



Single Building District Improvement Plan

**Dr. Joseph F. Pollack Academic Center of
Excellenc**

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TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Improvement Plan Stakeholder Involvement	
Introduction	6
Improvement Planning Process	7
Title I Schoolwide Diagnostic	
Introduction	9
Component 1: Comprehensive Needs Assessment	10
Component 2: Schoolwide Reform Strategies	12
Component 3: Instruction by Highly Qualified Staff	15
Component 4: Strategies to Attract Highly Qualified Teachers	16
Component 5: High Quality and Ongoing Professional Development	18
Component 6: Strategies to Increase Parental Involvement	20
Component 7: Preschool Transition Strategies	24
Component 8: Teacher Participation in Making Assessment Decisions	25
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	26

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 29

Evaluation: 34

2018-19 Goals, Objectives, Strategies and Activities

Overview 37

Goals Summary 38

Goal 1: All PACE Academy students will be proficient in Mathematics..... 39

Goal 2: All PACE Academy students in grades 5 and 8 will be proficient in Science 40

Goal 3: All PACE Academy students will be proficient in English and Language Arts..... 42

Goal 4: PACE Academy's staff will partner with PACE families to increase family engagement in an effort to enhance students' academic growth in all core subject areas..... 46

Activity Summary by Funding Source 48

Introduction

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP 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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

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 and are supportive to the SIP Team. 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 to staff, parents, and community members, as requested.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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, from 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 presented in the room. The final answers were reviewed with the SIP Team, then answers were submitted in Advanced Ed. Our school's student achievement data is compiled from student assessments including: M-STEP, Achievement Network and NWEA-MAP Assessment from the 2017-18 school year and three years of prior 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 and grade level sub groups. Data is then discussed by content area as well in Goals, Objectives, Strategies, and Activities for their effectiveness. The entire team then discusses the findings and connections to process, perception and demographic data. Plans are then developed for all core content subject areas.

All information is presented to the Board of Directors 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 fourth year of utilizing Curriculum Maps. The data shows that we are developing an understanding of the core content standards and pacing as an instructional practice. The data also shows that we need to continue to grow our collaborative practice of utilizing the PD periods for in depth collaboration on lesson planning and utilizing the best practices for instruction. The CNA data also shows that students need to engage more in the educational process. Our students need more support in the areas of appropriate academic and social-emotional support. 75% of our students come from poverty. We believe that all students can have academic success with the right curriculum, emotional support, opportunities and high expectations. PACE Academy offers a variety of electives and after school enrichment to 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 the Comprehensive Needs Assessment, MSTEP, A-Net, NWEA-MAP Assessment and formative assessments. The School Improvement Team reviews all perception, demographic, achievement, and program data. Student assessment data shows that all subgroups of students at PACE Academy need to improve in 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 has established Schoolwide Reform Strategies such as Multi Tier System of Supports (MTSS), Differentiation of Instruction, and Discussion Based Learning.

The MTSS strategy is used to help all students, particularly those who are low achieving. At the Joseph F. Pollack Academic Center of Excellence (PACE) MTSS is used to guide math and ELA supplemental instruction. We identify the needs of at-risk and special education students using NWEA-MAP, Achievement Network, individual Lexile reading levels provided by MAP, and teacher summative classroom assessments.

READING

MTSS

- 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. The grouping will be based on 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 (Rtl). 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 ELA test scores or 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/or 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 are used to increase the quality and quantity of instruction. These strategies 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

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

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 Moby Max and RAZ Kids. 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 is a continuous improvement 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.

The Academy utilizes the MTSS model with three tiers. Tier II includes ELA and Math Interventionists. Every Wednesday the school has Tier I Interventions in the classroom. Due to the special education subgroup being identified as a Target Assistance subgroup, the special education team provides daily intervention to all special education students in addition to regular classroom service.

Students who need the most instructional support are identified through assessment data. Students are placed in groups of 3 to 6. 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. Throughout the school year, NWEA data will be used primarily for second through eighth grade to determine eligibility for supplemental services.

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Kindergarten has a paraprofessional in the room to assist with individual needs based on NWEA MAP data. First grade has two paraprofessionals to help meet individual academic needs of students. NWEA MAP assessment is also used for the first grade. There is one paraprofessional in all kindergarten classes, and .5 paraprofessional in the first grade classes.

In addition, a Reading Specialist for K-1 was hired for the 2017-18 school year. Fontas and Pinnel is used as the Intervention curriculum and for progress monitoring.

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 NWEA-MAP in 2017-18. The instructional staff reviews all assessment data each quarter. We are in the third 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	All paraprofessionals at PACE meet or surpass Highly Qualified staff with 60 college credits or more.	

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 two vacancies filled by long-term subs. The positions have been posted and new candidates will be interviewed as soon as they apply.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

25%

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

1-5 years; 8-25 years for leadership positions.

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 to retain 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

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

- 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.

Two weeks of professional development are provided at the beginning of school before students return. All core curriculum has time devoted to professional development. During the school year, Wednesdays from October to June, have an early dismissal with time allotted for Professional Learning Community (PLC). Professional Development addresses issues such as data analysis, core curriculum, and social emotional learning.

PACE Academy and its Board value Professional Development for the staff. The professional learning that staff receives 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 Planning
- o Data disaggregation (ANET, NWEA-MAP, MSTEP)
- o Technology Refresh Training
- o On-going Professional Learning workshops
- o Social Emotional Learning & Trauma

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

High Quality and ongoing Professional Development is schedule for the entire year, and is mandatory for all staff.

PACE Academy staff receive professional development that aligns with 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 the following areas:

- o Coaches (Math and ELA) 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 on-going training in LEADER IN ME for staff and students.
- o Provide training in Achievement Network, and M-Step to show how to work with the data
- o Utilizing Achievement Network data to drive instructional practices.
- o Incorporate web-based educational software as a progress monitoring tool.
- o Integration of strategies to increase achievement through vocabulary, problem solving.
- o Develop Discussion Based Learning in the classroom.
- o Broaden Evidence Based Literacy Instruction (EBLI) training for new staff.
- o Expand training and use of curriculum maps to ensure mastery of all required skills.

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

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	PACE Academy provides our staff with over 40 hours of professional learning.	

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 (Parents As Partners). The Parents As Partners are 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 school wide 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 school wide 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
SY 2017-2018

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

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 Attachment	PACE School 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 Power School.
- 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 local

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellence

McKinney-Veto Homeless liaison. The Academy's McKinney-Veto Liason ensures that we are removing barriers to education for our families in transition, so that all students are able to participate fully in our educational programs.

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

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 interested parents. Invitations and meeting reminders are sent 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

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. We had complaints about the length of the ASSIST Survey used in 2016. We increased the number of families who took the survey by over 30 participants. This year's survey was compiled from other Title I A surveys. 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 Parents as Partners 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.

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	See Attached School-Parent Compact	2018-19 Parent Student Teacher 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) Shedule 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 provide their input regarding the decisions on the use of school-based academic assessments during grade level meetings with ELA & Math Coaches. Teachers meet monthly by grade level to discuss core content areas. NWEA-MAP, Achievement Network (ANet) and MSTEP are assessments that provide opportunities for our staff to analyze data. PLC meetings offer opportunities to discuss data, assessments, strategies with colleagues, and then share them with the administrative team.

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

PACE Academy teachers are involved in "data digs" during school wide professional development, and grade level professional development. Quartely Data meetings serve to improve the academic achievement of the students. PACE Academy implemented an early dismissal schedule that allows for weekly PLC meetings. All data generated from assessments is used for improving student achievement. The Achievement Network (ANET) allows teachers to drill down to the strand of instruction. NWEA-MAP is used primarily for measuring academic growth, and lets us know when students are successful in meeting growth goals.

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.

PACE Academy uses NWEA MAP to identify students who are not achieving grade level mastery of State academic achievement assessment standards. The Bottom 30% are identified from test scores and referred to Tier II Intervention. 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 have a classroom with differentiated or small group instruction given by the classroom teachers. Students are assigned small groups based on their NWEA MAP assessment scores. Students are ability grouped with an intervention specialist for 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 in reading is completed by the interventionist assessing using Fountas & Pinnell; math interventionists use data from A-Net or Eureka Math generated progress monitoring. A 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 NWEA MAP, students need to place in the yellow or green, or above the 41% percentile. in order to graduate from supplemental instruction.

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?

PACE Academy begins Intervention groups at the beginning of the school year. Groups are re-evaluated every 9 weeks at the quarter. Students that pass the post test are moved out of Intervention and new students are placed in the groups.

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.

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 with an IEP for this service will be pulled out for work on their motor

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

skills.

SPEECH and LANGUAGE THERAPIST - Students identified for services with an IEP 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: "Parents as Partners", Curriculum Nights, Math class revisited, Parent University. Parent meetings and workshops are video taped and then streamed from PACE Academy website.

MULTI TIER SYSTEM OF SUPPORT (MTSS/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 NWEA-MAP testing will provide evidence.

INTERACTIVE NOTEBOOKS - Allow for integration of writing into science and 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.

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

SMALL, LEVELED GROUPS - The Academy schedule allows sixty 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.

MOBYMAX - This web-based program allows students to practice and improve their math fact fluency in addition, subtraction, multiplication, and division. This also has science, social studies and ELA components that can be used for supplemental learning or progress monitoring.

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. When 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. 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 at PACE Academy 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. Tier I classroom instruction is differentiated with centers and direct instruction with small groups. PACE Academy focuses on Tier I Intervention every Wednesday with in class small groups and Centers.

Learning centers have been identified as a primary strategy for addressing the diverse academic needs of students in the

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

classroom. Learning centers allow for movement and other kinesthetic activities, choice of activities and end products that appeal to different levels of learners (at both ends of the spectrum), as well as various learning styles. Teachers/Paraprofessionals lead targeted, small group instruction to provide additional support to students who are struggling to master the skills and objectives outlined in the daily lessons. Teachers/Paraprofessionals do leveled guided reading groups, skill-specific math groups, and conferences with small groups. Since PACE embraces the full-inclusion model, our Academic Achievement Team (AAT = Special Education) add layers of support for students in the classroom during whole group instruction and independent work times. AAT serve small groups within the classroom. Co-planning and co-teaching allows for more individualized student instruction and assessment. Classroom teachers and AAT members modify student assignments based on Individual Education Plans (IEP) for both struggling learners and high achievers. Teachers generate assignments that provide general practice or targeted skill specific assignments according to individual student needs.

Students not making adequate progress after classroom differentiation and targeted interventions will be referred for Tier II intervention services.

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.

Schoolwide goals are supported by the programs and materials. Allocations from State and Federal grants financially support school wide goals. The funds that PACE Academy receives is: Title I A, Title II A, Title IV A, 31a At Risk.

PROGRAMS & ACTIVITIES:

- o After School Intervention for identified students
- 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 Open House
- o Parent Teacher Conferences
- o PBIS
- o Multi Tier System of Supports
- o Summer School
- o Title I Parent Meetings

SUPPLEMENTAL EDUCATIONAL TOOLS:

- o Brain Pop
- o Moby Max
- o RAZ Kids
- o Reading A-Z

PROFESSIONAL TRAINING & DEVELOPMENT:

- o Common Core Development and Preparation
- o Curriculum Mapping
- o Discussion Based Learning
- o EBLI
- o Guided Math Strategies to differentiate instruction
- o Increasing Parental Involvement and Student Achievement
- o Teacher Professional Development at OSD and Wayne RESA

AT-RISK SECTION 31A PROGRAMS/RESOURCES:

- o Paraprofessionals K-1
- o Behavior Intervention Specialist
- o Social Worker
- o Reading Teachers

TITLE I, PART A PROGRAMS/RESOURCES:

- o Math and ELA Instructional Coaches

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

- o Reading Specialist
- o Paraprofessional
- o Family & Student Support Specialist
- o Homeless Transportation
- o Federal Program Coordinator
- o Title I meetings for PACE Community
- o Summer School
- o Family Curriculum Nights for Math, Science, Social Studies and ELA
- o Brain Pop
- o Discovery Streaming
- o Moby Max
- o Reading A-Z.com and RAZ Kids

TITLE II, PART A PROGRAMS/RESOURCES:

- o Math and ELA Instructional Coaches
- o Science Curriculum Coordinators
- o Professional Development in Best Practices
- o EBLI reading instruction
- 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 and Kindergarten Camp
- o Mentoring Professional Development
- o Mobile Dentist
- o Open House
- o Parent Teacher Conferences
- o PBIS
- o Multi Tier Systems of Support
- o Federal Programs Coordinator

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.

PACE Academy, in addition to State of Michigan state aid, the following supplemental funds are received by the Academy:

- o Title I A - ELA & Math are the main focus with Intervention, Instructional Coaching, Supplemental materials and program oversight.
- o Title II A is used to improve instruction through professional development.
- o Title IV A was used for STEM in 2017-18 and will be split in 2018-19 between STEM and Social Emotional Learning.
- o 31a At Risk is used for Reading and Behavior Support.

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

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 Mult Tier System of Supports, 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

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 (Title II A)

6. STRATEGIES TO INCREASE PARENT INVOLVEMENT

- o Family Student Support Specialist works to keep parents informed
- o Title I A funds support parent nights and events such as curriculum nights that bring people into the building

7. PRE-SCHOOL TRANSITION

- o Families are invited to attend open houses
- o Pre-K students are invited to attend Kindergarden camp in July-August

8. TEACHER INVOLVEMENT IN ASSESSMENTS

- o Teachers are actively involved in the use of assessments
- o "Data Digs" are held once a month

9. EFFECTIVE, TIMELY ADDITIONAL INTERVENTION

- o Students qualify for Intervention Services after NWEA MAP testing three times a year
- o Student groups have progress monitoring
- o Studnets placed in groups based on test scores

10. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES AND PROGRAMS

- o Programs are monitored by Federal Program Cordinator
- o Programs are designed to not canibalize or have overlap other programs

BELOW IS THE STATUTE:

(b) COMPONENTS OF A SCHOOLWIDE PROGRAM-

Single Building District Improvement Plan

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(1) IN GENERAL- A schoolwide program shall include the following components:

(A) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

(B) Schoolwide reform strategies that --

(i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);

(ii) use effective methods and instructional strategies that are based on scientifically based research that --

(I) strengthen the core academic program in the school;

(II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and

(III) include strategies for meeting the educational needs of historically underserved populations;

(iii) (I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include --

(aa) counseling, pupil services, and mentoring services;

(bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

(cc) the integration of vocational and technical education programs; and

(II) address how the school will determine if such needs have been met; and

(iv) are consistent with, and are designed to implement, the State and local improvement plans, if any.

(C) Instruction by highly qualified teachers.

(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

(F) Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

(G) Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

(H) Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

(I) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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.

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

VIOLENCE PREVENTION PROGRAMS - The counselor, behavior interventionists, social worker 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 and 31a At Risk State funds)

NUTRITION PROGRAMS - The Academy has free breakfast, lunch and dinner programs. The food service program is ran by the Detroit Community 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 adjust to the Kindergarten classroom. (State 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 annually. This year, the instructional programs are evaluated with NWEA MAP that measures growth and norm-references. Typically the school utilizes state assessments because M-Step data is not available for the school improvement plan this year and NWEA MAP provides information on student academic growth.

Teaching teams meet 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 NWEA MAP. Supplemental instruction is scheduled into the day for Bottom 30%. 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. Google Forms 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, NWEA-Map, 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 primarily uses NWEA MAP data. Studies show that there is a strong correlation between MSTEP and NWEA MAP. MSTEP data is not used because it is not current enough for teaching. NWEA provides MAP data within 24 hours.

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 hired a Reading Specialist this year to work with K-1 students and teachers.

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
SY 2017-2018

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

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 also 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 NWEA MAP and Achievement Network
- 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 (SIT) 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 those parents serve the school parent organization, Parents as Partners, 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 to the parents and community.

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

2018-19 Goals, Objectives, Strategies and Activities

Overview

Plan Name

2018-19 Goals, Objectives, Strategies and Activities

Plan Description

Goals and Plans for the 2018-2021

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: 2 Strategies: 2 Activities: 3	Academic	\$65000
2	All PACE Academy students in grades 5 and 8 will be proficient in Science	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$5000
3	All PACE Academy students will be proficient in English and Language Arts..	Objectives: 1 Strategies: 5 Activities: 13	Academic	\$137633
4	PACE Academy's staff will partner with PACE families to increase family engagement in an effort to enhance students' academic growth in all core subject areas.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$67500

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

Measurable Objective 1:

80% of Students with Disabilities students will increase student growth by 6 points on the NWEA MAP Assessment in Mathematics by 06/30/2021 as measured by NWEA MAP.

Strategy 1:

1. Collaboration - 1. Special Education and General Education teachers collaborate to identify and prioritize intervention skills on the NWEA MAP Growth assessment.
2. Create & deliver lessons to teach, activities to practice, and systematic ways to review these skills.
3. Give homework assignments, reflection activities, quizzes, and end-of-unit assessments that measure student skills and understanding.
4. Record and analyze student scores on assignments, quizzes, and tests. Record observations of each student regarding progress towards goals and objectives.
5. Provide targeted review and intervention for students in small group and one-on-one settings.

Category: Mathematics

Research Cited: Hernandez, 2013

Tier: Tier 3

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
Special Education and Classroom Mathmatics teachers will meet monthly to discuss Students with Disabilities math instruction and progress.	Academic Support Program	Tier 3	Implement	08/27/2018	06/30/2019	\$0	General Fund	Special Education Teachers and Classroom Math Teachers

Measurable Objective 2:

65% of All Students will increase student growth by 3% to 7% per year in Mathematics by 06/30/2021 as measured by the M-STEP and NWEA- MAP Assessments..

Strategy 1:

Interventionist - Math - PACE will employ a Mathematics Coach who will work with all teachers to plan quality lessons, model differentiation practices. Additionally they will facilitate Professional Learning Communities. The Mathematics Coach will provide instructional support to teachers and staff through professional development sessions, meetings and observations. They will also assist teachers with the utilization of best practices and differentiated instruction for mathematics instruction regarding students who struggle as well as data and analysis. Meetings with the Coach are monthly and observations and feedback sessions are ongoing throughout the year.

Category: Mathematics

Research Cited: Maggie McGatha, "Mathematics Specialists and Mathematics Coaches: What does the Research Say? NCTM Research Briefs, ed. Judith Reed Quander (Reston, VA NCTM, 2009); Campbell (1996) and Race, Ho and Bower (2002) studied the role of coaches as on component of large scale professional

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

developmen programs.

Tier: Tier 2

Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The mathematics coach will work with all teachers to plan quality lessons and model differentiation practices. Additionally the mathematics coach will provide instructional support to teachers and staff through professional development sessions, meetings, and observations. The coach will also guide the utilization of best practices and differentiated instruction for mathematics instruction among struggling students as well as data collection and analysis. These sessions will take place at least once per month throughout the school year.	Curriculum Development, Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/01/2018	06/30/2021	\$52000	Title I Part A	Mathematics Coach, Teachers, Administration
Activity - Supplemental Instruction-Math	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 50 minutes for each day. Based on student progress. The Coach will determine when the student should exit the program.	Academic Support Program	Tier 2	Monitor	08/01/2018	06/30/2021	\$13000	Title I Part A	Mathematics Coach, Adminsitrati on

Goal 2: All PACE Academy students in grades 5 and 8 will be proficient in Science

Measurable Objective 1:

10% of Fifth and Eighth grade students will demonstrate a proficiency of essential skills in Science by 06/14/2019 as measured by District created formative benchmarks and the 2019 Spring MSTEP.

Strategy 1:

Balanced Assessment - Kindergarten - Fifth and Sixth-Eight Grade Science teachers will give pre and post assessments to determine proficiency. Instruction will be modified for students who do not show academic proficiency.

Category: Science

Research Cited: Black.P and William, D. Inside the Black Box: Raising Standards Through Classroom Assessment retrieved from http://www.setda.org/toolkit2006/data/Data_InsideBlackBox.pdf Phi Delta Kappan Vol. 80 (2) pp. 139-148 October 1998.

Tier: Tier 1

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Activity - Implementation of District wide pre-post academic assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and administer pre-post assessments using the Illuminate online program.	Direct Instruction	Tier 1	Getting Ready	08/13/2018	06/10/2019	\$0	No Funding Required	Teachers, Administrative Team, Curriculum Director

Strategy 2:

Development and Implementation of formative assessment strategies - All teachers will learn about formative assessment practices and begin implementing new strategies.

Category: Science

Research Cited: Black, P and William, D. Inside the Black Box: Raising Standards Through Classroom Assessment retrieved from: http://www.setda.org/toolkit/mlitoolkit2006/data/Data_InsideBlackBox.pdf Phi Delta Kappan Vol 80 (2) pp. 139-148 October 1998.

Tier: Tier 1

Activity - Implementation of formative assessment strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about formative assessment practices and begin implementing new strategies.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/05/2017	06/01/2018	\$0	No Funding Required	Teachers, Administrative Team, Curriculum Director

Strategy 3:

Instruction and Learning - All teachers will research, develop, and implement a balanced assessment system including formative, interim, and summative assessment strategies.

Category: Science

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J, & Wayman, J. (2009) Using student achievement data to support instruction decision making (NCEE 2009-4067). Washington, DC. National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/pacticeguides/>.

Tier: Tier 1

Activity - Alignment of curriculum to state standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Teachers will work to align the courses being taught with state standards.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/13/2018	06/10/2019	\$0	No Funding Required	Teachers, Administrative Team, Curriculum Director
Activity - Development of written common curriculum maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to develop written common curriculum maps	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/05/2017	06/01/2018	\$0	No Funding Required	Science Curriculum Committee, Science Curriculum Coordinator, Administrative Team, & Curriculum Director.
Activity - Science Curriculum Coordinators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PACE Academy will employ a Science Curriculum Coordinators for K-2, 3-5 and 6-8 to work with teachers in understanding, developing and implementing the newly adopted state science standards.	Curriculum Development, Professional Learning	Tier 1	Implement	08/13/2018	06/10/2019	\$5000	Title II Part A	Administrative Team, Curriculum Director

Goal 3: All PACE Academy students will be proficient in English and Language Arts..

Measurable Objective 1:

A 10% increase of All Students will increase student growth as defined by targets set for each student in English Language Arts by 06/30/2018 as measured by MSTEP, NWEA-Map and ANet assessments.

Strategy 1:

Interventionists - 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 to the bottom 30% of students.

Category: English/Language Arts

Research Cited: This role conceptualizes the reading specialist not as someone who works directly with students (Quatroche, Bean, & Hamilton, 2001) but 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,

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

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 - Coaching	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 application of the curriculum with fidelity. The ELA Coach will provide instructional support and professional development to teachers and staff through on-going weekly team meetings, monthly grade level meetings, and observation; guiding teachers in utilizing best practices for Language Arts instruction for struggling students. In addition, the coach will share best practices of data gathering, analysis and assist with differentiated instruction and planning working within the MTSS model.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/13/2018	06/10/2019	\$46021	Title I Part A	English Language Arts Coach, 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	Monitor	07/01/2017	06/30/2018	\$27612	Title I Part A	ELA Coach, Curriculum Director

Strategy 2:

Supplemental Instruction - PACE will continue to implement Instructional Programs and Professional Development in ELA.

Close Reading, Guided Reading and text complexity will be focused upon. PACE Academy will implement Wit & Wisdom ELA curriculum in the next school year.

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 2

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Activity - 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: RAZ Kids and Moby Max. Additionally, Strategies for Writers, EBLI Strategies, Close Reading Strategies, and various applications purchased for Microsoft tablets.	Academic Support Program	Tier 1	Monitor	08/13/2018	06/10/2019	\$18000	Title I Part A	ELA Coach, Teachers, and Curriculum Director
Activity - Extended School Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extend School Day supplemental instruction will operate after school focusing on improving ELA and Math growth. 6 week sessions will be offered to students two days a week. PACE teachers will facilitate the instruction. The program will prioritize students in the Bottom 30%.	Academic Support Program	Tier 1	Monitor	09/10/2018	05/31/2019	\$40000	Title I Part A	Teachers, Paraprofessional, Curriculum Coordinator
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. The books will be utilized in the supplemental reading intervention program.	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2018	\$5000	Other	Curriculum Director, Reading Coach, Reading Specialist, and Reading Interventionists.

Strategy 3:

Balanced Literacy - Teachers/Staff will utilize Balanced Literacy in their classrooms. - General education teachers will have 60-90 minutes of limited interruption literacy blocks for instruction.

Category: English/Language Arts

Research Cited: Classrooms that work

Tier: Tier 1

Activity - Balanced Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher/Staff will balance whole group instruction with small group readers' workshop time.	Direct Instruction	Tier 1	Monitor	08/13/2018	06/10/2019	\$0	General Fund	All Teachers

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Activity - Extended Literacy Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers will have 60-90 minutes of limited interruption literacy blocks for instruction.	Direct Instruction	Tier 1	Monitor	07/01/2017	06/30/2018	\$0	General Fund	All Teachers

Strategy 4:

Differentiated Instruction - Teachers/Staff will differentiate instruction for students in reading.

Category: English/Language Arts

Tier: Tier 1

Activity - Organize NWEA RIT Band Levels	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use NWEA scores to group students and deliver instruction at RIT Bands levels.	Direct Instruction	Tier 1	Monitor	08/13/2018	06/10/2019	\$0	General Fund	All Teachers

Activity - Reader's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate elements of Reader's Workshop into reading instruction.	Direct Instruction	Tier 1	Monitor	08/13/2018	06/10/2019	\$0	General Fund	All Teachers

Strategy 5:

Instruction and Learning - All teachers will research, develop, and implement a balanced assessment system including formative, interim, and summative assessment strategies.

Category: English/Language Arts

Research Cited: Black, P and William, D. Inside the Black Box: Raising Standards Through Classroom Assessment retrieved from:

http://www.setda.org/toolkit/nltoolkit2006/data/Data_InsideBlackBox.pdf Phi Delta Kappan Vol. 80 (2) pp. 139-148 October 1998. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009) Using student achievement data to support instruction decision making (NCEE 2009-4067). Washington, DC.

National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Tier: Tier 1

Activity - Alignment of curriculum to state standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Teachers will work to align the courses being taught with state standards. Summer Teacher Workshop evaluation of effectiveness of curriculum and planning to strengthen the current year's instruction. A new ELA curriculum, Wit & Wisdom will be in effect for the 2018-2019 school year.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/13/2018	06/10/2019	\$0	General Fund	Principal, Teachers, Coaches, Curriculum Director
Activity - Implementation of written common curriculum maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use written common curriculum maps across grade levels	Curriculum Development	Tier 1	Monitor	08/13/2018	06/10/2019	\$0	General Fund	Principal, Curriculum Director, Coaches, Teachers
Activity - Implementation of close and critical reading skills in instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use close and critical reading skills in instruction	Direct Instruction	Tier 1	Monitor	08/27/2018	06/10/2019	\$0	General Fund	Teachers, Coaches, Curriculum Director
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be provided for teachers on how to unpack and assess students using the ELA standards. Professional Development will be provided to Reading Teachers on how to provide Guided Reading instruction.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/10/2019	\$1000	Title II Part A	Teachers, Coaches, Curriculum Director

Goal 4: PACE Academy's staff will partner with PACE families to increase family engagement in an effort to enhance students' academic growth in all core subject areas.

Measurable Objective 1:

A 10% increase of All Students will demonstrate student proficiency (pass rate) in all core content areas as a result of a school wide focus on literacy in Reading by 06/10/2019 as measured by Attendance/sign in sheets, event/workshop evaluation, Title I Survey, Electronic Newsletter registration, volunteer registration and clearance forms, use of educational support tools (Moby Max, Tumblebooks, PowerSchool), use of parent resource room..

Strategy 1:

Parent Academic Engagement - PACE Academy will provide families with a variety of opportunities to be engaged in the academic process, as well as the opportunity to participate on school committees: Core Subject Parent Learning Workshops, Monthly parent meetings, Quarterly Parent Teacher Conferences, Quarterly Curriculum

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Family Night events, Planning Committee partnership opportunities, School community volunteer opportunities

Category: Career and College Ready

Research Cited: The Power of Parents: Research underscores the impact of parent involvement in schools. EdSource, February 2014.

Tier: Tier 1

Activity - Family & Student Support Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PACE Academy will employ a Family & Student Support Specialist to work with students and families to increase parental engagement, volunteerism, and participation in school activities and to provide support to families experiencing homelessness, monitor student attendance, and facilitate open communication between home and school.	Parent Involvement	Tier 1	Monitor	08/13/2018	07/19/2019	\$55000	Title I Part A	Family & Student Support Specialist
Activity - Family Curriculum Nights Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will plan and implement core subject-focused research projects that students will create in school and at home. Projects will be presented at Family Curriculum Night events. Presentations may be given orally, or via other project based demonstrations. Curriculum Nights events are: Family Math Night, Family ELA Night, Family Science Fair Night, Social Studies/Black History, Wax Museum Family Night and Quarterly Math Revisited Workshops for Parents.	Community Engagement	Tier 1	Monitor	08/13/2018	06/17/2019	\$3500	Title I Part A	All instructional staff, Family & Student Support Specialist
Activity - Monthly Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family & Student Support Specialist will facilitate regular, monthly parent meetings. Each meeting will include information on school activities, and will include educational or community based components; some will be presentations provided by a member of the staff or administration team or a member of the community at-large.	Community Engagement	Tier 1	Monitor	08/13/2018	06/17/2019	\$4000	Title I Part A	Family & Student Support Specialist
Activity - Annual Family Retreat	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Annual Family Retreat is an off campus, over night family event, which consists of family workshops. Workshops are segmented to be both with families together and separate adults and children sessions. Workshops are focused on building family engagement and increasing parental involvement in school. Workshops are facilitated by professional family engagement presenters.	Community Engagement	Tier 1	Monitor	08/13/2018	06/17/2019	\$5000	Title I Part A	Family & Student Support Services

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of close and critical reading skills in instruction	Teachers will use close and critical reading skills in instruction	Direct Instruction	Tier 1	Monitor	08/27/2018	06/10/2019	\$0	Teachers, Coaches, Curriculum Director
Implementation of written common curriculum maps	Teachers will use written common curriculum maps across grade levels	Curriculum Development	Tier 1	Monitor	08/13/2018	06/10/2019	\$0	Principal, Curriculum Director, Coaches, Teachers
Extended Literacy Block	General education teachers will have 60-90 minutes of limited interruption literacy blocks for instruction.	Direct Instruction	Tier 1	Monitor	07/01/2017	06/30/2018	\$0	All Teachers
Reader's Workshop	Teachers will incorporate elements of Reader's Workshop into reading instruction.	Direct Instruction	Tier 1	Monitor	08/13/2018	06/10/2019	\$0	All Teachers
Balanced Instruction	Teacher/Staff will balance whole group instruction with small group readers' workshop time.	Direct Instruction	Tier 1	Monitor	08/13/2018	06/10/2019	\$0	All Teachers
Co-Plan, Co-Teach and support supplemental mathematics student services	Special Education and Classroom Mathematics teachers will meet monthly to discuss Students with Disabilities math instruction and progress.	Academic Support Program	Tier 3	Implement	08/27/2018	06/30/2019	\$0	Special Education Teachers and Classroom Math Teachers
Organize NWEA RIT Band Levels	Teachers will use NWEA scores to group students and deliver instruction at RIT Bands levels.	Direct Instruction	Tier 1	Monitor	08/13/2018	06/10/2019	\$0	All Teachers
Alignment of curriculum to state standards	Teachers will work to align the courses being taught with state standards. Summer Teacher Workshop evaluation of effectiveness of curriculum and planning to strengthen the current year's instruction. A new ELA curriculum, Wit & Wisdom will be in effect for the 2018-2019 school year.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/13/2018	06/10/2019	\$0	Principal, Teachers, Coaches, Curriculum Director

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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. The books will be utilized in the supplemental reading intervention program.	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2018	\$5000	Curriculum Director, Reading Coach, Reading Specialist, and Reading Interventionists.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Instruction-Math	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 50 minutes for each day. Based on student progress. The Coach will determine when the student should exit the program.	Academic Support Program	Tier 2	Monitor	08/01/2018	06/30/2021	\$13000	Mathematics Coach, Administration
Online Learning Programs	The ELA Coach and teachers will continue to utilize online programs such as: RAZ Kids and Moby Max. Additionally, Strategies for Writers, EBLI Strategies, Close Reading Strategies, and various applications purchased for microsoft tablets.	Academic Support Program	Tier 1	Monitor	08/13/2018	06/10/2019	\$18000	ELA Coach, Teachers, and 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	Monitor	07/01/2017	06/30/2018	\$27612	ELA Coach, Curriculum Director

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Coaching	The mathematics coach will work with all teachers to plan quality lessons and model differentiation practices. Additionally the mathematics coach will provide instructional support to teachers and staff through professional development sessions, meetings, and observations. The coach will also guide the utilization of best practices and differentiated instruction for mathematics instruction among struggling students as well as data collection and analysis. These sessions will take place at least once per month throughout the school year.	Curriculum Development, Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/01/2018	06/30/2021	\$52000	Mathematics Coach, Teachers, Administration
Extended School Day	Extend School Day supplemental instruction will operate after school focusing on improving ELA and Math growth. 6 week sessions will be offered to students two days a week. PACE teachers will facilitate the instruction. The program will prioritize students in the Bottom 30%.	Academic Support Program	Tier 1	Monitor	09/10/2018	05/31/2019	\$40000	Teachers, Paraprofessional, Curriculum Coordinator
Family & Student Support Specialist	PACE Academy will employ a Family & Student Support Specialist to work with students and families to increase parental engagement, volunteerism, and participation in school activities and to provide support to families experiencing homelessness, monitor student attendance, and facilitate open communication between home and school.	Parent Involvement	Tier 1	Monitor	08/13/2018	07/19/2019	\$55000	Family & Student Support Specialist
Monthly Parent Meetings	Family & Student Support Specialist will facilitate regular, monthly parent meetings. Each meeting will include information on school activities, and will include educational or community based components; some will be presentations provided by a member of the staff or administration team or a member of the community at-large.	Community Engagement	Tier 1	Monitor	08/13/2018	06/17/2019	\$4000	Family & Student Support Specialist
Family Curriculum Nights Events	Staff will plan and implement core subject-focused research projects that students will create in school and at home. Projects will be presented at Family Curriculum Night events. Presentations may be given orally, or via other project based demonstrations. Curriculum Nights events are: Family Math Night, Family ELA Night, Family Science Fair Night, Social Studies/Black History, Wax Museum Family Night and Quarterly Math Revisited Workshops for Parents.	Community Engagement	Tier 1	Monitor	08/13/2018	06/17/2019	\$3500	All instructional staff, Family & Student Support Specialist

Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Annual Family Retreat	The Annual Family Retreat is an off campus, over night family event, which consists of family workshops. Workshops are segmented to be both with families together and separate adults and children sessions. Workshops are focused on building family engagement and increasing parental involvement in school. Workshops are facilitated by professional family engagement presenters.	Community Engagemen t	Tier 1	Monitor	08/13/2018	06/17/2019	\$5000	Family & Student Support Services
Coaching	The ELA Coach will work with teachers to plan and implement quality lessons and activities; model differentiated best practices strategies; support the distribution of materails to ensure quality instruction. (EBLI, Coach, Model Close Reading Strategies and ensure the application of the curriculum with fidelity. The ELA Coach will provide instructional support and professional development to teachers and staff through on-going weekly team meetings, monthly grade level meetings, and observation; guiding teachers in utilizing best practices for Language Arts instruction for struggling students. In addition, the coach will share best practices of data gathering, analysis and assist with differentiate instruction and planning working within the MTSS model.	Curriculum Developme nt, Professiona l Learning, Teacher Collaborati on	Tier 1	Monitor	08/13/2018	06/10/2019	\$46021	English Lanaguage Arts Coach, Curriculum Director

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional Development will be provided for teachers on how to unpack and assess students using the ELA standards. Professional Development will be provided to Reading Teachers on how to provide Guided Reading instruction.	Professiona l Learning	Tier 1	Getting Ready	08/27/2018	06/10/2019	\$1000	Teachers, Coaches, Curriculum Director
Science Curriculum Coordinators	PACE Academy will employ a Science Curriculum Coordinators for K-2, 3-5 and 6-8 to work with teachers in understanding, developing and implementing the newly adopted state science standards.	Curriculum Developme nt, Professiona l Learning	Tier 1	Implement	08/13/2018	06/10/2019	\$5000	Administrati ve Team, Curriculum Director

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Single Building District Improvement Plan

Dr. Joseph F. Pollack Academic Center of Excellenc

Implementation of District wide pre-post academic assessments	Teachers will create and administer pre-post assessments using the Illuminate online program.	Direct Instruction	Tier 1	Getting Ready	08/13/2018	06/10/2019	\$0	Teachers, Administrative Team, Curriculum Director
Development of written common curriculum maps	Teachers will work collaboratively to develop written common curriculum maps	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/05/2017	06/01/2018	\$0	Science Curriculum Committee, Science Curriculum Coordinator, Administrative Team, & Curriculum Director.
Implementation of formative assessment strategies	Teachers will learn about formative assessment practices and begin implementing new strategies.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/05/2017	06/01/2018	\$0	Teachers, Administrative Team, Curriculum Director
Alignment of curriculum to state standards	Teachers will work to align the courses being taught with state standards.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/13/2018	06/10/2019	\$0	Teachers, Administrative Team, Curriculum Director