



*The Pathway to the Promise.™*

# Pittsburgh Public Schools Excel.9-12

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***Moving into 2010 and Beyond***

## The Plan for achieving High School Excellence continues within PPS.

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- Like other urban districts across the country, the District's comprehensive High Schools still face challenges to meet the academic needs of students.
- What follows is the next phase of the five-year plan for high school excellence, *Excel.9-12*, to transform underperforming secondary schools
  - This plan is directly aligned with the U.S. Department of Education's framework of accountability and their requirements for action to be eligible for federal allocations.
  - This plan builds on the work that began in 2006-07 with the High School Reform Task Force.

## With Excel.9-12, the Administration seeks to reshape the landscape for secondary schools within the city of Pittsburgh.

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While the effects of any systemic change may not surface for several years, the Administration has engaged in a thoughtful three-pronged planning process.

**1. Research** - The team worked for the past several years looking at evidence-based best practices across this nation.

**2. Site Visits** - The team, along with community stakeholders, has visited sites to see those best practices at work.

**3. Community Conversations** - The team has had numerous community meetings with constituents and stakeholders across this district to discuss the plans contained herein and to work on strategies for successful implementation.

## **During 2006-07, the Superintendent commissioned the High School Reform Task Force.**

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- Within their work, the Task Force explored national models of reform.
- The Task Force conducted many visits to schools in other cities, funded by the Fund for Excellence.
- These visits culminated in a series of meetings, workshops and retreats that informed the work of the Office of High School Reform when it was created and opened in the summer of 2007.

# Models of Reform were presented at a two day retreat in October 2006.

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## Fall 2006

- Career and Technical Education Schools
- Gender Separate Schools
- IB/AP Academic Excellence
- Early and Middle College/Dual Enrollment

## Fall 2006

- IB/AP Academic Excellence
- Small Learning Communities/Theme Based Schools
- Small Schools (including, Science, Technology, Engineering and Mathematics (STEM) and University Partnership Schools)

## On April 10, 2007, the Administration launched Excel.9-12: a five-year plan for High School Reform based upon key principles.

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### **SAFE & WELCOMING SCHOOLS**

*School is a physically and emotionally safe place that supports learning.*

### **RELATIONSHIPS**

*Personalized learning environment with meaningful connections to teachers, peers, and the school.*

### **STUDENT SUPPORT**

*Consistent and ongoing help to ensure student progress towards goals.*

### **RIGOR**

*High academic expectations for all students; engaging and demanding content and teaching.*

### **RELEVANCE**

*Prepare and connect students to the real world.*

## Excel.9-12 created an ambitious five-year agenda.

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- Creating small, theme-based schools
- Establishing small learning communities and schools-within-schools
- Considering a later high school start time
- Increasing rigor of African-American History course
- Expanding distance learning
- Establishing student advisory programs
- Increasing mentorship/internship partnerships
- Exploring pilot schools and gender-separate schools
- Creating special leadership programs for high school administrators

**Three specific initiatives were emphasized within the five-year plan.**

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- **University Partnerships**
- **Science and Technology School**
- **Career and Technical Education (CTE)**

## **Year One Initiatives of Excel.9-12 were enabled by support from the local foundations.**

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- Fund for Excellence
  - High School Reform Task Force
  - Office of High School Reform
  - Career and Technical Education Director
- Buhl Foundation
  - Development of Science and Technology School
  - Project Manager

# Year One of Excel.9-12

## 2007-08 Highlights

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- Safe and Welcoming Schools:
  - Revision of the PPS Code of Conduct with more consistent enforcement
  - Opening of the Community Education Partners program: Clayton Academy
- Relationships:
  - Introduction of the 9<sup>th</sup> Grade Nation
- Student Supports:
  - Scholastic Course – Read 180 to target literacy
  - Westinghouse Lighthouse Project Pilot
- Rigor:
  - Revision of the Core Curriculum for all core coursework-grades 6-12
  - Introduction of Advancement Placement Courses in all of our high schools
- Relevance:
  - Inaugural Year of *Civics: Be the Change*

## Year Two of Excel.9-12 2008-09 Highlights

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- Career and Technical Education Exploration and Audit
- Opening of two thematic, smaller learning communities
  - **Pittsburgh Milliones 6-12, University Preparatory School**
    - *University Partnership School with the University of Pittsburgh School of Education*
  - **Pittsburgh Obama 6-12, an International Baccalaureate Academy**
    - *International Baccalaureate Program, securing the MYP Certification in Spring 2009.*

## Year Two of Excel.9-12 Support in Federal Grants

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- Multiple Education Pathways Grant-US Department of Labor (July 2007-2009)
  - [Developing a Career and Technical Education Plan](#)

Secured in partnership with the Three Rivers Workforce Investment Board and the City of Pittsburgh to examine the drop-out issue in the city and its effect on the workforce.
- Smaller Learning Communities Grant-US Department of Education (July 2008)
  - [Opening of Pittsburgh Milliones 6-12, University Preparatory School](#)

## Year Three of Excel.9-12 2009-10 Highlights

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- Opening of two additional thematic learning communities
  - **Pittsburgh CAPA 6-12**
    - *Theme-Based School , merged onto downtown state-of-the-art campus*
  - **Pittsburgh Science and Technology Academy 6-12**
    - *STEM School opened in Oakland, with specialized core curriculum and concentrations*
- **Adoption of a Comprehensive CTE Plan**
  - February 10, 2010, Superintendent Board Goals
  - May 24, 2010-Board of Director adopts CTE Plan

# Year Three of Excel.9-12 2009-10 Highlights

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## Additional Accomplishments:

- *African-American History Course*
  - 12<sup>th</sup> Grade Class with rigor designed in partnership with professors at local university, fully implemented in spring and fall of 2009.
- *African-American Literature Course*
  - 12<sup>th</sup> Grade core course designed in partnership with professors at local universities for implementation in fall 2010.

# *Secondary Schools: Moving into 2010 and Beyond*

# We have vigorously engaged our theory of action over the last four years.

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- Developing and revising a managed curriculum
- Coordinating professional development to support the delivery of the curriculum
- Placing curriculum coaches in each building to support the implementation of the core curriculum
- Developing and evaluating strong instructional leaders within each of our schools (PULSE and PELA)
- Making data-driven decisions

## Moving forward our work seeks to purposefully and actively engage teacher practice.

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- We have actively engaged and partnered with the Pittsburgh Federation of Teachers address the remaining challenges at the secondary school level.
  - Research-Based Inclusive System for Evaluation or R.I.S.E. parallels the PULSE rubric for principals.
  - PPS just completed the one-year pilot at 24 schools and will implement the work district-wide in 2010-11.
- The Empowering Effective Teachers grant awarded by the Bill & Melinda Gates Foundation is at the center of this work.

## Empowering Effective Teachers presents a rich opportunity to transform secondary schools.

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- Promise Readiness Corps-  
9<sup>th</sup> and 10<sup>th</sup> Grade Loop at  
eight of our schools

- Pittsburgh Alderdice
- Pittsburgh Brashear
- Pittsburgh Carrick
- Pittsburgh Langley
- Pittsburgh Oliver
- Pittsburgh Peabody
- Pittsburgh Perry
- Pittsburgh Westinghouse

- The Teacher Academy

- Developing a site for  
teacher training at the  
secondary school level

- Research-based  
Inclusive System for  
Evaluation in all schools

- R.I.S.E. protocols for  
teacher collaboration  
and evaluation will be in  
all of our schools

## Our comprehensive high schools still face challenges in the era of accountability.

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- **Pittsburgh Alderdice-** Corrective Action I
- **Pittsburgh Brashear-**Corrective Action I
- **Pittsburgh Carrick-** Corrective II
- **Pittsburgh Langley-**Corrective Action I
- **Pittsburgh Oliver-**Corrective Action II (Year 3)
- **Pittsburgh Peabody-**Corrective Action II (Year 2)
- **Pittsburgh Perry-** Corrective Action II (Year 2)
- **Pittsburgh Schenley-** Corrective Action I
- **Pittsburgh Westinghouse-** Corrective Action II (Year 2)

\*Connotes targeted as under-performing by the US Dept of Education.

## The US Dept of Education now requires one of four actions for underperforming schools to receive federal monies.

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- **Transformation** of the schools academic program
  - NO MORE THAN HALF of the underperforming schools may be in this category.
- **Turnaround of the school**, meaning hire new leadership and retain no more than 50% of the schools teaching staff
- **Restart** of under-performing schools
- **Closure** of the academic program

**During the next few years, our plans include the following for the seven underperforming secondary schools as identified by the US Dept of Education.**

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- **Transformation:**
  - Pittsburgh Brashear-Corrective Action I
  - Pittsburgh Langley-Corrective Action I
  - Pittsburgh Perry- Corrective Action II (Year 2)
- **Turnaround**
  - Pittsburgh Oliver-Corrective Action II (Year 3)
  - Pittsburgh Westinghouse- Corrective Action II (Year 2)
- **Closure**
  - Pittsburgh Peabody-Corrective Action II (Year 2)
  - Pittsburgh Schenley- Corrective Action I

## Robust implementation of EET Work will satisfy Transformation guidelines of the US DOE.

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- At three comprehensive high schools, the Promise Readiness Corps, Implementation of R.I.S.E. and the focus upon Teaching and Learning Environment will meet federal guidelines:
  - Pittsburgh Brashear 9-12
  - Pittsburgh Langley 9-12
  - Pittsburgh Perry 9-12

## The Board has already voted to **close** **Pittsburgh Schenley.**

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- By Board action in June 2008, the Pittsburgh Board of Education voted to close Pittsburgh Schenley.
  - The Board allowed the remaining students at Pittsburgh Schenley to continue in the Reizenstein building until the final class graduates.
- The final class of Pittsburgh Schenley will graduate in June 2011.

# **Pittsburgh Peabody**

# **Pittsburgh Westinghouse**

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The East Region Advisory Committee  
Years Three and Four: Excel.9-12 Planning

## **An Advisory Committee was convened after two years of community conversations.**

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- East Region Advisory Committee was convened to discuss the needs of the students in the east region of the City.
  - Criteria for inclusion of a secondary school in the East Region conversation included:
    - Underperforming School - Pittsburgh Peabody, Pittsburgh Westinghouse
    - Under-enrolled School - Pittsburgh Milliones, Pittsburgh Peabody, and Pittsburgh Westinghouse

## Committee recommendation builds upon the work of the High School Reform Task Force and addresses the federal accountability framework.

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- **Young Men's Academy 6-12 at Westinghouse in 2011-12**
  - High School Reform Task Force –Gender Separate School
  - Turnaround of Westinghouse High School
- **Young Women's Academy 6-12 at Westinghouse in 2011-12**
  - High School Reform Task Force—Gender Separate School
  - Turnaround of Westinghouse High School

## Both academies will operate in a new educational paradigm.

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- Robust CTE programs would be available to all students.
  - Information Technology, Business and Finance
  - Health Careers
  - Nutrition and Wellness

[High School Reform Task Force-CTE](#)

- Students would be actively engaged in both extended day and extended year programs.

## The Westinghouse facility will operate within the full-service school model.

- The *Homewood Children's Village*, Pittsburgh's iteration of the Harlem Children's Zone, will be integral to our service provision at Westinghouse.
- A *Community Health and Wellness Clinic* would operate within the Westinghouse facility.
- The *Westinghouse Lighthouse Project* would be enhanced to accommodate and develop more students.
  - *African American Male Promise Preparation Project* will begin to support students this summer.

## The committee further recommended the division of the feeder pattern for Pittsburgh Peabody.

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- Recognizing the challenge of declining enrollment in the East Region, the committee recommended that the feeder pattern of **Pittsburgh Peabody** be divided along Negley Avenue.
  - Students living west of Negley would have feeder pattern assignment to Pittsburgh Milliones 6-12.
  - Students living east of Negley would have feeder pattern assignment to Pittsburgh Westinghouse 6-12.

## Current and future Peabody students have enhanced educational options.

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- Students who attend Pittsburgh Peabody currently will have the choice to attend Pittsburgh Milliones or the Single Gender Academies at Pittsburgh Westinghouse.
- Future students in the region will have the choice to take advantage of the District's Magnet options, or will be assigned to either Pittsburgh Milliones or Pittsburgh Westinghouse accordingly.

## Other Implications of the East Region Recommendation-Pittsburgh Peabody

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### Program Implications:

- **Pittsburgh Peabody academic program would be closed**, comporting with accountability standards of the US DOE.

### Facility Implications:

- The Administration will recommend to the Board of Directors that the Peabody facility be the permanent home of **Pittsburgh Obama 6-12**.

## Other Implications of the East Region Recommendation: Pittsburgh Faison and Pittsburgh Lincoln

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- **Pittsburgh Faison K-8**

- Identified as an underperforming school by the US DOE, Pittsburgh Faison would be designated as a **Turnaround school**.
- Pittsburgh Faison would be reconfigured to a K-5 on the Faison Primary campus, with the 6-8 grade students attending Pittsburgh Westinghouse

- **Pittsburgh Lincoln K-8**

- Pittsburgh Lincoln would be reconfigured to a K-5 onto the Lincoln Primary campus, with the 6-8 grade students attending Pittsburgh Westinghouse

## Further Facilities Implications of the East Region Recommendation: Homewood Early Childhood Center

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- Homewood Early Childhood Center will move into the Crescent Building beginning in 2011-12.
  - Homewood ECC building was rated poorly by the DeJong study and needs substantial work.
- The Homewood Early Childhood Center is an integral part of the Homewood Children's Village which seeks to serve and support all children who live and learn in Homewood *from birth to college*.

## The opening of the Single Gender Academies in 2011-12 requires significantly more planning.

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- Planning will continue in 2010-11 with a team that consists of:
  - Principal of Westinghouse High School;
  - Principal on Special Assignment at Westinghouse High School;
  - Principal of Peabody High School
  - Project Manager;
  - Assistant Superintendent for Secondary Schools; and
  - a working group of interested community partners.

# Pittsburgh Oliver

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**Gateway to the Promise Center**  
**Years Three, Four and Five:**  
**Excel.9-12**

The Gateway to the Promise Center Project represents the convergence of many interests.

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- Pittsburgh Board of Directors has focused upon Career and Technical Education.
- High School Reform Task Force work explored the Early College Model.
- The Multiple Education Pathways Grant was funded by the US Department of Labor to explore alternate education pathways and supports for students at-risk of dropping out.

## **The Gateway Center will embody principles explored by the High School Reform Task Force and the two-year work of the Multiple Education Pathways Grant partners.**

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- Smaller learning community: Designed for about 400 students to foster strong relationships
- Student Support: Strong counseling model to lower the barriers to successful education
- Retention and reclamation of students who are at-risk of dropping out
- Relevant and Robust Career and Technical Education offerings
- Rigorous academic offerings and credit recovery

# Gateway to the Promise Center follows the Early College Model.

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- The program is an extended day and extended year model.
  - The students would attend school for additional weeks, with four “ten-week” quarters or three “13-week” terms.
  - The additional weeks of school each year would permit students to complete graduation requirements in three years.
  - Therefore, students could enter college courses at the Community College of Allegheny County “early” and complete an associates degree.

# Gateway Center students will access one of the following career academies.

<p><i>Information Technology, Business and Finance</i></p>	<ul style="list-style-type: none"> <li>•Information Technology</li> <li>•Business</li> <li>•Finance</li> </ul>	<p>CCAC offers at least four defined business programs: Business Management Associates; Business Management Certificate; Business Parallel Program; and Business CCAC-IUP Partnership</p>
<p><i>Building Trades</i></p>	<ul style="list-style-type: none"> <li>•Carpentry</li> <li>•Electricity</li> <li>•Energy</li> <li>•Plumbing</li> <li>•RHVAC</li> <li>•Welding</li> </ul>	<p>Associate Degrees in Science may be applicable here, but the district would seek partnerships with trade schools, business and industry.</p>
<p><i>Consumer Sciences</i></p>	<ul style="list-style-type: none"> <li>•Cosmetology</li> <li>•Culinary Arts</li> </ul>	<p>Associate of Applied Science degree is a specialized technical degree currently only awarded in Administrative Assistant, Cosmetology and Culinary Arts.</p>
<p><i>Health Careers</i></p>	<ul style="list-style-type: none"> <li>•Allied Health Careers</li> <li>•Pre-Nursing</li> </ul>	<p>CCAC offers more than 30 Associate of Science and certificate programs in Health Careers. More than 75 percent of healthcare is delivered by professionals other than physicians. You can be one of those professionals.</p>

## The Gateway Center satisfies the accountability measures of the federal government.

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- The Gateway Center will serve as the **Turnaround of Pittsburgh Oliver**, serving all students in the north-side feeder pattern.
- Planning will occur in 2010-11 with a team that consists of:
  - the Principal of Pittsburgh Oliver High School;
  - Project Manager;
  - Assistant Superintendent for Secondary Schools;
  - Executive Director of Career and Technical Education; and
  - Community College of Allegheny County (CCAC)

## The Gateway Center may serve as an anchor for Career and Technical Education within PPS

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- The Gateway Center will have the most complete CTE programming within PPS.
- Our goal is for students from throughout the district to take advantage of the program offerings during the school day, in the evening hours, on the weekends and during the summers.
- Feasibility of a permanent location on the site of the former Ridge Avenue School, adjacent to CCAC is taking place.

# Concluding Thoughts

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*Our resultant portfolio of secondary schools will reshape the landscape of urban education for Pittsburgh and prepare our students for the Pittsburgh Promise.*

# PPS will select a secondary site for its Teachers Academy

- “High School Reform begins in Pre-K.”
- The Empowering Effective Teachers grant proposes the establishment of two Teacher Academies in PPS
  - K-8 Teachers Academy
  - 9-12 Teachers Academy

## PPS will continue to explore the feasibility and efficacy of the following school reform concepts.

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- Big Picture Learning
  - Eliot Washor, founder of Big Picture Learning, visited PPS in the spring 2010.
    - Principal of Langley attended their convening in Nashville, TN.
  - Elements of Big Picture schools may be integral components of school programming in
    - The Gateway Center
    - Pittsburgh Westinghouse Single Gender Academies
- The Urban Boarding School
  - The Seed Foundation will be engaged.

# Board Actions Required

<b>Pittsburgh Westinghouse 9-12</b>	<ul style="list-style-type: none"> <li>•Turnaround of Westinghouse High School for 2011-12</li> <li>•Reconfigure into two 6-12 Academies for 2011-12</li> <li>•Adopt Single Gender Academies Model</li> </ul>	Legislative Meeting-July 2010
<b>Pittsburgh Peabody 9-12</b>	<ul style="list-style-type: none"> <li>•Close Peabody Feeder Program for 2011-12</li> <li>•Realign feeder pattern to have students attend Westinghouse 6-12 or Milliones 6-12 for 2011-12</li> </ul>	Legislative Meeting-July 2010
<b>Pittsburgh Faison K-8</b>	<ul style="list-style-type: none"> <li>•Turnaround of Faison K-8 for 2011-12</li> <li>•Reconfigure into a K-5 in the Primary Building for 2011-12</li> <li>•Move 6-8 students into Single Gender Academies at Westinghouse for 2011-12</li> </ul>	Legislative Meeting-July 2010
<b>Pittsburgh Lincoln K-8</b>	<ul style="list-style-type: none"> <li>•Reconfigure into a K-5 in the Primary Building for 2011-12</li> <li>•Move 6-8 students into Single Gender Academies at Westinghouse</li> </ul>	Legislative Meeting-July 2010
<b>Homewood Early Childhood Center</b>	<ul style="list-style-type: none"> <li>•Move Homewood Early Childhood Center into the Crescent Building for 2011-12</li> </ul>	Legislative Meeting-July 2010
<b>Pittsburgh Obama 6-12</b>	<ul style="list-style-type: none"> <li>•Adopt IB Site Selection Committee Recommendation to locate the program at Peabody for 2011-12</li> </ul>	Legislative Meeting-July 2010
<b>Pittsburgh Oliver 9-12</b>	<ul style="list-style-type: none"> <li>•Turnaround of Oliver High School into the Gateway Center for 2011-12</li> <li>•Adopt the Early College Program for the School for 2011-12</li> </ul>	Legislative Meeting-July 2010

# Five-Year Roadmap for Excel.9-12

2007-08	2008-09	2009-10	2010-11	2011-12
<ul style="list-style-type: none"> <li>•Safe and Welcoming Schools:               <ul style="list-style-type: none"> <li>–Revision of PPS Code of Conduct</li> <li>–:Clayton Academy</li> </ul> </li> </ul>	<a href="#">Pittsburgh Millions 6-12, University Preparatory School</a>	<a href="#">Pittsburgh Creative and Performing Arts Academy 6-12</a>	<a href="#">Pittsburgh Allderdice 9-12</a> , Empowering Effective Teachers PRC and RISE	<a href="#">Pittsburgh Westinghouse Young Men’s Academy 6-12</a>
<ul style="list-style-type: none"> <li>•Relationships:               <ul style="list-style-type: none"> <li>–Introduction of the 9<sup>th</sup> Grade Nation</li> </ul> </li> </ul>	<a href="#">Pittsburgh Obama, 6-12, an International Baccalaureate School</a>	<a href="#">Pittsburgh Science and Technology Academy 6-12</a>	<a href="#">Pittsburgh Brashear 9-12</a> , Empowering Effective Teachers PRC and RISE	<a href="#">Pittsburgh Westinghouse Young Women’s Academy 6-12</a>
<ul style="list-style-type: none"> <li>•Student Supports:               <ul style="list-style-type: none"> <li>–Read 180 to target literacy</li> <li>–Westinghouse Lighthouse Project</li> </ul> </li> </ul>			<a href="#">Pittsburgh Carrick 9-12</a> , Empowering Effective Teachers PRC and RISE	<a href="#">Pittsburgh Gateway to the Promise Center 9-12</a>
<ul style="list-style-type: none"> <li>•Rigor:               <ul style="list-style-type: none"> <li>–Revised Core Curriculum 6-12</li> <li>–Advancement Placement</li> </ul> </li> </ul>			<a href="#">Pittsburgh Langley 9-12</a> , Empowering Effective Teachers PRC and RISE	<a href="#">Pittsburgh Peabody 9-12</a> <b>Closed</b>
<ul style="list-style-type: none"> <li>•Relevance:               <ul style="list-style-type: none"> <li><i>Civics: Be the Change</i></li> </ul> </li> </ul>			<a href="#">Pittsburgh Perry 9-12</a> , Empowering Effective Teachers PRC and RISE	<a href="#">Pittsburgh Schenley 9-12</a> <b>Closed</b>

# Questions & Comments