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Pittsburgh
Public Schools



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School-level Input regarding ESSER Investments

School staff were invited to provide input in school-level meetings.



The most frequently mentioned area was

parent/family

with an emphasis on support and engagement.

The next frequently mentioned area was

community partnership

with a focus on support for student and family needs.

The next most frequently mentioned areas
were general comments around

support and **resources.**

The following were the most frequently mentioned specific areas of district work to address:

- **Staff** – additional staff for student support; as well as support, collaboration, and accountability for existing staff
- **Curriculum** – updating curriculum content in all areas, updated curriculum resources
- **Reading / Literacy / Writing** – direct focus on student learning in these areas
- **Technology** – student and family access and skills
- **Communication** – timely and accurate communication to all stakeholders, including staff and parents

These additional areas were also mentioned by school-level groups:

- **Training/Professional Development** – in a wide variety of areas to support the graduate profile and post-Covid student needs
- **Student Portfolios** – clarity on expectations and processes
- **Mental health** – access to care for students
- **Planning** – including aligned district planning and time for teacher instructional planning
- **Social skills/ Social Emotional Learning** – curriculum and supplemental programs for students

- **Input Session July 20** in partnership with the Pittsburgh Learning Collaborative.
- **Input Session July 22** in partnership with the Pittsburgh Local Task Force on the Right to Education, focusing on meeting the needs of students with disabilities in PPS.
- **Input Session July 23** for students.
- **Input Session July 27** hosted by the Homeless Children's Education Fund, focusing on meeting the needs of students navigating homelessness and foster care.
- **Input Session July 29** hosted with the District's Parent Advisory Council.
- **Input Session July 30** hosted by the District's Office of Out of School Time
- **Online survey** with 36 respondents.

Input Questions

1. What is working well?
2. What academic resources or tools are needed to help all students succeed?
3. What resources or tools would you suggest to support students' mental health and social-emotional learning needs?
4. What resources, tools, or ideas would you offer to implement or strengthen after-school programming that supports and accelerates student learning?

Stakeholder Input – What is Working Well?

Dedicated teachers

Leadership

Partnerships

Pandemic response

Technology

Communication

Student voice

Counselors

CTE

 Mentioned frequently by students

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What academic resources or tools are needed to help all students succeed?

Current technology

More staff

General instructional resources

Applied, hands-on learning

Tutoring

Student support

Out of school support

Life skills

Special room

Professional Development

Transportation

IEP

In-person learning

Partnerships

Social-emotional learning

■ Mentioned by special education parents

■ Mentioned frequently by students

What resources or tools would you suggest to support students' mental health and social-emotional learning needs?

**More staff:
therapists,
counselors, social
workers**

**Professional
Development**

**Social-emotional
learning**

**Peer
interaction**

**Restorative
practices**

**Quiet, calm
space**

What resources, tools, or ideas would you offer to implement or strengthen after-school programming that supports and accelerates student learning?

Transportation

Inclusive programming

More staff

Clubs

Partnerships

Hands-on activities

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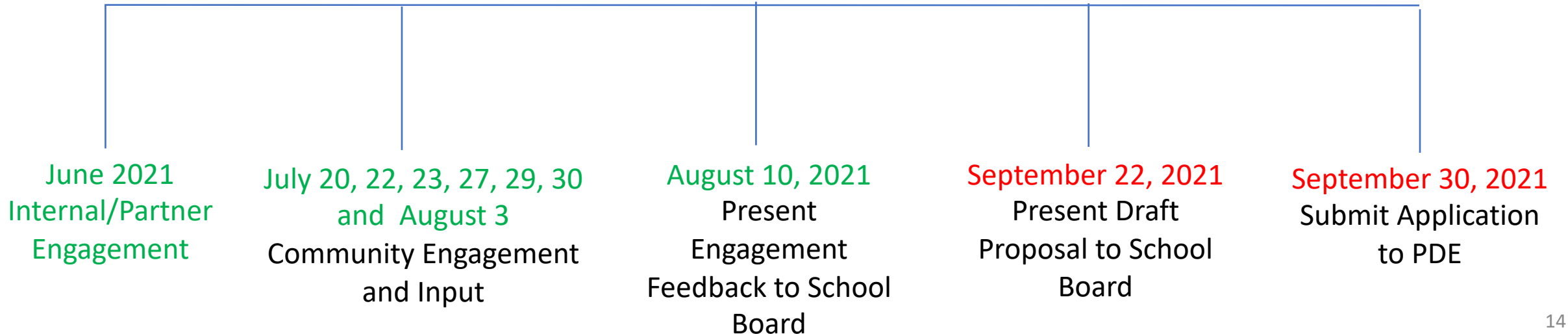
Next Steps

Stakeholder Innovation
Request for Proposals

Next Steps

- **Targeted Stakeholder Focus Groups** (Teachers, principals, school leaders, school-based staff, central office staff, union leadership, parents, out-of-school time, community and external partners representing children with disabilities, English learner, children experiencing homelessness, children in foster care and other underserved students)
- **Public Stakeholder Advisory Committee**
- **Online Survey**
- **Board Public Hearings**

ESSER III Engagement Calendar



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