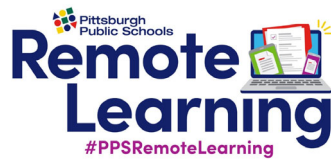
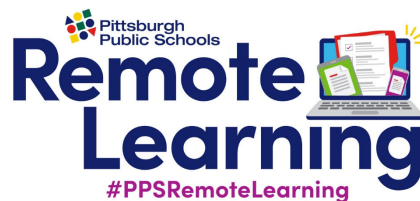


Education Committee Meeting
June 9, 2020



Agenda

- PPS Parent Survey: Ms. Susan Chersky
- All-In to Open Schools Engagement Opportunity: Ms. Errika Fearbry Jones
- Update on Remote Learning: Drs. Ted Dwyer and David May-Stein



PPS Parent Survey Remote Learning Highlights

Remote Learning Parent Survey Goals

- ➡ • Gain input from parents about their student's remote learning experience during the COVID-19 school closure.
- Gain input on the options the District is considering related to future planning for fall 2020-2021

Remote Learning PPS Parent Survey Quick Check

- 5,194 students represented by families completed the survey
- Highest response by school was Pittsburgh Colfax K-8
- Highest response by student grade level was 3rd grade at 480.
- Highest response by race was White/Caucasian at 54%

Expect great things.

5

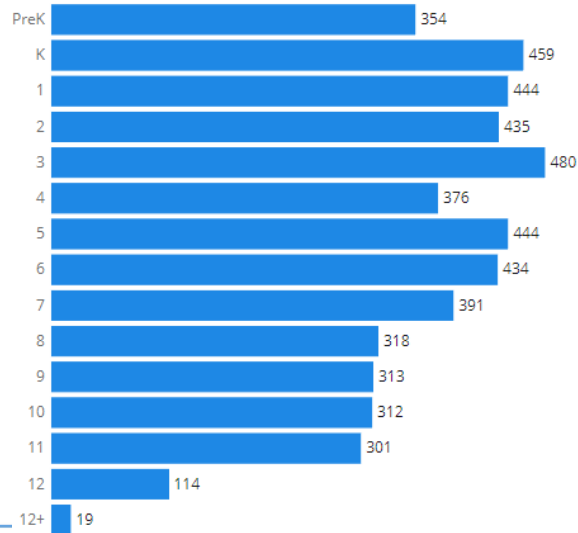
Remote Learning PPS Parent Survey Results by School

Colfax K-8	442	Phillips K-5	93	Schiller 6-8	55	Conroy	24
Alderdice High School	351	Morrow PreK-8	86	Whittier K-5	53	Milliones 6-12	24
CAPA 6-12	333	West Liberty K-5	85	South Hills 6-8	51	King PreK-8	23
Obama 6-12	215	Linden K-5	85	Sunnyside PreK-8	47	Well PreK-5	23
Montessori PreK-5	194	Langley K-8	84	Banksville K-5	44	Manchester PreK-8	21
Allegheny K-5	189	Classical 6-8	82	Roosevelt PreK-5	40	Arsenal PreK-5	21
Dillworth PreK-5	188	Carrick High School	82	Allegheny 6-8	40	Faison K-5	19
Science And Technology Academy	157	Concord K-5	75	Woolslair PreK-5	39	Online Academy	15
Carmalt PreK-8	154	South Brook 6-8	69	Arlington PreK-8	39	Pioneer	13
Brashear High School	154	Sterrett 6-8	68	Spring Hill K-5	38	Oliver Citywide Academy	10
Gifted Center	136	Beechwood PreK-5	66	Westinghouse Academy 6-1	37	Student Achievement Center	7
Brookline PreK-8	135	Mifflin PreK-8	64	Lincoln PreK-5	35		6
Greenfield PreK-8	134	Westwood K-5	60	Grandview PreK-5	34		
Minadeo PreK-5	108	Fulton PreK-5	59	Miller PreK-5	31		
Liberty K-5	102			Perry High School	24		

Expect great things.

6

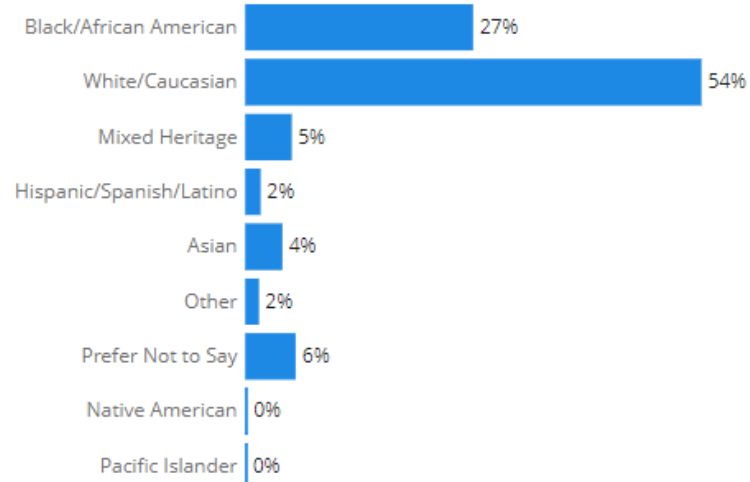
Remote Learning PPS Parent Survey Results by School Grade Level



— Expect great things.

7

Remote Learning PPS Parent Survey Results by Race



— Expect great things.

8

District Communication Satisfaction on Content and Frequency of Parent Letters & Robocalls

The information shared in the Parent Letters from the District 5,132 Responses

Parent Letter Information	Count	Percentage
Satisfied	3,342	65%
Neither Satisfied nor Dissatisfied	1,117	22%
Dissatisfied	673	13%

The frequency of Parent Letters from the District (3x per week)

Parent Letter Frequency	Count	Percentage
Satisfied	3,344	65%
Neither Satisfied nor Dissatisfied	1,126	22%
Dissatisfied	654	13%

The information shared in the robocalls from the District 5,122 Responses

Robocall Information	Count	Percentage
Satisfied	3,390	66%
Neither Satisfied nor Dissatisfied	931	18%
Dissatisfied	801	16%

The frequency of robocalls from the District 5,112 Responses

Robocall Frequency	Count	Percentage
Satisfied	3,188	62%
Neither Satisfied nor Dissatisfied	998	20%
Dissatisfied	926	18%

Expect great things.

9

District's Website

The information provided on grab and go locations 5,119 Responses

Grab and Go Locations	Count	Percentage
Satisfied	3,396	66%
Neither Satisfied nor Dissatisfied	1,386	27%
Dissatisfied	337	7%

The information provided on instructional packet pick-up locations 5,120 Responses

Pick-up Packets	Count	Percentage
Satisfied	3,355	66%
Neither Satisfied nor Dissatisfied	1,083	21%
Dissatisfied	682	13%

The information provided on Remote Learning 5,122 Responses

Remote Learning	Count	Percentage
Satisfied	2,543	50%
Dissatisfied	1,662	32%
Neither Satisfied nor Dissatisfied	917	18%

The information provided on COVID-19 5,107 Responses

COVID-19	Count	Percentage
Satisfied	3,671	72%
Neither Satisfied nor Dissatisfied	1,070	21%
Dissatisfied	366	7%

Expect great things.

10

Remote Learning Access to Technology and Usage of Instruction Packets

Select all that apply	Count ▲	Percentage
My child is participating in remote learning using technology we own.	3,309	64%
My child is using the district issued Instructional Packet.	2,352	45%
My child is participating in remote learning using District provided technology.	977	19%

Expect great things.

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Remote Learning Access to Technology and Usage of Instruction Packets

My child is participating in remote learning using technology we own.

Race/Ethnicity	Number of Students
Asian	149
Black/African American	712
Hispanic/Spanish/Latino	61
Mixed Heritage	167
Native American	5
Other	41
Pacific Islander	2
Prefer Not to Say	186
White/Caucasian	1966
Grand Total	3289

Expect great things.

12

Remote Learning Access to Technology and Usage of Instruction Packets

My child is participating in remote learning using District provided technology.

Race/Ethnicity	Number of Students
Asian	54
Black/African American	312
Hispanic/Spanish/Latino	14
Mixed Heritage	49
Native American	3
Other	10
Pacific Islander	0
Prefer Not to Say	56
White/Caucasian	469
Grand Total	967

Expect great things.

13

Remote Learning Access to Technology and Usage of Instruction Packets

My child is using the district issued Instructional Packet.

Race/Ethnicity	Number of Students
Asian	91
Black/African American	704
Hispanic/Spanish/Latino	36
Mixed Heritage	141
Native American	4
Other	42
Pacific Islander	0
Prefer Not to Say	141
White/Caucasian	1178
Grand Total	2337

Expect great things.

14

Remote Learning Remote Learning Tools & Time Spent Learning

Did you find the remote learning tool(s) helpful?

Response	Count	Percentage
Yes	2,827	56%
No	2,219	44%

How many hours, on an average day, does your child spend on remote learning

Responses

Hours per day	Count	Percentage
1-3 hours a day	2,847	55%
3-5 hours a day	1,269	24%
Less than an hour per day	812	16%
More than 5 hours a day	266	5%

Expect great things.

15

Remote Learning Teacher Support

My child is having a positive experience with the instructional packets.

Row Labels	Agree	Disagree	Neither Agree Nor Disagree	Not Applicable	Grand Total
Asian	130	31	42	21	224
Black/African American	437	414	271	254	1376
Hispanic/Spanish/Latino	24	31	11	18	84
Mixed Heritage	65	87	60	66	278
Native American	2	4	1	1	8
Other	23	39	9	8	79
Pacific Islander			1		1
Prefer Not to Say	59	123	57	62	301
White/Caucasian	499	1085	417	768	2769
Grand Total	1239	1814	869	1198	5120

Expect great things.

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Remote Learning Improvement

In what ways can your child's school improve remote learning

Response	Count ▲	Percentage
Teacher led instruction	3,301	65%
Additional resources for parents to better assist children	2,207	43%
Additional guidance on student learning expectations	2,075	41%
Technology assistance with remote learning platforms	1,588	31%
Access to technology	1,366	27%
Other (Please Specify):	953	19%
None	469	9%

Expect great things.

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“All-In to Reopen Our Schools”

Whole Community Development Plan



"All-In to Reopen Our Schools"

Whole Community Development Plan

Goals

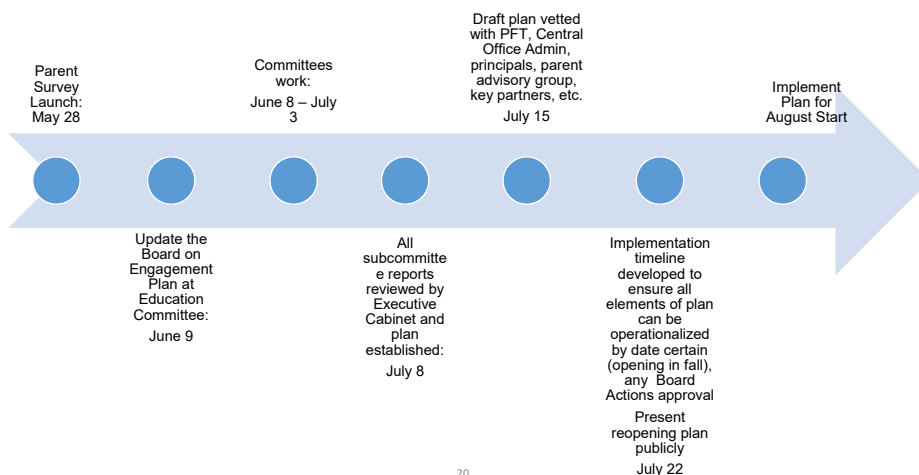
1. Support students, their families and our staff for the 2020-2021 school year and beyond, adapting as necessary to different learning environments (virtual & blended), due to the uncertainties created by COVID-19.
2. Maximize all available resources, substantially reduced in light of the COVID-19 economic impact, to support the educational program and support services, determining a plan for deployment of personnel, distribution of resources, and use of facilities best aligned to achieving the District's vision and adaptable to different learning environments(virtual & blended).
3. Continue to *Imagine PPS* as a premier urban learning organization committed to every student graduating high school: college, career, and life-ready. We must ensure that the short-term work required to respond to COVID-19 strengthens the development of the *Imagine PPS* strategic plan.

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"All-In to Reopen Our Schools"

Whole Community Development Plan

Timeline



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"All-In to Reopen Our Schools"

Whole Community Development Plan

Categories

Category	Executive Lead(s)
Academic Programming & Instructional Support	Dr. Anthony Hamlet Ms. Minika Jenkins Dr. Ted Dwyer
School Operations for a Safe & Healthy Physical Environment	Ms. Pam Capretta
Family Support and Wellbeing	Dr. David May-Stein
Communication, Outreach, Community Coordination	Ms. Errika Fearbry Jones

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Academic Programming & Instructional Support



"All-In to Reopen Our Schools"

Whole Community Development Plan
Subcommittee Selection

Executive Leads: Anthony D. Hamlet, Superintendent; Theodore Dwyer, Chief Accountability Officer; Minika Jenkins, Chief Academic Officer		
Sub-Committee on Pre- K-12 Curriculum (Instructional)	<ol style="list-style-type: none"> 1. Curriculum Committee (Plan curriculum writing for more than one delivery model to include instructional delivery strategies and MTSS for students) All content areas will be included. 2. SEL Committee (plan support for social and emotional learning) 3. Identify student programming that will continue in 20-21 to include brick and mortar and online 	
Sub-Committee on Pre K-12 Curriculum (Operational)	<ol style="list-style-type: none"> 1. LMS (Identify and select uniform Learning Management System to be used by all teachers and students) 2. Master Schedule and Course Selection (Review and recommend what courses will be offered and how classes will be scheduled for teachers and students based on delivery models selected and include how MTSS will be delivered in the identified remote learning environments as well as in brick and mortar) 3. Calendar committee (Identify and develop a timeline for processes and ongoing activities, i.e., trainings, communications, scheduling, rollover, grade reporting, state reporting, federal reporting, mailings, etc. to pace the work. 4. Review and share budget concerns based on student program options to include the school programs 5. Identification of what systems will be used/supported by the district: Educational (curriculum, software); Software (District systems, HR, OSP, C&I, Finance, IT, DREA) 	
Sub-Committee on Educational Supports (ESL, PSE, 504, Equity)	Plan for the delivery of instruction strategies and supports for EL, students with disabilities, students with 504 plans, GIEP, and extended learning opportunities with a focus on Equity. Plan should include MTSS and the relationship between support systems, i.e., primary and secondary supports	
Sub-Committee on Social and Emotional Learning	Develop, implement, and sustain supports for students, parents, teachers, and administrators in dealing with SEL and include strategies and supports for short and long-term impacts of COVID-19.	

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Family Support and Well-being



"All-In Reopen Our Schools"

Whole Community Development Plan
Subcommittee Selection

Executive Lead: David May Stein, Chief of School Performance

Sub-Committee on Mental Health and Crisis/Trauma	<i>Coordination of services that are both school based and at home support to address students mental health and Crisis/Trauma support needs in B/M and remote environments</i>	
Sub-Committee on McKinney-Vento/ Foster Care	<i>Identification, support and coordination of services for McKinney-Vento/Foster Care students that are both school based and at home support</i>	
Sub-Committee Community Based Organizations Engagement	<i>Develop and execute multiple tactics to communicate, engage, and solicit input from this stakeholder group. Develop a structure to support families with out of school time needs including: academic supports, enrichment activities, childcare, and other supports.</i>	

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School Operations & Healthy Physical Environment



"All-In to Reopen Our Schools"

Whole Community Development Plan
Subcommittee Selection

Executive Lead: Pam Capretta, Chief Operating Officer

Sub-Committee on Transportation	<i>To ensure social distancing for all students who use both yellow bus and Port Authority transportation To ensure all vehicles are cleaned and disinfected properly and regularly To document daily each student who used yellow bus carrier To engage and work with Port Authority and Non-PPS Schools in the planning and execution of ensuring all Pittsburgh students are transport safety to and from school</i>	
Sub-Committee on Sub-Committee PPE Health and Safety	<i>To research, recommend and purchase the necessary PPE to ensure safety of students and staff To ensure the distribution of the appropriate PPE to students and staff Collaborate and align these plans with the Student Service Health & Safety sub committee Provide guidance and protocols for Health & Safety procedures in all PPS facilities To report all PPE & equipment incurred costs related to COVID-19 to Budget and Finance for submission of CARES</i>	
Sub-Committee Facility Readiness & Building Capacity, Cleaning, & Building Systems	<i>To ensure social that social distancing for all students & staff is considered in any plan recommendations Draft plans based on various scenarios (remote, blended, brick & mortar, intermittent) Draft building & office sanitizing and cleaning procedures for the return staff and student under various scenarios Collaborate and align these plans with the Curriculum Operations sub committee</i>	
Sub-Committee on Nutrition Food Service & Food Insecurity	<i>To prepare plans for food service for a continuum of virtual learning at home to full brick & mortar services, and responsiveness to findings from the related Family Support and Wellbeing Committees</i>	

Communication, Outreach, Community Coordination



“All-In to Reopen Our Schools”

Whole Community Development Plan
Subcommittee Selection

Executive Lead: Errika Fearbry Jones, Chief of Staff

Sub-Committee on Parent/Family/Grassroots Engagement	<i>Develop and execute multiple tactics to communicate, engage, and solicit input from this stakeholder group. This committee supports other committees in their efforts to reach stakeholders by establishing a communications plan that includes: consistent messaging, public branding, event coordination, and the vetting of communications.</i>	
Sub-Committee on Student Engagement	<i>Develop and execute multiple tactics to communicate, engage, and solicit input from this stakeholder group. This committee supports other committees in their efforts to reach stakeholders by establishing a communications plan that includes: consistent messaging, public branding, event coordination, and the vetting of communications.</i>	
Sub-Committee on Teacher/Staff Engagement	<i>Develop and execute multiple tactics to communicate, engage, and solicit input from this stakeholder group. This committee supports other committees in their efforts to reach stakeholders by establishing a communications plan that includes: consistent messaging, public branding, event coordination, and the vetting of communications.</i>	

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Opening Scenarios

Two Scenarios

- 100% virtual instruction and support
- Blended - a continuum of scenarios utilizing virtual and in-school learning
- Guiding Principle: Decisions will be based on serving the needs of the students equitably.

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Expect great things.

Opening Scenarios

Scenario 1: VIRTUAL

- CDC and PA guidelines allow students to continue remote learning from home
- Planning will focus on:
 - Quality virtual curriculum
 - Professional learning for teachers to support virtual instruction
 - Equitable access to virtual learning resources (devices, connectivity, etc.)
 - Supports for students with special needs (disability, ESL, homelessness, etc.)
 - Access to food service, health, mental health and other school-related student services

Scenario 2: BLENDED

- CDC and PA guidelines allow students to return to school for face-to-face learning with social distancing

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Expect great things.

Opening Scenarios

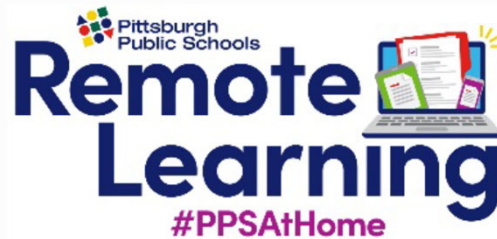
Additional Considerations:

- Intermittent closings due to resurgence of COVID-19, based on CDC and PA guidelines
- Parent survey information will inform the planning process
- Planning for 2020 should be done with a view to the longer-term options for how, where and when learning can occur

28

Expect great things.

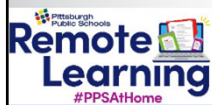
Education Committee
Meeting June 9, 2020



Updates

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Expect great things.




What's on the agenda

- Review of Remote Learning
- Addressing Unfinished Learning
- Preparing Educators for Reopening of Schools


Expect great things.

Review of Remote Learning




PREPARATION AND SUPPORT

Microsoft Teams training provided to teachers, administrators, support staff, and district departments



TECHNIQUES USED TO ENGAGE STUDENTS AND FAMILIES

Technology tools used to communicate with families, teach lessons, and engage students in learning



ENGAGEMENT

Student, teacher, and family participation in Remote Learning

31
Expect great things.

Microsoft Training and Support

TEACHERS AND SUPPORT STAFF

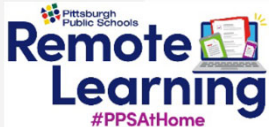
Getting Started with Teams
OneNote
Weekly Support

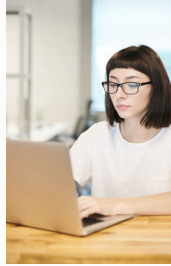
ADMINISTRATORS AND DISTRICT DEPARTMENTS

Personalized School-based options

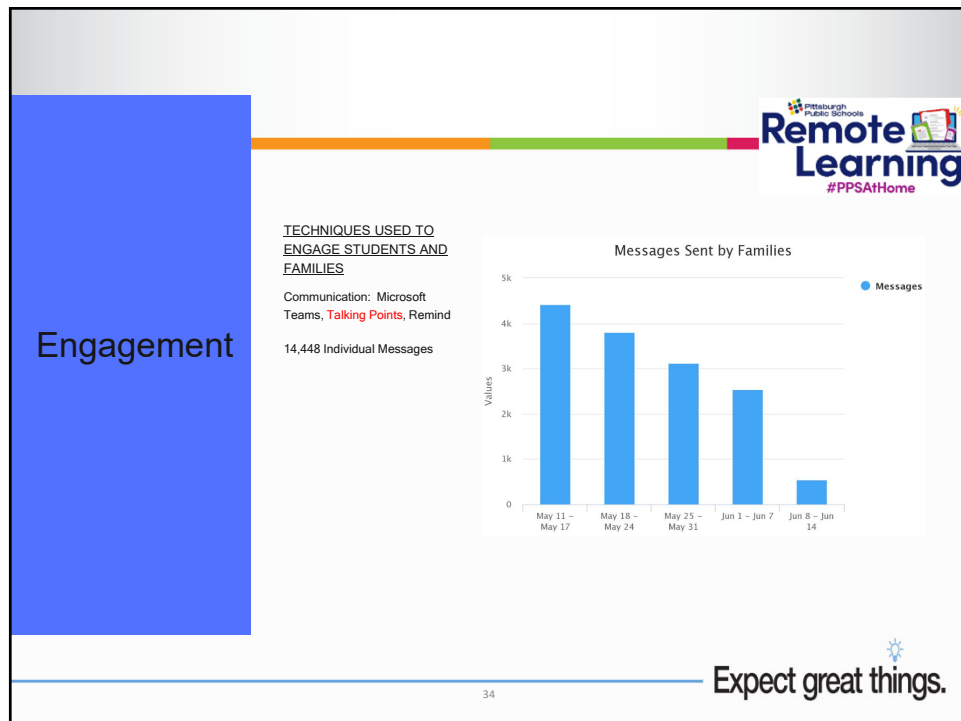
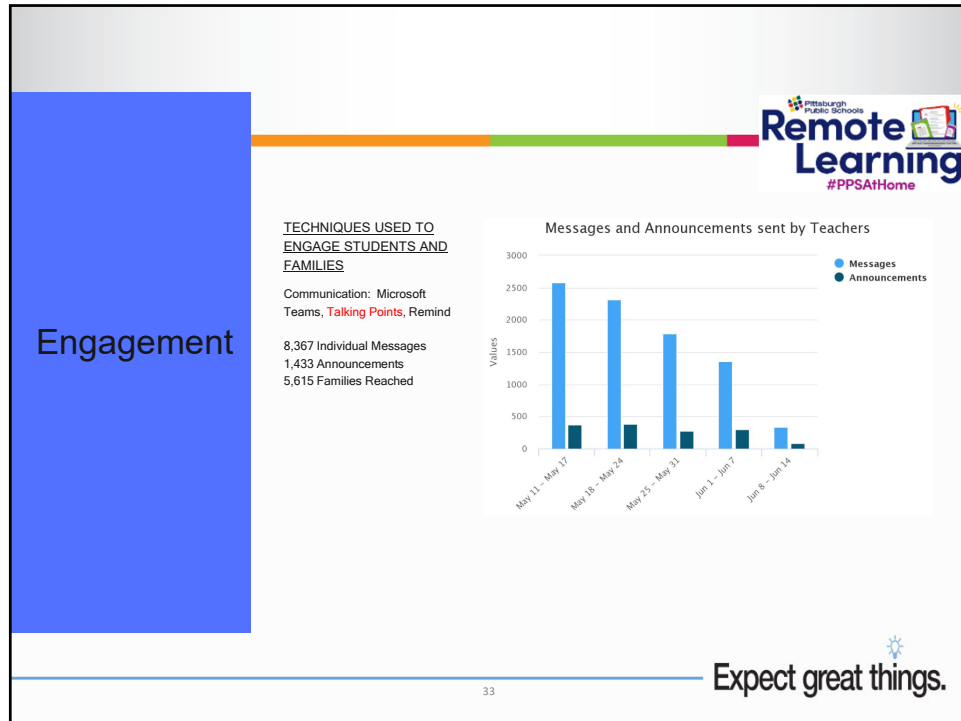
PARENTS

Overview of Microsoft Teams for Parents





32
Expect great things.



Engagement

TECHNIQUES USED TO ENGAGE STUDENTS AND FAMILIES

Virtual Instruction: Microsoft Teams, Google Classroom, Schoology, & Instructional Packets

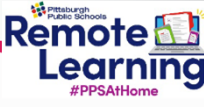
Student Learning: Immersive Reader, Translation, Adapted Lessons, ESL Supports, lessons for Intervention and Enrichment

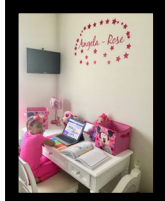
STUDENT ENGAGEMENT

Clever Usage: 24.8% K-12 (5220 students 15,974 logins)
 Microsoft Teams: 49.14% K-12 (10347 students 50807 meetings)
 Overall Logins: 57.8% K-12 (12164 students)
 for 9-12 usage: 71.6%
 Instructional Packets: ~42,000+

TEACHER ENGAGEMENT

Professional Learning Communities (PLCs): 426 Hours





35

Expect great things.

Words of Inspiration

“Alone we can do so little; together we can do so much...”
Helen Keller



Expect great things.

ADDRESSING UNFINISHED LEARNING

Identify and create a quarterly, standards-based focus calendar

Revise curriculum and develop a bank of resources for enrichment

ADDRESSING OUTDATED TEXTBOOKS

Identify and secure supplemental resources

Embed resources into curriculum

PREPARING EDUCATORS FOR 2020-2021 SCHOOL YEAR

Virtual Professional Learning

Phase 1: Effective delivery of instruction in a remote environment and use of online tools to deliver instruction and supports to students


Phase 2: Being culturally responsive and recognizing and responding to trauma in a remote environment

Phase 3: Ongoing training to continue to build capacity

- A) content specific
- B) technology tips to maintain engagement

Upcoming projects

37




Expect great things.


Celebrations

- Communication with our families (including ESL) by teachers
- Grade levels with district issues devices had high digital engagement.
 - Higher than the national average
- Shining a light on the digital divide and working to eliminate it
 - District is positioned to go 1-1
- Successful virtual graduations have started and will continue for our matriculating students
- Teachers successfully pivoted to a new remote learning model
- Stronger relationships with partners
- FADAF – Failure and Difficulty are feedback – we continuous learn and do better


Adding to our families →



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Expect great things.



Thank you!

Dr. David May-Stein Chief of School Performance	Dr. Theodore Dwyer Chief Accountability Officer	Ms. Minika Jenkins Chief Academic Officer
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Expect great things.