



Book	Policy Manual
Section	000 Local Board Procedures
Title	Mission Statement/District Purpose
Code	010
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Last Revised	October 28, 2015 _____, 2025
Prior Revisions	October 28, 2015

Authority

District Mission Statement

The mission of Pittsburgh Public Schools is to improve social and academic achievement to the Commonwealth of Pennsylvania's State Goal Standards for all students, one (1) child at a time, by providing outstanding staff, curriculum and instructional practices, and a wide range of productive opportunities for parental and community involvement which enable all students to be successful school and community citizens who grow into contributing adults. [\[1\]](#)

District Purpose

The purpose of the Pittsburgh Public Schools is to prepare each student for adult life by attending to his/her intellectual and developmental needs by challenging him/her to continuously achieve at his/her highest possible level.

Shared-District Goals

The Board has adopted the following [Shared-District Goals](#) [and Guardrails](#) as a part of its commitment to provide the best education possible for every student by providing outstanding teachers, programs and services which enable all students to achieve their maximum potential as they become adults. [These represent the current focus priorities for our school system and should serve as the Superintendent's first priority for resource allocation and system alignment.](#)

- ~~1. Maximum academic achievement of all students.~~
- ~~2. Safe and orderly environment for all students and employees.~~
- ~~3. Efficient and effective support operations for all students, families, teachers and administrators.~~

4. ~~Efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible.~~

5. ~~Improved public confidence and strong parent/community engagement.~~

1. Early Reading: PPS will increase the percentage of third-grade students who are proficient in English Language Arts on the Pennsylvania PSSA+PASA from **XX%** in June 2025 to **YY%** in June 2030.
2. Early Mathematics: PPS will increase the percentage of third-grade students who are proficient in Mathematics on the Pennsylvania PSSA+PASA from **XX%** in June 2025 to **YY%** in June 2030.
3. ~~By the end of the 2029-2030~~ **Industry-Based Credentials:** PPS will increase the percentage of graduates earning an industry-based credential from **XX%** in June 2025 to **YY%** by June 2030. ~~school year, XX% of students earning industry-based credentials.~~
4. **Graduation:** PPS will increase the graduation rate of seniors from **XX%** in June 2025 to **YY%** by June 2030. ~~By the end of the 2029-2030 school year, XX% of twelfth grade students will graduate.~~
~~By the end of the 2029-2030 school year, XX% of third-grade students will be proficient on the Pennsylvania PSSA+PASA in English Language Arts assessment.~~
~~By the end of the 2029-2030 school year, XX% of the third-grade students will be proficient on the Pennsylvania PSSA+PASA in Mathematics assessment.~~

Shared Guardrails

1. **Safety:**— The Superintendent will not allow implementation of processes or procedures that compromise student and staff safety and mental well-being.
2. **Student Access:**— The Superintendent will not limit student access to a robust set of course offerings and opportunities.
3. **FBD Student Need** – The Superintendent shall not pursue the academic goals without prioritizing historically underserved students.
4. **Resource Allocation Impact:**— The Superintendent will not make major resource or programmatic decisions without considering the impact of those decisions on students.

Revisiting Goals

The Board should revisit and consider updating, changing, or revising their Goals and Guardrails on a five-year cycle. This process should take place the year before the expiration of the current goals so that the new goals are in place for the year immediately following the conclusion of the current set of goals. Additionally, the board should consider revising or updating any particular goal or guardrail when (1) it has been met or (2) a significant event occurs that fundamentally changes the context for the goal or guardrail.

Goal Progress Measures

For each Goals and Guardrail, the Superintendent shall identify 1 – 3 key, measurable progress measures for each Goal and Guardrail that give insight into progress towards achieving that Goal or Guardrail. These should be finalized within sixty days of adoption of the Goals and Guardrails and be available in an accompanying administrative regulation. These progress measures should be measurable during the school year and give insight into the likelihood of its Goal or Guardrail

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[being met. The Superintendent should review the correlation between the progress measures and the goals and bring suggested changes to the board annually.](#)

[Board Monitoring](#)

[The Board believes that where it spends its time is a statement on its priorities. In this spirit, the Board commits to monitoring progress towards 1 – 2 goals or guardrails publicly in each month that it meets. Regular progress monitoring gives the Board and community insight into both the progress towards goals and guardrails as well as any adjustments being made in order to achieve these priorities of the school district.](#)

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Core Beliefs and Commitments

As a part of its commitment to continuously improve its governance, the Board has adopted its own set of Core Beliefs and Commitments.

Core Beliefs

1. We want maximum academic achievement of all students.
2. We want a safe and orderly environment for all students and employees.
3. We want efficient and effective support operations for all students, families, teachers and administrators.
4. We want efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible.
5. We want public confidence and strong parent/community engagement.

Commitments

1. We will educate all children to their highest level of academic achievement.
2. We will provide a safe and orderly environment for all students and employees.
3. We will provide efficient and effective support for all students, families, teachers and administrators.
4. We will distribute resources in an efficient and equitable manner to address the needs of all students, to the maximum extent feasible.
5. We will improve public confidence and encourage strong parent/community engagement in the District.