

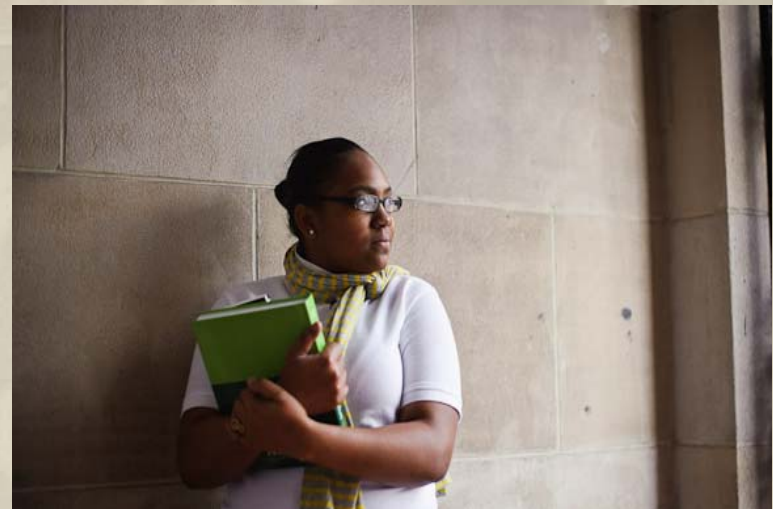
# **The Academies of Westinghouse**

The Young Men's Academy  
The Young Women's Academy

Pittsburgh Public Schools Board of Directors  
Education Committee Update  
March 7, 2011



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# Agenda

- Review of Board Action to Date
- Educating students with the National Common Core Standards
- Extending Time on Learning
- Transitioning the Community Effectively
- Homewood Children's Village Update



## Board Actions have occurred to facilitate the opening of the Academies at Westinghouse in the Fall of 2011.

- On August 25, 2010, the Board approved the establishment of the Academies at Westinghouse.
  - The closure of Pittsburgh Peabody 9-12
  - The closure of Pittsburgh Westinghouse and the opening of two schools at the Westinghouse facility
    - The Young Men's Academy 6-12
    - The Young Women's Academy 6-12
- On November 23, 2010, the Board approved the magnet designation for the Academies at Westinghouse

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# In January and February 2011, the Board acted to do the following

- Authorizing Partnerships with
  - The Ellis School
  - The Community College of Allegheny County
- Authorizing Ambassador Excursions
- Authorizing the Outreach to families of the affected schools in partnership with
  - Bloomfield-Garfield Association
  - Kingsley Association
  - Operation Better Block



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# The Academies will educate students according to the National Common Core Standards.

- 41 States and the District of Columbia have adopted the National Common Core Standards (NCCS).
- The Commonwealth of Pennsylvania adopted the Common Core Standards on July 2, 2010.



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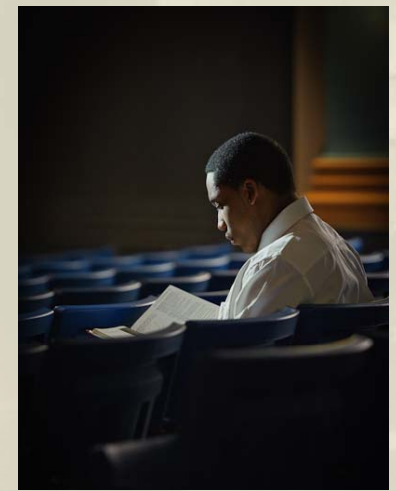
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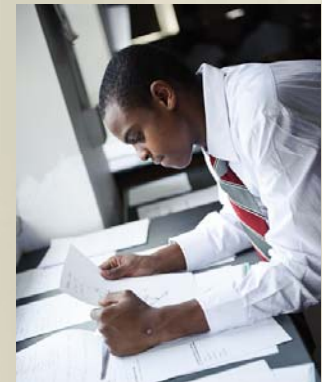
# The NCCS framework embodies Literacy Standards across all content.

- The NCCS English/Language Arts Standards focus upon five essential literacies:
  - Reading Comprehension
  - Writing
  - Speaking – Verbal Literacy
  - Listening – Auditory Literacy
  - Language – Cultural Literacy
- These essential literacies are embedded in the standards for ELA, History, Social Science, the Sciences and Technical Subjects



# The Mathematics Practices embedded in the NCCS promote reasoning and critical thinking.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.



# The NCCS are address the academic progression for grades 6-12.

- **Website:** [www.corestandards.org](http://www.corestandards.org)
- **Attachment A:** The National Common Core Standards Initiative Framework



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## Teachers selected for the Academies will work with CIPD to bring PPS Core Curriculum into alignment with the NCCS.

- Teachers within the Academies have collaborative planning time built into their day to compact and modify existing Core Curriculum.
- A Curriculum Coordinator will be hired to coordinate this work daily among the teachers.
  - The larger framework will be completed by teachers and the administrators during the three-week Summer Institute.
  - Refinements and daily lesson planning will occur throughout the year during collaborative planning time.

# The Academies at Westinghouse will embody a distinct mission.

## **THE ACADEMIES AT WESTINGHOUSE**

- ❑ A PLACE TO SUCCEED
- ❑ WHERE YOUNG MEN AND YOUNG WOMEN DEVELOP THEIR **IDENTITY** AND CULTIVATE THEIR **INTELLECT** TO **INSPIRE** LEAD AND TRANSFORM THE COMMUNITIES IN WHICH THEY LIVE.



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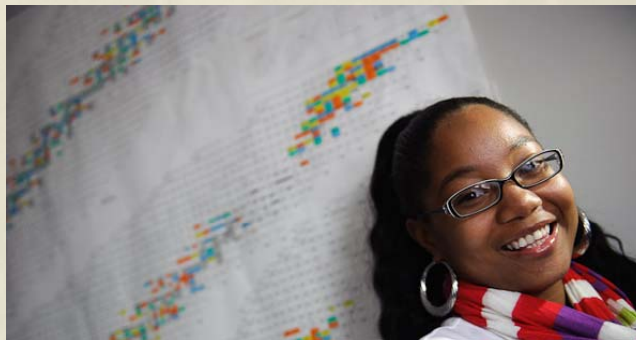
## Coursework within the Academy will foster Leadership as an individual responsibility.

- Students will progressively identify themselves as leaders within the school and community through a sequence of Leadership courses beginning in the middle grades.



These courses will foster leadership in the classroom, the school and the community and each cohort of students will be responsible for service projects within and around the community.

Morning Meetings with the entire student body to set the tone for the day and to develop and maintain the culture in the building.



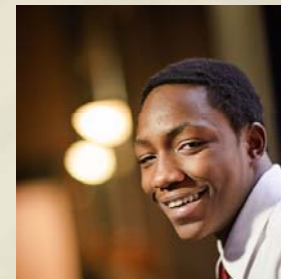
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# Classroom instruction and daily student engagement will focus on literacy.

- The Young Men and Young Women will cultivate their intellect upon a foundation of the essential literacies that must be mastered for success in school and beyond.
  - The academic use of the “spoken” and “written” word;
  - “Active listening”, where they will be encouraged to question what is being represented and form their own conclusions;
  - “reading” and “analyzing” complex texts and “thinking critically” about their content across all content areas.
  - “Culturally”, students will analyze the impact of dress, attitude and behavior on their interactions with others gaining essential soft skills that must be cultivated for success



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# The curriculum will be rooted in Social Justice to inspire students to act to transform their lives and community.

- The Humanities course sequence will utilize the district's core social studies curriculum and companion literature texts
  - For Example: The Civics: Be the Change course in the 9<sup>th</sup> Grade will have as one of its companion texts: Dreams of My Father by Barack Obama
- Service Learning Opportunities will be cultivated and designed within the Communities where they live.
- Internships and Externships will transform their worldview and serve as motivation for others.
- ***See Attachment B.***

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# The “trimester” construct will utilize the ALA Calendar during its first year.

- Time must be used creatively and purposefully to remediate the challenges that many of the students at the Academies will face.
  - The Block Schedule better approximates the daily schedule of college or university.
  - The Trimester schedule permits remediation of coursework within the same academic year.
- Extended time on learning is foundational to the school and community.
  - The ALA Calendar provides for 8 additional days of instruction.
  - The Academic Day will be approximately 8 hours for students and teachers.

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# Calendar discussions with PFT Leadership continue.

- A series of four meetings has been scheduled to solidify details of the master schedule for year one of the Academies.
- During the next six months, discussions regarding additional days beyond the ALA calendar will continue for Board Action in the fall of 2011.
- The Board will be updated periodically regarding our progress.



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**Enrollment has been on the steady rise since our marketing and outreach efforts began in December.**

	6	7	8	9	10	11	12	Total
<b>Young Men's Academy*</b>	16	10	17	16	19	18	12	108
<b>Young Women's Academy*</b>	10	18	9	20	23	27	23	130



**\*Enrollment as of Friday, March 4, 2011**

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# Transition activities for our students have occurred throughout the year.

- Ambassador meetings for students from the affected schools.
- Programs at the schools
  - Principal meetings at all affected schools with students who will prospectively attend the Academies
  - “Power Wednesdays” take place each week at Westinghouse



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# Engagement of Parents is essential to the success of the Academies.

- Outreach by our community partners has begun.
- Community partners are hosting “Town-Hall” Meetings to answer questions about the Academies in March and April.
- Monthly Family Orientation Nights are being scheduled throughout the spring and into the beginning of school year.



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# Student Safety has been at the forefront.

- Establishment of a Safety Committee with members from law enforcement and community members to make recommendations.
  - The first meeting took place today, March 7, 2011.
- Work with the Black Political Empowerment Project and the Coalition Against Violence to embed the principles of the Community Manifesto .

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# Establishment of an Advisory Committee to be “critical friends” to our work at the Academies.

- Members of the Advisory Committee will include, but not be limited to, alumni from Peabody and Westinghouse and members of the community-at-large.
- The Advisory Committee will have a role in the selection of teachers in the Academies.
- The Advisory Committee will remain in place for the first three years of existence meeting regularly with the school administration, community partners and members of the central office.



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# Building a Full Service Community School

- A Full Service Community School is one “which serves as a central point of delivery, a single ‘community hub,’ for whatever education, health, social/human, and/or employment services have been determined locally to be needed to support a child’s success in school and in the community.”
- The lines between community and school virtually disappear as the needs of students are met “holistically.”
- ***See Attachment C: Full Service Community School Framework***

## The Westinghouse facility will be home to a Full Service Community School for the Homewood community.

- A School-Based Health Center will be re-opened on the ground floor.
- The services will include physical health, dental, vision, and referrals for mental health services and coordinated benefits for children and families.
- Coordinated services will be deployed in partnership with the Homewood Children's Village, Primary Health Care Services, and the Allegheny Department of Health and Human Services.



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**All PPS Students and their families who live and learn in Homewood will be eligible for services through the Homewood Children's Village.**

- Students who attend the Academies at Westinghouse will be served daily on site.
- Students who attend Faison K-5 and the Homewood Early Childhood Center at the Crescent building will be served in through mobile units at their schools and on site at Westinghouse.

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# Questions and Comments

**Note: If time permits, the video for the Homewood Children's Village will be shown.**

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