Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

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Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Dr. Joseph F. Pollack Center of Academic Excellence is a K-8 grade institution that is located on 23777 Southfield Road and Mount Vernon Street in the City of Southfield, State of Michigan. As of the 2010 census, the city of Southfield boasted a population of 71,739. The racial makeup of Southfield is 70.3% African American, 24.9% White, 0.2% Native American, 1.7% Asian, 0.4% from other races, and 2.4% from two or more races. Hispanic or Latino of any race were 1.3% of the population. The per capita income in Southfield in 2010 was $28,995, which is wealthy relative to other cities in Michigan. The school which was originally named Edison Oakland Public School Academy, physically moved to this location in the summer of 2009, purchased this building and was renamed after Dr. Pollack the founder of the charter schools program at Eastern Michigan University. He served as a mentor to countless educators and crusader for desegregation of schools.

The school currently boasts an enrollment of 846 students who represent several counties in the state of Michigan which include Oakland, Wayne and St. Clair. The schools largest enrollment contribution comes from the city of Detroit, which accounts for 87% of the total student enrollment.

PACE Academy is very proud of the experienced and dedicated team of teachers it has assembled to shape the minds of every student enrolled at our academy. Some notable teacher demographics include:
  o Average years of teaching experience about 10 years
  o Average number of years at PACE about 5 years
  o Percentage of teachers with Masters 59%

The school's student population is comprised of 99% African American students, with the next major student population of 1% Latino American students. Some features that are very unique to the location of PACE Academy in Southfield include being home to over 100 Fortune 500 companies. Unfortunately the schools proximity to the city of Detroit also lends to some negative proximity demographics, the strongest of which is the city's 47% adult functional illiteracy rate.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our Mission

To provide all students with a superior educational experience that results in career success and commitment to community service.

Our Vison

PACE envisions our school as a safe, secure, and stimulating environment, where children will recognize and achieve their fullest potential so they are empowered to make the best contribution to society.

Our Primary Goals Are:

1. To develop and provide each student opportunities to become critical-thinkers.

2. To help students develop habits of the mind that will enable them to assume responsibility for their own life-long continued learning and instill in students the value and worth of their own educational futures.

3. To use literacy as a powerful tool for reasoning and communicating.

4. To use technology as a tool to enhance learning.

5. To develop the whole child through a focus on the performing arts and athletics.

Our Belief Statement:

We believe:

- All students can achieve academically.

- Students, parents and PACE staff are all partners in the educational process.

- The PACE curriculum and high expectations create an environment that enables our students, parents and staff to achieve success.

- High standards, challenging curriculum, quality instruction, assessment and a variety of educational strategies meet the needs of students with different learning styles.

- Developing solid character traits creates a safe and nurturing learning environment.

- Ongoing professional development is necessary to ensure our students are provided with a world-class education.

Every teacher and staff member hired at PACE Academy firmly believes that all students have the ability to achieve academically. This belief is at the very core of our operation, and with this belief every operational decision is made. Our beliefs are carefully interwoven to include all facets of the schools operation.

The instructional core is not only meant to develop the minds of students academically but it just as strongly addresses student's aesthetic intelligences. PACE is proud to have the following Fine Arts initiatives and programs:

Art

Music

Choral Music

Band

Strings

Dance

In an effort to further well round our students, PACE Academy also features a competitive athletic program. Offered sports includes:

JV Basketball (Girls and Boys)

Varsity Basketball

Karate

Track and Field

Cheerleading

Flex Club

Vollyball

These programs our only dwarfed by our academic program which strives to meet every student on their current level and move them to heights not before imagined. This is accomplished by consistently examining our instructional core, ensuring a laser like focus on School Improvement goals, constant remediation, and differential instruction for all.

All of these components ensure PACE Academy's strict adherence in maintaining the promise as outlined in our mission which is to prepare all students for career success as adults.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Some of the most notable changes the school has experienced within the 3 years include:

- Implementation Achievement Network
- Implementation of Retention Policy
- Completion of the Willie Horton Library and Media Center
- Purchase of 4 Chromebooks Media Labs
- Implementation of the Leader In Me Program
- Increased parental volunteer hours
- Increased participation at Family Curriculum Nights (Math, Science, Social Studies and ELA)
- Student Recognition at Citywide Science Fair (6th - 8th grade)
- Student Recognition at Math Fact Challenge
- Student Recognition at Band and Chior Competion
- Student Recognition at Art Fair
- Student Recognition in Baskeball (boys and girls), Track and Field, Cheerleading and Archery

Some of the most notable changes the school has experienced within the next nclude:

- Ongoing revisions to the Student Handbook
- Revise Schoolwide Grading Policy and Homework Policy
- Implement PACE Academy Parent University Series
- Achieve Leader In Me (School Lighthouse Status)
- Implementation of Engage NY Math Curriculum
- Implementation of Engage NY ELA Curriculum
- Continue to foster relations with our surrounding community

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

PACE Academy is proud to provide this additional information to our public and greater Metro- Detroit Community:

Data-Driven Instruction: College success is the ultimate goal for every student attending PACE Academy. To that point , data will drive our instruction so that all scholars can meet this goal. At PACE Academy, frequent interim assessments guide the curricula in every classroom and individualized education plans for each scholar.

Exceptional Teachers: Educational research indicates that teacher quality is the single strongest determinant of student success. To date, our rigorous recruitment and selection process has made PACE Academy one of the most highly selective schools for teaching staff. After beginning work at PACE, our teachers will benefit from continued development, including an intensive summer training, administrative feedback, and individual development meetings.

LEADER IN ME (Positive Behavior Support): One of the pillars of our programming is the consistent recognition of student successes. Research proves that rewarding students for positive behavior is the best system for classroom management.

PACE Academy will offer our students incentives along with praise,including field trips and other items available in our token economy store.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

At PACE Academy, teachers, administrators, staff and parents are given an open invitation to be a part of the academy's School Improvement Team. Parents and community members are included in the school improvement planning process. Open invitations to the SIP Team are given during parent meetings, school sponsored events, and emailed to our parents. Our Family and Student Support Specials include the open invitation in monthly parent and community e-newsletter. The Academy accepts any parent that wants to join the School Improvement Team and attend the meetings. Meetings are held monthly. The SIP is reviewed as a group and small groups. Roles are assigned by the Team Chairperson.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The Principal and Director of Achievement participated by being present. Teachers are the main driving force of the School Improvement Team because they hold first hand knowledge of working with the students. The Director of Achievement and Federal Program Coordinator participate in all meetings and will be responsible for monitoring all programs. Parents and the Family Support Specialist provide parent and community involvement.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The SIP is presented to the Board, parents, and staff as a whole at during Board meetings, R.E.A.L. Parent meetings and during the Staff Professional Development (in-Service, in August). The parents and staff will review of the SIP document during the Title I A meeting in the fall. The SIP is posted on our website for open review by the public. In addition, a summary of the SIP is handed out and posted on the school's website.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Southeastern Michigan and the Metro Detroit population has had an 8.5% decline in school aged children. We have developed a detailed enrollment plan to combat families moving out of the state and school choice. As a result our enrollment has been relatively stable compared to other districts around us.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

We have little change in attendance data in the past three years. Michigan has a new law that requires us to report attendance issues to people on public assistance.

In 2015-16 we are instituting the National Attendance Works as a tool to work with parents and the importance of attendance. Key studies align the correlation of student attendance and successful academic achievement. We hope that our attendance increases with the new attendance law.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Our discipline referrals, suspensions and expulsions, have remained stable over the past three years. We are initiating a mentoring program aimed directly at repeat discipline offenders in order to reduce behavior issues and time out of class. Our Deans are working with teachers who have a large amount of referrals to teach better ways of communication with students. PACE is instituting the Leader in Me program as another effort to have student discipline issues decrease.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

o Enrollment plan detailed to reach out to the Metro Detroit area.

o Attendance awareness training for the entire school community emphasizing the relationship between attendance and GPA.

o More in-depth analysis of attendance and discipline data to identify issues early on to ensure students have reliable transportation.

o Implementation of Positive Behavior Intervention Support (PBIS) and Leader in Me to the whole school community.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Our administration is relatively young. Our leaders are analyzing better alternatives to suspensions and expulsion that do not take students out of school. The entire PACE community must drive student achievement up with rigor in order for our initiatives to be effective. Enlisting best practices implemented do have a positive effect on student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Teachers with three or more years experience have more mastery than a teacher who is in their first or second year. However, this year with Common Core Standards all teachers are relearning the curriculum. Stronger teachers have been challenged with learning the new pacing of Common Core Standards.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The school leader has many expectations, meetings and professional development sessions to attend. In smaller schools, if the principal is out of the building, there is opportunity for students to misbehave. At PACE we have two assistant principals and two deans of students, so behavior expectations are met when the principal is out of the building.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Students tend to struggle when they have a substitute teacher. The rigor of learning is not as high with substitutes and classroom behavior tends to have challenges with a substitute. Teachers at PACE tend to be very connected to their students and are aware that any additional days that teachers are gone, negatively impact student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

PACE has no problems with demographics at this time. If it did have a problem, we would have to address the staff recruitment plan and target recruiting appropriate areas.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Standard 3 Assessment: Shared Understanding

Standard 4 Instructional Leadership: Guidance and Support for Teaching and Learning

Standard 6 Organizational Management: Communication Systems

Standard 9 Communication: Approaches and Tools

Standard 9: Cultural Responsiveness

Standard 10 Engagement: Partnerships

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Standard 1 Curriculum: Alignment

Standard 1 Curriculum: Coherence

Standard 3 Assessment: Assessment System

Standard 5 A Culture for Learning: Safe and Supportive Environment

Standard 5 A Culture for Learning: Shared Leadership for Learning

Standard 6 Organizational Management: Intentional Practices

Standard 7 Professional Learning Culture: Collaborative Teams

Standard 7 Professional Learning Culture: Collective Responsibility

Standard 8 Professional Learning System: Purposeful Planning

Standard 8 Professional Learning System: Impact of Professional Learning

12. How might these challenges impact student achievement?

Perception issues of the PACE learning community

Efficacy issue

Student Motivation

Student Understanding of academic areas

Student Management

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

1. Effective use of planning and collaboration time.

2. Deepen teachers' understanding of curriculum and pacing.

3. Implementation of positive culture with the Leader in Me and Positive Behavior Intervention Support.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Title I A program services are provided to the bottom 30% of students and then available to those students that are below grade level. Title III services are available to those who qualify according to federal laws. IDEA services are available to those students with an Individual Education Program (IEP) appropriate for their disability. PACE does not have a credit recovery program. Extended learning opportunities are available to all students.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

o Tutoring (Math and ELA)
o Dance
o Cooking
o Photography
o Arts & Crafts
o Theater
o Poetry

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students are identified for academic services based on being below average. Parents are notified via email, website and flyers of the availability of classes. Non-academic learning opportunities are open on a first come first serve basis.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The use of Common Core State Standards was used to develop Curriculum Maps that include pacing maps.
Grade Level weekly meetings review ANet and Scantron data in order to develop grade level action plans and develop action plans for specific grades. Vertical alignment is built into Common Core, but this year's data will be examined vertically to better prepare for weaknesses in the student's learning. Data will be examined in August and continue with PLC meetings in the coming year.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

NA

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Based on the Achievement Network Benchmark Assessment, (administered quarterly) our student are progressing on the following Common Core State Standards...

1) Vocabulary Acquisition and use: L. 2.4, 3.4, 4.4, 5.4, 6.4, 7.4 & 8.4. Also, L.2.5, 3.5., 4.5, 5.5, 6.5, 7.5, 8.5

2) Key Ideas & Details: RI.2.3, 3.3., 4.3, 5.3, 6.3, 7.3, & 8.3

3) Craft and Structure: RI.2.4, 3.4, 4.4, 5.4, 6.4, 7.4, & 8.5.

4) Craft and Structure: RI.2.5, 3.5, 4.5, 6.5, 7.5, & 8.5

19b. Reading- Challenges

Based on the Achievement Network Benchmark Assessment our challenges are...

1) Key Ideas and Details: Ask and answer questions about key details and inferences
RI & RL. 2.1, 3.1, 4.1, 5.1, 6.1, 7.1 & 8.1

2) Key Ideas and Details: Determine main idea, identify details that support the main idea & quote text accurately & inferential details in the text. RI & RL.2.2. 3.2, 4.2, 5.2, 6.2, 7.2. & 8.2

3) Craft & Structure:Describe plot structure - refer to text parts using literary terms.
RL.2.5, 3.5, 4.5, 6.5, 7.5, 8.5.

19c. Reading- Trends

Based on our ANet Benchmark Assessment and the Scantron Performance Series results (administered three times per year) ...

Our Teachers are reviewing data and making instructional decision that drive their instruction and increased student results. .

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our greatest challenge has been making the shifts to CCSS. Students are learning how to cite evidence from the text as teachers have implemented the use of Close Reading Strategies. Additionally, teachers are exploring how to identify complex text and prepare questions that go beyond basic recall. We will continue to use our Coaches to facilitate weekly meetings to build capacity around the strategies and shifts required by the CCSS.

Our second challenge is how to incorporate the Evidence Based Literacy Instruction (EBLI) strategies into every subject area. We will continue to use our Coaches to facilitate weekly meetings to build capacity around the strategies, by using the available resources more effectively. Additionally, we will continue to ensure that all teachers and paraprofessionals, at each grade level, are trained in the EBLI strategies.

20a. Writing- Strengths

During the 2014-15 school year, we adopted a new writing program called "Strategies for Writers" for grades kindergarten to eighth grade. This change has resulted in the development of a common language as it relates to writing.

20b. Writing- Challenges

Our challenge is the implementation of a system that can accurately capture student progress over time.

20c. Writing- Trends

Due to the implementation of the new system, we have yet to develop how to best collect and measure student achievement and outcome data.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We are committed to the new program and recognize that we must find an effective and efficient structure to capture and accurately measure student progress. In the 2014-15 school year, we implemented a, quarterly writing PLC, in which teams of teachers and other staff members had the opportunity to review samples of student work and with the use of the rubrics, discussed how to rate each sample. We concur that although this was a great start, there is still room for progress.

21a. Math- Strengths

Based on our Achievement Network Benchmark Assessment our strengths are as follows:

2nd grade: increased scores in Measurement and Data, Numbers & Operations in Base 10.
3rd grade: increased scores in Measurement and Data, Numbers & Operations in Base 10, and Operations in Algebraic Thinking.
4th grade: increased scores in Operations in Algebraic Thinking.

5th grade: increased scores in Measurement and Data & Number & Operation - Fractions.

6th grade: increased scores in Number System & Ratios & Proportions.

7th grade: increased scores in Number System & Ratios & Proportions.

8th grade: increased scores in Expressions and Equations

21b. Math- Challenges

Based on upon the Achievement Network Benchmark results, our greatest challenges are:

2nd grade: Place value

3rd grade: Multiplication and Division, Fractions & 2 step word problems

4th grade: Adding, Subtraction, Multiplying and Dividing Whole numbers and Fractions.

5th grade: Decimals, and Fractions.

6th grade: Number Systems.

7th grade: Number Systems and Geometry

8th grade: Expressions and Equations.

21c. Math- Trends

Our Math trends would be that we are showing an increase in student mastery as it relates to Measurement and Data, Geometry and Statistic and Probability.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our plan to increase student mastery of Numbers and Operations, Fractions and Expressions & Equations will be to ensure that our teachers are trained in how to focus on the "conceptual" as well as "practical" applications of Math. They will continue to work closely with the Math Coach during weekly meetings to share best practices and plan and collaborate.

22a. Science- Strengths

Upon review of our Scantron Performance Series our Scale Scores are above the 50th percentile average in grades 2-5 and in grades 6-8 our scale scores are above the averages from the 2013-2014 school year.

22b. Science- Challenges

In grades 6-8, we currently lack adequate lab facilities to conduct scientific experiments.

22c. Science- Trends

We contribute the increase in scale scores to the implementation of a STEM program. The STEM teachers ensures that students are able to do more hands on activities that have been covered during the in-class science lesson.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We believed that we will continue to see an increase in scores, as we continue to better understand and implement Next Generation Science Practices along with our STEM program.

23a. Social Studies- Strengths

During the 2014-2015 school year, we implemented a Common Assessment Model at each grade level in an effort to develop an adequate measurement system that tracks the effectiveness of our Social Studies Program. We are in the beginning phases of development.

23b. Social Studies- Challenges

During the 2014-2015 school year, we implemented a Common Assessment Model at each grade level in an effort to develop an adequate measurement system that tracks the effectiveness of our Social Studies Program. We are in the beginning phases of development.

23c. Social Studies- Trends

During the 2014-2015 school year, we implemented a Common Assessment Model at each grade level in an effort to develop an adequate measurement system that tracks the effectiveness of our Social Studies Program. We are in the beginning phases of development.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

During the 2015-2016 school year, we intend on implementing Common Assessments at each grade level, to be administered quarterly, in an effort to develop an adequate measurement system that tracks the effectiveness of our Social Studies Program. Additionally, we plan on using Study Island in grades 5 & 8 as an additional means of measurement.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Students like their school, principal and administration, along with a challenging curriculum.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Students feel that their teachers could be more friendly, supportive and respectful.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

The school is implementing the Leader in Me in the coming year to change student perception and improve individual leadership skills. The Academy is making the Academic Lab time for ELA and Math more structured to get students more academic assistance.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents like the school, the administration and support staff. Parents appreciate that we communicate well with written, email, text and video of meetings posted on the web site.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Parents that took the survey seemed to not have students receiving tutoring (Bottom 30%). The data showed that we need to be having more parents attend Title I curriculum nights for ideas on how to better support students at home. The Title I compact needs to be more emphasized as a tool to help parents spend academic time with their children.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

More planning for more targeted tools to help parents with academic work at home. While parent attendance at Title I Curriculum nights, we need to target parents of the Bottom 30% students to assist them with academic work at home.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teachers feel the highest level of satisfaction that PACE has a relatively high level of collegiality, prepares students to learn and get along with others.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Teachers' lowest levels of satisfaction includes curriculum that is challenging for all students. The teachers also are concerned with having a fair discipline policy. In addition teachers attitudes reflect a concern that the Academy have high expectations from all students.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Teachers will be working on their curriculum maps to ensure rigor and understanding. The discipline policy is continuously being re-examined to ensure that discipline has clear consistent consequences. A review of the policy will occur at the beginning of the school year. The Leader in Me series is being implemented in 2015-16 to assist students with their behavior. High expectations for student learning are embedded in the Leader in Me and will accompany a school wide push for higher expectations of academic growth of students.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

In Parent Data.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

In Parent Data.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Continue to invite community into the Dr. Joseph F. Pollack Academic Center of Excellence for events.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Data Demographic - strengths - stable community - despite decline in enrollment. Our assessment scores continue to slightly increase.
Process Data/Perceptions - Students find that the teachers at PACE are genuinely concerned about them and are willing to assist them as needed.
Achievement outcomes - Due to the "data chats" students are taking greater ownership of their success.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

At PACE we work tirelessly to ensure that all of our stakeholders are well informed of the events at our school. As parents and students continue to take ownership of the student's learning, in conjunction with the teacher preparations, we believe we will continue to experience academic success.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

At PACE Academy, we recognize that we implemented many initiatives in the 2013-14 and 2014-15 school years. Hence, for the 2015-16 school year, we have agreed to master the previous initiatives before embarking on any new ones.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	http://pacek-8.com/2013_Preview_Site/wp-content/uploads/2016/04/AER-2014-15-2016.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Julia Butler Employees Only 805 Oakwood Drive Suite 100 Rochester, Michigan 48307 248.276.0950	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		PACE Strategies for Parent Inv Title I Parent Teacher Stu Compact PACE Sch Parent Inv Policy

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		School parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes	Additionally, we use demographic data from the student information system, M-Step, A-Net, Scantron as well as other formative assessments.	

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes		

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	PACE Academy has wireless access throughout the building.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	Lab top carts are available to all classroom and intervention teachers. All students have school email addresses.	

Label	Assurance	Response	Comment	Attachment
22.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Julia Butler Employees Only 805 Oakwood Drive Suite 100 Rochester, Michigan 48307 248.276.0950	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment (CNA) process was conducted during whole staff PLC meetings, School Improvement Team meetings, and parent group meetings. The questions were posted, and staff was broken into 10 groups. Groups were responsible for answering questions based on their experience at PACE Academy. The results were shared on the posters posted in the room. The final answers were reviewed with the SIP Team, then answers were submitted in Advanced Ed. Our school student achievement data is compiled from student assessments Achievement Network and Scantron Performance Series from 2015-16 and three years of data.

Demographic data related to students and staff is collected annually as reported in the Register of Education Personnel (REP) and Single Record Student Data (SRSD) reports. Data is reviewed monthly during PLC, and grade level professional development. The School Improvement Team looks at the school and student data as a whole team and then divides up into content area sub teams. Data is then discussed by content area as well as Goals, Objectives, Strategies and Activities for their effectiveness. The entire team then discusses the findings and the connections to process, perception and demographic data. Plans are then developed for all subject areas.

All information is presented to the Board and Parents for input and feedback.

2. What were the results of the comprehensive needs assessment process?   What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The academy is in their second year of utilizing Curriculum Maps. The Curriculum Maps were written by grade level teachers and are aligned to Michigan core curriculum standards. Curriculum Maps also have the pacing outlined in the document. Ongoing professional development in PLC and grade level meetings will continue into the future so that the whole staff understands how to utilize Curriculum Maps better as a tool for instruction.

The data showed that we are delveloping an understanding of the core content standards and pacing as an instructional practice. Teachers schedules all contain two 40 minutes PD periods. The data shows that we need to improve our collaborative practice of utilizing the PD periods for in depth collaboration on lesson planing and best practices for instruction.

Student data shows that students need to engage more in the educational process. The CNA also shows that students need high expectations and appropriate academic and social-emotional support. 64% of our students come from poverty. Our students can achieve with the right curriculum, emotional support, opportunities, and high expectations.

PACE offers a variety of electives in addition to the core content and a variety of after school extra curricular activities that educate the whole child.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The Academy collects surveys from parents, students and staff, as well as Comprehensive Needs Assessment, M-Step, Scantron Performance Series, (Northwest Evaluation Association (NWEA) Map for 16-17 school year) and Achievement Network. The School Improvement Team reviews all of the perception, demographic, achievement, and program data. Student assessment data shows that all subgroups of students at PACE Academy need to improve in all the core content areas.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The goals sufficiently address the needs of the whole school program and special recognition is paid to meeting the needs of children who are disadvantaged. After analyzing the multiple sources of data for the School Improvement Plan, as well as the School Systems Review (Comprehensive Needs Assessment). We have identified, analyzed and prioritized our goals, and we will maintain our strengths and improve our weaknesses. While these goals meet the needs of the whole school, special attention is paid to meeting the needs of both male and female subgroups, economically disadvantaged students, and the Homeless population. We will incorporate Differentiation of Instruction, incorporation of essential skill blocks, and Multi-Tier Support Systems (MTSS) in the learning process. Our goal is to have multiple levels of instruction for different levels of student achievement.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

PACE Academy utilizes Schoolwide Reform Strategies such as Response to Intervention (RtI) or Multi Tier System of Supports (MTSS), Differentiation of Instruction, and Discussion Based Learning. These strategies are at beginning stages of implementation.

The RtI strategy is used to help all students, particularly those who are low achieving. At the Joseph F. Pollack Academic Center of Excellence (PACE) RtI is used to guide math and ELA. We identify the needs of at-risk and special education students using Performance Series (Scantron), a summative assessment; Achievement Network, a formative assessment; individual Lexile reading levels provided by Scantron, and teacher created classroom assessments.

READING
MTSS (RtI)
- Kindergarten through eighth grade general education teachers will use specific non-fiction reading strategies. Second through eighth grade general education teachers will use Evidence Based Literacy Instruction (EBLI) to aid them in phonics instruction as needed for whole and/or small group instruction.
- K-5 students will be grouped homogeneously for guided reading groups using Lexile scores, NWEA scores, and Achievement Network results for small group instruction.
- Students in grades second thru fifth will receive 20-30 minutes of EBLI phonics instruction as a Tier 1 intervention strategy in classroom through small group instruction.
- The Intervention Team (Para-Educators, At- Risk Teacher, Reading Specialist and Instructional Coach) and the Academic Achievement (AA) Teachers will provide EBLI phonics instruction as Tier 3 of MTSS for Kindergarten through eighth grade. Students for Tier 2 and 3 are identified through Achievement Network, NWEA and teacher recommendation.

WRITING
All students will participate in Writer's Workshop for Tier 1 of MTSS (RtI). Students identified for Tier 2 will work in small groups with the Intervention Team . Students identified for Tier 3 will work with the AA Team while going through each step of the writing process in writer's workshop. Students will be identified for the MTSS Tiers through to ensure needs are met: Achievement Network and NWEA assessemts along with teacher recommendations.

MATH
All students will participate in math centers targeted to a focused skill. Identified Tier 2 students will work in small groups with the Intervention team to master math concepts. Tier 3 will be pulled out into small groups to work with the AA Team on low skills identified through Achievement Network, NWEA, and teacher recommendations.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The research-based methods and strategies in the schoolwide plan we use to increase the quality and quantity of instruction include MTSS ,

Differentiation of Instruction, and Discussion Based Learning. MTSS is utilized for academic and behavioral issues. Assessment and behavioral data, along with teacher recommendation, is used to identify at-risk students. The data from the process allows the classroom teacher to differentiate instruction in order to meet students needs. The teacher will deliver whole class instruction or break the class into ability groups. If a student's needs are not fully met by the classroom teacher, the student is referred for supplemental instruction to resolve more complex learning problems. At all times the supplemental instructor and classroom teacher work together and rely on data. If a low students raises achievement to satisfactory achievement levels in assessment and progress monitoring, students will be exited from supplemental instruction.

Differentiation of Instruction is being utilized by the classroom teacher and supplemental instructor. The classroom teacher will differentiate instruction based on assessment data. In Tier 1, the classroom teacher is responsible for differentiated instruction that will allow a below average student to succeed. While low students need to work on weak areas identified through data, high students can have a lesson that allows them to work more interdependently at a more complex level. Most supplemental groups are ability based, however, there are times when differentiation of instruction needs to be tailored to learning styles or skills.

Supplemental Instruction can occur after or during school. Supplemental Instruction does not occur during core curriculum content instruction except when paraprofessionals or instructional coaches are in the classroom working with the teacher. Educational software can support differentiated instruction with the use of programs such as Study Island, Tumble Books.

Small group instruction is provided by the Intervention Team to increase the academic achievement of all students.

Summer school is provided by teachers that emphasizes the Common Core State Standards. Teacher recommendation, assessment and behavior data are all criteria for enrollment in the program. The goal of the summer school program is to close the achievement gap of at-risk students.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The findings from the CNA shows that staff believe that they have fully implemented research based reform strategies. While MTSS and Differentiation of Instruction are not new to PACE, there will be a renewed effort to review these techniques within the professional learning community. Discussion Based Instruction was launched as an instructional technique, and now needs to be fully implemented. Further professional development will be required for all strategies.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Students who need the most instructional support are identified through assessment data. Students are placed in groups of 3 to 5. Their student achievement needs and abilities are similar. The MTSS process supports the delivery of instruction in three Tiers. Differentiated Instruction occurs at all levels, especially for the lowest students. Intervention services are provided in small pullout groups from third through eighth grade 40 minutes per day, 5 days per week to meet individual needs. For the 2016 - 17 school year, NWEA data will be used primarily for second through eighth grade to determine eligibility for supplemental services.

Kindergarten has a paraprofessional in the room to assist with individual needs based on Benchmark Diagnostic (ESGI) data. First grade has

two paraprofessionals to help meet individual academic needs of students. Benchmark Diagnostic (ESGI) assessment is also used for the first grade. There is one paraprofessional in all kindergarten classes, and .5 paraprofessional in the first grade classes.

5. Describe how the school determines if these needs of students are being met.

PACE students' academic needs will be met if students meet their goals for growth in academic achievement shown by Scantron (NWEA - 2016-17). The instructional staff reviews all assessment data each quarter. We are in the second year of our modified schedule to include an early dismissal to allow PLC time for data to be reviewed and disaggregated along with reviewing best practices to improve instruction.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	No	There are four positions at PACE that are currently being filled by long term substitute teachers that have had their positions posted. Three positions are in math and science in middle school.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Last school year had a turn-over of 17%.

2. What is the experience level of key teaching and learning personnel?

9.72 years

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

At PACE Academy, we encourage collective and collaborative decision making, and we provide an environment of transparency, collegiality, and professionalism.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The academy developed a salary pay schedule based upon education and years of teaching experience. PACE's Board of Directors recognizes the difficulty in attracting and retaining highly qualified teachers and is looking at more methods of retention of staff.
The District has the following initiatives to attract highly qualified teachers:
o Attendance at university job fairs, including Michigan State University, Wayne State University, and University of Michigan.
o Competitive health, vision, and dental coverage
o Paid holiday, and vacation time
o Competitive salaries
o Concrete salary pay scale
o Professional Development opportunities
o Availability growth and movement through promotion

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The strategies and initiatives the academy has implemented to lower the turn over rate of highly qualified teachers includes:

o Provide leadership opportunities
o Create intentional professional development opportunities

o Provide a supportive and positive work environment

o Plan and promote opportunities for teachers to meet and discuss student achievement

o Strengthen our collective and collaborative decision-making process

o Competitive health, vision, and dental programs

o Concrete salary pay scale

o Professional development opportunities

o Availability of growth and movement through promotion

The Academy and the Board will continue to monitor turn-over data. However, we are confident that our competitive salaries; benefits; productive and supportive teaching environment; advanced technology with training and support; collective and collaborative decision making and the abundance of opportunities for professional development will help us to retain current staff.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

PACE Academy and its Board value of Professional Development for the staff. The professional learning that staff will receive is aligned with the comprehensive needs assessment and the goals of the school improvement plan, The following is a brief list of activities for the next year:

o Curriculum Maps and Curriculum Planning
o Data disaggregation
o Technology Refresh Training
o On-going PLC
o NWEA-Map

2. Describe how this professional learning is "sustained and ongoing."

PACE Academy staff and parents receive professional development that aligns to the needs of our students, teachers, and parents based on the results of the Comprehensive Needs Assessments. Our Goals, Strategies, and Activities concentrate professional development around he following areas:

o Employ Coaches (Math, Science/Social Studies, and Reading) to provide ongoing professional development in core content areas of instruction and data disaggregation support.
o Provide small group instruction.
o Provide lesson and activity planning.
o Provide training and utilization of best practices.
o Provide training to staff on improving parent school partnerships.
o Review training in classroom management (school wide initiative.
o Provide training in LEADER IN ME for staff and students.
o Review training in Achievement Network, and M-Step to show how to work with the date
o Review Achievement Network system and how to use data to drive instructional practices.
o Incorporate Study Island as a technology based progress monitoring tool.
o Integration of strategies to increase achievement through vocabulary, problem solving.
o Expand the use of Discussion Based Learning in the classroom.
o Expand Evidence Based Literacy Instruction (EBLI) training for new staff.
o Expand training and use of curriculum maps to ensure mastery of all required skills.

Therefore, we have targeted our professional development around strategies, activities, integration of technology and the utilization of Best Practices, in Reading, Math, Science, Social Studies, and Writing. We will also make use of our coaches to ensure that our teachers are provided with ongoing support through Professional Development sessions and small group pull-out support.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The Attached Plan is tentative and subject to changes	Professional Development Schedule

Component 6:   Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Dr. Joseph F. Pollack Academic Center of Excellence (PACE Academy) invites parents to participate on the School Improvement Team through invitations to meetings. Personal attention is given to inviting interested parents. Invitations and meeting reminders are sent out via email, text (Remind), flyers and parent meetings. Suggestions for Title I services and parent activities are solicited from parents at parent meetings.

Parents are asked to review and provide feedback regarding the parent involvement policy, Title I programs and the School Improvement and School-wide Plan, at PACE Academy's Parent Organization meetings (REAL Parents "Raising Excellent Academic Leaders"). REAL Parents is the name of our parent organization. Parents are also included in meetings to review, update, amend and change all parts of the plan.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are involved with the implementation of the schoolwide plan through understanding SIP goals, strategies and activities at PACE Academy. Throughout the school year academic family activities are held; at events the school's academic programs are highlighted. The school's Annual Title I meeting is held in September. The annual meeting is on the school calendar, flyers, email and text messages are sent out to all PACE families.

PACE Academy holds Parent Meetings once a month. The Annual meeting is listed on the school calendar, invitation flyers and emails are sent home with students prior to the meetings. The annual presentation of the Title I programs, includes explanations of supplemental programs, what scores are looked at to qualify students for services, and how the program is funded. Parents also are informed about which staff are federally funded, and review the parent / student compact. At this meeting, we typically offer an explanation of test scores and AYP status, highly qualified teacher status, invitations and sign up for School Improvement Team. We encourage and include all parents in all school improvement meetings.

At PACE Academy we request that parents have 20 hours of volunteer time per year, but we realize that parent involvement will look different with all parents. Parents that work multiple jobs may not be able to attend a meeting, but they can read to their children and help them with homework. We want to be inclusive of all parents and recognize that there are time constraints on some families' lives. Other ways that families may be involved in SIP, family nights and many other events. We encourage and include parents in all school improvement meetings. Their voices are included in planning, review, and, implementation of the schoolwide plan. In order to keep parents involved in this process, they are also included in many of the workshop activities.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are given surveys as a tool to evaluate the school-wide plan. Parents have the opportunity to review the plan prior to it being finalized. The plan may be sent out electronically or hard copy with a request to return it with feedback recommendations for updating the

plan. Parent opinions are sought during parent meetings or emailed. During the evaluation process, parents' input is sought out and included as the plan is evaluated based on the most recent data.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	See Attached Parent Involvement Policy	Parent Involvement Policy

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Section 1118(e)(1) states: Provide parents with assistance in understanding state academic content standards, assessments, progress monitoring, and collaboration with educators to improve student achievement. In an effort to ensure that parents understand the state's academic content standards, student academic achievement standards, state and local academic assessments, how to monitor their child's progress and most importantly how to work with educators to improve their child's

achievement, PACE Academy engages in the following activities:

o Four curriculum nights featuring ELA, Math, Science and Social Studies that offer parents/families information on standards and curriculum and how to access student grades and attendance information from PowerSchool.

o Progress reports and report card distribution dates (posted on the official school calendar) available on the school website.

o The Family and Student Support Specialist works with families and serves as a liaison between school and home to help parents/family members more fully participate in their child's education.

o The Family and Support Specialist generates weekly parent update emails and text blasts, monthly newsletters, reports, pamphlets, letters and presentations that utilizes verbiage that is appropriate for parents in language that parents can understand.

o The Family and Support Specialist receives feedback and requests for sessions and activities.

o The Family and Support Specialist provides opportunities for all parents to participate, providing for special assistance in the form of devices, interpreters or other needs for parents with disabilities and or non-English speakers.

o Parents have access to PowerSchool Parent Portal to monitor their students academic and attendance progress.

Section 1118(e)(2) states: Provide training and materials to help parents help child achieve. In order to provide training and materials to help parents help their children at a high level, PACE Academy provides parents with opportunities to receive training and materials to help their children be successful. PACE Academy hosts parent educational classes and provides resources which include:

o Parent Resource Center with education related resources, computers for parent use,

o "Math Class Revisited" which provides parents with the math vocabulary and resources to assist students.

o Science Fair Family Help Night which provides parents with the process and procedures for student's to create science projects.

o Annual Kindergarten Round-Up for parents and kindergartners to experience the daily life in a kindergarten classroom.

o Family Curriculum Nights not only inform, but provide fun games that reinforce academic skills.

o Parent PowerSchool training to help parents monitor student progress throughout the year.

Section 1118(e)(3) states: Parental involvement training for staff. Workshops are conducted through out the year to provide staff training on how to develop and maintain positive relationships with the families and students. Communication and building relationships is the focus of the workshops. Survey results show parent needs and is the focus of workshops. Staff also receive Homeless training from the Oakland Schools McKinney-Veto Homeless liaison, while the Family Student Support Specialist ensures that homeless families are able to participate.

Section 1118(e)(4): Collaboration with community programs to coordinate parent involvement REAL Parent group, in partnership with Academy Title I staff, partner with community organizations such as Image for Success, Michigan CSI, PowerSchool, EBLI, Achievement Academy, McKinney-Veto. Out of these partnerships, workshops evolved for parents on communication, financial, health, and technology safety.

Section 1118(e)(5): Provide school information in a format understandable to parents. Dr. Joseph F. Pollack Academic Center of Excellence (PACE Academy) makes a concerted effort to generate reports, letters, emails, newsletters and report card/progress reports, and presentations that utilize verbiage that is appropriate for parents and in languages that parents can understand. We also communicate through "Parent Friendly" brochures, pamphlets and flyers. Presently 100% of our parents speak English.

Section 1118(e)(14): Provide other reasonable support as parents may request.
At PACE Academy, our Family and Student Support Specialist provides feedback to parental concerns and responds to requests. We assist families who qualify for McKinney-Veto services, who are having attendance issues and/or are in need of other assistance that may impact a student's academic success.

Section 1118 (f): Accessibility for disabled parents, LEP parents, parents of migratory children.
In a format and language their parents understand, PACE Academy provides participation opportunities for parents with students who have disabilities, limited English proficiency and migratory children.

In an effort to keep communication with parents at the forefront of our partnership for ALL students, we will accommodate all parental requests through various methods such as Remind, Parent Liaison, telephone, text messages, e-mail, and the school website. PACE Academy will also provide adequate accommodations for parents with Limited English Proficiency (whenever necessary), disabilities, and parents of migratory children.

Parents of special needs students are encouraged to come speak with staff regarding their child's specific needs. The parent should bring or request a copy of the Individualized Education Plan (IEP), any quarterly progress reports, and report cards.
PACE Academy has an active "REAL Parents" organization, which meets monthly during the school year. During the 2013-14 school year, the organization was restructured to allow more parents to participate in auxiliary activities to support their children's education. The organization as families to actively participate in one committee related to their passion. Committees include, but are not limited to:

o School Improvement Team (SIT)
o Academic Awareness
o Parent Resources
o Facility & Grounds
o Fundraising
o Special Events

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The PACE Academy Parent/Teacher/Student Compact was developed with input from at PACE's REAL Parents meeting. At the May Parent Meeting the compact is reviewed by parents, staff and students. Parents and staff made suggestions for amendments and appropriate changes were included in the final compact.

The Parent Engagement component of the school-wide plan is evaluated by parents through parent survey data, parent attendance data at meetings and events, volunteer data and parent feedback. Recommendations are put into the schoolwide plan.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Parent survey will ask how parents feel about academics, staff instruction and resources. The survey use is from ASSIST with the link e-mailed to parents, computers set up at the entrance, and paper copies available.The data retrieved will help to identify areas where we are doing well and to determine areas for improvement. This information will also be used to update and make changes to the schoolwide plan.

8. Describe how the school-parent compact is developed.

The PACE Academy Parent/Teacher/Student Compact was developed with input from at PACE's REAL Parents meeting. At the May Parent Meeting the compact is reviewed by parents, staff and students. Parents and staff made suggestions for amendments and appropriate changes were included in the final compact.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

PACE Academy will present the school compact to parents and students at Open House and student orientation sessions. It will also be presented at the Annual Title I meeting, and reviewed at each quarterly parent-teacher conference.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

At the middle school level, the Parent/Teacher/Student Compact will be shared with parents and students at registration, the Annual Title I meeting, and reviewed at each quarterly parent-teacher conference. The compact will also be reviewed by students with the Dean of Students and Middle School Counselor.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	See Attached School -Parent Compact	SY17 Parent Student Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

At this time 100% of the student population at PACE Academy speaks English. Opportunity is given to request interpreters for the deaf or other languages. Letters, newsletters, pamphlets, brochures, reports, and other communications are written and spoken in a parent friendly manner that parents can understand.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

To support a successful and effective transition from preschool to our regularly scheduled program, PACE staff has employed the following strategies:

1) Established partnerships with neighboring preschools and Head Start programs.

2) Developed an on-site training program for parents of preschool students.

3) Developed monthly visitations to our campus for preschool students beginning in April to prepare for the transition to kindergarten.

4) Provide resource material for preschool parents entering our kindergarten.

5) Plan and host a preschool conference inviting parents and preschool teachers to discuss curricular and program expectations while allowing them to observe kindergarten classes.

6) Pre-Kindergarten Skills Camp, began in 2014, and will occur annually for two weeks in July or August.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

To support a successful and effective transition from preschool to a full-time kindergarten program, PACE staff employs the following strategies:

1) Schedule preschool parents for on-site training.

2) Provide resource material for preschool parents entering kindergarten.

3) Host a preschool conference inviting parents and preschool teachers to discuss curricular and program expectations while allowing them to participate in kindergarten classes.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers meet weekly by grade level to discuss core content areas. Scantron Performance Series (NWEA 2016-17), Achievement Network (ANet) and MStep are assessments that consume our staff with data. Classroom assessments from ANet or Scantron (NWEA) can be generated from their quiz module. Some staff chose to make their own assessments for class use or take the assessment from the purchased curriculum. Scantron is an assessment chosen by the authorizer, Eastern Michigan University. PLC meetings offer opportunities to discuss issues with colleges and then share them with the administrative team. For the 2016-17 school year, we will be transitioning to NWEA-Map.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Quartely Data meetings serve the purpose of improving the academic achievement of the students. PACE Academy implemented an early dismissal schedule that allows for weekly PLC meetings. All data generated from assessments or behavior can be used for improving student achievement. The Achievement Network allows teachers to drill down to the strand of instruction. Scantron (and NWEA-Map in SY16-17) is used primarily for measuring growth, and lets us know when students are successful.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Dr. Joseph F. Pollack Academic of Excellence (PACE) uses state M-Step, Scantron Performance Series, and Achievement Network data for serving students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. The first students served with supplemental instruction are the bottom 30% of students on the state M-Step assessment. Intervention groups for fall 2016, Scantron data will be used since M-Step results are baseline.

Standardized achievement tests provide concrete data on student achievement. PACE administers the M-Step once a year in the spring per state guidelines to grades 3 though 8 in reading, writing, math, social studies and science. Scantron Performance Series is used quarterly throughout the year to monitor progress in reading, math, and science in grades 2 through 8. In 2013-14 PACE implemented Achievement Network assessment in an effort to determine student mastery of the Common Core State Standards. This assessment is administered quarterly to students in grades 2 though 8 in Math and Reading.

PACE classroom teachers provide student data from formative and summative assessments within the classroom. Unit tests, work samples, observations, and communications with parents are compiled in teachers' recommendations for students' to move into supplemental instruction in Tier 2. PACE uses the data from standardized tests and data collected by teachers to identify students who are not achieving at a minimum proficiency level, and those who are at risk of failing. Once students are identified, a plan for intervention is implemented. Interventions at PACE include differentiated instruction, push-in from the special education teachers or paraprofessional, pull-out support with reading and math intervention specialists, interventions with Speech and Language Pathologist, Occupational Therapist, Social Worker, or Counselor.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

To ensure timely, effective, and additional assistance to students who experience difficulty mastering the state's academic achievement assessment standards at an advanced and proficient level, PACE Academy follows:

Once students have been identified for additional assistance, students will be provided with supplemental instruction during non-core curriculum periods of instruction. The students immediately begin the classroom with differentiated or small group instruction given by the classroom teachers. Students are assigned small groups based on their Scantron assessment scores. Like groups of students see the intervention specialist in a pull-out instruction setting of three to five students. Lesson plans are based on the skills shown missing on assessments or recommendations from the teachers.

Progress monitoring will be done by the interventionist assessing using Fontas & Pinnell. The student will be exited from supplemental instruction when the student has made improvement that will allow them to have scores and classroom work to be on grade level. In Scantron, students need to be in the high pink or green in order to graduate from supplemental instruction.

The following are programs provided to identified students:

INTERVENTION SPECIALIST - The reading and math intervention specialists will use data from Scantron to determine what skills students need extra work. The intervention specialist will create lessons around those areas. Interventionists are responsible for progress monitoring, and making recommendations for students to discontinue supplemental instruction.

SOCIAL WORKER - The building social worker will utilize pull-out group meetings and individualized counseling for students identified as At-Risk as well as those documented on her caseload. She will meet directly with teachers and parents to offer support for student progress in the classroom.

STUDY ISLAND - Teachers and students have access to the Study Island program which offers reinforcement of State GLCE's and Common Core Standards in ELA, Math, Science and Social Studies. This program has activities and assessment that make it work for progress monitoring.

CURRICULUM COACHES - The coaches will pull-out students that are below proficiency in ELA, math, science and social studies. Coaches are certified master teachers who work with students based on the data that shows which strands need to be reviewed or re-taught. All coaching groups are three to five students. Coaches may also co-teach with classroom teachers and may suggest strategies for assisting students that are not mastering the state standards.

OCCUPATIONAL THERAPIST - Students who have been identified for this service will be pulled out for work on their motor skills.

SPEECH and LANGUAGE THERAPIST - Students identified for services are pulled out in small groups to master language and/or speech skills.

SPECIAL EDUCATION - Special Education teachers provide services based on the individual needs of identified students. Collaboration and co-teaching with classroom teachers is used to create differentiated and modified lessons for student success in the classroom.

PARENT ENGAGEMENT PROGRAMS - Before and after school programs/workshops are offered to assist parents with at-home support of student academics. These include: "REAL Parents", Curriculum Nights, Math class revisited, Parent University. Parent meetings and workshops are video taped and then streamed from PACE Academy website.

RESPONSE TO INTERVENTION (RtI) - Intervention is matched to student needs while following a three or more tiered intervention model. Student performance is documented in the students log. Subsequent Scantron testing will provide evidence.

INTERACTIVE NOTEBOOKS - Allow for integration of writing into social studies. It helps students to link prior knowledge and new knowledge. Helps assess all students' performance and understanding of a topic through writing and reflecting. The notebooks also address the needs of students with different learning styles.

STORYTOWN - Anthologies include science and social studies selections that allow for cross-curricular studies. Stories on tape help help auditory and linguistic learners.

BRAIN POP - Short movies that help introduce a scientific concept and activate prior knowledge. It also addresses students' different learning styles.

SCIENCE A-Z - This website license meets varying needs of students and their reading abilities. Students may be grouped in low, medium, or high groups with the help of this program.

MC3 - A guide to focus instruction and assessment, this program helps address different learning styles of students and allows for interactive lessons.

SMALL, LEVELED GROUPS - The Academy schedule allows thirty minutes extra a day for math and reading so that teachers can work with small groups based on the skills that they need addressed.

STRATEGIC STUDENT GROUPING - This is a way for students to complete their academic studies with the support and help of their fellow students. Grouping can be a successful teaching strategy to use in your classroom to promote student growth, both socially and educationally, by exposing students to new ideas and ways of thinking inherent among their peers.

DAILY/WEEKLY CENTERS - Centers are used on a daily basis in the classrooms. This allows for reinforcement of skills that have already been taught in the classroom and allows the students to work independently.

TUMBLEBOOKS - Animated, talking-book program that supports several learning styles and allows students to listen to fluent readers.

READING EGGS - This is an online program that provides reading assignments and assess their mastery.

MOBYMAX - This web-based program allows students to practice and improve their math fact fluency in addition, subtraction, multiplication, and division.

EBLI (Evidence Based Literacy Instruction) - a system of research-based literacy skills, concepts and strategies that teach learners of any age or ability level to read, spell, and write to their highest potential.

To determine the effectiveness of the programs provided, the following indicators will be used: Students are active and engaged. They develop and display positive attitudes toward learning. Goals are clear and shared by all with focused, intentional teaching. Assessment evidence is used to understand and improve learning. EBLI improves curriculum implementation and improves learning. Assessments use multiple sources of evidence gathered over time. Repeated, systematic observation, documentation, and forms of criterion- or performance oriented assessment will be used as evidence of effectiveness. Assessment will be linked to follow up.

When assessment identifies concerns, appropriate follow-up, referral, or other intervention will be put into place. Evaluation is used for continuous improvement. Regular evaluation of processes, implementation, and outcomes will occur in order to document the extent to which desired results are being achieved. Children's gains over time are emphasized.

Children's gains or progress as documented in observations, samples of classroom work, and other assessments over the duration of the program will be used as a part of program evaluation. Evaluation results are shared. Families, policy makers, and other stakeholders will be informed of the results of the program's effectiveness.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Teachers of the Dr. Joseph F. Pollack Academic Center of Excellence (PACE) meet individual students' needs through differentiated instruction on a daily basis. Classroom differentiation occurs in many forms including lessons plans that accommodate diverse learners, learning centers, small group instruction, assignment modification, and strategic groups. Differentiated instruction begins with planning lessons to accommodate the various learning styles and ability levels in the classroom.

Teachers utilize electronic and audio versions of the reading and math texts as well as incorporating audio and visual components into other lessons. PACE teachers regularly integrate technology into lessons and learning centers with resources like Interactive Whiteboards, Brainpop, Tumblebooks, MobyMax, Discovery Streaming, Study Island, power point, word processing, spreadsheet, etc. in order to reach students with varied learning styles and to engage modern learning.

Learning centers have been identified as a primary strategy for addressing the diverse, individual academic needs of students in the classroom. Learning centers allow for movement and various kinesthetic activities, choice of activities and end products that appeal to different levels of learners (at both ends of the spectrum) and diverse learning styles.

Teachers lead targeted, small group instruction to provide additional support to students who are struggling to master the skills and objectives outlined in the daily lesson plans. Teachers do leveled guided reading groups, skill-specific math groups, and conferences with small groups or individual students during writing. Since PACE embraces the full-inclusion model, there are also Academic Achievement Team (AAT = Special Education) members adding layers of support for students in the classroom during whole group instruction and independent work times. AAT members also pull small groups within the classroom's remedial practiced and targeted, individual instruction.

Co-planning and co-teaching with the AAT model / teacher allows for more individualized student instruction and assessment. Classroom

teachers and AAT members modify student assignments based on ability for both struggling learners and high achievers. Teachers can set up Study Island assignments so that students can work independently on lessons that provide general practice or targeted skill specific assignments according to individual student needs.

In addition, classroom teachers organize strategic student groups in order to allow peers to help and support each other. These groups often change depending on the subject or the activity and give students the opportunity to grow socially as well.

Classroom differentiation and interventions are on-going and fluid throughout the year. PACE teachers continually monitor the students' progress toward the mastery of state standards. Those students who are still not making adequate progress after classroom differentiation and targeted inventions have been implemented will be referred for the next level of intervention which would include Intervention Specialists and intensive pull-out instruction.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

At the Dr. Joseph F. Pollack Academic Center of Excellence, we coordinate our Federal, State and Local resources to fund the following:

STAFFING:

o Counselor

o Director of Achievement Support

o Federal Program Coordinator

o Family & Student Support Specialist

o Paraprofessionals

o Reading Specialist

o At Risk Teacher (Reading)

o Math and ELA Instructional Coaches

o Social Worker

PROGRAMS & ACTIVITIES:

o After tutoring for identified students

o Computer technology includes two labs and four classroom carts

o Family Curriculum Nights for Math, Science and ELA

o Kindergarten Transition program includes spending a day with current kindergartners or Kindergarten Camp before school starts

o Mobile Dentist

o Open House

o Parent Teacher Conferences

o PBIS

o Response to Intervention (RtI)

o Student Supplemental reading books

o Summer School

o Title I Parent Meetings

o Hearing and Vision Screening

SUPPLEMENTAL EDUCATIONAL TOOLS:

o Brain Pop

o Discovery Streaming

o Reading Eggs

o Scholastic News subscription

o Science A-Z.com

o Study Island

o Tumble Books

o MobyMax

PROFESSIONAL TRAINING & DEVELOPMENT:

o Common Core Development and Preparation

o Curriculum Mapping

o Discussion Based Learning

o EBLI

o Guided Math Strategies to Differentiate

o Increasing Parental Involvement and Student Achievement

o RtI: Implementing Powerful & Practical Strategies

o Teacher Professional Development at OSD and Wayne RESA

o Teachers Involving Parents in School Work

AT-RISK SECTION 31A PROGRAMS/RESOURCES:

o Paraprofessionals

o Counselor

o Social Worker

o Reading Teachers

TITLE I, PART A PROGRAMS/RESOURCES:

o Paraprofessionals

o Family & Student Support Specialist

o Homeless Liesson

o Federal Program Coordinator

o Math and ELA Instructional Coaches

o Title I meetings for PACE Community

o Summer School

o Student Supplemental reading books

o Computer Technology for classrooms and supplemental instruction

o Family Curriculum Nights for Math, Science, Social Studies and ELA

o Study Island

o Brain Pop

o Discovery Streaming

o Tumble Books

o Reading Eggs

o Science A-Z.com

o Scholastic News subscription

TITLE II, PART A PROGRAMS/RESOURCES:

o Math and ELA Instructional Coaches

o Increasing Parental Engagement and Student Achievement

o Common Core Development and Preparation

o Professional Development in Best Practices

o EBLI reading instruction

o Math program

o Writing program

o Study Island training

o Mentoring Professional Development

o Curriculum Mapping

o Teacher Professional Development at OSD or Wayne RESA

UNRESTRICTED FUNDS PROGRAM/RESOURCES:

o Tier I classroom differentiated instruction

o Common Core and Curriculum Mapping

o Kindergarten Transitions

o Mentoring Professional Development

o Mobile Dentist

o Open House

o Parent Resource Room

o Parent Teacher Conferences

o PBIS

o Response to Intervention

o Math and ELA Instructional Coaches

o Federal Programs Coordinator

o Teacher Professional Development at OSD & Wayne RESA.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. COMPREHENSIVE NEEDS ASSESSMENT

o Meetings with stakeholders to conduct, evaluate, write, and implement the School Plan;

o Meetings to conduct collect, review and revise data for trends and patterns observed; (General Fund, Title I A)

o Analysis of programs implemented from CNA data to evaluate effectiveness and possible programmatic changes

o Development and implementation of programs designed to goals identified in CNA

2. SCHOOL WIDE REFORM STRATEGIES

o Response to Intervention, Differentiated Instruction, Discussion Based Learning, aligned with needs assessment

3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF

o Professional Development to support the goals, objectives, strategies, and activities listed in the School Improvement Plan

o Recruit and retain Highly Qualified Professional Staff

4. STRATEGIES TO ATTRACT & MAINTAIN HIGHLY QUALIFIED TEACHERS TO HIGH-NEEDS SCHOOLS

o Training in best practices and Schoolwide Reform Models and Strategies

o Access to and usage of cutting edge technology that is utilized by classroom and supplemental teachers (Title I A, 31A)

5. HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

o Weekly PLC in data disaggregation and best practices

o Bi-weekly core curriculum, grade level and team meetings that focus on data driven instruction

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

VIOLENCE PREVENTION PROGRAMS - The counselor, dean of students and staff prevent violence by knowing students and being aware of issues. Students are directed to mentoring programs in-side and outside the school. (Local funds)

NUTRITION PROGRAMS - The Academy has free breakfast, lunch and dinner programs. The food service program is ran by the Detroit Public Schools in partnership with the Academy. The free meals program is through a federal food program. (Federal funds)

HOUSING PROGRAMS - When there is a family that is in need of these services, they work with the Family & Student Support Specialist who guides them to appropriate agencies. (Federal Funds)

HEAD START - The Academy works with and partners with local Head Start programs to share common core academic goals that prepare young students for Kindergarten. The Kindergarten program plans open house days for parents and students to spend the day and become acclimated to the school environment. In addition, Kindergarten Camp is offered for a week in August so that students can have more time to the Kindergarten classroom. (Local, State & Federal Funds)

ADULT EDUCATION - This is a K-8 district that has no adult education program, however when issues present themselves, individuals are directed to appropriate agencies.

VOCATIONAL & TECHNICAL EDUCATION - We are a K-8 program that has no job training programs or funding for Vocational & Technical Education funding.

JOB TRAINING - We are a K-8 program that has no job training programs or funding that has no Job Training funding.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The Academy evaluates the effectiveness of supplemental instruction and the materials purchases, along with parent participation in federally funded parent events. This year, the instructional programs are evaluated with Achievement Network that measures growth and norm-references. Typically the school utilizes state assessments, but with M-Step data not available for the school improvement plan this year, A-Net supplies enough data to identify students for supplemental instruction.

Teaching teams meet twice weekly along with PLC once weekly. The agenda is established and managed by the team, the curriculum coach, PLC or administrative team. Data is disaggregated in meetings. The first students that are served with supplemental instruction are the Bottom 30% of M-Step, or the bottom red students from Scantron. Supplemental instruction is scheduled into the day of Bottom 30% / red students. Their progress is monitored and when they have had significant growth, they are exited from the program.

Staff and students are surveyed annually for suggestions of improvement and satisfaction. Survey Monkey is utilized for the survey. Results are evaluated with the Comprehensive Needs Assessments to adjust the program for necessary changes.

Parent Participation in Title I events is measured by participation, growth in participation and parent surveys. The Family & Student Support Specialist coordinates meaningful meetings that supply parents with academic and behavioral techniques that can improve a child's chance of academic success.

The school-wide program is evaluated annually and quarterly utilizing the State assessments, Scantron, and Achievement Network data.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

PACE Academy utilizes the Michigan Department of Education Implementation Planning Tool as presented in Oakland Schools Title I Program Administrators Meeting and MAS/FPS meetings. We evaluate for fidelity, effectiveness of instructors, student progress, while looking for opportunities for improvement.

As a whole, PACE has focused many resources on Supplemental Instruction for the Bottom 30% while seeing overall school results shows less growth in reading. As a result we will choose to hire a Reading Specialist next year instead of replacing a paraprofessional and purchasing more materials.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The schoolwide program is evaluated using data from testing. Our tendency is to focus on those students who are furthest away from achieving the standards, or Bottom 30%. While we bring those students up, we need to continue to better support the students who are in the next lowest classification. We spend our Title I funds on intervention and parent involvement. But we need to also improve the Tier I classroom differentiated instruction.

The School Improvement Team, School Administration, and the School Board all review annual progress using state assessment data, as well as Scantron results. The following methods are utilized in the evaluation of the school wide plan:

o Achievement Data

o Analysis of M-Step subgroup and gender data

o Analysis of Study Island Assessments

o Analysis of report card grades

o Surveys

o Discipline Referrals

o Unit Tests

Adjustments are made in the plan based on multiple data sources (above) to prevent bias and to have a complete picture.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The School Improvement Team meets beginning in August. We meet monthly the first half of the year and bi-weekly for the second half of the year. We welcome anyone from the school community. The plan is presented and reviewed in the early days of professional development with the staff.

Curriculum coaches meet weekly with instructional teams to disaggregate data, discuss curriculum and generate plans for improvement and instructional plans including differentiation of instruction for individual students.

Parent teacher conferences as well as curriculum information and evening activities are held and information is shared at the meetings.

Members of teaching teams bring information from meetings to the school improvement meetings where evaluation of effectiveness, resources and other related information is discussed. Plans are generated through these meetings and communicated to families and the community through the school website, parent newsletters and other written communication and through e-mail. We have parents on the SIT and many of those are a part of the school parent organization, REAL Parents, therefore enabling them to share information from the SIT and to discuss all areas related to the school improvement process. Also, the Family & Student Support Specialist is a part of the SIT and aids in communicating information.

The data is all presented to the Board of Directors at their meetings for review, discussion and recommendations.

2016-17 Goals, Objectives, Strategies

Overview

Plan Name

2016-17 Goals, Objectives, Strategies

Plan Description

2016-17 academic plan for improvement.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All PACE Academy students will be Proficient in Mathematics.	Objectives: 1 Strategies: 3 Activities: 12	Academic	$272507
2	All PACE Academy students will be proficient in Science.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$67749
3	All PACE Academy students will be proficient in reading and writing.	Objectives: 1 Strategies: 3 Activities: 7	Academic	$157234
4	All PACE students will be proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$96227
5	PACE Academy will collaborate with all parents to increase parental involvment in all core subject areas.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$61840

Goal 1: All PACE Academy students will be Proficient in Mathematics.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Fluency in Mathematics by 06/30/2022 as measured by State Assessments and Local Assessments. (Economically Disadvantaged and African American Students will increase proficiency by 7% annually).

Strategy 1:

Interventionists - PACE will employ a mathematics curriculum coach who will serve as a coach to teachers, providing ongoing professional development in the areas of

curriculum and instruction and assessment and data analysis support. In addition the interventionists will provide small group instruction.

Category: Mathematics

Research Cited: Campbell (1996) and Race, Ho, and Bower (2002) studied the role of mathematics coaches as one

component of large-scale professional development programs. Campbell reported that 40 percent of the

teachers significantly changed their instructional practice by actively engaging students so as to build

conceptual understandings of mathematics. Similarly, Race et al. found that participating teachers increased

the frequency of best practices (e.g., hands-on learning, higher-order thinking, and addressing a variety of

learning styles) and used a greater variety of instructional formats (e.g., activity-based lessons,

investigations, and discussions). The researchers acknowledged that all aspects of the professional

development programs affected the teachers but claimed that without the support of the coaches, teachers

likely would not have persisted in making significant changes to their instructional practice. (Maggie McGatha, "Mathematics Specialists and Mathematics Coaches:

What Does the Research Say?"

NCTM Research Briefs, ed. Judith Reed Quander (Reston, VA: NCTM, 2009), http://www.nctm.org/news/content.

aspx?id=22839.

Tier: Tier 2

Activity - Co-Plan, Co-Teach and support supplemental mathematics student services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Mathematics Coach will work with mathematics teachers and paraprofessionals to plan and implement quality lessons and activities, and model differentiated best practice strategies, in addition to working with students in small groups and class settings as well as support the distribution of materials for quality math instruction.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	$27612	Title I Part A	Mathematics Coach, Curriculum Director

Activity - Leadership of Professional Development Math Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Mathematics Coach will provide instructional support to teachers and staff, through professional development sessions and meetings, observations; guiding them in utilizing best practices and differentiated instruction for mathematics instruction among struggling students as well as data gathering, and analysis.These sessions will take place at least once per month though out the school year.	Professional Learning	Tier 1	Monitor	09/06/2016	06/30/2017	$46021	Title I Part A	Mathematics Coach

Activity - Supplemental Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Mathematics Coach will provide instruction to students who are identified as needing supplemental support in mathematics. The Coach and Students will meet M-F, for 40 minutes each day. Based on student progress, the Coach will determine when the student should exit the program.	Academic Support Program, Technology	Tier 2	Monitor	09/06/2016	06/30/2017	$27612	Title I Part A	Mathematics Coach Curriculum Director

Activity - Math Interventionist/Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Mathematics/Paraprofessional/Tutor who will assist the Math Coach and facilitate small group instruction. Will meet with students M-F, daily for 40 minutes.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	$53288	Title I Part A	Math Paraprofessional/Tutor Math Coach Director of Academic Achievement and Support

Activity - Math Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Full-time math interventionist to serve intervention students with quality lessons and activities using best practices and research based instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	$65712	Title I Part A	Math Specialist, Math Coach, Curriculum Director

Strategy 2:

Instructional Programs - PACE will continue to implement instructional program and professional development training for those programs which will develop deeper

understanding of numbers and operations at base ten, fractions; the number systems; operations and algebraical thinking; expressions and equations.

Category:

Research Cited: Educators and cognitive scientists agree that the ability to recall basic math facts fluently is necessary for

students to attain higher-order math skills. Grover Whitehurst, the Director of the Institute for Educational

Sciences (IES), noted this research during the launch of the federal Math Summit in 2003: "Cognitive

psychologists have discovered that humans have fixed limits on the attention and memory that can be used

to solve problems. One way around these limits is to have certain components of a task become so routine

and over-learned that they become automatic." Whitehurst, 2003) (This article is excerpted from the

Scholastic Research Foundation Paper Research Foundation & Evidence of Effectiveness for FASTT

Math)

Children learn best when they are active rather that passive learners" . According to Spikell most learners,

whether adults or children, will master mathematical concepts and skills more readily if they are presented

first in the concrete/pictorial or with symbols. Manipulatives are concrete objects used to teach a concept.

By using manipulatives, pictures and symbols to model or represent abstract ideas, the stage is set for

learners to understand the abstractions they represent...It is beneficial for educators to be aware of the

different types of learners. It is necessary that lessons be presented in a variety of ways to reach the different

types of learners. If a student is always being taught in a style that does not ever comply with his or her

learning style, this will cause the student great anxiety toward a subject and not optimize the learning

process. It is, therefore, important that math classes be taught in different ways. The use of manipulatives

enables the teacher to more easily reach all of the various learners. (Multi-Sensory Manipulatives in

Mathematics: Linking the Abstract to the Concrete by Judith L. BellonioContents of Curriculum Unit 01.06.12: Narrative Math Anxiety Types of ... Retrieved 2008-01-12

from http://www.yale.edu/ynhti/curriculum/units/2001/6/01.06.12.x.html>)

)

Tier: Tier 1

Activity - Incorporate Program Based Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Mathematics Curriculum Coach, Teachers, Summer School Teachers, and After School Teachers will utilize Program Based Intervention materials into small group pull-out instructional sessions by Math Coach and Math Paraprofessional as well as for differentiation in small groups for teachers.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	$0	Other	Teachers, Mathematics Curriculum Coach, Summer School Teachers, After School Teachers

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use Study Island, an online computer-based program, to assist students in grades 3-8 that struggle with mathematical concepts and facts.	Technology	Tier 2	Evaluate	09/06/2016	06/30/2017	$5264	Title I Part A	Teachers, Mathematics Curriculum Coach, Summer School Teachers

Activity - MobyMax Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math fact software program to improve students' math fact fluency.	Technology	Tier 2	Monitor	09/06/2016	06/30/2017	$699	Title I Part A	Teachers, Curriculum Coaches & Curriculum Director

Activity - Extended Year Summer Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Year Title 1 Summer Learning Institute. Four Year summer program for student who are scoring below grade level focusing on mathematical concepts.	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	$32294	Title I Part A	Nine Teachers, one Coordinator and one Paraprofessional

Activity - Supplemental Math Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental math materials that will aid intervention students with learning, understanding and math fluency in all learning styles. Supplemental materials will benefit tactile and kinesthetic learners, as well as all Intervention students, will benefit from materials to improve basic math skills and better prepare students for algebra.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	$5125	Title I Part A	Curriculum Coordinator, Math Interventionist, Math Coach

Activity - After School Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After School Intervention program for Grades 2 thru 8 Tier 2 math students for 6 weeks, 3 days per week, staffed by certified teachers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	$8880	Title I Part A	Curriculum Director, Teachers

Strategy 3:

Adoption of New Math Curriculum - All teaching staff will continue to engage Common Core State Standards for mathematics instructions on a daily basis using Engage New York math curriculum. All teaching staff will use differentiated instruction to meet the mathematical proficiency needs of their students. All Teaching Staff, Curriculum Coach will work collaboratively to extend student knowledge of Number and Operations in Base Ten (K-2), Numbers and Operations of Fractions NF (3-5) and Number Systems (6-8). The Math Curriculum Coach will focus on small group, paired, and individual students to focus instruction for deeper understanding.

Category: Mathematics

Research Cited: Data Driven Decision Making Center for Performance Assessment (2005) - Douglas Reeves

Differentiating Math Instructions: Strategies That Work for K-8 Classrooms! (2009) - William N. (Neil) Bender

Tier: Tier 1

Activity - All staff will implement Engage New York math trhoughout the year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Teachers will assess each student to determine their individual needs using Engage New York math curriculum. Through morning work/bell work and spiral teaching methods, teachers will teach math concepts throughout the year. All teachers will implement the 8 mathematical practices in their math instructions. All Students will be assessed three times a year using multiple measures. All teachers will meet with students in individual or small group settings based on student data of mathematical concepts	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	$0	No Funding Required	All grade level teachers, Math Curriculum Coach, Curriculum Coordinator and Administrators

Goal 2: All PACE Academy students will be proficient in Science.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Earth and Physical sciences, in Science by 06/30/2022 as measured by state and local assessments (economically disadvantaged and African Ameriacn students will increase profiecently by 7% annually).

Strategy 1:

Supplemental Programming - Students will increase their understanding of physical science theories and laws as demonstrated by improvement on NWA, State

Assessment, as well as authentic classroom assessments.

Category: Science

Research Cited: The results of Greece's emphasis on integrating science and technology show increased student achievement

in both science and reading. In 2004-05, 96 percent of Greece's students met or exceeded the state standard

on the fourth-grade New York state science test. That number represented a 5 percent increase from 2003-

2004 and a 13 percent increase from 2002-2003. Additionally, 66 percent of the district's fourth-grade

students exceeded the state standard in science -- representing a 40 percent increase from 2003-2004. In

addition, significant gains by fourth graders in English language arts scores were noted, which also might be

a result of the science/technology integration program.

Article by Lisa Buckshaw and Aimee Lyon

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Tier: Tier 1

Activity - Incorporate online and software learning programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The teacher wil luse Learning Gizmos, Discovery Streaming, Science A-Z, Study Island, and Brainpop software and online learning programs into instruction, practice, and weekly lessons. These programs will help with differentiation of lessons for students who need extra support, they will also support in the growth of students in the area of earth and physical science. Gizmos is a on-line simulation program, that help students develop a deep understanding of challenging concepts through inquiry and exploration. Discovery streaming and Brain pop help teachers to include short videos of particular science concepts, this helps the visual learner. Science A-Z is a website that offer's a customized collection of downloadable lessons and materials in four scientific domains: life, earth, physical, and process science. The Study Island site helps students practice test taking skills and allows teacher to build custom lessons for students to work on to support them in skills they may have a hard time grasping.	Technology	Tier 1	Implement	09/06/2016	06/30/2017	$1037	Title I Part A	Science coach, classroom teachers

Activity - STEM Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEM Teacher that can supports schoolwide science with hands-on activities and supplemental science instruction.	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	$65712	General Fund	STEM Teacher, Curriculum Director

Strategy 2:

Use of Interactive Notebooks - Interactive notebooks are used for class notes as well as for other activities where the student will be asked to express his/her own ideas and process the information presented in class. Teachers will use the Interactive notebooks during science so students can reflect on lessons and labs, take notes to build a study guide, as well as helping students organize their work. Interactive notebooks work with all learning styles and levels, reflections of lessons can be geared towards students capabilities and they can include cross-curricular strategies.

Category: Science

Research Cited: Notebooks support effective science instruction in the manners outlined by Donovan and Bransford, 2005.

Science Notebooks expose students' thinking, providing important insights about student understandings

and serving as formative assessment tools Notebooks encourage active learning and provide opportunities

for students to pursue their own interest and tackle authentic problems (Hargrove and Nesbit, 2003; Gilbert

and Kotelman, 2005)

Interactive notebooks help improve students' organizational skills (Madden, 2001)

Tier: Tier 1

Activity - Interactive Notebook Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Science coach will be train teachers on how to use interactive notebooks, this will be done with the use of examples from several grade levels and powerpoints. The coach will also provide teachers with resources so the they can build the notebooks in the classrooms as well as providing on-line resources to build activities and reflections that can support different learning styles as well as cross-curricular concepts. The use of notebooks is a daily activity in science lessons, support to teachers will be on going through out the year, especially during the monthly meetings that will be held.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	$1000	General Fund	Science Coach, Teachers

Activity - Interactive Notebook Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with interactive notebooks and will use those for science inquiry lessons. Specific emphasis will be placed on monitoring female student reflections and use of notebooks.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	$0	No Funding Required	Science curriculum coach, Teachers

Goal 3: All PACE Academy students will be proficient in reading and writing.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Reading and Writing in English Language Arts by 06/30/2022 as measured by state and local assessments (economically disadvantage and African American Students will increase proficientency by 7% annually).

Strategy 1:

Interventionist-ELA - PACE will employ an English Language Arts Curriculum Coach who will serve as a coach to teachers, providing ongoing professional development in the area of curriculum, instruction, assessment and data analysis support. Additionally, the ELA Curriculum Coach will provide small group instruction.

Category: English/Language Arts

Research Cited: Recently, a new role for the reading specialist has been suggested for schools with large numbers of struggling readers. This role conceptualizes the reading specialist not as someone who works directly with students (Quatroche, Bean, & Hamilton, 2001) but as someone who works directly with teachers as a coach and mentor.In this new role the reading specialist supports

teachers in their daily work planning, modeling, team-teaching, and providing feedback on completed lessons in collaboration with classroom teachers in a school. In addition, the reading specialist assists teachers by helping them understand

the assessment and instructional cycle and how that cycle can help them as they develop lessons and organize

their classes for instruction. (Janice Dole, The changing role of the reading specialist in school reform)

Tier: Tier 2

Activity - Co-Plan, Co-Teach and support supplemental English Language Arts Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Coach will work with teachers to plan and implement quality lessons and activities; model differentiated best practices strategies; support the distribution of materials to ensure quality instruction. (EBLI - Coach, Model Close Reading Strategies and ensure the implementation of the "Strategies for Writers" writing program)	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/30/2017	$46021	Title I Part A	English Language Arts Coach Curriculum Director

Activity - Leadership of Professional Development ELA meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Coach will provide instructional support and professional development to teachers and staff, through on going weekly team meeting and monthly grade level meetings, observation, ;guiding them in utilizing best practices for Language Arts instruction among struggling students as well data gathering, and analysis to differentiate instruction working within the RTI model.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/30/2017	$27612	Title I Part A	ELA Coach, Teachers and Curriculum Director

Activity - Supplemental Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Coach will provide small group instruction to students who are identified as needing supplemental support in reading. The Coach and students will meet M-F, for 40 minutes each day. Based on the student progress, the Coach will determine when the student should exit the program.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/30/2017	$27612	Title I Part A	ELA Coach Curriculum Director

Strategy 2:

Supplemental Programing - PACE will adopt supplemental programs and professional development training for those programs which will develop an increase is

Reading and Writing skills.

Category: English/Language Arts

Research Cited: Development of a lifetime reader is predicated on developing a love of reading (Sanacore, 2002). Events focusing on reading for pleasure can also

promote or enhance social skills in children (e.g. Allan, Ellis &Pearson, 2005; The Reading Agency, 2006)

research with children has shown that reading for pleasure is positively linked with the following literacy-related benefits:

- reading attainment and writing ability (OECD, 2000) for reading that is done both in school and out of school (Krashen, 1993; Anderson et al, 1988; but also see

Taylor et al., 1990 Research taken from the National Literacy Trust, Reading for Pleasure, A Research Overview, by Christina Clark and Kate Rumbold in 2006.

Tier: Tier 1

Activity - Incorporate Online Learning Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Coach, and Teachers will continue to utilize Online programs such as: Tumble Books, Reading Eggs, Study Island and MobyMax. Additionally, Scholastic News, Strategies for Writiers, EBLI Strategies, Close Reading Strategies, and Various APPs on the recently purchased Microsoft Tablets.	Technology	Tier 1	Monitor	09/06/2016	06/30/2017	$18000	Title I Part A	ELA Coach, Teachers and Curriculum Director

Activity - Extended Year Summer Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Year Title Summer Learning Institute. Four week summer program for students who are scoring below grade level focusing on reading and writing of informational texts,PACE teachers.	Academic Support Program	Tier 1	Monitor	07/10/2017	08/11/2017	$27989	Title I Part A	Nine Teachers, one Coordinator and one Paraprofessional

Activity - Supplemental Reading Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental high interest fiction and nonfiction novels for intervention students to increase active reading fluency and reading comprehension. Students are expected to complete reading logs and the books will be utilized in the supplemental reading intervention program.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	$10000	Title I Part A	Curriculum Director, Reading Specialist and Reading Interventionists

Strategy 3:

Implementation of Common Core Reading - All teaching staff have implemented Common Core State Standards for Reading and Writing instruction on a daily basis, but need to perfect Tier I strategies to improve learning. All teaching staff will use differentiated instruction to meet the reading proficiency needs of their students. All teaching staff and Reading Curriculum Coach will work collaboratively to extend student knowledge of citing textual evidence. The Reading Coach will focus on small group, paired, and individual students to focus instruction for deeper understanding.

Category: English/Language Arts

Research Cited: Data Driven Decision Making Center for Performance Assessment (2005) - Douglas Reeves

Tier: Tier 1

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers will implement Close and Critical Reading Strategies within their guided reading groups as well as in whole group instruction. This will include depth of knowledge questioning, guided highlights, vocabulary enhancement using the Frayer model, and comprehension framework activities. Teachers will assess each students to determine their instructional level and needs using NWEA, ESG (K-1), Achievement Networks and State Assessments (MSTEP).	Direct Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	$0	No Funding Required	All Grade level teachers, special education teachers and Curriculum Coaches, Reading Teachers and Interventionists

Goal 4: All PACE students will be proficient in Social Studies.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency On local and standardized tests. in Social Studies by 06/12/2020 as measured by A 85% increase of all Students   demonstrate a proficiency In Earth and Physical sciences. in Science   by Jun 30, 2022   as measured by Through state and local assessments (economically disadvantaged and African Ameriacn students will increase profiece.

Strategy 1:

Interventionist - PACE will employ a Social Studies/Science Coach who will serve as a coach to teachers, providing ongoing professional development in the areas of

curriculum and instruction and assessment data analysis support. In addition the interventionist will provide small group instruction.

Category:

Research Cited: Research Cited: Campbell (1996) and Race, Ho and Bower (2002) studied the role of coaches as one component of large-scale professional

development programs.

Tier: Tier 2

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Activity - Co-Plan, Co-Teach and support supplemental Social Studies/Science student Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Social Studies/Science Coach will work with teachers to plan and implement quality lessons and activities, and model differentiated best practices strategies, in addition to working with students in small group and class settings as well as the distribution of material for quality Social Studies/Science instruction.	Academic Support Program	Tier 2	Monitor	08/17/2015	06/17/2016	$36545	Title I Part A	Social Studies Coach Director of Academic Support Services

Activity - Leadership of Professional Development - Social Studies.Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Social Studies/Science Coach and Classroom Teachers will plan and implement subject focused research projects that student will create in school and at home and will present at a curriculum related family involvement events through oral presentations as well as other projects.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Monitor	08/17/2015	06/17/2016	$15937	Title II Part A	Social Studies/Science Coach Classroom Teachers Director of Academic Achievement Support Services

Activity - Supplemental Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Social Studies/Science Coach will provide small group instruction to students who are identified as needed supplemental support in Reading. The Coach and students will meet M-F, for 40 minutes each day. Based on the student's progress, the Coach will determine when the student should exit the program.	Academic Support Program	Tier 2	Monitor	09/14/2015	06/03/2016	$36545	Title II Part A	Social Studies/Science Coach Director of Academic Achievement Support Services

Strategy 2:

Supplemental Programming - PACE will adopt supplemental programs and professional development training for those programs which will develop deeper understanding of Social Studies Standards and Concepts.

Category:

Tier: Tier 1

Activity - Incorporate Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Coach will assist the Teacher with the use of Study Island, an online computer based program, to assist students in grades 5 & 8 with Social Studies Standards and Concepts.	Academic Support Program	Tier 1	Getting Ready	08/17/2015	06/17/2016	$7200	Title I Part A	Social Studies/Science Coach Teachers Director of Academic Achievement Support Services

Goal 5: PACE Academy will collaborate with all parents to increase parental involvment in all core subject areas.

Measurable Objective 1:

collaborate to ensure that parents are provided multple opportunities to actiively participate in their child (rens) education. by 06/17/2016 as measured by Event Sign in Sheets.

Strategy 1:

Parents As Partners - PACE Academy will involve parents in curriculum related activities as demonstrated by attendance at curriculum related activities, parents

teacher conferences and overall parental participation. In addition PACE Academy will engage parents in the language process such as projects such as projects and games or activities.

Category:

Tier: Tier 1

Activity - Family and Student Support Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PACE Academy will employ a Family and Student Support Specialist to work with students and families to increase parental involvement, volunteerism, provide support to homeless families, increase student attendance and to facilitate parental two-way, open communication between the school and student. We also plan to implement activities to support parents and students as well as the whole school community.	Parent Involvement	Tier 1	Monitor	08/17/2015	06/17/2016	$54340	Title I Part A	Family and Student Support Specialist

Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will plan and implement subject-focused research projects that student will create in school and at home and will present at school at curriculum related family involvement events through oral presentation as well as other projects such as math night, science fairs, wax museum, black history month and reading night.	Academic Support Program, Parent Involvement	Tier 1	Monitor	08/17/2015	06/17/2016	$2500	Title I Part A	Curriculum Coaches, Reading Specialist, Curriculum Director and Administrators, Classroom Teachers and Parents.

Activity - Parent Meetings-Monthly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Family and Student support specialist will facilitate raising excellent academic leaders (REAL) parent meetings to include information like up coming school events, financial planners, Job employment fair.	Parent Involvement	Tier 1	Monitor	09/08/2015	06/17/2016	$4000	Title I Part A	Family and Student Support Specialist and Teachers

Activity - REAL Parent Retreat-Annual	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Off Campus retreat where we have a presenter conduct a workshop on bridging the gap between home and school.	Parent Involvement	Tier 1	Monitor	09/08/2015	06/17/2016	$1000	Title I Part A	Family Support Specialist and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Incorporate Program Based Intervention Materials	The Mathematics Curriculum Coach, Teachers, Summer School Teachers, and After School Teachers will utilize Program Based Intervention materials into small group pull-out instructional sessions by Math Coach and Math Paraprofessional as well as for differentiation in small groups for teachers.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	$0	Teachers, Mathematics Curriculum Coach, Summer School Teachers, After School Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM Teacher	STEM Teacher that can supports schoolwide science with hands-on activities and supplemental science instruction.	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	$65712	STEM Teacher, Curriculum Director
Interactive Notebook Professional Development	The Science coach will be train teachers on how to use interactive notebooks, this will be done with the use of examples from several grade levels and powerpoints. The coach will also provide teachers with resources so the they can build the notebooks in the classrooms as well as providing on-line resources to build activities and reflections that can support different learning styles as well as cross-curricular concepts. The use of notebooks is a daily activity in science lessons, support to teachers will be on going through out the year, especially during the monthly meetings that will be held.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	$1000	Science Coach, Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership of Professional Development - Social Studies.Science	The Social Studies/Science Coach and Classroom Teachers will plan and implement subject focused research projects that student will create in school and at home and will present at a curriculum related family involvement events through oral presentations as well as other projects.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Monitor	08/17/2015	06/17/2016	$15937	Social Studies/Science Coach Classroom Teachers Director of Academic Achievement Support Services
Supplemental Instruction	The Social Studies/Science Coach will provide small group instruction to students who are identified as needed supplemental support in Reading. The Coach and students will meet M-F, for 40 minutes each day. Based on the student's progress, the Coach will determine when the student should exit the program.	Academic Support Program	Tier 2	Monitor	09/14/2015	06/03/2016	$36545	Social Studies/Science Coach Director of Academic Achievement Support Services

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Math	After School Intervention program for Grades 2 thru 8 Tier 2 math students for 6 weeks, 3 days per week, staffed by certified teachers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	$8880	Curriculum Director, Teachers
Leadership of Professional Development Math Meetings	The Mathematics Coach will provide instructional support to teachers and staff, through professional development sessions and meetings, observations; guiding them in utilizing best practices and differentiated instruction for mathematics instruction among struggling students as well as data gathering, and analysis.These sessions will take place at least once per month though out the school year.	Professional Learning	Tier 1	Monitor	09/06/2016	06/30/2017	$46021	Mathematics Coach
Parent Meetings-Monthly	Family and Student support specialist will facilitate raising excellent academic leaders (REAL) parent meetings to include information like up coming school events, financial planners, Job employment fair.	Parent Involvement	Tier 1	Monitor	09/08/2015	06/17/2016	$4000	Family and Student Support Specialist and Teachers

Incorporate Online Learning Programs	The ELA Coach, and Teachers will continue to utilize Online programs such as: Tumble Books, Reading Eggs, Study Island and MobyMax. Additionally, Scholastic News, Strategies for Writiers, EBLI Strategies, Close Reading Strategies, and Various APPs on the recently purchased Microsoft Tablets.	Technology	Tier 1	Monitor	09/06/2016	06/30/2017	$18000	ELA Coach, Teachers and Curriculum Director
Curriculum Nights	Staff will plan and implement subject-focused research projects that student will create in school and at home and will present at school at curriculum related family involvement events through oral presentation as well as other projects such as math night, science fairs, wax museum, black history month and reading night.	Academic Support Program, Parent Involvement	Tier 1	Monitor	08/17/2015	06/17/2016	$2500	Curriculum Coaches, Reading Specialist, Curriculum Director and Administrators, Classroom Teachers and Parents.
REAL Parent Retreat-Annual	Off Campus retreat where we have a presenter conduct a workshop on bridging the gap between home and school.	Parent Involvement	Tier 1	Monitor	09/08/2015	06/17/2016	$1000	Family Support Specialist and Teachers
Math Interventionist/Paraprofessional	Mathematics/Paraprofessional/Tutor who will assist the Math Coach and facilitate small group instruction. Will meet with students M-F, daily for 40 minutes.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	$53288	Math Paraprofessional/Tutor Math Coach Director of Academic Achievement and Support
Supplemental Reading Materials	Supplemental high interest fiction and nonfiction novels for intervention students to increase active reading fluency and reading comprehension. Students are expected to complete reading logs and the books will be utilized in the supplemental reading intervention program.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	$10000	Curriculum Director, Reading Specialist and Reading Interventionists

Study Island	Teacher will use Study Island, an online computer-based program, to assist students in grades 3-8 that struggle with mathematical concepts and facts.	Technology	Tier 2	Evaluate	09/06/2016	06/30/2017	$5264	Teachers, Mathematics Curriculum Coach, Summer School Teachers
Co-Plan, Co-Teach and support supplemental mathematics student services	The Mathematics Coach will work with mathematics teachers and paraprofessionals to plan and implement quality lessons and activities, and model differentiated best practice strategies, in addition to working with students in small groups and class settings as well as support the distribution of materials for quality math instruction.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	$27612	Mathematics Coach, Curriculum Director
Supplemental Instruction	The ELA Coach will provide small group instruction to students who are identified as needing supplemental support in reading. The Coach and students will meet M-F, for 40 minutes each day. Based on the student progress, the Coach will determine when the student should exit the program.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/30/2017	$27612	ELA Coach Curriculum Director
Supplemental Math Supplies	Supplemental math materials that will aid intervention students with learning, understanding and math fluency in all learning styles. Supplemental materials will benefit tactile and kinesthetic learners, as well as all Intervention students, will benefit from materials to improve basic math skills and better prepare students for algebra.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	$5125	Curriculum Coordinator, Math Interventionist, Math Coach
Family and Student Support Specialist	PACE Academy will employ a Family and Student Support Specialist to work with students and families to increase parental involvement, volunteerism, provide support to homeless families, increase student attendance and to facilitate parental two-way, open communication between the school and student. We also plan to implement activities to support parents and students as well as the whole school community.	Parent Involvement	Tier 1	Monitor	08/17/2015	06/17/2016	$54340	Family and Student Support Specialist
MobyMax Math	Math fact software program to improve students' math fact fluency.	Technology	Tier 2	Monitor	09/06/2016	06/30/2017	$699	Teachers, Curriculum Coaches & Curriculum Director

Extended Year Summer Academy	Extended Year Title Summer Learning Institute. Four week summer program for students who are scoring below grade level focusing on reading and writing of informational texts,PACE teachers.	Academic Support Program	Tier 1	Monitor	07/10/2017	08/11/2017	$27989	Nine Teachers, one Coordinator and one Paraprofes sional
Extended Year Summer Academy	Extended Year Title 1 Summer Learning Institute. Four Year summer program for student who are scoring below grade level focusing on mathematical concepts.	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	$32294	Nine Teachers, one Coordinator and one Paraprofes sional
Co-Plan, Co-Teach and support supplemental English Language Arts Instructional Practices	The ELA Coach will work with teachers to plan and implement quality lessons and activities; model differentiated best practices strategies; support the distribution of materials to ensure quality instruction. (EBLI - Coach, Model Close Reading Strategies and ensure the implementation of the "Strategies for Writers" writing program)	Professiona l Learning, Curriculum Developme nt, Teacher Collaborati on	Tier 1	Monitor	09/06/2016	06/30/2017	$46021	English Language Arts Coach Curriculum Director
Leadership of Professional Development ELA meetings	The ELA Coach will provide instructional support and professional development to teachers and staff, through on going weekly team meeting and monthly grade level meetings, observation, ;guiding them in utilizing best practices for Language Arts instruction among struggling students as well data gathering, and analysis to differentiate instruction working within the RTI model.	Professiona l Learning, Curriculum Developme nt, Teacher Collaborati on	Tier 1	Monitor	09/06/2016	06/30/2017	$27612	ELA Coach, Teachers and Curriculum Director
Supplemental Instruction	The Mathematics Coach will provide instruction to students who are identified as needing supplemental support in mathematics. The Coach and Students will meet M-F, for 40 minutes each day. Based on student progress, the Coach will determine when the student should exit the program.	Academic Support Program, Technology	Tier 2	Monitor	09/06/2016	06/30/2017	$27612	Mathematic s Coach Curriculum Director
Incorporate Study Island	The Coach will assist the Teacher with the use of Study Island, an online computer based program, to assist students in grades 5 & 8 with Social Studies Standards and Concepts.	Academic Support Program	Tier 1	Getting Ready	08/17/2015	06/17/2016	$7200	Social Studies/Sci ence Coach Teachers Director of Academic Achieveme nt Support Services

Co-Plan, Co-Teach and support supplemental Social Studies/Science student Services	The Social Studies/Science Coach will work with teachers to plan and implement quality lessons and activities, and model differentiated best practices strategies, in addition to working with students in small group and class settings as well as the distribution of material for quality Social Studies/Science instruction.	Academic Support Program	Tier 2	Monitor	08/17/2015	06/17/2016	$36545	Social Studies Coach Director of Academic Support Services
Math Specialist	Full-time math interventionist to serve intervention students with quality lessons and activities using best practices and research based instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	$65712	Math Specialist, Math Coach, Curriculum Director
Incorporate online and software learning programs	The teacher wil luse Learning Gizmos, Discovery Streaming, Science A-Z, Study Island, and Brainpop software and online learning programs into instruction, practice, and weekly lessons. These programs will help with differentiation of lessons for students who need extra support, they will also support in the growth of students in the area of earth and physical science. Gizmos is a on-line simulation program, that help students develop a deep understanding of challenging concepts through inquiry and exploration. Discovery streaming and Brain pop help teachers to include short videos of particular science concepts, this helps the visual learner. Science A-Z is a website that offer's a customized collection of downloadable lessons and materials in four scientific domains: life, earth, physical, and process science. The Study Island site helps students practice test taking skills and allows teacher to build custom lessons for students to work on to support them in skills they may have a hard time grasping.	Technology	Tier 1	Implement	09/06/2016	06/30/2017	$1037	Science coach, classroom teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

Close and Critical Reading	All teachers will implement Close and Critical Reading Strategies within their guided reading groups as well as in whole group instruction. This will include depth of knowledge questioning, guided highlights, vocabulary enhancement using the Frayer model, and comprehension framework activities. Teachers will assess each students to determine their instructional level and needs using NWEA, ESG (K-1), Achievement Networks and State Assessments (MSTEP).	Direct Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	$0	All Grade level teachers, special education teachers and Curriculum Coaches, Reading Teachers and Interventionists
All staff will implement Engage New York math trhoughout the year	All Teachers will assess each student to determine their individual needs using Engage New York math curriculum. Through morning work/bell work and spiral teaching methods, teachers will teach math concepts throughout the year. All teachers will implement the 8 mathematical practices in their math instructions. All Students will be assessed three times a year using multiple measures. All teachers will meet with students in individual or small group settings based on student data of mathematical concepts	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	$0	All grade level teachers, Math Curriculum Coach, Curriculum Coordinator and Administrators
Interactive Notebook Usage	Students will be provided with interactive notebooks and will use those for science inquiry lessons. Specific emphasis will be placed on monitoring female student reflections and use of notebooks.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	$0	Science curriculum coach, Teachers