

Future-Ready Facilities Plan

Response to Board Requests

Introduction

Pittsburgh Public Schools' Future-Ready planning process is grounded in analysis and transparency. Together, the [Feasibility Report Update \(Future-Ready Plan\)](#) and the [Implementation Plan](#) provide the strategic direction and the operational roadmap for advancing the District's Future-Ready vision. Both plans build on themes and initiatives outlined in the Board approved [Students First Always, In All Ways Strategic Plan Framework](#).

The Feasibility Report Update outlines the District's recommendations related to facilities, grade configurations, program alignment, and resource optimization. At the request of the Board of Directors, the Implementation Plan provides additional details on how these recommendations would be carried out, including timelines, operational planning, staffing considerations, transportation impacts, and financial analysis. Based on further review, facility walkthroughs, and additional analysis, the Implementation Plan also reflects refinements to certain attendance zones and feeder patterns to ensure alignment, capacity balance, and program continuity.

This document is intended to provide additional clarity and context in response to the Board's request for expanded rationale within Chapters 3 (Attendance Zones & Feeder Patterns), 4 (Transportation Plan), 5 (Student Experience), and 7 (Implementation Timeline and Milestones) of the District's Future-Ready Implementation Plan. Specifically, this update strengthens each chapter by more clearly identifying the challenges and risks that underpin the District's proposed strategic actions and opportunities outlined in this response. In addition, the document includes the Superintendent's response to two questions from the Board and a side-by-side budget forecasts as requested.

To support clarity and alignment with the Implementation Plan, this document is organized by chapter. Each section corresponds to the relevant chapter of the Implementation Plan and includes expanded rationale, clearly defined challenges, proposed strategies, and responses to additional questions posed by the Board.

These updates are grounded in the comprehensive work of the Implementation Plan, which reflects a thoughtful, data-informed approach to aligning resources, facilities, and instructional programming with the needs of all students. The Future-Ready work is rooted in extensive community engagement, analysis of enrollment trends, building conditions, and a clear focus on ensuring equitable access to high-quality educational opportunities.

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As part of this effort, each chapter more clearly outlines:

- The **current challenges, risks and limitations** impacting the District
- The **proposed strategies and opportunities** to address those challenges

Projections related to enrollment, facility utilization, and program demand are based on the best available data at a given point in time, but may be influenced by shifts in population trends, family choice, policy changes, and evolving student needs. Additionally, while extensive engagement has informed this work, no single process can capture every perspective or anticipate every future condition.

By explicitly connecting challenges to proposed strategies and opportunities, while also acknowledging limitations, this document is intended to provide greater transparency into the District's decision-making process and reinforce how the Future-Ready Implementation Plan advances the Board's priorities related to equity, excellence, and operational efficiency.

The District remains committed to ongoing evaluation, continuous community engagement, and the flexibility to adjust as conditions evolve to ensure that implementation remains responsive and aligned with student success.

Overall Considerations

While attendance zones and feeder patterns are developed using the best available data, enrollment projections are inherently dynamic. Actual enrollment may fluctuate due to factors such as family choice, student needs, and broader demographic shifts.

The District recognizes that school choice has historically played an important role in expanding access to educational opportunities. Over time, however, access to certain programs has become uneven, with participation often influenced by factors such as awareness, transportation, and the ability to navigate enrollment processes. The Future-Ready Plan is designed to build on the original intent of expanding opportunity by creating a more equitable and consistent system in which all students, regardless of school assignment, have access to high-quality programming and clear academic pathways.

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The District also acknowledges that changes to school assignments and program models may influence family decision-making. Maintaining strong, high-quality programming across all schools, along with clear and consistent communication, will be critical to sustaining family confidence and enrollment stability. Pittsburgh Public Schools will continue to offer a breadth of academic, enrichment, and career-connected opportunities that are unique in the region, including early exposure to arts, STEM, and world languages, expanded access to magnet programming in middle and high school, and high-quality Career and Technical Education pathways.

Additionally:

- Programmatic needs (e.g., ELD, special education) may require adjustments to space utilization
- Facility timelines (e.g., Northview reopening) introduce temporary conditions that impact enrollment distribution
- Community preferences and mobility patterns may influence actual enrollment outcomes

The District will continue to monitor enrollment trends and adjust as needed to maintain alignment between capacity, programming, and student experience.

Implementation Plan Chapter 3 (Pages 55-72)

Attendance Zones & Feeder Patterns

Overview

This chapter of the Future-Ready Implementation Plan is in direct response to the Board Request #4: Identified attendance zones + feeder patterns with rationale. As part of the Future-Ready Facilities Plan, the District has undertaken a comprehensive review and redesign of attendance zones and feeder patterns.

Why Change is Needed

Over the years, PPS attendance zones have changed gradually, often in response to shifting neighborhood populations or school program offerings. However, without a districtwide review, these adjustments have led to uneven enrollment and challenges in ensuring equitable access and efficient operations.

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Key Challenges, Limitations and Risks

1. Fragmented Feeder Patterns and Inconsistent Pathways

Fragmented feeder patterns result in inconsistent educational pathways for students across the District. This creates confusion for families, increases transitions between schools, and disrupts the development of strong peer cohorts and school communities. Based on stakeholder input and further analysis, targeted updates were incorporated into the Implementation Plan to address these concerns and strengthen alignment.

Examples include:

- Lincoln/Belmar middle school students split between Obama and Sterrett
- East Hills students divided between Faison and Colfax
- Hazelwood students passing multiple schools to attend currently assigned buildings Minadeo and Sterrett.

Risk: If feeder patterns remain fragmented, students may experience inconsistent academic pathways and increased school transitions, leading to disruption in learning continuity, weakened peer relationships, and diminished sense of community. This can also create confusion for families navigating school assignments and reduce overall confidence in the District's system of progression.

2. Misalignment Between Enrollment, Capacity, and Program Needs

A review of proposed attendance zones revealed an imbalance between student enrollment and building capacity, with some schools underutilized while others approach or exceed optimal capacity. At the same time, specialized programming, such as English Language Development (ELD) and services for students with exceptionalities, requires dedicated space that must be preserved. Without thoughtful alignment, these competing demands can limit program access, strain resources, and create inequitable learning conditions across schools. Programmatic needs (e.g., ELD, special education) require dedicated space that impacts capacity.

Risk: If enrollment, building capacity, and programmatic needs are not aligned, the District risks overcrowding in some schools and underutilization in others, resulting in inefficient use of resources. Additionally, insufficient space for specialized programming (e.g.,

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ELD, special education) may limit equitable access to services, compromise program quality, and create uneven learning conditions across schools.

While the Implementation Plan aims to better align enrollment and capacity, some schools may remain outside of the desired capacity range due to factors such as facility limitations, geographic considerations, programmatic needs, and family choice. Without ongoing monitoring and responsive adjustments, these conditions may persist and impact the consistency of student experiences across the District.

This is why the District's Strategic Plan prioritizes the development of standardized, student-centered metrics and a clear evaluation rubric to assess the building portfolio following the closures and consolidations outlined in the Future-Ready Facilities Plan. This approach will support data-informed decision-making regarding which schools are best positioned for continued use and which may require consolidation in the future, ensuring that resources, programming, and facilities are aligned to support equitable and high-quality student experiences across the District. Establishing a consistent evaluation framework will also help reduce the likelihood of large-scale, reactive closures by enabling a more measured approach that minimizes disruption and uncertainty for students, families, and communities.

This work is not about anticipating additional closures, but about ensuring the District is equipped to make thoughtful, data-informed decisions over time. The goal is to establish a clear, consistent, and transparent framework to monitor enrollment, program quality, and facility use. This transparency is essential, as it allows stakeholders to understand how decisions are made and when conditions may require action.

Ultimately, this framework ensures District leaders are prepared to respond thoughtfully if conditions change. It reflects responsible planning, so that any future decisions, if needed, are measured, data-informed, and minimize disruption rather than being reactive.

3. Community Continuity and Student Transitions

Frequent or unnecessary school transitions can disrupt students' academic and social experiences, particularly at the elementary level. Families have also expressed concerns about travel distance, walkability, and maintaining neighborhood-based school communities. In addition, planned changes—such as the reopening of Northview—require careful sequencing to ensure that students experience stable, predictable transitions that support both continuity and a strong start for new or reconfigured schools.

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Risk: If student transitions are not carefully planned and minimized, students may experience disruptions to academic progress, social stability, and overall well-being. Frequent transitions can weaken connections to school communities, while increased travel distances and reduced walkability may create barriers to attendance, engagement, and family involvement.

4. Temporary Enrollment Pressures

The timing of facility transitions, particularly the delayed opening of the new Northview PreK–5, creates a temporary period where some schools may operate above ideal capacity.

While these conditions are short-term, they require intentional planning to ensure that students continue to learn in supportive environments and that schools are not overextended during the transition period.

One school - Allegheny at King - will experience temporary enrollment pressures prior to the opening of Northview Elementary. The school is projected to enroll approximately 809 students, with 115–150 students per grade, requiring five to seven sections per grade level. While the building has sufficient overall capacity (72% utilization), enrollment at this level will result in a larger-than-ideal elementary school during this period.

Once Northview opens, enrollment will decrease, reducing sections to approximately four to five sections per grade and bringing the building more in line with its intended use.

At Morrow, short-term enrollment pressures will be managed by utilizing the larger primary building. This approach also creates an opportunity to complete necessary renovations at the intermediate building in preparation for the transition.

Spring Hill will remain open during this period to minimize disruption and ensure that students are not required to transition more than once before Northview is completed.

Risk: If temporary enrollment increases are not effectively managed during the transition period, schools may operate above ideal capacity, which can impact scheduling flexibility, shared space usage, and overall student experience. Without proactive planning, this could lead to short-term strain on school operations and perceptions of overcrowding, even if conditions are temporary.

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Limitations

It is important to recognize that while attendance zones and feeder patterns are developed using the best available enrollment projections, these projections are inherently dynamic. Actual enrollment may fluctuate due to factors such as family choice, student needs, and broader demographic shifts.

This is particularly true for English Language Development (ELD) programming. While the District is recommending an expansion of ELD centers from 11 to 18, enrollment in these programs may vary as families may choose to enroll in their neighborhood schools rather than designated ELD sites. As a result, projections for ELD participation and site utilization are especially sensitive to family preference and mobility patterns.

As a result, ongoing monitoring and flexibility will be essential to ensure that the District can continue to respond effectively and maintain alignment between enrollment, capacity, and student experience over time.

Strategic Actions and Opportunities

The proposed strategic actions and opportunities below are grounded in a comprehensive analysis of enrollment trends, facility capacity, and programmatic needs, as well as extensive community engagement.

Fragmented feeder patterns and misaligned attendance zones contribute to inefficiencies, increased travel time, and inconsistent student experiences. Community feedback further emphasized the importance of stable school pathways, reduced transitions, and stronger neighborhood alignment.

These strategic actions are designed to:

- Create clear and consistent K–12 pathways
- Improve alignment between enrollment and building capacity
- Ensure adequate space for specialized programming, including English Language Development and special education
- Strengthen community continuity and reduce unnecessary disruptions for students and families.

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1. Strengthening Feeder Alignment

- Realigned Lincoln/Belmar students in grades 6–8 to feed into Sterrett, creating a consistent pathway to Westinghouse
- Assigned all East Hills K–5 students to Pittsburgh Faison to eliminate split assignments and reduce travel times
- Reassigned Hazelwood students to geographically aligned schools (Greenfield K–5, Colfax 6–8), reducing travel times.
- Adjusted Mt. Oliver elementary assignments to create a unified pathway to Pittsburgh Roosevelt

2. Balancing Enrollment and Capacity

- Reverted West End attendance zones to maintain balanced enrollment at Langley and Westwood
- Reassigned portions of Garfield to Pittsburgh Sunnyside to relieve pressure at Liberty
- Shifted Upper Hill students to Pittsburgh Liberty to address both capacity and safety concerns
- Expanded Pittsburgh Lincoln’s boundary to relieve projected overcrowding at Faison

3. Minimizing Student Transitions and Supporting Community Continuity

- Implemented phased transitions for Perry North and Summer Hill elementary students to reduce disruption, allowing students to maintain Morrow feeder until opening of Northview.
- Aligned ELD and non-ELD students within the Northview pathway to ensure inclusive transitions
- Reduced unnecessary school changes by stabilizing feeder patterns

4. Managing Temporary Enrollment Pressures

- Establish a temporary ELD Center at Morrow to relieve pressure at the King facility until opening of Northview.
- Shift early childhood classrooms currently located at King and Allegheny and add additional early childhood classrooms within a new Early Childhood Center at the Allegheny Annex.
- Use phased implementation timelines to manage short-term capacity challenges

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Implementation Plan Chapter 4 (Pages 73-76)

Transportation Plan

Overview

This chapter of the Future-Ready Implementation Plan focuses on aligning transportation systems to support updated attendance zones and feeder patterns while ensuring safe, reliable, and equitable access for all students. Through a data-driven fleet optimization strategy, the District is redesigning routes to improve efficiency, reduce duplication, and better align transportation with neighborhood school assignments.

The District developed a comprehensive, student-level routing model that mapped every current Pittsburgh Public Schools student to proposed schools under the new plan. This work integrated key data points, including enrollment, program placement such as English Language Development (ELD) and special education, and facility capacity, allowing for an accurate, system-wide simulation.

Using advanced routing technology and scenario modeling, the District was able to assess full-system impacts rather than relying on incremental or site-based adjustments. This approach ensured that decisions were informed by a complete and coordinated understanding of how changes would affect students across the entire District.

As a result, the District anticipates significantly shorter and more predictable ride times, improved service reliability, and a more streamlined transportation system that enhances both the student and family experience.

Projected Impact

- Daily bus trips reduced from **986 to 402**
- Average ride times reduced from approximately **35.6 minutes to 16.9 minutes**
- Increased routing efficiency and reduced duplication of services
- Greater vendor flexibility for field trips and extracurricular transportation
- Improved system reliability and predictability for families

As noted in the [Implementation Plan](#) on pages 74-75, the projected reductions in average ride times are primarily driven by a system-wide redesign that aligns transportation more closely with neighborhood-based attendance zones and streamlined feeder patterns.

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Key drivers include:

- Significant reduction in total daily bus trips (from 986 to 402), driven by more efficient system design and reduced need for multiple, overlapping routes serving the same geographic areas
- Improved alignment of students to geographically closer schools, reducing travel distance
- More efficient routing design, allowing for fewer, more direct runs rather than complex, multi-stop or cross-city routes
- A shift away from transporting students across the city to a variety of programs, allowing students to attend schools closer to home where capacity already exists

A reduction in trips is possible because many neighborhood schools currently have available capacity. When students in the same neighborhoods are no longer traveling to multiple program locations across the city, they can instead attend closer schools or be within walking distance, which reduces the overall need for transportation.

Key Challenges, Risks, and Limitations

1. Initial Route Transition and System Optimization

The introduction of new attendance zones and feeder patterns requires a large-scale redesign of transportation routes. This transition must account for real-world variables such as traffic patterns, student ridership, and stop safety, all while being implemented at the start of the school year. As a result, the system will require an initial period of adjustment and optimization to reach full stability.

During this transition:

- Routes must be aligned with real-time conditions rather than static planning assumptions
- Stop locations and schedules may change as efficiencies are identified
- System-wide changes must be managed simultaneously across all schools

Risk: If the transition to new transportation routes is not effectively managed, the District may experience delays, inconsistent service, and confusion for families at the start of the school year. Because routes must be refined based on real-world conditions, initial inefficiencies - such as longer ride times, missed stops, or schedule inconsistencies - may occur. Without clear communication and ongoing adjustments, these challenges could impact student attendance, family confidence, and overall system reliability during the transition period.

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2. Transportation Workforce and Service Capacity

The District continues to operate within a highly competitive transportation labor market, where driver shortages and workforce constraints are ongoing challenges. At the same time, route restructuring increases operational complexity, requiring driver reassignments, retraining, and coordination across multiple transportation providers.

These conditions create challenges in:

- Maintaining consistent route coverage
- Ensuring reliability during peak transition periods
- Coordinating effectively with external vendors

Risk: While the redesigned transportation system is expected to reduce the overall number of routes and improve efficiency, workforce availability and operational coordination will remain important factors during implementation. The transition to new routes may require driver reassignments, schedule adjustments, and coordination across providers.

If not carefully managed, these changes could result in temporary inconsistencies in service, such as minor delays or route adjustments, particularly during the initial implementation period. Continued coordination, monitoring, and communication will be essential to maintaining reliable transportation service and ensuring students arrive at school on time.

3. Walking Zones and Family Transportation Expectations

Changes to attendance boundaries also impact transportation eligibility, resulting in shifts to walking zones for some students. These changes must be carefully managed, particularly in neighborhoods with varying pedestrian infrastructure and safety conditions. In addition, families may have concerns about safety, distance, and access when transportation services change.

Risk: If changes to walking zones and transportation eligibility are not carefully planned and communicated, the District may face concerns related to student safety, accessibility, and equity. Variability in pedestrian infrastructure and neighborhood conditions may create challenges for students expected to walk, while families may have differing expectations regarding transportation services. Without thoughtful implementation and engagement, these changes could lead to decreased family confidence, increased requests for exceptions, and potential barriers to consistent student attendance.

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Limitations

Variability in neighborhood infrastructure, including sidewalks, street crossings, and traffic conditions, requires careful consideration when establishing walking zones. At the same time, the District must balance these safety considerations with policy-based transportation eligibility thresholds, while ensuring families are well-informed and supported through any changes.

More broadly, while transportation planning is informed by detailed analysis, several factors that influence system performance remain outside of the District's direct control. Real-time conditions such as traffic, construction, weather, and actual student ridership can impact route efficiency and reliability. In addition, workforce availability is shaped by external labor market conditions, and vendor staffing capacity may limit short-term operational flexibility. Walking zone implementation is also dependent on existing neighborhood infrastructure, and public transit reliability through Pittsburgh Regional Transit may affect some student routes. External cost factors, including fluctuations in fuel prices, may further influence day-to-day operations.

Together, these variables require ongoing monitoring, adaptability, and clear communication to ensure the transportation system continues to operate safely, efficiently, and responsively for students and families.

Strategic Actions and Opportunities

The proposed transportation strategic actions and opportunities are designed to support a complex, system-wide transition while maintaining a focus on safety, reliability, equity, and efficiency. The scale of changes associated with updated attendance zones requires a responsive approach, particularly during the initial implementation period.

This approach is grounded in:

- Operational best practices that recognize transportation systems require real-time adjustment and optimization
- Data analysis supporting fleet optimization and route efficiency
- Community input emphasizing safety, predictability, and clear communication

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1. Managing Route Transition and Optimization

The implementation phase will be approached as a structured optimization process, supported by active monitoring and continuous improvement. Transportation routes will be refined over time using real-time data and operational insights, with a focus on ensuring student safety, maintaining reasonable travel times, and improving overall efficiency. The District will communicate proactively with families to keep them informed of any route updates or changes. Over the long term, stronger alignment between students and their neighborhood schools is expected to reduce transportation complexity and support a more stable, efficient system.

2. Strengthening Workforce Coordination and Service Capacity

The District will maintain close coordination with transportation providers to monitor staffing levels and ensure consistent route coverage. Priority will be given to critical routes to support continuity of service, while ongoing performance monitoring and operational oversight will guide adjustments as needed. Clear communication protocols will be established with vendors and school leaders to support coordination and responsiveness. Over time, the District will also advance long-term strategies that better align schools and neighborhoods, helping to reduce overall system strain and improve sustainability.

3. Supporting Safe and Equitable Walking Zones

The District will partner with the City of Pittsburgh to assess and improve pedestrian infrastructure, particularly in high-traffic areas impacted by updated walking patterns. Collaboration with the City will also support the alignment of crossing guard deployment and other safety measures. The District will provide clear, proactive, and transparent communication to families regarding transportation eligibility and expectations, while reinforcing safety protocols and available supports. Consistent application of transportation policies will remain a priority to ensure equity and long-term system sustainability.

4. Technology and Family Communication

The District will expand access to transportation technology tools, including the implementation of a districtwide bus-location application. These tools will provide families with real-time updates on bus locations, delays, and route changes, improving transparency and reliability. Enhanced communication between families, schools, and transportation providers will support a more responsive and user-friendly system. Full implementation of family-facing technology tools is anticipated by the 2027–2028 school year.

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5. Support for Students with Specialized Needs

The District will fully preserve transportation services required under Individualized Education Programs (IEPs), including door-to-door transportation, wheelchair-accessible vehicles, and aide support where needed. Boundary changes will be leveraged to reduce travel times by locating services closer to students' homes whenever possible. Throughout implementation, the District will ensure continuity, consistency, and reliability of transportation services for all students with specialized needs.

The Transportation Department is committed to implementing this plan with transparency, equity, and student safety as its highest priorities. By coordinating closely with city partners, transportation providers, schools, and families, the District will deliver a more efficient, reliable, and future-ready transportation system that ensures students arrive safely, on time, and ready to learn

Implementation Plan Chapter 5 (Pages 77-102)

Student Experience

Overview

This section of the Future-Ready Implementation Plan focuses on strengthening student support systems to improve the overall student experience. This includes expanding access to extracurricular opportunities, modernizing facilities and resources, strengthening school culture and safety, and ensuring comprehensive health and wellness supports. These efforts are designed to promote equitable access, student engagement, and safe, supportive learning environments across the District.

Key Challenges, Risks and Limitations

1. Expanding Access to Sports Opportunities

Expanding access to athletic and extracurricular opportunities is essential to enhancing student engagement and well-being. However, the District currently faces operational and resource constraints, including difficulty securing sufficient coaching staff, limited practice space and facility availability, insufficient equipment and uniforms, and limited transportation for practices and competitions. Without addressing these barriers, access to athletic opportunities may remain inconsistent across schools and student groups.

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Risk: If operational and resource barriers to athletics are not addressed, access to sports and extracurricular opportunities may remain uneven across schools and student groups. This could limit student engagement, reduce opportunities for skill development and team participation, and contribute to disparities in student experiences. Over time, inconsistent access may also impact school connectedness and overall student well-being.

2. Modernizing Facilities and Equipment

Ensuring that students have access to modern, well-equipped learning environments requires ongoing assessment and investment. The District must evaluate current facility conditions and upgrade equipment while ensuring equitable access across schools. Without a coordinated approach, disparities in resources may persist and impact student experience.

The District is not pursuing a strategy of renovating all buildings instead of rebuilding; rather, it is taking a targeted approach to where investments are made. At its core, this is an education-first plan, not a building-first plan. Facility decisions are guided by the goal of improving student experiences, strengthening academic programming, and ensuring equitable access to high-quality opportunities across the District.

When identifying buildings for closure the District begins the process using Facility Condition Index (FCI), Educational Adequacy Index (EAI), and utilization data, with a focus on those that are not viable for long-term investment. This ensures school communities are consolidated into buildings with available capacity that are better suited for modernization.

Instead of committing significant capital to buildings that are not sustainable, the District is recommending their closure and redirecting resources into a smaller number of stronger, more viable schools.

Constructing new facilities on the sites of existing schools would also require maintaining swing space to house students during construction. This would result in multiple transitions for students, delay the establishment of reconfigured schools, and create additional disruption for students and families.

This approach allows the District to avoid costly and time-intensive full rebuilds, improve more schools more quickly, and make deeper, more meaningful investments, such as air conditioning, in buildings that will remain in use long term.

In short, the District is focusing its investments on the buildings best positioned to support students now and in the future.

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Risk: If facility upgrades and equipment investments are not coordinated and equitably distributed, disparities in learning environments may persist across schools. This could result in inconsistent access to modern resources, which may impact the quality of instruction and student experience. Without a strategic approach, the District may also face inefficiencies in capital planning and missed opportunities to maximize the use of existing assets.

3. Strengthening Culture and Safety Through Restorative Practices

Strengthening culture and safety through restorative practices is a key component of improving the student experience. While the District has prioritized restorative approaches, implementation has been inconsistent across schools. Challenges include limited understanding of restorative practices, lack of clear guidance, and inconsistent use of community-building and healing circles. In some cases, this has contributed to misconceptions that restorative practices reduce accountability, creating false narratives about school safety.

Risk: If restorative practices are not implemented consistently and with clear guidance, schools may experience uneven approaches to discipline and student support. This can lead to confusion among staff and students, reinforce misconceptions about accountability, and undermine confidence in school safety efforts. Without alignment and training, the intended benefits of restorative practices - improved relationships, accountability, and school climate - may not be fully realized.

4. Strengthening Comprehensive Health and Wellness Systems

Students' academic success is closely tied to their physical, social, and emotional well-being. The District faces challenges in ensuring adequate staffing, including counselors, social workers, and nurses, and providing consistent access to mental health and social-emotional supports. Additionally, coordination across services and community partners remains a key need.

Risk: If staffing shortages and coordination challenges in health and wellness services are not addressed, students may experience inconsistent access to critical supports such as counseling, nursing, and social-emotional services. This could impact student well-being, attendance, and academic success. Without a more integrated and sustainable system, the District may struggle to meet the diverse and growing needs of its student population.

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Limitations

Implementation of the District's strategies will require sustained investment, coordination, and capacity across schools and partners. Constraints related to staffing, funding availability, facility access, and partner capacity may impact the pace and consistency of implementation.

The District will continue to monitor progress and adjust strategies as needed to ensure alignment with student needs and evolving conditions.

Strategic Actions and Opportunities

The District has identified a set of strategic actions and opportunities to address key challenges and mitigate associated risks. These strategies and opportunities focus on improving access, strengthening systems, and ensuring equitable student experiences across all schools.

Aligned with the District's Strategic Plan and informed by stakeholder input, this work reflects a commitment to continuous improvement, effective resource use, and long-term sustainability.

These strategies and opportunities are designed to:

- Increase equitable access to extracurricular and enrichment opportunities
- Improve the quality and consistency of learning environments
- Strengthen school culture and student safety
- Ensure students receive the academic, social, and emotional supports needed to succeed

1. Expanding Access to Sports Opportunities

The District will expand access to athletic opportunities by developing and strengthening community partnerships that increase capacity and resources. In addition to traditional interscholastic sports, the District will broaden offerings to include intramural, club, and non-competitive options, ensuring more students can participate. Introductory and recreational-level programs will also be prioritized to create inclusive entry points for students of all skill levels and interests.

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2. Modernizing Facilities and Equipment

The District will conduct a comprehensive assessment of facilities and equipment to identify needs and prioritize investments. Efforts will focus on ensuring equitable access to essential resources across all schools, supporting high-quality learning environments. To advance this work, the District will expand partnerships and actively pursue additional funding opportunities to support upgrades and long-term sustainability.

3. Strengthening Culture and Safety Through Restorative Practices

The District will strengthen the implementation of restorative practices through expanded professional development and ongoing support for staff. Clear and consistent expectations will be established to guide implementation across all schools. In addition, students will receive training on restorative approaches, which will be integrated into the Student Code of Conduct to reinforce accountability, relationship-building, and a positive school culture.

4. Strengthening Comprehensive Health and Wellness Systems

The District will enhance health and wellness systems by expanding partnerships with local health agencies and universities to increase access to services and expertise. Wellness will be embedded into strategic planning and funding priorities to ensure a coordinated and sustainable approach. The District will also pursue additional funding sources to strengthen and expand supports that address students' physical, social, and emotional well-being.

Implementation Plan Chapter 7 (Pages 121-136)

Implementation Timeline & Milestones

Overview

This section of the Future-Ready Implementation Plan outlines the phased implementation timeline and key milestones that will guide the District's transition over time. The timeline is designed to deliver early wins, demonstrating benefits in Year 0, Year 1, and Year 2, while building the systems and capacity needed for long-term success.

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This approach balances the need for immediate action with thoughtful planning, allowing time for community input, logistical preparation, and continuous refinement. By sequencing implementation in manageable phases, the District aims to minimize disruption while maintaining steady progress toward a more equitable and aligned system.

Implementation extends beyond the movement and transition of students and staff. While those elements require careful planning and coordination, the work also includes the introduction of new school schedules, expanded programming, and redesigned instructional models. These shifts are closely connected and must be implemented in alignment to ensure a cohesive and supportive student experience.

At the same time, the District recognizes that successful implementation also requires intentional attention to school culture and community building, particularly as students and staff transition into new environments. A focus on building welcoming, inclusive school communities is essential to supporting student success and engagement. However, this work does not replace or diminish the District's core responsibility of educating students. The District will continue to prioritize high-quality instruction and will implement the strategies outlined in its Strategic Plan to improve academic outcomes for all students.

Because these changes impact daily operations, teaching and learning, and student supports, the timeline is intentionally structured to allow for thoughtful planning, staff readiness, and system alignment prior to full implementation.

The District has demonstrated its ability to successfully consolidate and transition students, including the Westinghouse–Wilkinsburg partnership, which was widely recognized for a strong first year of implementation, as well as the transition of students from seven closed buildings in 2012, including the merger of Oliver and Perry High School. These efforts were led or supported by members of the current leadership team.

Many in the community have asked why the Future-Ready Plan timeline differs from the timeline recommended by the District's consultant, ERS, in its final report. The distinction is straightforward: the District's plan includes fewer school closures, which reduces the need for extensive building additions, major construction, and the use of swing schools as outlined in the ERS recommendation. This allows for a more measured, stable, and sustainable implementation timeline.

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Key Challenges, Risks and Limitations

1. Balancing Urgency with Readiness

Implementing a plan of this scale requires the District to deliver early, visible improvements while ensuring that systems, staffing, and operations are fully prepared. A pace that is too rapid may strain capacity, while a pace that is too slow may delay meaningful benefits for students. It is also critical that as new school communities come together through reconfigurations and transitions, intentional time is dedicated to establishing a strong, positive school culture. Building relationships, shared expectations, and a sense of belonging must occur prior to the full implementation of new school schedules and instructional models in Year 1. Without this foundation, the effectiveness of new schedules and programming may be limited.

At the same time, each year of delay represents a lost opportunity for students to access the high-quality learning experiences the District is working to provide. Striking the right balance between urgency and readiness is essential to ensure that students benefit from these improvements as quickly as possible, without compromising the quality or sustainability of implementation.

Risk: If the pace of implementation is not carefully balanced, the District may experience operational challenges, inconsistent implementation, or delays in realizing intended outcomes. A lack of early visible progress may also impact stakeholder confidence, while insufficient preparation, including the development of school culture, could disrupt student and staff experiences during transition.

2. Coordinating Systemwide Implementation Across Multiple Workstreams

The timeline requires simultaneous coordination across transportation, staffing, programming, facilities, and student supports. Each workstream is interdependent, requiring alignment in both timing and execution. Two Project Managers will support the execution of this work, coordinating a cross-functional team composed of District leads. Overall leadership will remain with District leadership, with designated leads responsible for each workstream.

Risk: If coordination across workstreams is not effectively managed, misalignment may occur, leading to inefficiencies, service disruptions, or gaps in implementation. This could impact the consistency of student experiences and limit the effectiveness of early implementation efforts.

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3. Managing Transition and Change for Students, Staff, and Families

The phased implementation introduces changes to school assignments, transportation, programming, and supports over time. Ensuring that all stakeholders understand and can navigate these changes is critical.

Risk: If transitions are not clearly communicated and supported, students and families may experience confusion, reduced engagement, or decreased confidence in the District. Staff may also experience uncertainty if expectations and timelines are not well defined.

4. Delivering Early Wins While Building for Long-Term Sustainability

The timeline prioritizes early wins in Years 0–2 while also laying the foundation for long-term system transformation. This requires balancing immediate improvements with investments in systems, staffing, and infrastructure.

Risk: If early implementation focuses too heavily on short-term outcomes without building underlying systems, gains may not be sustainable. Conversely, if long-term planning delays visible progress, stakeholders may not recognize the benefits of the plan.

5. Programmatic, Staffing, and Professional Learning Alignment

Implementation of the Future-Ready Plan extends beyond operational changes and requires significant shifts in program design, instructional practice, and staffing. This includes aligning professional learning, staffing supports, curriculum, assessment, and scheduling to ensure a consistent, high-quality student experience across all schools.

The District is moving from a system where access to programming and instructional quality often varied by school to one that ensures all students receive equitable, high-quality learning experiences. Currently, access to instructional coaching and high-quality, job-embedded professional learning is inconsistent across schools, resulting in variability in instructional practice and student experience. Achieving greater consistency will require strong coordination across departments and grade bands, as well as clear expectations and sustained supports for implementation in classrooms over time.

A central challenge is ensuring that these elements are implemented in alignment with the phased timeline. This includes preparing staff to deliver new instructional models through expanded coaching and professional learning supports, aligning early-grade

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experiences (such as arts, STEM, world languages, and foundational literacy and math), and ensuring students are prepared for advanced coursework, including Algebra I in Grade 8 and high school specialization pathways. It also includes transitioning from centralized program models to more school-embedded approaches, ensuring equitable access to specialized programming across all schools while maintaining program quality and compliance.

For example, rather than concentrating Program for Students with Exceptionalities (PSE) in a limited number of designated sites, the District is increasing the number of regional classrooms within neighborhood schools. This allows students to remain in their home school communities, preserving continuity of services, relationships, and routines that support both academic and social-emotional growth.

These school-embedded models are supported by purposeful facility design, such as sensory spaces, in-class bathrooms for K–2 programs, and flexible spaces, and by strengthening inclusive school culture. Principals and staff are equipped through professional development in co-teaching, culturally responsive practices, and positive behavior supports to ensure all students are seen as part of one unified school community.

This approach expands access, strengthens inclusion, and maintains high-quality, compliant programming while better aligning services to student needs.

Risk: If staffing, professional learning, and programmatic shifts are not effectively aligned and implemented, the District may experience inconsistent instructional quality across schools and uneven student experiences during the transition period. This misalignment could lead to gaps or redundancies in curriculum and course sequencing, ultimately limiting students' readiness for advanced coursework and their ability to successfully progress through defined academic pathways. Without consistent, job-embedded professional learning and aligned staffing supports, new instructional models and programmatic changes may be implemented unevenly, reducing their overall impact on student outcomes.

6. Magnet Programs and Coherent Pathways

The Future-Ready Plan includes a shift from magnet-based models to more equitable, neighborhood-based access to programming, alongside the development of coherent, vertically aligned student pathways from elementary through high school.

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At the elementary level, the District is transitioning to a model that ensures equitable, neighborhood-based access to foundational programming for all students. At the same time, the District is expanding access to highly sought-after magnet opportunities by redesigning magnet programming into a neighborhood-based model. This includes shifting from full 6–12 magnet schools at Pittsburgh Science and Technology Academy and Obama Academy to a more accessible structure that includes neighborhood magnet programs in grades 6–8, Science and Technology and International Baccalaureate, as well as the creation of two new 9–12 neighborhood magnet pathways at both schools.

Historically, access to advanced coursework, STEM opportunities, and enrichment programs has often depended on school assignment or family advocacy, resulting in fragmented pathways and inconsistent preparation for students. The District is working to replace this with a system that guarantees access to high-quality programming and clearly defined pathways for all students.

A key challenge is ensuring continuity for students as magnet programs evolve and pathways are redesigned. This includes managing transitions in program models, maintaining coherence in course sequences, and ensuring that students do not experience gaps or disruptions in their academic progression.

Risk: If these shifts are not carefully coordinated and clearly communicated, the District may experience disruptions in student academic pathways, including gaps or inconsistencies in coursework during transitions between program models. Changes to magnet structures may also create confusion for families navigating new access points and expectations.

Additionally, there is a risk that some families may reconsider their enrollment decisions if their child is no longer assigned to a magnet program or if there is uncertainty about program quality and access. Without clear communication and confidence in the strength of school-based offerings, this could impact enrollment patterns and community trust.

As the District transitions to neighborhood-based magnet models, there is also a potential for increased demand from neighborhood families to fill available seats in highly sought-after programs, such as those at Pittsburgh Science and Technology Academy and Obama Academy. While this reflects progress toward expanding access for neighborhood students, particularly those who have been historically underrepresented in these programs, it will require careful management to ensure that access remains available to students across the District and that enrollment structures continue to support both equity and opportunity.

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Limitations

Implementation of the phased timeline is influenced by several factors that may impact the pace and sequencing of work. These include staffing capacity, funding availability, facility readiness, and operational constraints such as transportation logistics and vendor coordination.

In addition to these operational factors, the implementation of programmatic, staffing, and pathway shifts requires coordinated alignment across curriculum, professional learning, scheduling, and staffing pipelines. These elements must be developed and sequenced over time, and full implementation will not occur simultaneously across all schools or grade levels.

Importantly, implementation of the Future-Ready Plan is contingent upon Board approval of a final plan. The timing and scope of implementation are dependent on formal authorization, which may impact the start of key activities, sequencing of transitions, and overall timeline.

Additionally, real-time conditions - such as enrollment shifts, workforce availability, and external factors - may require adjustments to the timeline. The District will continue to monitor progress and refine sequencing to ensure alignment with student needs and system capacity.

Strategic Actions and Opportunities

1. Balancing Urgency with Readiness

The District has proposed a phased sequence of implementation aligned to operational readiness, ensuring that staffing, transportation, programming, and facilities are prepared in advance of major transitions. Early wins will be prioritized while maintaining a focus on long-term sustainability.

2. Coordinating Systemwide Implementation Across Multiple Workstreams

The District will establish clear cross-functional coordination structures, ensuring alignment across departments and workstreams. Milestones and progress monitoring systems will guide implementation and support real-time adjustments.

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3. Managing Transition and Change for Students, Staff, and Families

The District will implement a comprehensive communication and transition support strategy, providing clear, consistent, and proactive information to families and staff. Tools, resources, and direct engagement will support stakeholders through each phase of implementation.

As part of this effort, the District will prioritize building strong, welcoming school cultures during periods of transition, recognizing that both students and staff are navigating changes in school communities, programs, and expectations. This includes the establishment of student and parent ambassador roles to support onboarding, peer connection, and family engagement within school communities. The District will also implement targeted engagement and outreach strategies aligned to the Implementation Plan, including “Welcome to Your Future-Ready School” events, school-based transition activities, and the distribution of welcome kits to provide families with key information, resources, and points of contact. These efforts are designed to ensure that students and families feel informed, supported, and connected as they transition into new school environments.

4. Delivering Early Wins While Building for Long-Term Sustainability

The District will prioritize visible improvements in the early phases of implementation while intentionally building the systems required to sustain those improvements over time. Early actions will focus on expanding access to high-quality programming, strengthening student pathways, and improving student experience, while parallel investments in staffing, professional learning, and operational systems ensure consistent and scalable implementation across all schools. This approach ensures that early progress is both meaningful and enduring.

5. Programmatic, Staffing, and Professional Learning Alignment

The District will implement programmatic, staffing, and instructional shifts through a phased approach aligned to the overall implementation timeline, prioritizing readiness, continuity, and long-term sustainability.

Professional learning and staffing supports will be prioritized as early implementation actions to ensure educators are prepared to deliver new instructional models. This includes expanding academic coaching to ensure all schools have access to consistent, job-embedded instructional support, aligning professional development to instructional priorities, and establishing Teaching and Learning Centers organized by grade band (K–5, 6–8, and 9–12) to support continuous professional growth, collaboration, and instructional

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alignment. The District will also strengthen staffing pipelines and align staffing models to support specialized programming and student needs across all schools.

Implementation will be sequenced to ensure readiness at each phase, allowing the District to build coherence over time while maintaining program quality. This includes transitioning from centralized program models to more school-embedded approaches, ensuring equitable access to specialized programming while maintaining program quality and compliance. Strong coordination across departments will ensure alignment across curriculum, instruction, assessment, and scheduling.

Monitoring systems, including walkthroughs, coaching cycles, and analysis of student outcomes, will be used to assess implementation fidelity, identify gaps, and inform continuous improvement. These systems will support ongoing adjustments to ensure that instructional expectations are consistently implemented across schools.

This approach supports a shift from inconsistent instructional delivery to a system where all schools are equipped to provide high-quality, student-centered learning experiences aligned to District expectations.

6. Magnet Programs and Coherent Student Pathways

The District will implement pathway and programmatic shifts to create a more equitable and coherent system of student access and progression, aligned to the phased implementation timeline.

Magnet program transitions will be carefully managed to support students and families through changes, ensuring continuity of learning and clear communication regarding school assignments, program access, and expectations. At the same time, the District will expand equitable access to specialized programming across all schools, ensuring that opportunities such as STEM, world languages, the Arts, and advanced coursework are no longer dependent on school assignment.

To support student continuity and minimize disruption during the transition period, the District will implement a phased approach to limited open enrollment. In Year 1, the District will suspend the general limited open enrollment process to maintain stability as new attendance zones, feeder patterns, and school configurations are implemented. An exception will be made for students in transition grades (5 and 8), allowing families the option to remain in their current school if their assigned school changes due to magnet

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transition or attendance zone changes. Participation will be contingent upon family-provided transportation, and available seats will be filled on a first-come, first-served basis, consistent with the current open enrollment practice.

In Year 2, the District will resume open enrollment in alignment with existing guidelines, restoring broader access to school choice for families. The District will also explore opportunities to better align the open enrollment process with the magnet application timeline to improve clarity, access, and overall family experience.

The District will also establish clearly defined, vertically aligned student pathways that begin in elementary school and extend through high school, ensuring that every student experiences a coherent progression of learning opportunities. These pathways will be anchored in feeder patterns, providing predictability and continuity so students can build on prior learning over time.

To support enrollment stability and maintain family confidence during this transition, the District will prioritize clear, consistent communication and ensure that all schools offer high-quality, well-defined programming. This includes strengthening the visibility and quality of school-based offerings, clearly articulating pathway opportunities, and reinforcing that access to rigorous coursework and enrichment is available across the District and not limited to select programs or schools.

As neighborhood-based magnet models are implemented, the District will ensure that program design, capacity planning, and enrollment processes are structured to both serve assigned neighborhood students and preserve access to specialized programming for students across the District. This includes aligning program capacity with projected neighborhood enrollment and monitoring enrollment trends to ensure that opportunities remain available and aligned with the District's equity goals. The District will also explore opportunities to expand comparable high-quality programming across additional schools over time.

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Superintendent Response: CAPA and Montessori

The Superintendent has been asked to respond to the question of whether the current configuration of Pittsburgh Montessori as its only elementary magnet and CAPA as its only 6–12 magnet should be reconsidered, either now or in the future.

It is important to acknowledge that there is, and should be, a constant appetite for change and improvement in any school system. This is a healthy and necessary part of growth. School systems should always be willing to question whether current structures are serving students in the best possible way and whether there are opportunities to do better.

At the same time, responsible leadership requires balancing that desire for change with a clear understanding of current realities, capacity, resources, commitments, and, most importantly, the responsibility to ensure that any changes strengthen the system for all students, not just a few.

It is within that balance that this response is framed.

Pittsburgh Montessori

Starting with Pittsburgh Montessori, it is important to understand that this is not simply a magnet program in the traditional sense, it is a distinct instructional model. Montessori education is built on multi-aged classrooms, self-directed learning, and a philosophy that prioritizes independence, exploration, and student agency. It also requires a highly specialized workforce, as educators must be Montessori-certified to implement the model with fidelity.

Due to these unique characteristics, Montessori cannot be expanded or replicated in the same way the District may approach other programs. It requires intentional design, community understanding, and a significant investment in professional learning.

At this moment, the District is not positioned to expand the Montessori model in a way that would preserve its integrity. To do so prematurely would risk undermining the very qualities that make it effective.

However, there are opportunities here for the future.

If the District is to consider expanding Montessori, it must be done under the right conditions. This means first investing in educating the community so families fully understand the model and can make informed choices. It means being intentional about placement, ensuring that any future expansion serves communities that have historically been marginalized rather than reinforcing patterns of

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selective access. It also requires building a pipeline of Montessori-certified educators, which takes both time and strategic investment.

Only after these conditions are met will expansion be appropriate. More importantly, if and when we reach that point, the District could support moving away from a magnet designation, with the goal of embedding Montessori within school communities so that access is not limited by an application process but aligned with our commitment to equity and access.

Pittsburgh CAPA

Turning to CAPA, the conversation is different, but the same principles apply.

CAPA remains the District's only 6–12 full magnet program, and that is intentional given both the nature of the program and the level of investment required to sustain it. CAPA is not simply a program within a building, it is a purpose-built environment that includes specialized dance studios, rehearsal spaces, performance venues, visual arts labs, and media production facilities. It is also supported by deep and longstanding partnerships within the greater Pittsburgh arts community.

Replicating or reconfiguring CAPA would require a substantial capital investment, including new construction or significant renovations, specialized equipment, and ongoing operational support. In addition, replicating the program in a new space would involve costs associated with designing and outfitting facilities that authentically support high-quality arts instruction. It is essential that any expansion be approached with intentional planning to preserve the artistic integrity of the program. Given these considerations, the District must carefully assess whether this level of investment aligns with its highest strategic priorities and the needs of students.

The answer, right now, is not at this time.

The District's priority must be to ensure that every student, in every school, has access to high-quality creative and performing arts education. Before any decision to expand or duplicate a premier performing arts program, the District has the responsibility of strengthening the foundation so that access to the arts is not limited to a single pathway or program but is embedded across the entire system.

This work is directly aligned with the broader commitment to eliminate “pockets of excellence” and ensure that opportunity is not determined by a student's zip code or assigned building.

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As PPS continues to strengthen its elementary and middle schools, building capacity in creative and performing arts education, expanding opportunities, and ensuring a more consistent student experience, the District will be in a much stronger position to thoughtfully consider future expansion or reconfiguration.

Looking Ahead

In both cases, Montessori and CAPA, the core question is not simply whether the District can change the current configuration. The more important question is whether doing so, at this moment, would advance the District's goal of creating a more equitable and high-performing system.

Right now, the focus is on building the conditions for success:

- Strengthening instruction and student experience across all schools
- Investing in staff capacity and specialized training where needed
- Ensuring equitable access to core opportunities, including the creative and performing arts
- Aligning resources in a way that is sustainable and impactful

As those conditions take hold, the District will absolutely revisit these questions. And when it does, it will not be driven by a desire for change alone, but by a readiness to implement change in a way that is thoughtful, strategic, and aligned to its values.

Superintendent Response: Staffing Needs

The question of staffing for the Future-Ready Facilities Plan cannot be answered in isolation. It must be grounded in the District's 2024–2029 Strategic Plan—*Students First Always, In All Ways* as the Future-Ready Facilities Plan is not a standalone initiative. It is a strategic lever designed to advance our commitments to equity, excellence, and efficiency across all four priorities: high-quality academic experiences, safe and inclusive environments, responsible resource alignment, and authentic community engagement.

Within that context, the staffing conversation becomes clear. This is not about adding positions for the sake of expansion. It is about ensuring that the District has the necessary people to translate strategy into student experience consistently, coherently, and on a scale.

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Project Management and Implementation Capacity

To that end, two project manager positions have already been opened and posted but not yet filled. This action reflects both the known complexity of this work and the practical reality of hiring timelines. The need for these roles is grounded in the scope of implementation: coordinating cross-departmental efforts, managing timelines, supporting school transitions, and ensuring accountability across multiple workstreams. Opening and posting these roles allows the District to pivot quickly if the plan moves forward, while maintaining fiscal discipline by not advancing hires prematurely.

Supporting Current Staff and Workload Demands

At the same time, it is important to acknowledge the increased demands placed on current staff. Implementation of both the Strategic Plan and the Future-Ready Facilities Plan require substantial additional work, including:

- Developing professional learning modules
- Realigning curriculum
- Evaluating and selecting resources
- Preparing schools for cultural, systemic, and instructional shifts

This work cannot simply be absorbed into existing responsibilities without recognition. A thoughtful approach to compensating staff for this additional work is necessary to ensure quality, maintain morale, and sustain momentum during a period of significant transformation.

Executive Leadership Capacity

At the executive level, the need for a Deputy Superintendent remains a critical component of the District's staffing strategy. This role is structural, not supplemental.

As the District manages simultaneous priorities such as academic improvement, operational complexity, community engagement, financial sustainability, and system-wide change, the District requires senior leadership capacity to ensure coherence across departments and sustain the day-to-day functionality necessary to support schools. This becomes even more essential as leadership implements a plan of this magnitude while continuing to address core student outcomes.

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Instructional Supports and Academic Outcomes

From an instructional standpoint, the need for additional literacy and mathematics academic coaches is directly aligned to Strategic Plan goals.

If the District is serious about improving outcomes, particularly in literacy and mathematics, it must invest in the people who support teachers in delivering high-quality instruction. The Future-Ready Facilities Plan creates the conditions for more equitable access; academic coaches ensure that those conditions translate into improved teaching and learning in every classroom.

Professional Learning and Leadership Development

Equally important are the individuals required to support professional learning and school and teacher leadership across the organization. For example, schools must become places of guidance, support, and capacity-building, not only for students, but adults as well.

This includes strengthening leadership development systems for principals and aspiring leaders, as well as ensuring the District has the capacity to design and deliver high-quality professional learning aligned to a future-ready mindset. In addition, there is a growing need for more strategic staffing focused on communication and innovation, individuals who can help the District remain responsive, forward-thinking, and clear in how we engage stakeholders and execute this work.

Culture, Transition, and Community Connection

As the District considers culture and transition, it is important to recognize that change of this scale requires trust, consistency, and connection. Parent ambassadors and student ambassadors are essential to this effort.

They serve as bridges between schools, families, and the District, supporting transitions while reinforcing a sense of belonging and shared purpose. This approach aligns directly with the District's commitment to creating welcoming, inclusive environments while maintaining a strong focus on academic excellence.

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Community Schools and Community Hubs

In considering the District's organizational capacity more broadly and responsibly, it is important to clearly articulate how the Community Schools strategy will be strengthened and sustained. Pittsburgh Public Schools remains fully committed to Community Schools, and that commitment is unchanged.

Currently, the District has nine designated Community Schools. Eight will remain in place, and the District is currently considering other options for a Designated Community School. These schools will continue to operate in alignment with Board Policy 122, which defines Community Schools as intentionally designed, coordinated partnerships that provide integrated academic, enrichment, health, and social supports for students and families.

At the same time, the Future-Ready Facilities Plan commits the District to ensuring that all schools evolve into vibrant community hubs. These are related, but distinct efforts. Community Schools represent a targeted model with dedicated staffing, site coordination, and integrated services based on specific community needs. The broader effort to create community hubs across all schools focuses on expanding partnerships, increasing access to resources, and strengthening family and community engagement throughout the District.

One does not supersede the other; rather, they operate in parallel. As the District continues to deepen the impact and functionality of its designated Community Schools, it must also ensure that every school benefits from meaningful partnerships and supports. In this way, Community Schools can serve as exemplars, while the broader system continues to grow in its ability to serve students and families comprehensively.

Partnerships and Asset Management

Another critical area is partnership development and coordination. As the District expands relationships with community organizations, higher education, philanthropy, and workforce partners, it must ensure these partnerships are aligned, strategic, and directly connected to student outcomes. This requires the right staffing structure to manage, coordinate, and maximize these relationships without creating unnecessary layers or excessive cost.

Additionally, as PPS manages its facilities footprint, there is a need for dedicated staffing to lead innovative solutions for underutilized or empty buildings. In partnership with the Urban Redevelopment Authority (URA) and other entities, the District has an opportunity to

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reimagine these spaces as community assets that respond to neighborhood needs while aligning with District priorities. This work requires thoughtful coordination, planning, and partnership management to ensure that these opportunities are realized in ways that benefit students, staff, and families.

Executive Coaching and Advisory Support

Finally, as the District moves through this work, executive coaching and advisory support will be essential not only for individual leadership development, but for framework development that helps build systems of habitual excellence. At the heart of the Strategic Plan is the belief that excellence must be consistent, embedded, and sustainable. Advisory support can help close gaps, strengthen leadership practices, and design the structures needed to ensure that the work is not episodic, but enduring.

It is also important to acknowledge that this is not short-term work. The implementation of both the Strategic Plan and the Future-Ready Facilities Plan will take place over the next three to five years. That timeline requires us to think beyond immediate needs and build sustainable structures of culture, systems, and instruction that respond to the hopes, needs, and dreams of students. Staffing and personnel decisions made now must intentionally support initial implementation and long-term success.

This is not about adding layers. It is about building the right capacity to do the work well.

In summary, the staffing needed to support the Future-Ready Facilities Plan within the context of the Strategic Plan is both immediate and sustained. It includes **project management** capacity that has already been initiated, **executive leadership** to ensure coherence, **instructional coaching** to drive academic outcomes, **compensation for current staff taking on additional work**, **leadership development and professional learning** capacity, **strategic support for communication and innovation**, **strengthened community school staffing**, **partnership coordination**, **asset management** for underutilized buildings, and **executive coaching and advisory support** to build systems of excellence.

In the end, the District's success will not be measured by the plans it presents, but by the experiences students have every day and that will always come down to people.

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Side-by-Side Budget Forecasts

Overview

When comparing current budget forecasts to projections following approval and implementation of the Future-Ready Plan, the District anticipates reductions in year-end operating deficits beginning in 2027 and continuing through 2029. Improvements in the unassigned fund balance are projected as early as 2026.

As strategic investments in educational delivery, instructional coaching, and new teacher centers are implemented, the District anticipates an increase in the projected 2030 deficit compared to the current forecast. However, during that same period, the fund balance is expected to reflect lower annual deficits relative to the current forecast.

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Current Forecast

	Actual Year Ended 2024	Adopted Year Ended 2025	Actual Year Ended 2025	Adopted Year Ended 2026	Projected Year Ended 2026	Projected Year Ended 2027	Projected Year Ended 2028	Projected Year Ended 2029	Projected Year Ended 2030
Total Revenues	\$698,727,965	\$724,160,527	\$711,191,333	\$723,154,705	\$715,751,544	\$729,500,572	\$746,457,376	\$766,181,365	\$786,718,396
Total Expenditures	\$705,591,642	\$752,283,642	\$737,203,209	\$728,861,036	\$719,534,762	\$745,046,801	\$770,230,911	\$795,595,007	\$825,292,368
Beginning Balance	\$83,906,856	\$76,841,394	\$77,043,179	\$48,718,279	\$51,031,303	\$47,248,085	\$31,701,857	\$7,928,322	(\$21,485,320)
Operating Surplus/(Deficit)	(\$6,863,677)	(\$28,123,115)	(\$26,011,876)	(\$5,706,331)	(\$3,783,218)	(\$15,546,229)	(\$23,773,534)	(\$29,413,642)	(\$38,573,971)
Ending Fund Balance	\$77,043,179	\$48,718,279	\$51,031,303	\$43,011,948	\$47,248,085	\$31,701,857	\$7,928,322	(\$21,485,320)	(\$60,059,291)
Less Projected Reservations	(\$10,016,796)	(\$2,500,000)	(\$10,421,128)	(\$2,500,000)	(\$2,500,000)	(\$2,500,000)	(\$2,500,000)	(\$2,500,000)	(\$2,500,000)
Less Committed Fund Balance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Less Assigned Fund Balance	(\$28,123,115)	(\$23,181,092)	(\$5,706,331)	(\$15,546,229)	(\$15,546,229)	(\$23,773,534)	(\$29,413,642)	(\$38,573,971)	-
Unassigned Fund Balance	\$38,903,268	\$23,037,187	\$34,903,844	\$24,965,719	\$29,201,857	\$5,428,322	(\$23,985,320)	(\$62,559,291)	(\$62,559,291)
% Budgeted Expenditures	5.51%	3.06%	4.73%	3.43%	4.06%	0.73%	-3.11%	-7.86%	-7.58%
Minimum Fund Balance per Board Policy #721	\$35,279,582	\$37,614,182	\$36,860,160	\$36,443,052	\$35,976,738	\$37,252,340	\$38,511,546	\$39,779,750	\$41,264,618
Compliance with Fund Balance Policy	Yes	No	No	No	No	No	No	No	No
Funds needed to comply with Fund Balance Policy	(\$3,623,686)	\$14,576,995	\$1,956,316	\$11,477,332	\$6,774,882	\$31,824,018	\$62,496,865	\$102,339,041	\$103,823,909

Future-Ready Plan Forecast

	Actual Year Ended 2024	Adopted Year Ended 2025	Actual Year Ended 2025	Adopted Year Ended 2026	Projected Year Ended 2026	Projected Year Ended 2027	Projected Year Ended 2028	Projected Year Ended 2029	Projected Year Ended 2030
Total Revenues	\$698,727,965	\$724,160,527	\$711,191,333	\$723,154,705	\$715,751,544	\$729,135,496	\$746,000,280	\$766,451,981	\$787,509,473
Total Expenditures	\$705,591,642	\$752,283,642	\$737,203,209	\$728,861,036	\$719,534,762	\$740,786,172	\$761,870,310	\$792,977,547	\$827,494,335
Beginning Balance	\$83,906,856	\$76,841,394	\$77,043,179	\$48,718,279	\$51,031,303	\$47,248,085	\$35,597,408	\$19,727,378	(\$6,798,188)
Operating Surplus/(Deficit)	(\$6,863,677)	(\$28,123,115)	(\$26,011,876)	(\$5,706,331)	(\$3,783,218)	(\$11,650,677)	(\$15,870,030)	(\$26,525,566)	(\$39,984,862)
Ending Fund Balance	\$77,043,179	\$48,718,279	\$51,031,303	\$43,011,948	\$47,248,085	\$35,597,408	\$19,727,378	(\$6,798,188)	(\$46,783,049)
Less Projected Reservations	(\$10,016,796)	(\$2,500,000)	(\$10,421,128)	(\$2,500,000)	(\$2,500,000)	(\$2,500,000)	(\$2,500,000)	(\$2,500,000)	(\$2,500,000)
Less Committed Fund Balance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Less Assigned Fund Balance	(\$28,123,115)	(\$23,181,092)	(\$5,706,331)	(\$11,650,677)	(\$11,650,677)	(\$15,870,030)	(\$26,525,566)	(\$39,984,862)	-
Unassigned Fund Balance	\$38,903,268	\$23,037,187	\$34,903,844	\$28,861,271	\$33,097,408	\$17,227,378	(\$9,298,188)	(\$49,283,049)	(\$49,283,049)
% Budgeted Expenditures	5.51%	3.06%	4.73%	3.96%	4.60%	2.33%	-1.22%	-6.21%	-5.96%
Minimum Fund Balance per Board Policy #721	\$35,279,582	\$37,614,182	\$36,860,160	\$36,443,052	\$35,976,738	\$37,039,309	\$38,093,516	\$39,648,877	\$41,374,717
Compliance with Fund Balance Policy	Yes	No	No	No	No	No	No	No	No
Funds needed to comply with Fund Balance Policy	(\$3,623,686)	\$14,576,995	\$1,956,316	\$7,581,780	\$2,879,330	\$19,811,930	\$47,391,703	\$88,931,927	\$90,657,766