



**“Equity and Excellence in
Teaching and Learning”
August 2-4, 2023**

“There comes a time when social justice awareness in the absence of justice-oriented *action* looks like plain old complicity.”

Paul Gorski



“The harvest of genius and joy will not happen without the dedication and strength of excellent leaders.” – Dr. Gholdy Muhammad



What is Summer Leadership Academy

Summer Leadership Academy (SLA) is an intentional capacity building strategy utilizing district talent, school leaders, central office staff, coaches, and school leadership teams to lead and strengthen systemic implementation of key district initiatives across all schools aimed at advancing teaching, learning and student outcomes.

Additionally, the SLA creates a space for individual and collaborative opportunities to personalize a school's planning and potential professional learning opportunities based on these learning experiences.

Key Considerations



Data



Analysis



Idea



Key Considerations

What does the data tell us about our impact, and how does that inform our planning of SLA 2023?



Key Considerations

PSSA – 2021-2022

	ELA					Math						
	Tested Students	% of Tested Students by Performance Level				Tested Students	% of Tested Students by Performance Level					
		Below Basic	Basic	Proficient	Advanced		Proficient or Advanced	Below Basic	Basic	Proficient	Advanced	Proficient or Advanced
District Totals (Gr. 3, 5, 8 only)	4,256	23.3%	36.6%	30.3%	9.8%	40.1%	4,254	53.2%	26.1%	13.2%	7.4%	20.6%
Female	2,080	19.7%	37.0%	32.7%	10.5%	43.3%	2,083	54.0%	28.1%	12.2%	5.7%	17.9%
Male	2,176	26.7%	36.2%	28.0%	9.1%	37.0%	2,171	52.5%	24.3%	14.2%	9.1%	23.3%
African American	2,303	30.6%	43.3%	23.8%	2.3%	26.1%	2,303	67.0%	24.9%	6.5%	1.6%	8.2%
Female	1,146	25.8%	44.2%	27.1%	2.9%	29.9%	1,149	66.4%	26.1%	6.4%	1.0%	7.5%
Male	1,157	35.3%	42.4%	20.6%	1.7%	22.3%	1,143	67.5%	23.6%	6.6%	2.2%	8.8%
White	1,214	11.4%	25.7%	40.2%	22.7%	62.9%	1,214	32.3%	26.3%	24.0%	17.4%	41.4%
Female	578	9.3%	24.4%	43.3%	23.0%	66.3%	572	35.0%	28.5%	22.9%	13.6%	36.5%
Male	636	13.4%	26.9%	37.4%	22.3%	59.7%	644	30.0%	24.4%	25.0%	20.6%	45.7%



Key Considerations

Keystone Best of Grade 11 2021-2022

	Literature						Algebra I					
	Tested Students	% of Tested Students by Performance Level					Tested Students	% of Tested Students by Performance Level				
		Below Basic	Basic	Proficient	Advanced	Proficient or Advanced		Below Basic	Basic	Proficient	Advanced	Proficient or Advanced
District Totals	1,088	18.3%	28.5%	44.6%	8.6%	53.2%	533	19.1%	18.8%	39.2%	22.9%	62.1%
Female	555	13.0%	30.1%	46.7%	10.3%	56.9%	257	17.5%	19.5%	43.2%	19.8%	63.0%
Male	533	23.8%	26.8%	42.4%	6.9%	49.3%	276	20.7%	18.1%	35.5%	25.7%	61.2%
African American	469	29.6%	38.4%	31.1%	0.9%	32.0%	75	47.7%	23.9%	26.5%	1.9%	28.4%
Female	256	22.3%	38.7%	37.9%	1.2%	39.1%	80	51.3%	22.5%	25.0%	1.3%	26.3%
Male	213	38.5%	38.0%	23.0%	0.5%	23.5%	75	44.0%	25.3%	28.0%	1.9%	30.7%
White	460	6.3%	19.3%	57.6%	16.7%	74.3%	138	2.9%	15.9%	52.9%	22.9%	81.2%
Female	217	2.8%	19.8%	57.1%	20.3%	77.4%	161	5.6%	14.3%	42.2%	37.9%	80.1%
Male	243	9.5%	18.9%	58.0%	13.6%	71.6%	79	19.0%	22.8%	34.2%	24.1%	58.2%
Other	159	19.5%	25.8%	46.5%	8.2%	54.7%	44	18.2%	20.5%	38.6%	22.7%	61.4%
Female	82	11.0%	30.5%	46.3%	12.2%	58.5%	35	20.0%	25.7%	28.6%	25.7%	54.3%
Male	77	28.6%	20.8%	46.8%	3.9%	50.6%						



Key Considerations

AP Course Enrollment 2021-2022

	Students Completing At Least One AP Course Count of students in the Official Enrollment who completed a full year of at least one AP course (regardless of whether they passed the course or earned credit)	Official Enrollment (Grades 9-12) Number of students enrolled as of the October 1st Official Membership snapshot, not including Special Schools.	Percentage of Official Enrollment Completing At Least One AP Course Students Completing At Least One AP Course divided by Official Enrollment (Grades 9-12)
District Totals (Grades 9 to 12 only)	1,288	6,003	21.5%
Female	743	2,945	25.2%
Male	545	3,058	17.8%
African American	332	3,087	10.8%
Female	218	1,572	13.9%
Male	114	1,515	7.5%
White	756	2,053	36.8%
Female	415	960	43.2%
Male	341	1,093	31.2%
Other	200	863	23.2%
Female	110	413	26.6%
Male	90	450	20.0%





Key Considerations

Students Identified for Gifted Services 2021-2022

	Gifted Students Number of students identified in the October 1st Official Membership snapshot as Gifted	Official Enrollment Number of students enrolled as of the October 1st Official Membership snapshot, not including Special Schools.	Percentage of Enrollment Identified as Gifted <small>Gifted Students divided by Official Enrollment</small>
District Totals	1,374	19,159	7.2%
African American	233	9,896	2.4%
Female	132	4,899	2.7%
Male	101	4,997	2.0%
White	909	5,992	15.2%
Female	419	2,866	14.6%
Male	490	3,126	15.7%
Other	232	3,271	7.1%
Female	116	1,586	7.3%
Male	116	1,685	6.9%



Key Considerations

CAS Course Enrollment 2021-2022

	Students Completing At Least One CAS Course Count of students in grades 9-12 in the Official Enrollment who completed a full year of at least one CAS course (regardless of whether they passed the course or earned credit)	Official Enrollment (Grades 9-12) Number of students enrolled as of the October 1st Official Membership snapshot, not including Special Schools.	Percentage of Official Enrollment Completing At Least One CAS Course <i>Students Completing At Least One CAS Course</i> divided by <i>Official Enrollment (Grades 9-12)</i>
District Totals (Grades 9 to 12 only)	1669	6003	27.8%
Female	957	2945	32.5%
Male	712	3058	23.3%
African American	604	3087	19.6%
Female	378	1572	24.0%
Male	226	1515	14.9%
White	793	2053	38.6%
Female	425	960	44.3%
Male	368	1093	33.7%
Other	272	863	31.5%
Female	154	413	37.3%
Male	118	450	26.2%



Key Considerations

What does the data tell us about our impact, and how does that inform our planning of SLA 2023?

- **We must provide students with equal opportunities to reach for high expectations, grapple with complex thinking, and learn how to learn by rejecting a “one-size-fits-all” approach to teaching and learning.**
- **If we expect students to become expert learners, we need to commit to our own lifelong process of improving teaching and learning through ongoing collaboration, reflection on our practices and belief systems, and being strategic about own improvement.**



SLA 2023 Foundational Premise

SLA 2023 builds upon our commitment to leverage leadership by utilizing the five pursuits as a framework to support leaders with making the systemic and instructional changes needed to create culturally and historically responsive education the reality for all students.



Using the Pursuits to Establish Holistic Goals for Conference Participants

- **Identity:** Conference participants will engage in sessions where they learn about the diverse identities of children they serve.
- **Skills:** Conference participants will learn new skills, methods, and strategies of teaching and learning.
- **Intellect:** Conference participants will learn new theories of education and topics to teach.
- **Criticality:** Conference participants will learn how to center justice, anti-racism, and equity in their teaching and learning.
- **Joy:** Conference participants will elevate truths, benefits, and beauty of the profession.

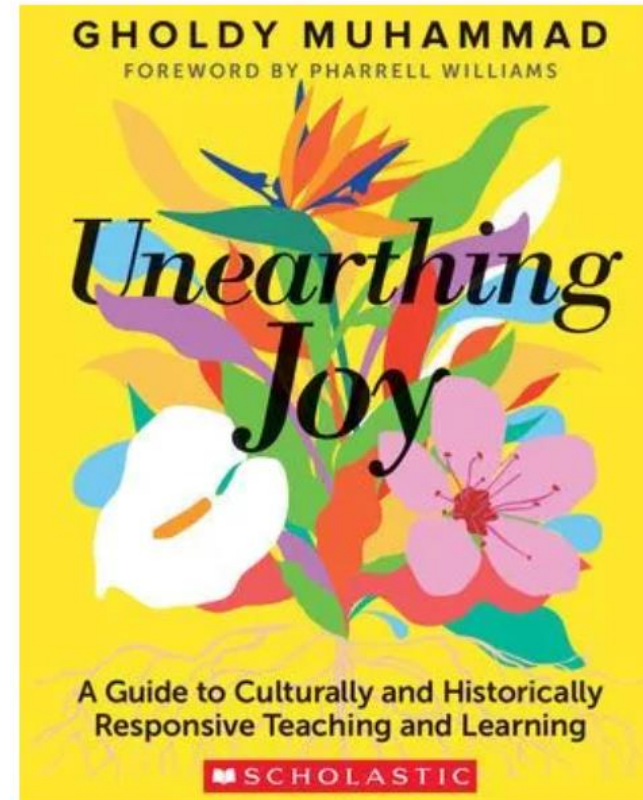
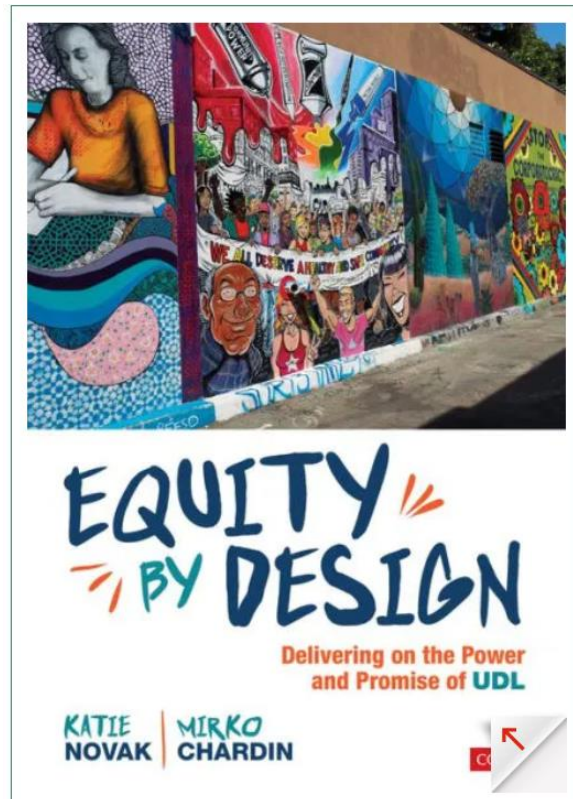


LEARNING SESSIONS

Culture (Day 1)	Systems (Day 2)	Instruction (Day 3)
Creating Leaders of Equity: The Impact of Culturally and Historically Responsive Education (CHRE) Leadership	Using the Standards for Professional Learning to Deliver on Systemic Implementation of High-Quality Professional Learning	Cultural Responsiveness and Equity: Unearthing Genius, Justice, and Joy
Creating a Culture of Social Justice in Our Classrooms and Learning Communities	Supportive Structures for Building Collective Efficacy	Honoring Student Identity and Culture to Enhance Classroom Learning and Embrace Diversity and Inclusion
Normalizing A Culture of Collaboration and Community to Create Equitable Learning Communities	Creating Systems that Support Spaces for Genius and Joy	Universal Design for Learning (UDL) as an Instrument of Change
Designing Learning Environments that Empower Students to Become Expert Learners	Elevating RISE Using Cultures of Thinking	The Power of Feedback for Collective Impact and Continuous Growth
Using Restorative Practices to Build a Culture of Community and Equity	TBD – (Student Support Services Team)	An Artful Approach to Redesigning Curriculum and Assessment



SLA Core Resources





SLA DATES, THEME, & TARGET AUDIENCE

Dates – August 2, August 3, August 4, 2023

Theme – “*Equity and Excellence in Teaching and Learning*”

Target Audience – 450 participants (inclusive of School Leadership Teams, Academic Coaches, Assistant Principals, Principals, Curriculum and Instruction Support Staff, Academic Coaches, Assistant Superintendents, Executive Cabinet)



SLA DAILY SCHEDULE

DAY 1 – 8:00-3:00	
8:15-9:15	Opening Plenary
9:30-11:50	Mandatory Culture Session
12:00-1:00	LUNCH
1:00-3:00	Team Reflection Time 1

DAY 2 – 8:00-3:00	
8:00-9:50	Mandatory Systems Session
10:10-12:00	Mandatory Systems Session
12:00-1:00	LUNCH
1:00-2:00	Plenary Keynote
2:10-3:00	Team Reflection Time 2

DAY 3 – 8:00-3:00	
8:00-9:50	Mandatory Instruction Session
10:10-12:00	Mandatory Instruction Session
12:00-1:00	LUNCH
1:00-2:45	Team Reflection Time 3
2:45-3:00	Closing Remarks



SLA 2023 LOCATION

Marriott City Center, 112 Washington Place, Pittsburgh, PA 15219





QUESTIONS

