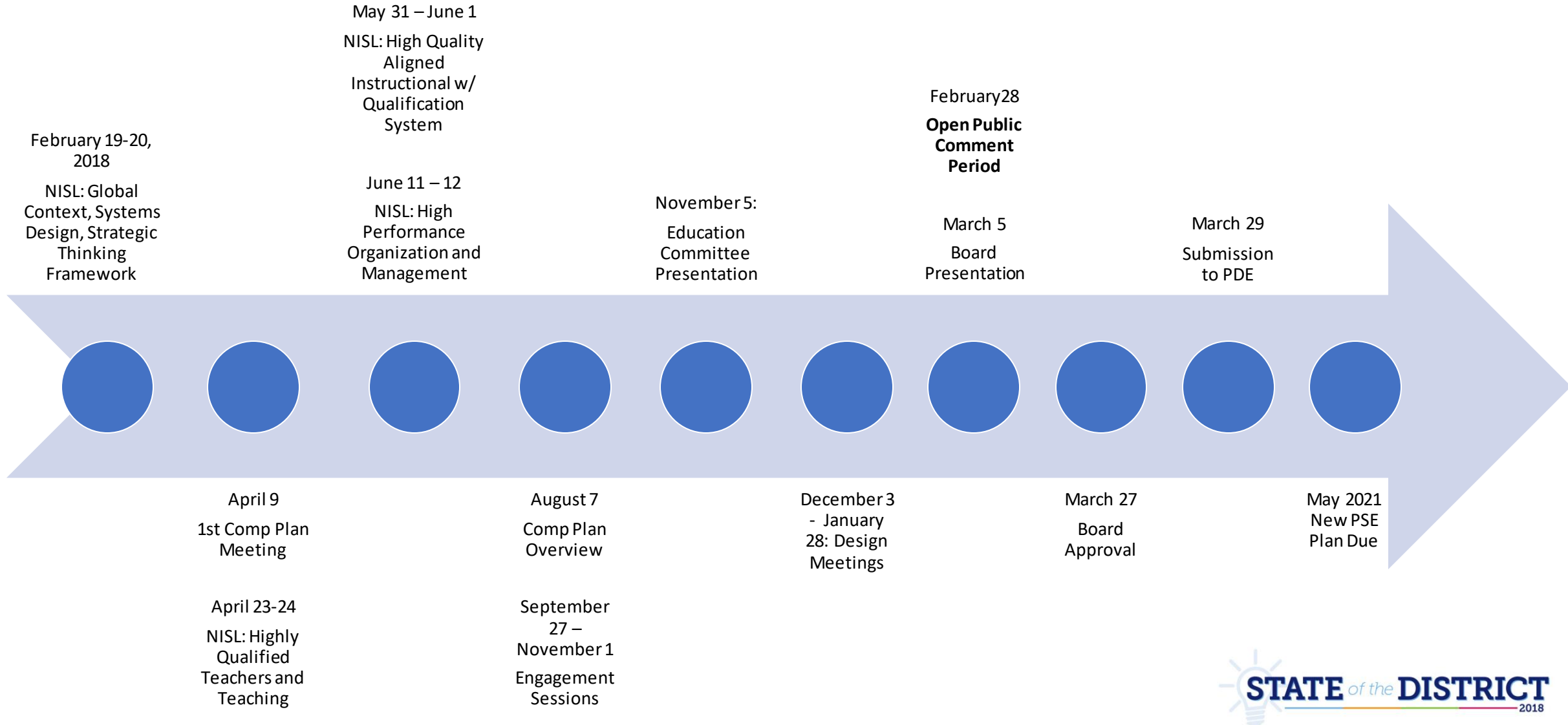
# PPS State Comprehensive Plan Submission

March 5, 2019

Expect great things.



# Comprehensive Plan Timeline



# Facilitated Intimate Table Top Discussion

- 11 Engagement Sessions
- Students, Parents, Teachers (PFT), Principals, Community and Staff
- Over 600 People



Expect great things. 

# Comprehensive Plan Components

- District Profile: Mission, Vision, Planning Committee, Planning Process
- Core Foundations: Standards, Curriculum framework, Aligned instruction, Instructional Strategies, Assessments, Safe & Support Schools, Professional Education
- Needs Assessment: Guiding Questions in 13 different Areas (No on any question in any area is a no to the entire section)
- District Accomplishments: What's working
- District Concerns: Systemic Challenges
- Action Planning: The District Level Plan (DLP) is made up the entire collection of district-specific action plans.



# District Accomplishments

- Pittsburgh Public Schools launched the *2017-2022 Strategic Plan: Expect Great Things*, which included the unprecedented community engagement of more than 3,500 stakeholders. The plan outlines four strategic themes and 19 initiatives to reach each of these 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.
- Improved opportunities for job-embedded professional development and teacher support by increasing the number of half from two to eight;
- Creating two new content specific coaching roles in English Language Arts and Mathematics and implementing Professional Learning Communities at all schools.
- Our Multi-Tiered System of Support has key behavioral supports for teachers, including Restorative Practices, the Student Assistance Program, and Positive Behavior Interventions (PBIS).

# District Accomplishments

- Since the 2015-2016 school year, the District's has seen a significant decline in suspension rates, moving down from 16.1 percent to 10.9 percent in 2017-2018.
- On December 20, 2017, the Board approved revisions to the District's Suspension and Expulsion Policy that bans the use of out of school suspension of students enrolled in grades below third grade for non-violent minor disciplinary infractions effective for the start of the 2018-2019 school year.



# District Accomplishments

- Official state reports show promising growth in 4-year cohort graduation rates district-wide. From 2015 to 2017, the District rate for all students increased 10.4 percentage points from 70.4 percent to 80.8 percent. Additionally, students of both genders and African - American students also saw increases in graduation rate.
- At Pittsburgh Public Schools we know that students who are enrolled in the Career and Technical Education (CTE) program, successfully pass their CTE courses, as well as the associated industry exam, can graduate with a valuable industry-recognized credential. In 2017-2018, approximately 40% of all CTE students achieved industry-recognized credentials.
- For the start of the 2017-2018 school year, updates to the District's curriculum included replacing the decade-old PreK-12 English Language Arts curriculum, the addition of supplemental Science resources, and supporting technology.
- Curriculum frameworks were developed for all courses PreK-12, complete with aligned scope and sequence, formative assessments, syllabi, and course related materials. New curriculum in Algebra and Mathematics rolled out in 2018-2019 school year.



Expect great things.

# District Concerns

---

Enhancing five key areas:

- Aligned Instructional Systems
  - Early Childhood Education
  - Gifted Education
- District Comprehensive Learning Plan
  - New Teacher Induction

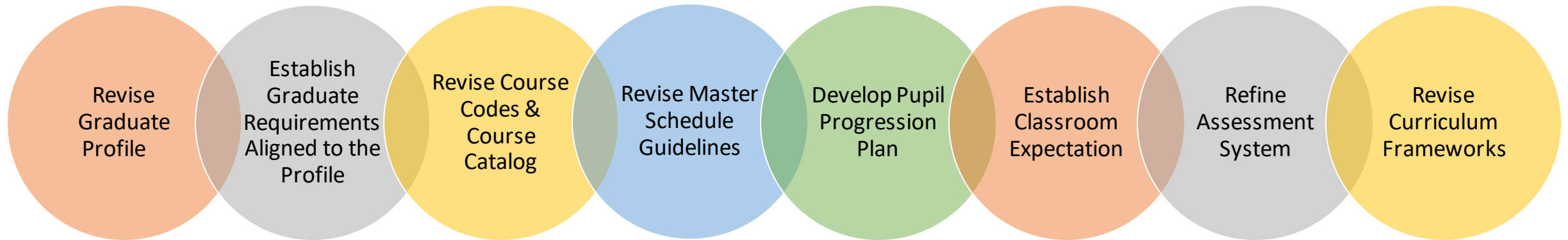


# Goal 1:

**PPS will implement an aligned, coherent, PreK-12 instructional system designed to: articulate students' progression toward achieving the specific qualities in the HS graduate profile; Diagnostic, formative and summative assessment results will determine appropriate student supports each student requires to achieve program level expectations. All students will experience coursework designed to engage and challenge them, regardless of the school they attend.**

# Strategy 1:

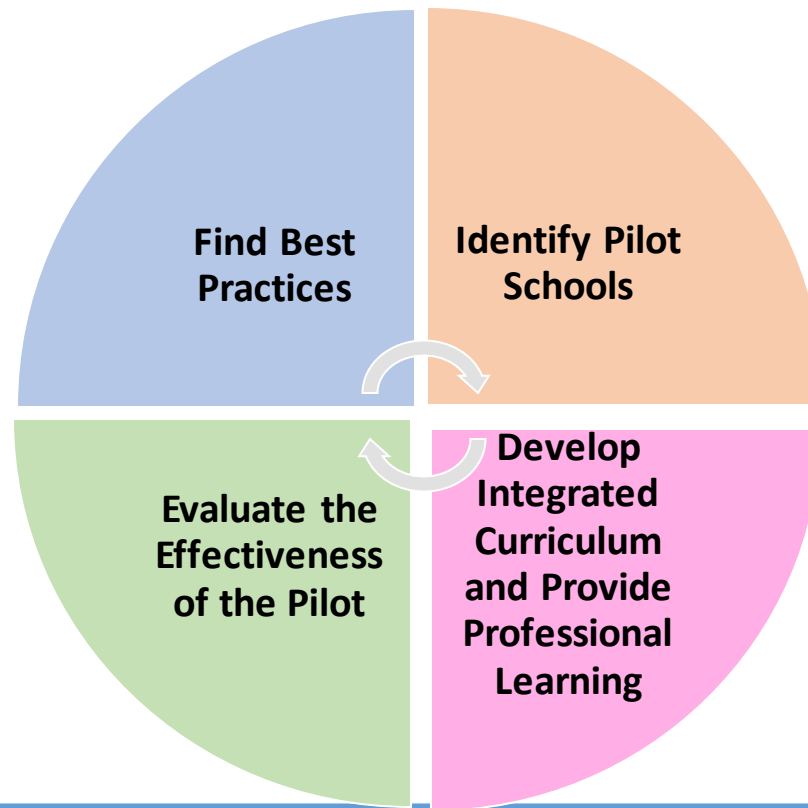
## Improve the District's Aligned Instructional System



# Strategy 2:

Enhance the System of Early Education by integrating childhood instructional practices, professional learning and curriculum from Birth through 3rd grade.

---

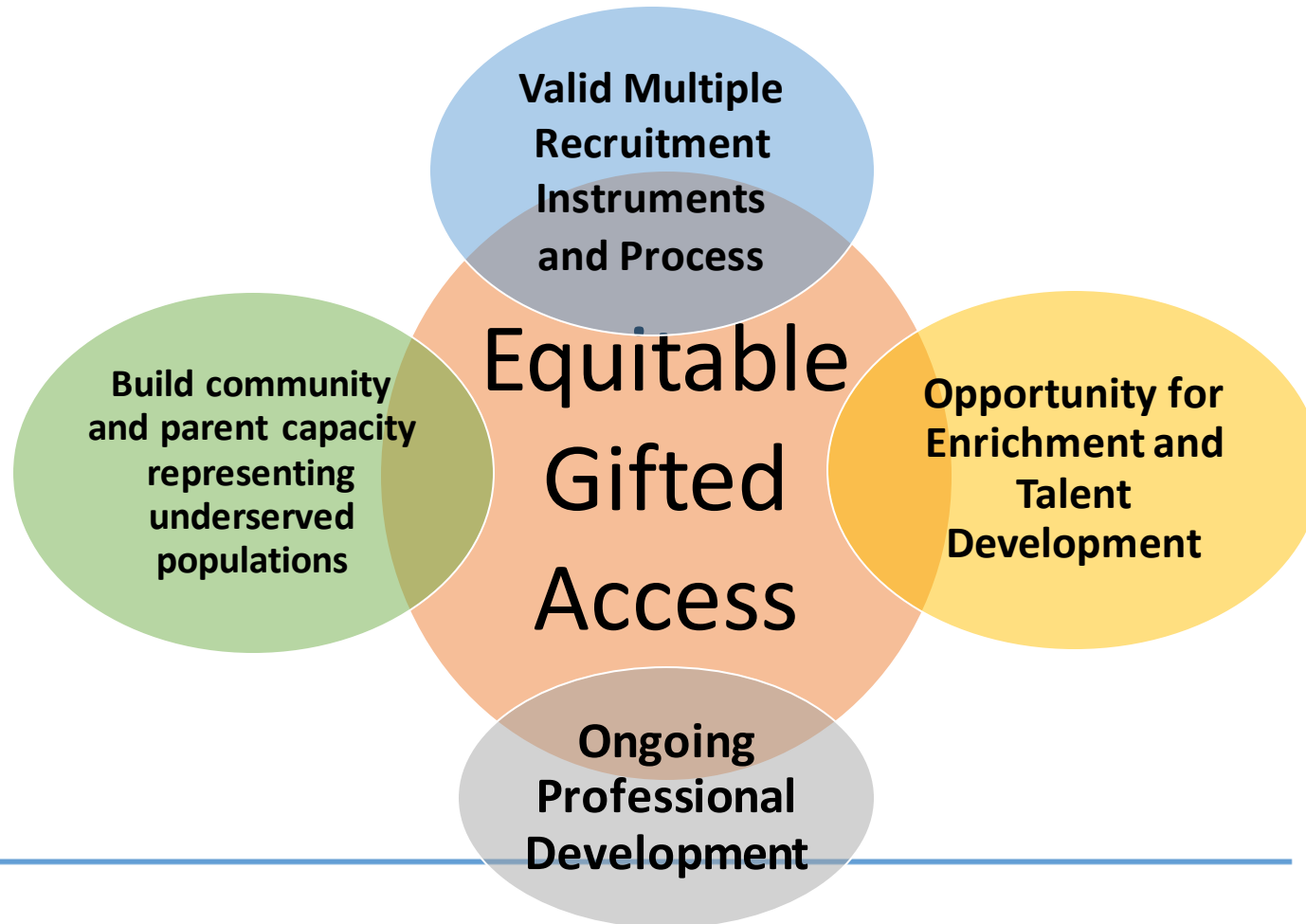


---

Expect great things. 

# Strategy 3:

Establish an equitable gifted screening and identification process.



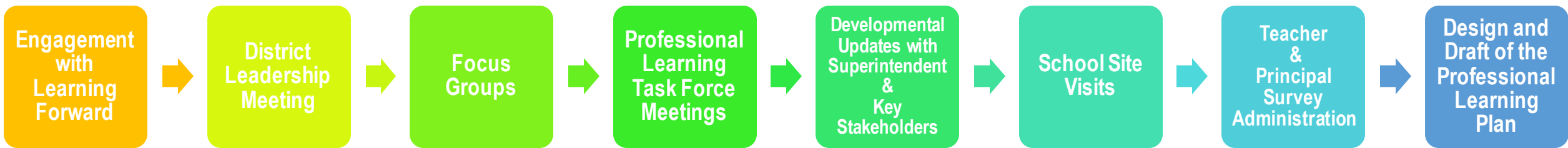
Expect great things. 

## Goal 2:

**PPS will implement a comprehensive induction and professional learning system designed to ensure a quality teacher in every classroom as determined through self-assessment, peer collaboration and supervisor evaluation based on clearly defined expectations for effective teaching. Teachers will engage in cycles of continuous improvement through action learning that is supported by certified mentors, instructional coaching and job-embedded collaborative professional time.**

# Strategy 1 Develop and Implement a Comprehensive Professional Learning Plan

## Professional Learning Plan Development Process





# Strategy 2

Equip Instructional Teacher Leaders (ITLs) who are on-site peer mentors for New Teachers



Expect great things. 

# Strategic Plan Framework

## Long-Term Outcomes

Increase proficiency in literacy for all students

Ensure all students are equipped with skills to succeed in college, career and life

Increase proficiency in math for all students

Eliminate racial disparity in achievement levels of African-American students

### Strategic Theme #1

Create a positive and supportive school culture.

#### Objectives

1. Meet the holistic needs of all students.
2. Establish a shared commitment and responsibility for positive relationships with every student, family, and staff member.
3. Create effective family and community partnerships in every school.

#### Strategic Initiatives

##### PHASE 1

- 1a. Establish a system-wide Multi-Tiered System of Support (MTSS) process, that includes Positive Behavior Interventions and Supports (PBIS) and restorative practices, implemented through high-functioning Student Assistance Program (SAP) teams in every school that are equipped to follow the process with fidelity.
- 2b. Develop and communicate explicit and consistent expectations for staff interactions with students and families.
- 3b. Implement a tiered and phased community schools approach.

##### PHASE 2

- 1b. Embed elements of social-emotional learning into academic instruction.

##### PHASE 3

- 1c. Develop individual student success plans for all students.
- 3a. Develop effective partnerships among schools, students, families, and community organizations, utilizing a research-based framework that fosters collaboration for student success.

### Strategic Theme #2

Develop and implement a rigorous, aligned instructional system.

#### Objectives

1. Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive.

#### Strategic Initiatives

##### PHASE 1

- 1a. Develop and design a common curriculum framework.
- 1b. Develop a comprehensive assessment system aligned to grade-level expectations.
- 1c. Implement an instructional system with aligned and equitably distributed resources.

### District Vision

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

### District Mission

The Pittsburgh Public Schools will be one of America's premier school districts, student-focused, well-managed, and innovative. We will hold ourselves accountable for preparing all children to achieve academic excellence and strength of character, so that they have the opportunity to succeed in all aspects of life.

### Strategic Theme #3

Provide appropriate instructional support for teachers and staff.

#### Objectives

1. Impact student outcomes by increasing teacher knowledge through a cohesive system of instructional support.

#### Strategic Initiatives

##### PHASE 1

- 1b. Align instructional support efforts to ensure collaboration between school administrators and staff around the school's professional development focus.

##### PHASE 2

- 1a. Ensure that all professional development for teachers and staff follows research-based and culturally relevant practices.
- 1c. Provide differentiated instructional support that is based on data and deployed through school-based, district-wide, and online learning opportunities.
- 1d. Ensure that supervisory and support staff who engage in instructional conversations with teachers receive differentiated learning opportunities to be effective in their roles.

### Strategic Theme #4

Foster a culture of high performance for all employees.

#### Objectives

1. Attract and retain high-performing staff who hold high expectations for all students.
2. Enhance District-wide systems that promote shared accountability, high expectations, and continuous growth for all employees.

#### Strategic Initiatives

##### PHASE 1

- 1a. Develop and broaden teacher pipeline and recruitment efforts to yield a diverse, culturally competent and effective workforce.
- 1b. Develop a rigorous selection and hiring process that ensures the most effective workforce.

##### PHASE 2

- 2b. Review and modify performance management systems to maximize impact on professional growth and student outcomes.

##### PHASE 3

- 1c. Promote retention and reduce negative effect of turnover.
- 2a. Create comprehensive professional learning environments to both facilitate role-specific learning and to enable employees to grow and develop.

Phase 1: Launching now through June 2017  
Phase 2: Launching in the 2017–2018 School Year  
Phase 3: Launching in the 2018–2019 School Year



# Expect great things.

# Strategic Plan Framework

## Long-Term Outcomes

Increase proficiency in literacy for all students

Ensure all students are equipped with skills to succeed in college, career and life

Increase proficiency in math for all students

Eliminate racial disparity in achievement levels of African-American students

### Strategic Theme #1

Create a positive and supportive school culture.

#### Objectives

1. Meet the holistic needs of all students.
2. Establish a shared commitment and responsibility for positive relationships with every student, family, and staff member.
3. Create effective family and community partnerships in every school.
4. Decrease incidence of racial disproportionality in school discipline (behavioral referrals, suspensions and arrests).

#### Strategic Initiatives

##### PHASE 1

1a. Establish a system-wide Multi-Tiered System of Support (MTSS) process, that includes Positive Behavior Interventions and Supports (PBIS) and restorative practices, implemented through high-functioning Student Assistance Program (SAP) teams in every school that are equipped to follow the process with fidelity.

2b. Develop and communicate explicit and consistent expectations for staff interactions with students and families.

3b. Implement a tiered and phased community schools approach.

##### PHASE 2

1b. Embed elements of social-emotional learning into academic instruction.

##### PHASE 3

1c. Develop individual student success plans for all students.

3a. Develop effective partnerships among schools, students, families, and community organizations, utilizing a research-based framework that fosters collaboration for student success.

4a. Provide implicit bias training to central and school-based administrators, school-based student support staff, school police/guards and board members.

##### PHASE 4

4b. Increase culturally responsive interventions and supports.

### Strategic Theme #2

Develop and implement a rigorous, aligned instructional system.

#### Objectives

1. Establish a rigorous District-wide curriculum and assessment framework that is culturally inclusive.
2. Establish educational pathways that bridge PreK-12 learning with post-secondary education and/or workforce opportunities for all students.
3. Enhance the System of Early Education by integrating early childhood instructional practices, professional learning and curriculum through third grade.
4. Increase the number of underrepresented populations in gifted education.
5. Design culturally authentic text across the curriculum.

#### Strategic Initiatives

##### PHASE 1

1a. Develop and design a common curriculum framework.

1b. Develop a comprehensive assessment system aligned to grade-level expectations.

1c. Implement an instructional system with aligned and equitably distributed resources.

##### PHASE 2

- 2a. Revise Graduate Profile.
- 2b. Revise Graduation Requirements.
- 2c. Implement Classroom Expectations.
- 2d. Revise Curriculum Framework.
- 2e. Revise Assessment System.
- 3a. Launch and Evaluate Early Learning Pilot.
- 4a. Launch and Evaluate a Gifted Screener.

5a. Create Advisory Council Committee on the African Diaspora and other cultures to recommend curriculum materials.

##### PHASE 3

- 2f. Revise Course Catalogue.
- 2g. Create Master Schedule Guidelines.
- 2h. Create Pupil Progression Plan.
- 4b. Selection Gifted Screener based on Pilot Data.

##### PHASE 5

3b. Implement Early Learning Best Practices District-wide.

### Strategic Theme #3

Provide appropriate instructional support for teachers and staff.

#### Objectives

1. Impact student outcomes by increasing teacher knowledge through a cohesive system of instructional support.
2. Ensure incoming teachers receive site-based mentoring through the New Teacher Induction Program.
3. Increase teacher capacity to implement instruction more equitably through research-based pedagogical strategies.

#### Strategic Initiatives

##### PHASE 1

1b. Align instructional support efforts to ensure collaboration between school administrators and staff around the school's professional development focus.

##### PHASE 2

1a. Develop and implement a comprehensive professional development learning plan aligned with research-based and culturally relevant practices.

2a. Train and develop teacher mentors as a part of the Instructional Teacher Leader (ITL) Certification Program.

##### PHASE 3

3a. Implement a common understanding of the Culturally Relevant Pedagogy (CRP) in theory and practice.

3b. Provide a common language and examples on 3G critical attributes.

##### PHASE 4

1c. Design a system to support for individual professional learning plans for teachers.

### Strategic Theme #4

Foster a culture of high performance for all employees.

#### Objectives

1. Attract and retain high-performing staff who hold high expectations for all students.
2. Enhance District-wide systems that promote shared accountability, high expectations, and continuous growth for all employees.

#### Strategic Initiatives

##### PHASE 1

1a. Develop and broaden teacher pipeline and recruitment efforts to yield a diverse, culturally competent and effective workforce.

1b. Develop a rigorous selection and hiring process that ensures the most effective workforce.

##### PHASE 2

2b. Review and modify performance management systems to maximize impact on professional growth and student outcomes.

##### PHASE 3

1c. Promote retention and reduce negative effect of turnover.

2a. Create comprehensive professional learning environments to both facilitate role-specific learning and to enable employees to grow and develop.

■ Additions for PA Comprehensive Plan

■ Additions for Equity Plan

Phase 1: Launching Now-2017-18

Phase 2: Launching 2018-19

Phase 3: Launching 2019-20

Phase 4: Launching 2020-21

Phase 5: Launching 2021-22



# Expect great things.