

Strategic Direction for the District



 Expect great things.

Hit the Ground Running...in the Right Direction



- 90 Day Plan
 - Look, Listen and Learn tour(s)
 - Online Community Surveys
- PPS Data Review
- CGCS Transition Teams



 Expect great things.

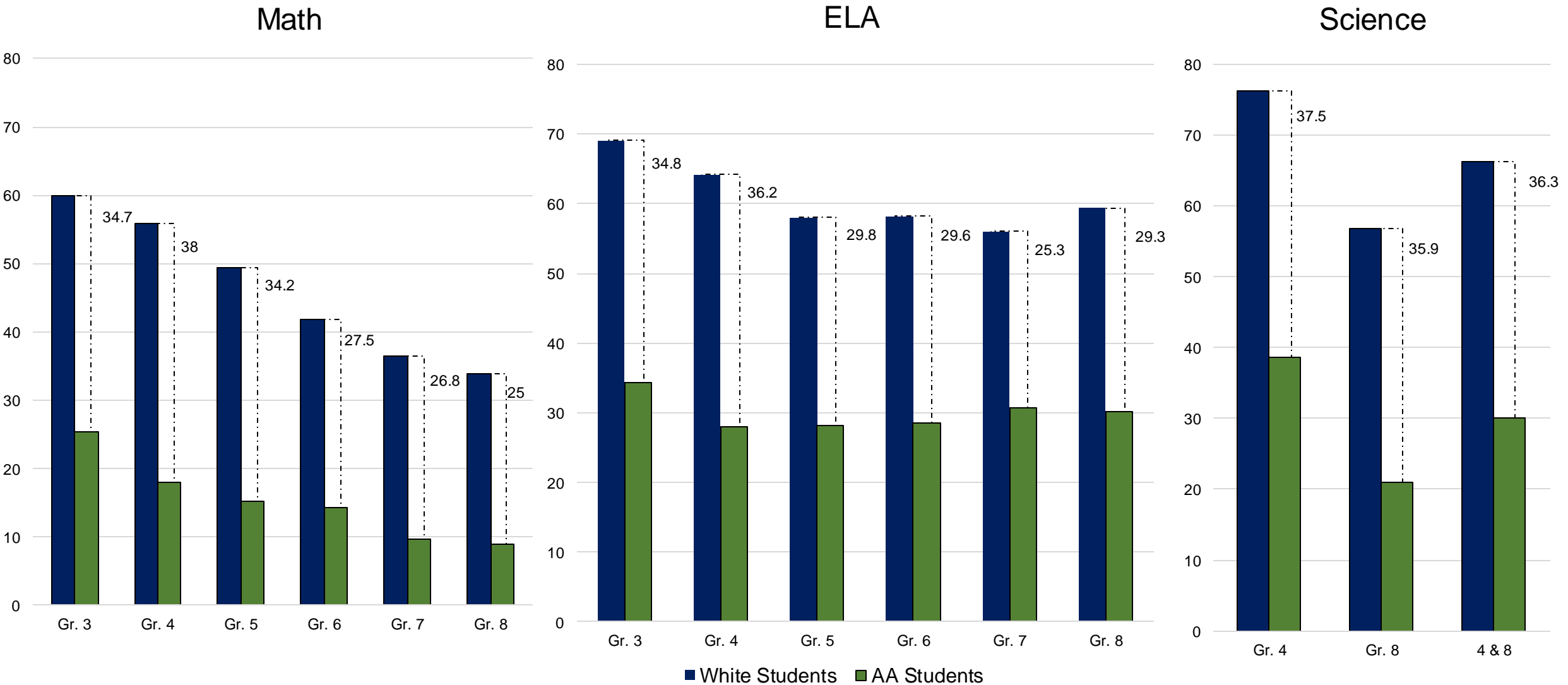
Stakeholder Input Considered

- Community Listening Session in eight geographic areas, including: employees, parents, students and general community members
- Superintendent meetings with community leaders
- Online input opportunity with over 800 respondents
- Targeted inputs session with teachers
- Targeted input session with all principals
- Targeted input session with students representing every high school
- **Review of the annual parent perception survey results**
- **Review of the annual student perception survey results**
- **Review of the annual teacher perception survey results**
- Strategic planning prioritization survey with over 1,000 respondents

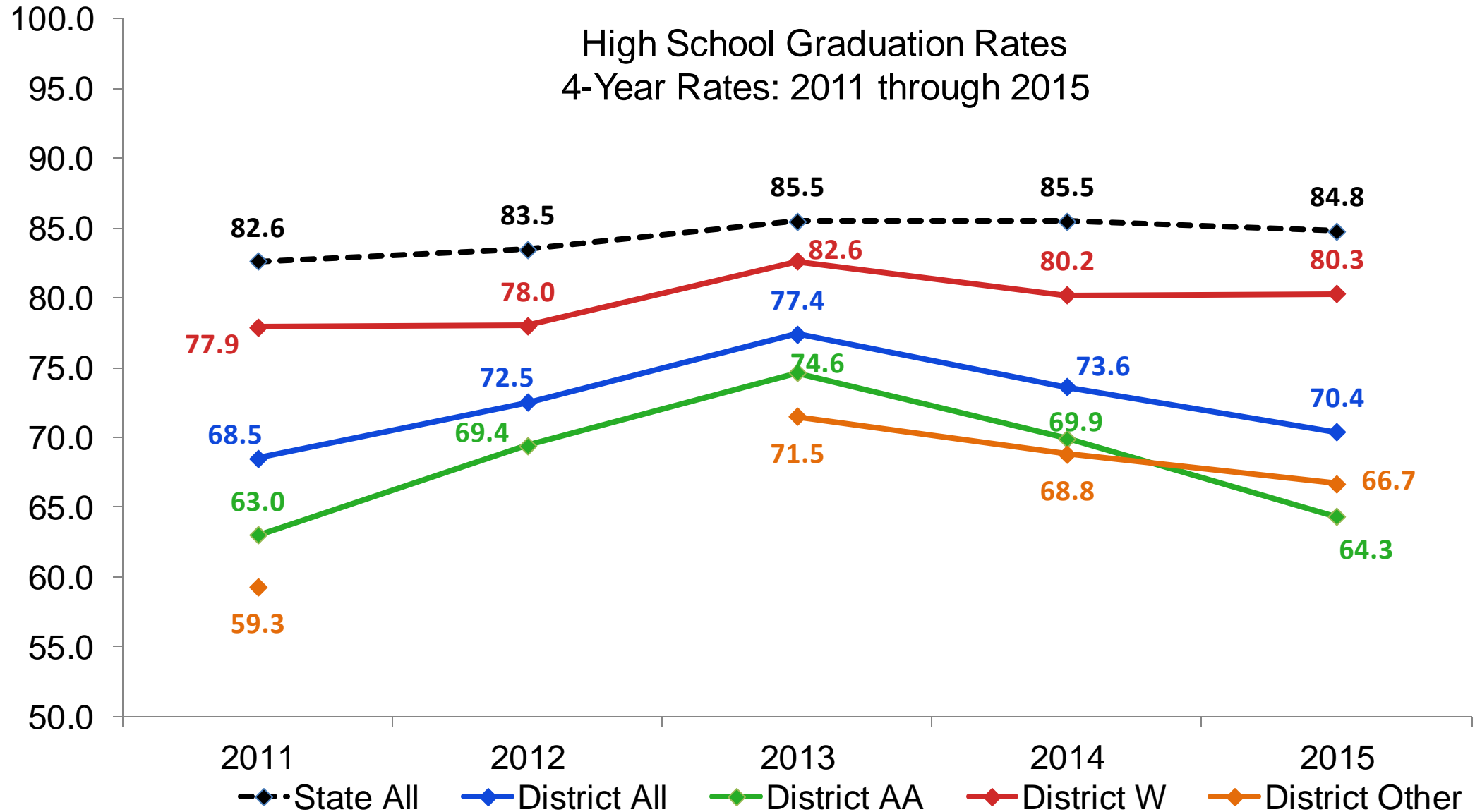


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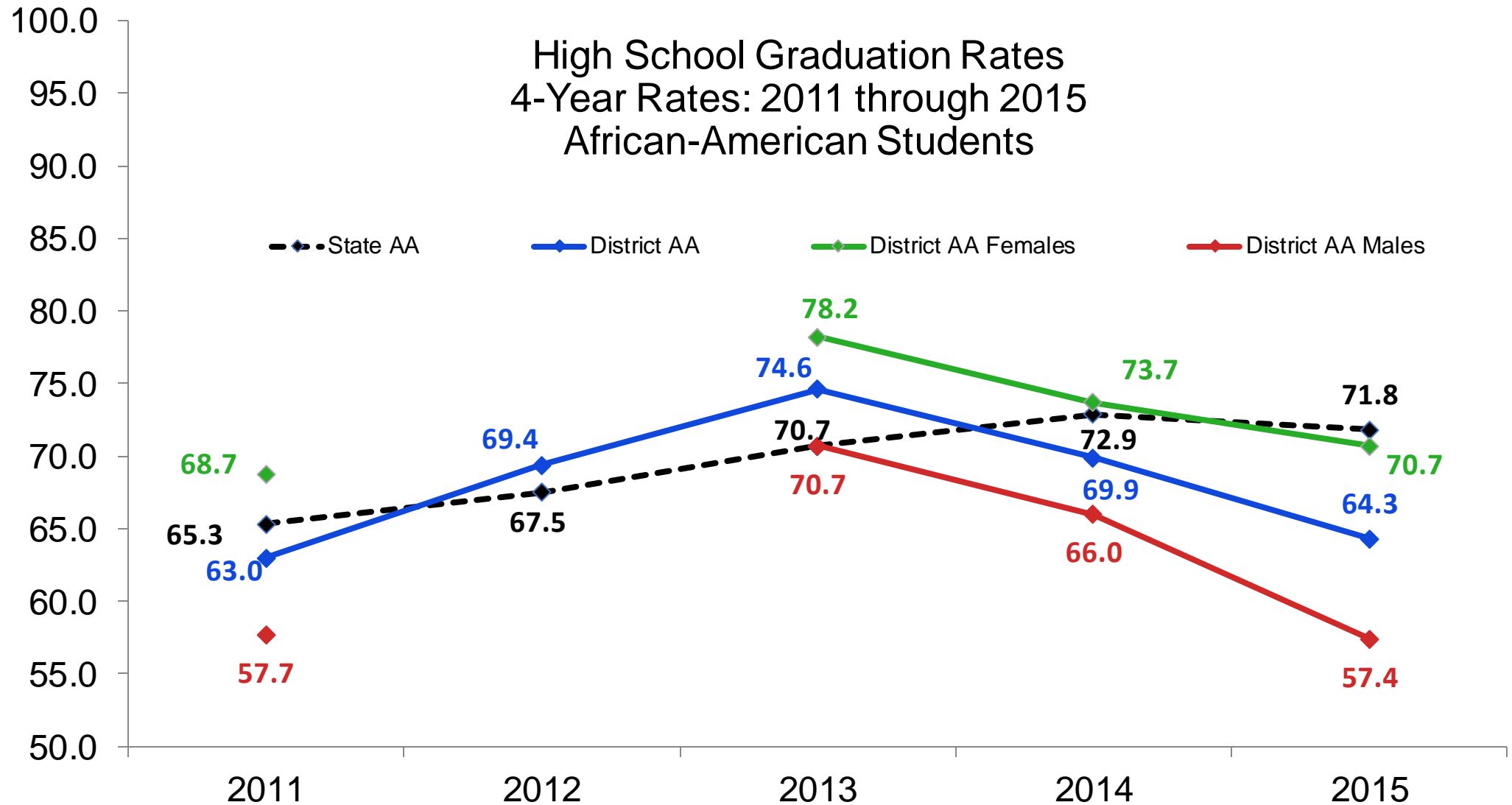
PA State Assessments: Proficient and Advanced White/AA Achievement Gaps 2015-2016



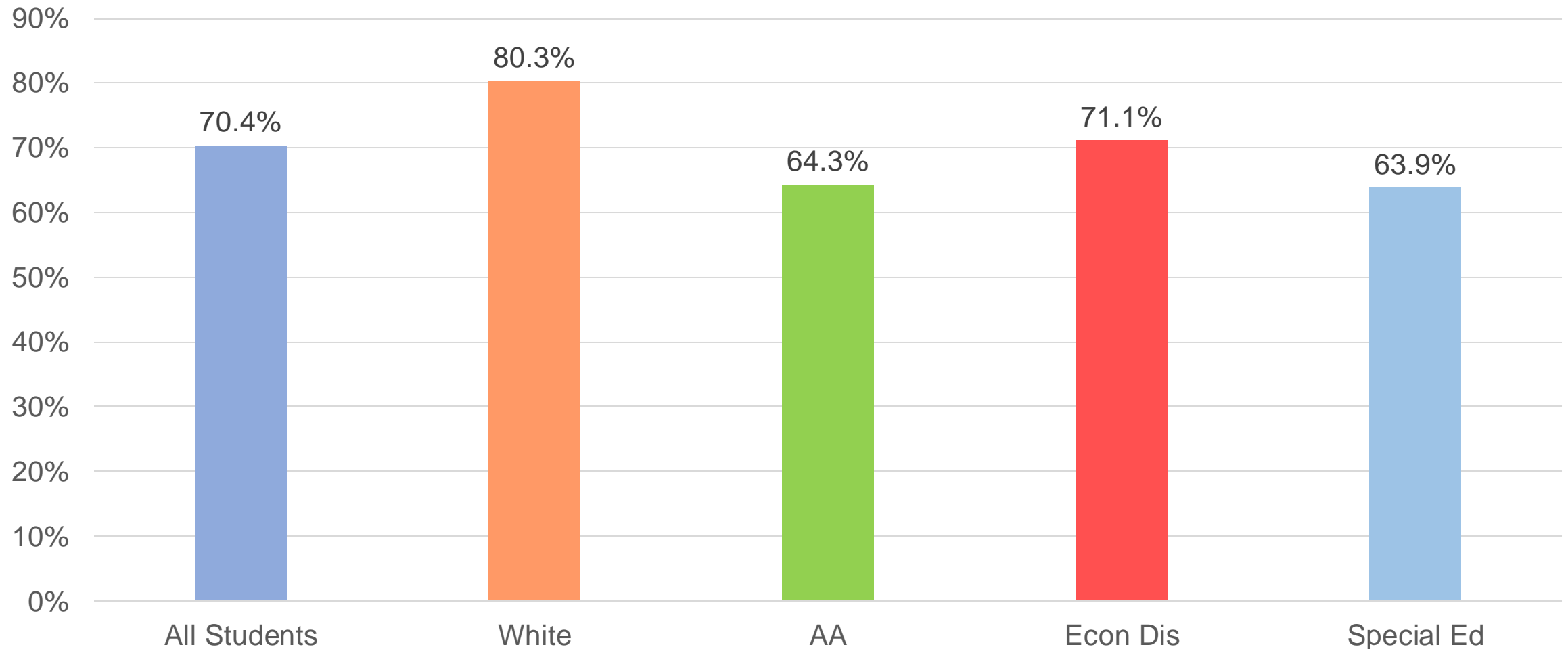
After 2 years of improvements, the overall district rate has declined for the past 2 years.



Rates for AA students, especially for Males, have dropped significantly over the past 2 years.



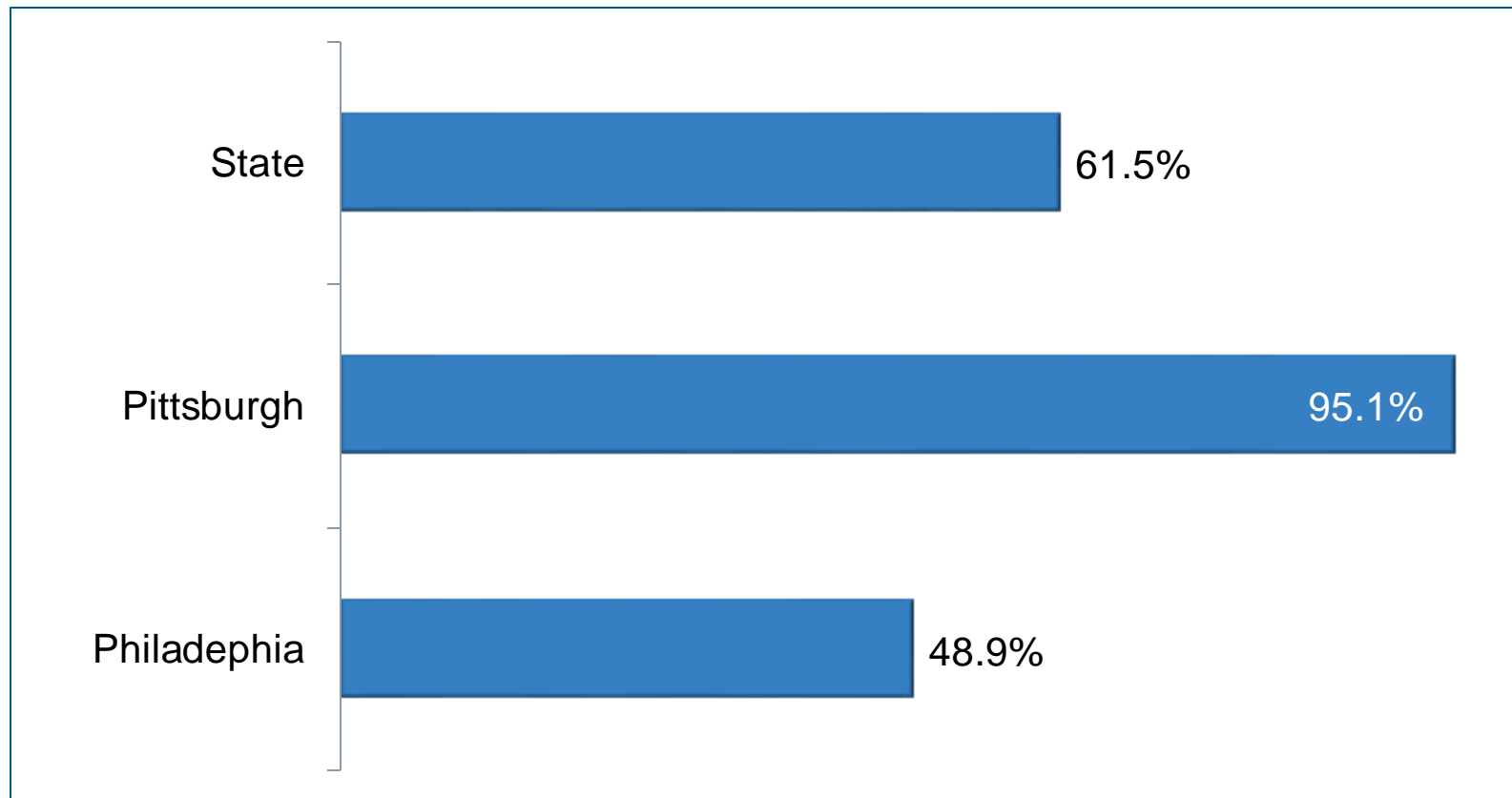
PPS 2015 Graduation Rates by Student Groups



Source: Pennsylvania Department of Education, 2014-15 4-Year Cohort Graduation Rates

Managing Student Discipline

Percentage of State-reported Incidents Resulting in Out of School Suspension 2014-15



Percentage of all students with Discipline incident:

- State: 2.7
- Pittsburgh: 9.1
- Philadelphia: 4.4

Source: Pennsylvania Department of Education, School Safety Report, 2014-15



**Our system is perfectly designed
to get the results we are
currently getting.**

Third-Party Analysis



Council of Great City Schools (CGCS) Goals

- Review and evaluate organization and management structure
- Examine overall staffing levels in comparison with other major school systems
- Assess impact of instructional program and disciplinary practices on student outcomes
- Review financial operations and business services for opportunities for improvement
- Develop recommendations to help PPS improve student and optimize administrative structures



Comprehensive Review in Five Areas

- Organizational Structure and Staffing
- Curriculum/Instructional Programming and Alignment
- Budget and Business Service
- Data, Research, Evaluation and Assessment
- Disciplinary Procedures and Protocols





The Council's Key Findings

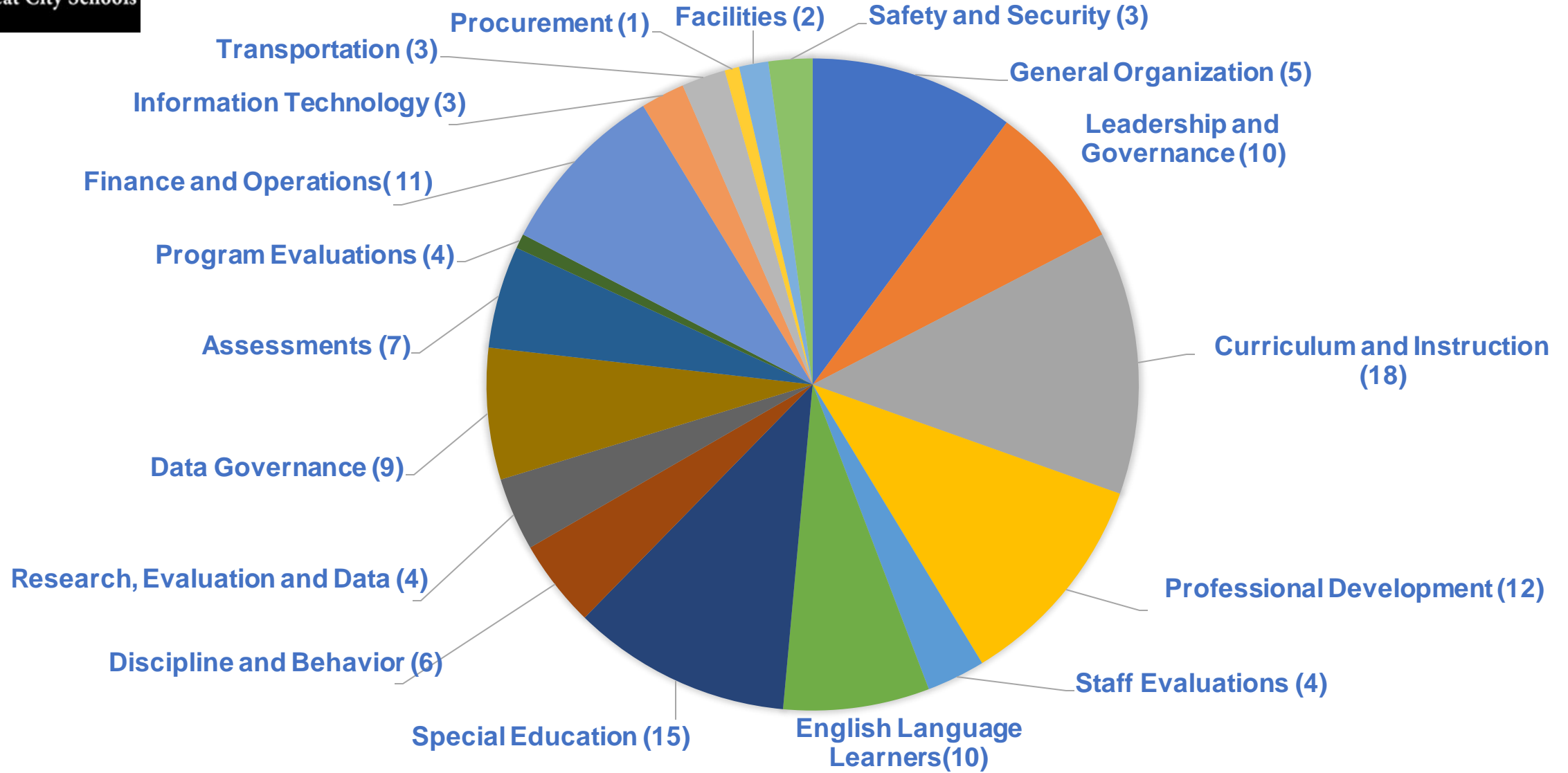
- Organizational structure does not support schools, enhance staff work or assist effective collaboration across staffing units.
- Instructional systems are weak and disjointed with little in place to build the District's capacity and hold staff accountable for improving student achievement.
- Financial and operations functions could be more effectively organized and strategically managed.
- Overall lack of data systems, organizational capacity and program evaluations prevent teachers and principals from having the information they need to improve practice.
- No system-wide strategy in place to address school climate and student discipline. Disciplinary actions fall disproportionately on students of color.



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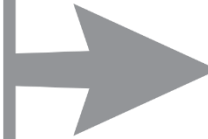


137 Recommendations

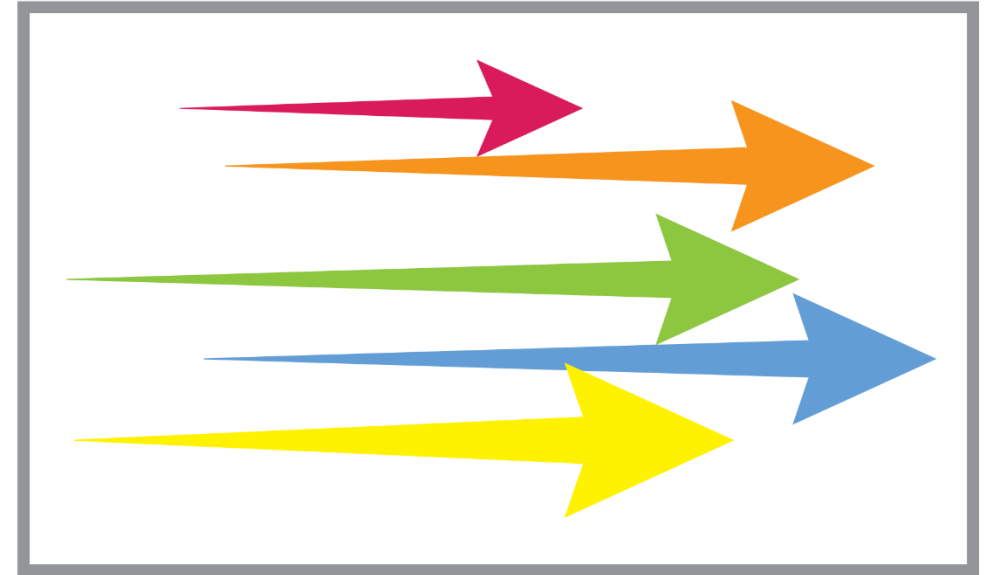


System-wide Alignment

Random Acts of Improvement
LOW STUDENT ACHIEVEMENT



Focused & Aligned Acts of Improvement
HIGH STUDENT ACHIEVEMENT



 **Expect great things.**



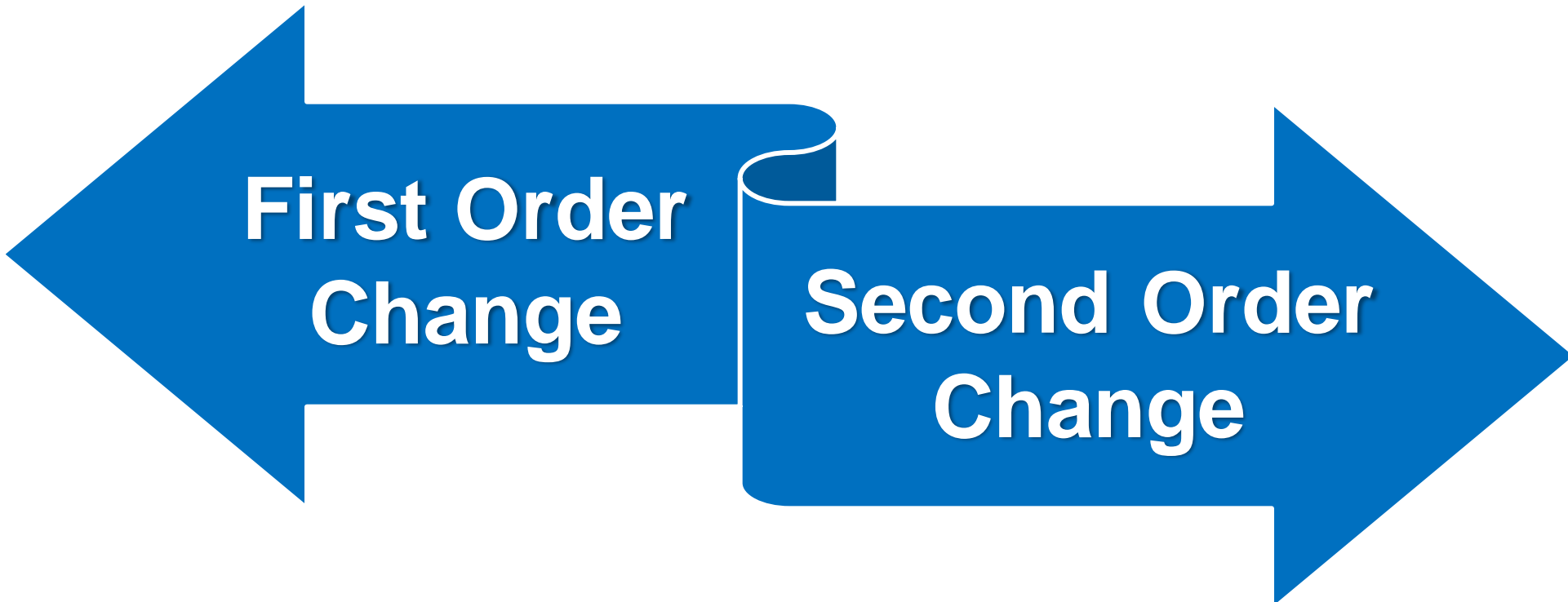
CGCS Progress Report

 Expect great things.



Expect great things. 

Let's Revisit the Types of Change



 Expect great things.

**Incremental District and
School Improvement**

**District and School
Transformation**

Continuum of School Change

First- Order Change

Refining Processes

Revising

Adjusting and
Adapting

Enhancing Culture

Small Steps to
Change

Second-Order Change

Inventing
Processes

Recreating

Shifting Philosophy

Rebuilding Culture

Wholesale Change

Types of Change

First Order

Fine Tuning...Incremental

Consistent with existing values and norms

Advantageous for stakeholder

Readily implementable with existing knowledge and resources

Second Order

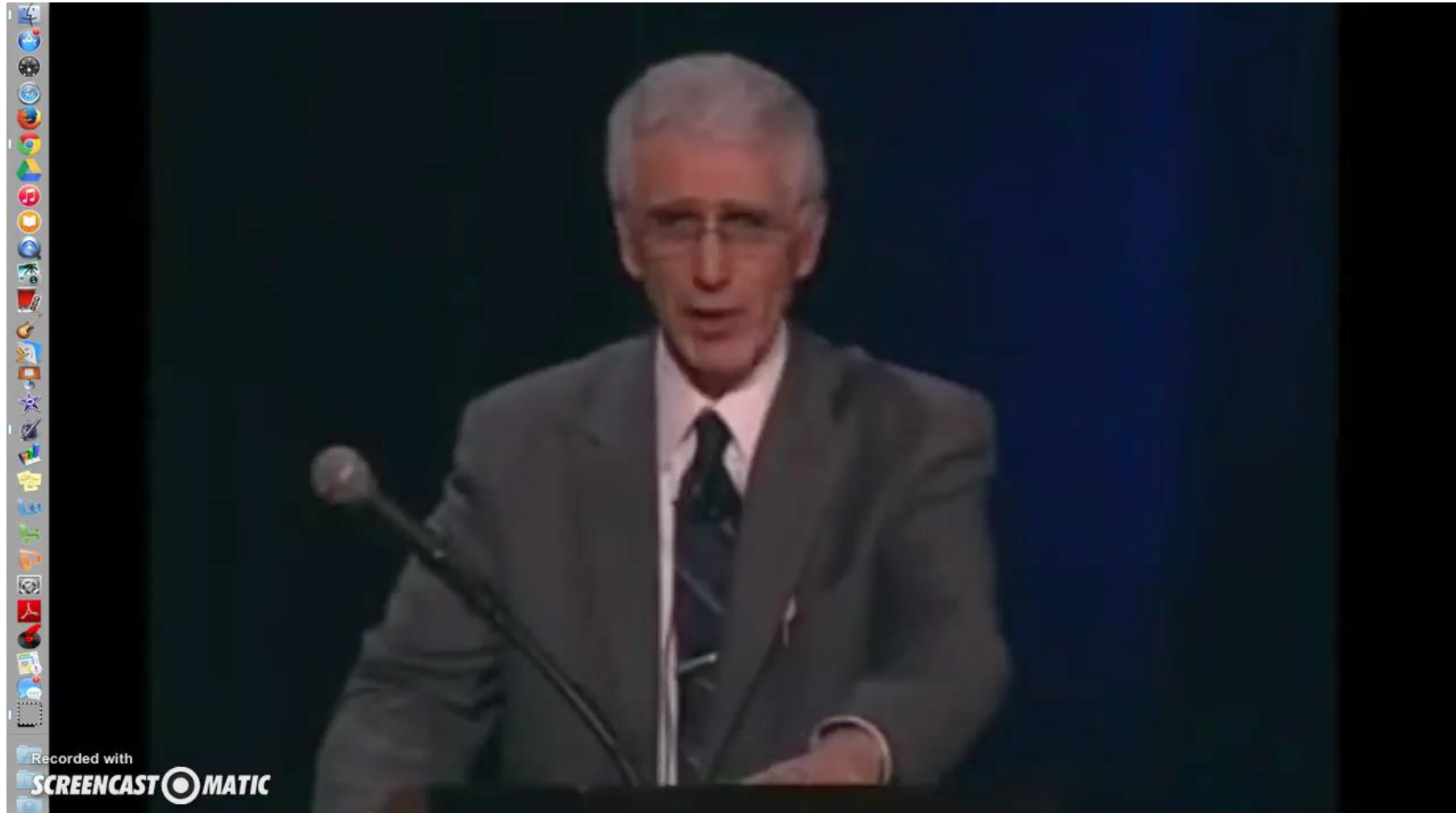
Altering the system

Are unclear about how it will make things better for them

Must master new knowledge, practices, or approaches to implement the changes

Feel the change conflicts with prevailing personal values and organizational norms

Marzano on 2nd Order Change



Expect great things. 

Change is not a Straight Line

“The more accustomed one becomes to dealing with the unknown, the more one understands that creative breakthroughs are always preceded by periods of cloudy thinking, confusion, exploration, trial and stress; followed by periods of excitement and growing confidence as one pursues purposeful change, or copes with unwanted change.”

-Michael Fullan



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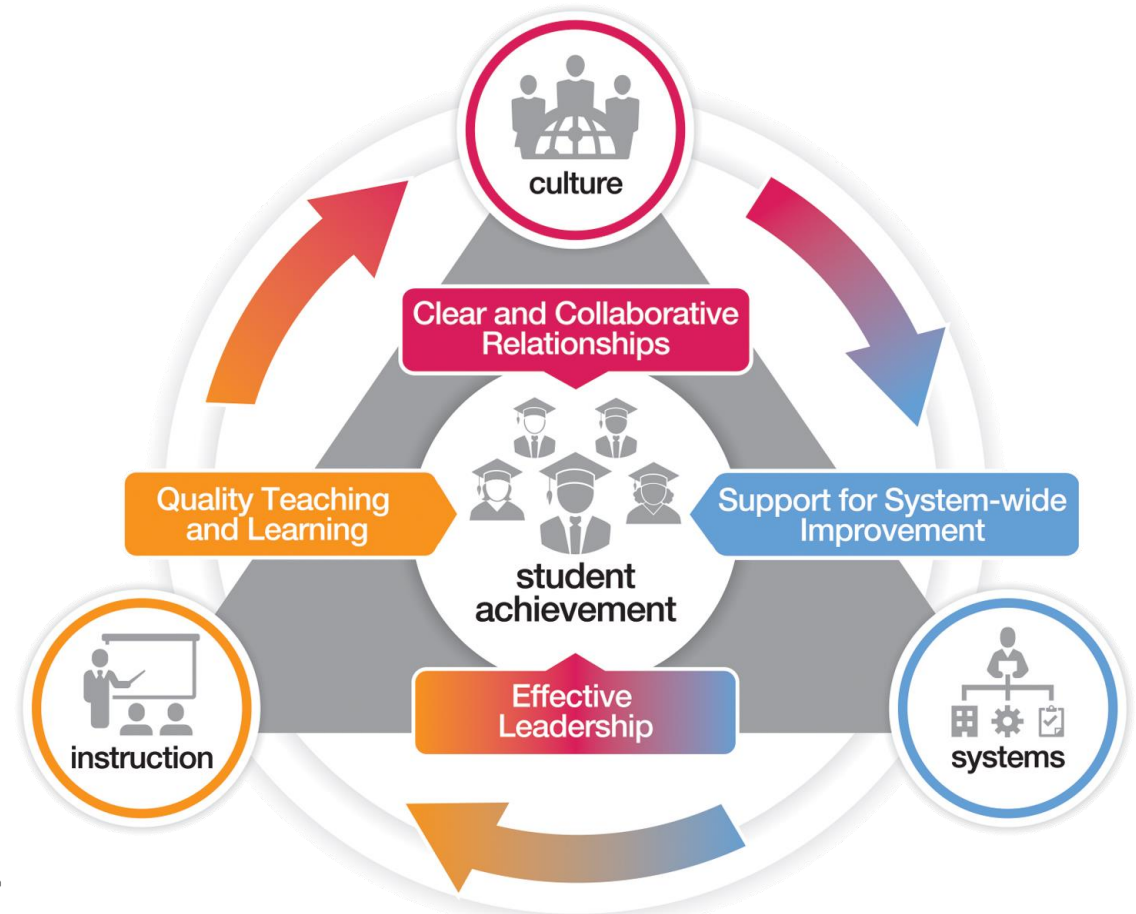
Theory of Action

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.



 Expect great things.

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.



Expect great things.

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

2017–2022 Strategic Plan Themes

Strategic Theme #1

Create a positive and supportive school culture.

Strategic Theme #2

Develop and implement a rigorous, aligned instructional system.

Strategic Theme #3

Provide appropriate instructional support for teachers and staff.

Strategic Theme #4

Foster a culture of high performance for all employees.

Phase 1 Strategic Initiatives Progress

Theme	Strategic Initiative	Cabinet Sponsor	Team Owner	Status
1. Positive School Culture	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.	David May-Stein	Christine Cray Alicia Johnson	Complete
	Develop and communicate clear, consistent, and explicit expectations for staff interactions with students and families.	Ebony Pugh	Susan Chersky	In Progress
	Implement a tiered and phased community schools approach.	Errika Fearbry Jones	Monté Robinson	Complete
2. Aligned Instructional System	Develop and design a common curriculum framework.	Anthony Anderson	Jamilla Rice	Complete
	Develop a comprehensive assessment system aligned to grade-level expectations.	Ted Dwyer	Nandidni Bhowmick	Complete
	Implement an instructional system with aligned and equitably-distributed resources.	Ronald Joseph	Erika Lagana	Complete - Implementation
3. Instructional Support for Teachers & Staff	Align instructional support efforts to ensure collaboration between school administrators and district staff around the school's professional development focus.	Anthony Anderson	Kellie Skweres	Complete - Implementation
4. High Performance Culture for All Employees	Develop and broaden teacher pipeline and recruitment efforts to yield a diverse, culturally competent, and effective workforce.	Anthony Hamlet	Brian Glickman	In Progress
	Develop a rigorous selection and hiring process that ensures the most effective workforce.	Anthony Hamlet	Alexis Howard	In Progress

Planner... How are we progress monitoring???

The screenshot shows the Microsoft Planner application interface. At the top, a dark blue header bar contains the 'My PPS' logo and the word 'Planner'. Below this is a left-hand navigation pane with a dark grey background. It includes a '+ New plan' button, a 'Planner hub' link, and a 'My tasks' link. A 'Favorites' section is collapsed, and a 'Recent plans' section is expanded, showing a list of plans with colored icons: PT (Superintendent's Task), CA (Cabinet), EC (Executive Cabinet), CG (Council Great City School...), SP (Strategic Plan Progress M...), and PC (PPS Cabinet). The main content area has a light grey background. It starts with a welcome message 'Welcome Jones, Errika Fearbry'. Below this is a section titled 'Planner in your pocket' featuring an illustration of a smartphone and a 'Get the app' button. Further down is a 'Favorite plans' section, followed by a 'Recent plans' section with two tabs: 'Recent plans' (selected) and 'All plans'. The 'Recent plans' section displays a grid of plan cards. Each card has a colored icon, a title, and a 'Private' status. The cards are: PT (Superintendent's Task), CA (Cabinet), EC (Executive Cabinet), CG (Council Great City Schools Recon), SP (Strategic Plan Progress Monitori), and PC (PPS Cabinet).

My PPS Planner

+ New plan

Planner hub

My tasks

Favorites

Recent plans

PT Superintendent's Task Private

CA Cabinet Private

EC Executive Cabinet Private

CG Council Great City School... Private

SP Strategic Plan Progress M... Private

PC PPS Cabinet Private

Welcome Jones, Errika Fearbry

Planner in your pocket

Capture tasks, update progress, continue conversations and more with the Planner mobile app on iPhone and Android.

Get the app

Favorite plans

Recent plans All plans

PT Superintendent's Task Private

CA Cabinet Private

EC Executive Cabinet Private

CG Council Great City Schools Recon Private

SP Strategic Plan Progress Monitori Private

PC PPS Cabinet Private

Expect great things.

Restorative Practice Implementation Scale

Network Example	School A	School B	School C	School D	School E	Average
Affective Statements	3	2	4	1	1	2.2
Proactive Circles	4	1	3	1	1	2
Reactive/ Responsive Circles	3.5	1	4	1	1	2.1
Restorative Disciplinary Process	3.5	3	4	1	1	2.7
Restorative Questions	3	3	3	1	1	2.2
Formal Conferences	3	3	3	1	1	2.2
Reintegration	3	3	4	1	1	2.8
Fair Process	3	3	4	1	1	2.6
Restorative Staff Community	3	1	3	1	1	2.3
Restorative Approach with Families	2.5	1	3	1	1	1.7
School Average	2.7	1.75	2.9	1	1	1.87

Implementation Scale Rating	Key
1- Pre-planning & Preparing	
2- Initiating & Implementing	
3-Deepening & Developing	
4-Sustaining & Strengthening	

Positive Behavior Interventions and Supports (PBIS) Implementation Scale

Network Example	School A	School B	School C	School D	School E	Average
Team Composition 1.1	3	2	3	2	2	2.4
Opening Procedures 1.2						
Behavior Expectations 1.3	3	1.5	4	3	3	2.9
Teaching Expectations 1.4	1	1	4	1	1	1.6
Problem Behavior Definitions 1.5	3	3	3	2	2	2.6
Discipline Policies 1.6	2	2	3	2	2	2.2
Professional Development 1.7	4	3	3	2	2	2.8
Classroom Procedures 1.8	3	2	4	1	1	2.2
Feedback/Acknowledgement 1.9	3	1	4	1	1	2
Faculty Involvement 1.10	3	1	4	1	1	2
Student/Family Community Involvement 1.11	3	1	4	1	1	2
Discipline Data 1.12	3	2	2	2	2	2.2
Data-Based Decision Making 1.13	3	2	3	2	2	2.4
Fidelity Data 1.14	2	2	3	1	1	1.8
Annual Evaluation 1.15	3	1	3	2	2	2.2
School Average	2.85	1.75	3.4	1.6	1.6	2.2

Implementation Scale Rating	Key
1- Pre-planning & Preparing	
2- Initiating & Implementing	
3-Deepening & Developing	
4-Sustaining & Strengthening	

Positive Learning Communities (PLC) Implementation Scale

Network Example	School A	School B	School C	School D	School E	Average
Mission	2	3	4	1	2	2.4
Vision	2	3	4	1	2	2.4
Collective Commitments	2	3	3	2	2	2.4
Building Level SMART Goals	2	3	3	2	2	2.4
Structure	3	3	3	3	2	2.8
Function	2	3	3	3	2	2.6
Practices	2	3	2	3	2	2.4
Shared Leadership	3	3	2	2	2	2.4
Trust and Communication	3	3	2	2	2	2.4
Conflict	2	3	2	3	2	2.4
Standards	3	3	3	3	2	2.8
Curricular Tools and Resources	3	3	3	3	2	2.8
Instructional Timeline	3	3	3	2	2	2.6
Data-Driven Planning	3	3	2	3	2	2.6
Unpacking Priority Standards	2	3	3	2	2	2.4
Differentiation	3	3	2	2.5	2	2.5
Instructional Practices	3	3	2	2	2	2.4
Instruct and Assess	3	3	3	2	2	2.6
Feedback	2	2.5	2	2	2	2.1
Reflect/Monitor/Adjust	2	3	3	2	2	2.4
Data	2	3	2	1	2	2
Common Criteria	2	3	2	2	2	2.2
Assessment Literacy	2	3	2	2	2	2.2
Tier 1 Instruction	3	4	2	2	2	2.6
Tier 2 Instruction	2	3	2	2	2	2.2
Tier 3 Instruction	2	3	2	2	2	2.2
Capacity Building	2	2.5	1	2	2	1.9
Action Research	2	3	1	2	2	2
School Average	2.3	3	2.4	2.1	2	2.4

Implementation Scale Rating	Key
1- Pre-planning & Preparing	
2- Initiating & Implementing	
3-Deepening & Developing	
4-Sustaining & Strengthening	

Multi-Tiered System of Support (MTSS) Implementation Scale

Network Example	School A	School B	School C	School D	Average
Screening Tools	3	1	2	2	2
Universal Screening	3	1	2	2	2
Data Points to Verify Risk	3	1	3	2	2.75
Decision-Making Process	3	1	2	2	2
Data System	2	1	2	2	1.75
Responsiveness to Intervention	3	1	2	2	2
Researched Based Curriculum	2	2	3	2	2.5
Prevention Focus	2	2	2	2	2
Leadership Personnel	3	2	2	2	2.25
School Based PD	2.5	2	2	2	2.1
Schedules	3	2	3	2	2.5
Resources	3	2	3	2	2.5
Cultural Responsiveness	2	2	2	2	2
Communication with Parents	3	1	2	2	2
Communication with Staff	3	2	1	2	2
MTSS Teams	3	2	2	2	2.25
Fidelity	3	2	2	2	2.25
Evaluation	3	2	1	2	2
School Average	2.75	1.6	2.1	2	2.0

Implementation Scale Rating	Key
1- Pre-planning & Preparing	
2- Initiating & Implementing	
3-Deepening & Developing	
4-Sustaining & Strengthening	

Pittsburgh Continuous Improvement Model for Improved Instruction



Continuous Improvement Process
The ongoing cycle of planning, doing, checking, and acting designed to improve results—constantly.

Plan - Do - Check - Act (Edward Deming's work based on that of Shewhart)



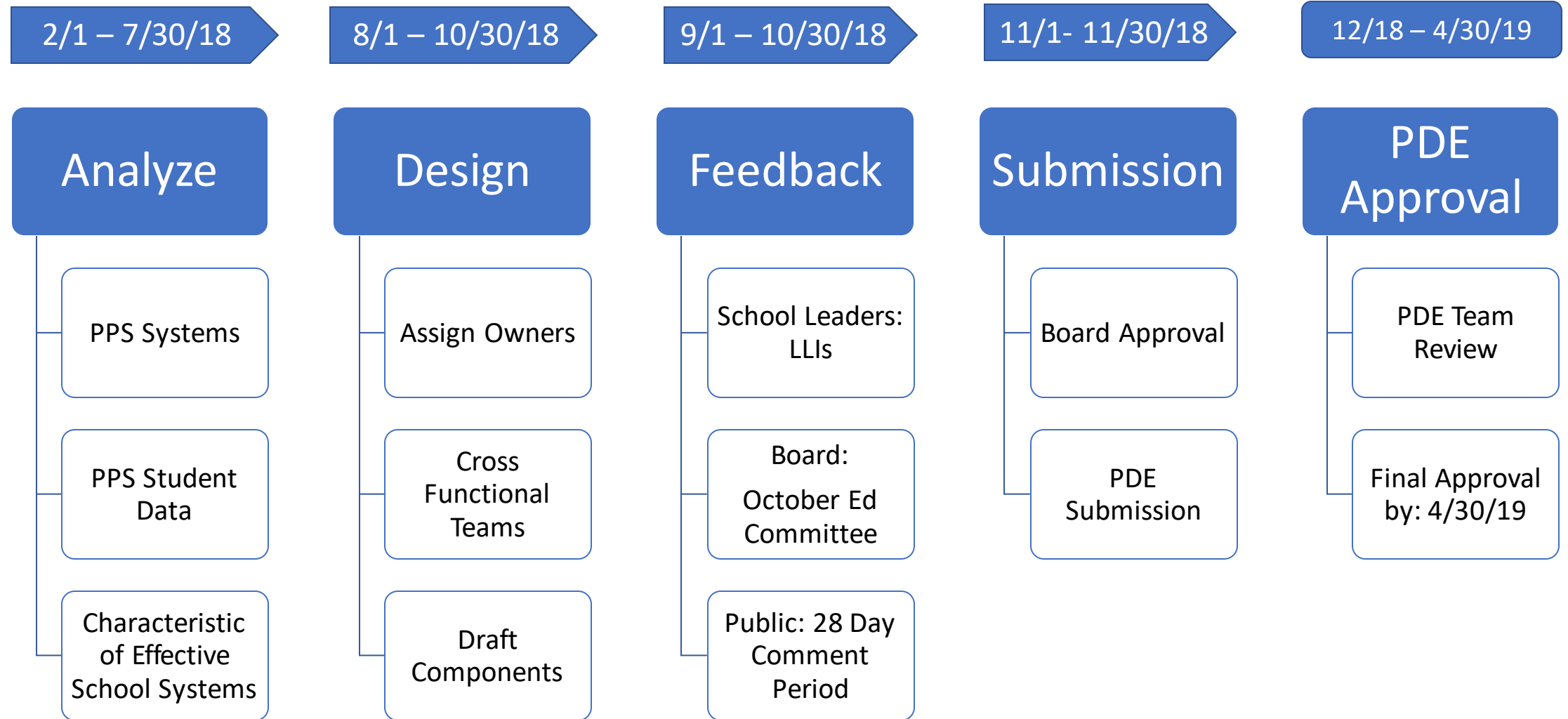
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Phase 2 Strategic Initiatives

Sponsors and Owners

Theme	Strategic Initiative	Cabinet Sponsor	Team Owner
1 Positive School Culture	Embed elements of social-emotional learning into academic instruction.	Christine Cray	David May-Stein
3 Instructional Support for Teachers & Staff	Ensure that all professional development for teachers and staff follows research-based and culturally relevant practices.	Angela Allie	Anthony Anderson
	Provide differentiated instructional support that is based on data and deployed through school-based, district-wide, and online learning opportunities.	Wayne Walters	Minka Jenkins
	Ensure that supervisory and support staff who engage in instructional conversations with teachers receive differentiated learning opportunities to be effective in their roles.	Angela Tilghman	Minka Jenkins
4 High Performance Culture for All Employees	Review and modify performance management systems to maximize impact on professional growth and student outcomes.	Chief, Human Resources Officer	Anthony Hamlet (interim)

Comprehensive Plan Timeline



Comprehensive Plan Components



Pennsylvania ESSA Consolidated State Plan— PPS Strategic Plan Alignment Crosswalk

On December 10, 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965. ESSA replaced No Child Left Behind. Pennsylvania's ESSA Consolidated State Plan, approved by the United States Department of Education January 16, 2018, includes broader measures of academic success, promotes postsecondary education access and creates a career ready indicator. The crosswalk below demonstrates the alignment of Pennsylvania's Consolidated ESSA State Plan, the Pittsburgh Public Schools 2017–2022 Strategic Plan: *Expect Great Things*, and the recommendations of the Council of Great City Schools following a comprehensive review of the District in five areas: *Organizational Structure and Staffing; Instructional Programming and Alignment; Budget and Business Service; Data, Research, Evaluation and Assessment; and Disciplinary Procedures and Protocols.*



ESSA: Long-term Goals			
ESSA PA Consolidated Plan	PPS 2017–2022 Strategic Plan Expect Great Things	Council of Great City Schools (CGCS) Recommendations	Strategies/Initiatives
Cut in half the percentage of non-proficient students on state assessments (PSSA and Keystone) in ELA and Mathematics by end of 2029–2030. (Applies to all students and each subgroup.)	<ul style="list-style-type: none"> • Increase proficiency in literacy for all students. • Increase proficiency in math for all students. • Eliminate racial disparity in achievement levels of African-American students. 	18: Clear academic goals 25: Curriculum and Instruction staff development 26: Align C&I to PA Common Core 27: Overhaul Literacy and Math handbooks 28: Clear and consistent Math course sequencing 31: Adopt Literacy and Math materials system-wide 32: Provide PSE Math and Reading supplements 39: Guide how to assess student learning 44: Consistent PD on rigor, Literacy and Math	<ul style="list-style-type: none"> • Administered diagnostic and benchmark assessments in math, ELA and science. • Designated an English Language Arts Academic Coach in every school. • Assigned 10 Mathematics Academic Coaches to 17 schools based on achievement data. • Trained all school leaders and academic coaches new testing and analytic platform Performance Matter. • Updated the District's decade old PreK–5 English Language Arts curriculum. • Adopted new Algebra curriculum, Supplemental Science resources, and supporting technology aligned to the PA Core. • Provided up-to-date technology in every PreK–8 English Language Arts classroom, every K–8 Mathematics classroom and increased the district's bandwidth.
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Setting Expectations for School Improvement Plans and Academic Performance

PA ESSA Academic Targets

The state has identified, and the Department of Education has approved a process for setting the long term and interim goals for PA ESSA improvement. In order to ensure alignment with the state's plan and to foster realistic improvement goals the state calculations will be used to inform the **lower bounds** of expected growth for schools and principals.

PA consolidated State Plan for ESSA

Jan 2018

The state submitted the following proposal for academic achievement:

With respect to long-term goals for academic achievement in English language arts and mathematics, Pennsylvania aims to reduce, by half, the statewide percentage of non-proficient students on state assessments by the end of the 2029-30 school year. This timeline will allow academic planning and programming to support a cohort of students across the full span of their public education experience, from kindergarten through 12th grade. Pennsylvania believes this timeline fosters a sense of urgency around the life prospects of its young people, while providing sufficient opportunity to reach ambitious goals.

Pennsylvania's proposed long-term goals apply to all public schools and to each student subgroup. Interim goals were established by dividing the 2030 numeric goals by 13, representing 13 years from 2017-18 to 2029-30. Goals were constructed through consultation with the state's Technical Advisory Committee, a 21-member stakeholder workgroup, and other education leaders and advocates. Achievement goals are ambitious in the context of 2016 statewide assessment data that show an approximately 1 percent increase in proficiency for English language arts, and a 3 percent increase in proficiency in mathematics, over 2015 data. Further, the goals are achievable based on Pennsylvania's proposed interventions and supports

Expect great things. 

Applying the state criteria to PPS

In 2017 the district has a 28% proficiency in Mathematics the 2030 goal would be 83%

2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
initial proficiency	Year 1	year 2	Year 3	Year 4	Year 5	year 6	year 7	year 8	year 9	year 10	year 11	year 12	Year 13
28%	31%	34%	36%	39%	42%	45%	47%	50%	53%	56%	58%	61%	64%

This requires a 2.8% increase in ELA each year which is greater than the state's 1% increase from 2016 to 2017

Achievement Gaps

Applying the calculation to subcategories also realizes a decrease in the achievement gap between categories:

Subgroup	2017 baseline	2030 Target
All students	28%	64%
Black/AA	16%	58%
White/C	46%	73%
2 or M	33%	66%
Other minorities	37%	69%

Holding to the state's calculation would **decrease** the disparity between African American and Caucasian students from 30% to 15%.

In numbers of students it means that we are setting the expectation that *at a minimum* we expect to see 3076 African American students to be proficient in 2030 (an increase of 2220) from 856 African American Students proficient in Mathematics in 2017. Leveraging the state's calculations positions the district to holding ourselves to the PA targets as a basal expectation.

Setting the starting point for conversations based on the data.

- These calculations set a threshold for the conversations that need to occur between principals and their assistant superintendents based on the opportunities, resources and strengths that the principals have access to leveraging for our students at their school.
- While the state and federal government has identified these targets as realistic and attainable based on past performance across the state, we must apply ourselves with zeal to the practice of educating our students – which means having honest and clear conversations with a clearly defined foundation from which to push ourselves to improve our student's opportunities in life.



Expect great things.



Transparency for the public

Public Dashboards

 Expect great things.

Dashboards

- In order to meet the charge provided by the board through the superintendent to increase transparency and ensure information is available to our board, parents and our community partners we have built privacy compliant (FERPA) reports.

Dashboards

- Attendance Rate,
- [Graduation Rate](#),
- AP course passing and AP exam performance,
- promise eligibility and use of the promise,
- Algebra I pass rate, and
- District Suspension Rate.

These dashboards are updated daily - published to the district website.

These dashboards provide the District and school level information