PACE PYTHONS

Mrs. Crystal Danzy

School Headmaster

My Why

I believe that everyone deserves to be free to make their own choices and education is the path to that freedom.

Why This School?
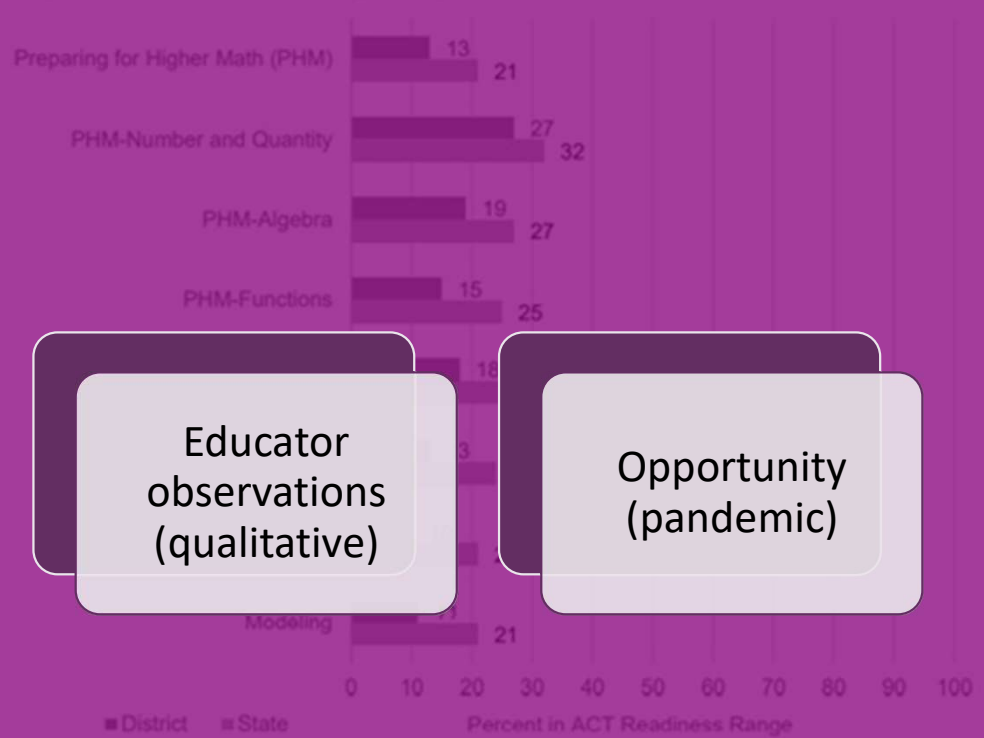
Community need

Student historical outcomes (quantitative)

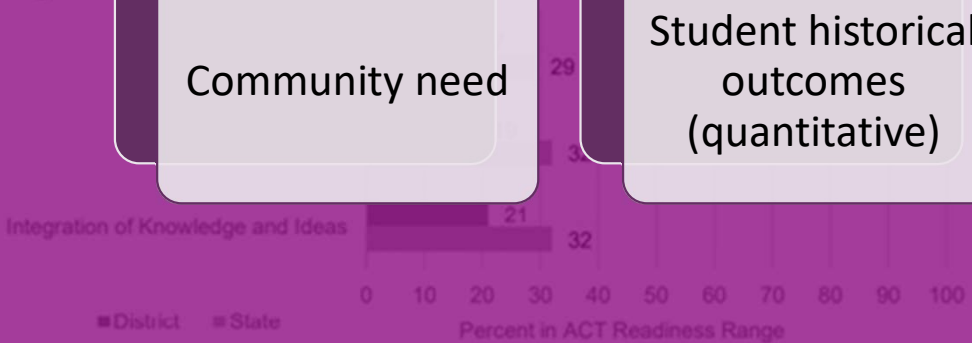Educator observations (qualitative)

Opportunity (pandemic)

Vision for Personalized Learning

To use technology to enhance teaching and learning and to increase student engagement using integrated technology.

Increased Student Engagement

Through highly effective instructional strategies

Workforce Development

Developing the workforce of tomorrow

Integrated Technology

In the classroom to enhance teaching and learning

PERSONALIZED LEARNING

Every student is unique and deserves the power to shape their personal paths toward success.

Inspiring Excellence

VISION

PACE will develop the talent of tomorrow by providing equitable learning experiences for each student to successfully compete in the future of work.

MISSION

Collaborate with the community to personalize student learning using learning pathways, projects, and a comprehensive approach to skills development.

KEY PRIORITIES

- Mastery Learning
- Engaging Instruction
- Self-paced/Personalized Learning
- Post-secondary Opportunities
- Community Connection
- Career and Work Readiness Preparation
- Seal of Biliteracy Attainment
- Comprehensive Learning Approach

Student Experience

PORTRAIT OF A GRADUATE

DESCRIPTION		BEHAVIOR
ADAPTABLE TO CHANGE SELF-RESPECTING AND HAVING SELF-WORTH EMOTIONAL INTELLIGENCE TO FOSTER LONG-TERM RELATIONSHIPS	**RESILIENCE**	SELF-REFLECT, SELF-ADVOCATE, APPLY FEEDBACK, SEEK ADVICE/GUIDENCE
CURIOUS AND INQUISITIVE NATURE CREATIVE SOLUTION SEEKER PROBLEM-SOLVING SKILLS	**CRITICAL THINKING**	DEVELOP AND DESIGN QUESTION AND INVESTIGATE ANALYZE AND CRITIQUE
FOLLOWS THROUGH ON COMMITMENTS AND RESPONSIBILITIES ACTS INTENTIONALLY TO ACHIEVE PERSONAL BEST REFLECTS ON PROGRESS WITH A FOCUS ON THE FUTURE	**ACCOUNTABILITY**	CREATE TIMELINES, REPORT RESULTS, OWN OUTCOMES, DEVELOP ACTION PLANS, TRACK AND MONITOR PROGRESS
LEARNS FROM, CONTRIBUTES TO, AND DEMONSTRATES FLEXIBILITY WHILE WORKING PRODUCTIVELY SEEKS OUT INPUT FROM DIVERSE STAKEHOLDERS DEMONSTRATES THE ABILITY TO COMMUNICATE EFFECTIVELY AND RESPECTFULLY WITH DIVERSE TEAMS	**COLLABORATION**	NETWORK, BRAINSTROM, DISPLAY LEADERSHIP
INSPIRES TO IMPROVE THROUGH RESEARCH AND INQUIRY THINKS AND ACTS WITH THE FUTURE IN MIND WELCOMES AND SEEKS CREATIVE TRANSFORMATION	**INNOVATION**	CREATE, REDIGN, ADAPT
RESPECTS DIFFERENCES IN OTHERS APPRECIATES A VARIETY OF CULTURES CELEBRATES THE CREATIVE EXPRESSION AND UNIQUENESS OF OTHERS	**CULTURAL LITERACY**	DISPLAY RESPECT OF OTHERS, ASSESS THREATS TO OTHERS, REFLECT ON UNIQUENESS, RESEARCH, RELATE, COMPARE/CONTRAST
DISPLAYS AN ETHICAL MINDSET BEHAVES WITH HONESTY, RESPECT, AND RESPONSIBILITY SEEKS TO TRUST AND TO BE TRUSTWORTHY CHOOSES THOUGHTS AND ACTIONS BASED ON VALUES RATHER THAN PERSONAL GAIN	**INTEGRITY**	DEBATE ETHICAL POINTS OF VIEW, CREATE HYPOTHESIS, REFLECT ON SELF-PRACTICES

PACE Career and Post-Secondary Targets

|	Year 1-Career Exploration (Heard about it!)	Year 2-Career Simulation (Tinkered with it!)	Year 3-Meet a Professional (Talked to someone about it!)	Year 4-Career Practice/Application (Using it!)
How will these be integrated into the students' academic day?	During the Exploration year of learning, students learn about a new job or industry. Through physical and digital resources to learn about that job or industry, students are able to explore the details of a career they may have never thought of or known about before.	In the Simulation year, students get hands-on experience engaging in activities related to the job or industry they learned about during exploration, building upon the knowledge gained previously to obtain skills and values necessary to be successful in the field.	During the Meet a Professional year, students and advisers can join in on chats, which are virtual tours or field trips where multiple students can experience meeting an industry professional. During these live chats, a pro can give students real life context and application for what they are learning.	Once students reach year 4, they are ready to practice the skills for the career they have been learning about. Students use the connections they made to their own world through years 1-3 to apply what they have learned through internships, school projects, apprenticeships, volunteer work, and much more!
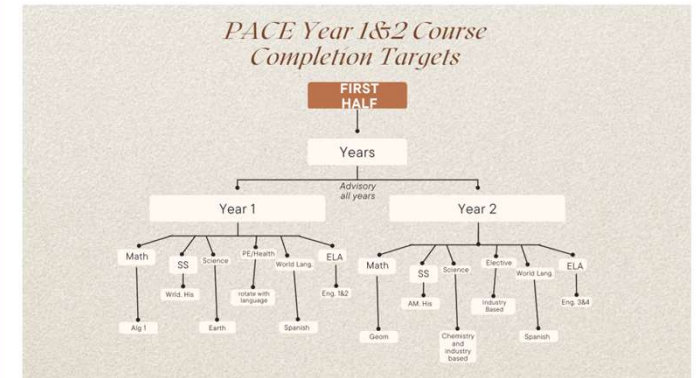
| **Students should know:** | • 1 or 2 career clusters for further exploration and development (MFAZ)
 • the relationship between HS coursework, attendance, and grades to PS plans
 • general cost ranges for PS opportunity | • education requirements, costs, expected entry level, and midpoint salary for occupations in selected CP
 • different types of PS credentials and institutions
 • general timing of PS entrance exams and applications
 • benefits of early college credit opportunities to PS access and completion | • application deadlines, test timing, cost, and preparation for industry-based certification for CP
 • career attributes related to career interests (MFAZ)
 • entrance requirements including application deadlines, for expected PS programs of study
 • 3-5 match schools, one safety, one reach school for PS program of study (explore from Career Pages and save in MFAZ profile)
 • financial aid deadlines for chosen PS options
 • deadlines and application process for scholarships
 • negative impact of remediation on PS goals | • how CP courses and experiences articulate to degree programs at PS options
 • estimated cost of each PS option
 • affordability of PS options in relation to expected entry-level career salary and anticipated debt
 • terms and conditions of any scholarship or loan |

STEMploration:

Engineering L1

Healthcare L1

IT L1

Cyber Security L4

Edgefactor Career Profile Videos year 2&3 (appears in Year 1 and Year 2 columns)

| **Students should be supported to:** | • take a career interest survey (Beable &MFAZ)
 • complete an orientation to career clusters (LoF: L2&3)
 • attend a post-secondary options workshop
 • meet with an adviser/Success Coach to discuss coursework and PS career plans (MFAZ step 4 and 6; Lof: L7))
 • begin determining eligibility for AP course and Bi-lingual Seal
 • complete a financial aid assessment with a family member
 • engage in at least 1 WBL opportunity/field-experience | • visit at least 1 workplace aligned with career interest
 • complete an orientation course to a particular career cluster or grouping
 • select a career pathway within a career cluster of interest (MFAZ)
 • continue determining eligibility for AP courses and Bi-lingual Seal
 • identify 2 adults to support you through the PS and career selection process (LoF: L4)
 • review coursework and PS career plans (MFAZ)
 • engage in at least 2 WBL opportunities/field-experience | • revisit the career survey (LoF:L8 Holland Codes and MFAZ)
 • participate in a virtual tour and/or field trip to chat with or interview a professional in the industry
 • participate in a mock job interview
 • create a resume (MFAZ Prof 6) and personal statement (LoF: L4)
 • identify an internship opportunity related to CP
 • determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course
 • complete or enroll in at least one early college credit opportunity
 • attend a college fair
 • visit at least 3 PS institutions
 • take at least one college entrance exam
 • Research scholarship opportunities
 • engage in at least 2 WBL opportunities/field-experience

 (LoF: L9 Personal Brand) | • completed 3 or more admissions applications to PS institutions by 12/31
 • meet with an adviser/Success Coach to make sure all steps in the PS admissions process are completed on time (12/31)
 • attend a FAFSA completion workshop
 • completed the FAFSA by 12/31 (linked in MFAZ and tacked on their profile)

 Second half of year 4
 • address any remedial needs in math/ELA
 • obtain an internship/apprenticeship opportunity related to your selected pathway
 • when applicable, receive industry-based certifications related to your pathway
 • complete 1 or more team-based challenges or projects related to your pathway
 • attend any financial aid award letter workshops |

PACE Year 1&2 Course Completion Targets

PACE Year 3&4 Course Completion Targets
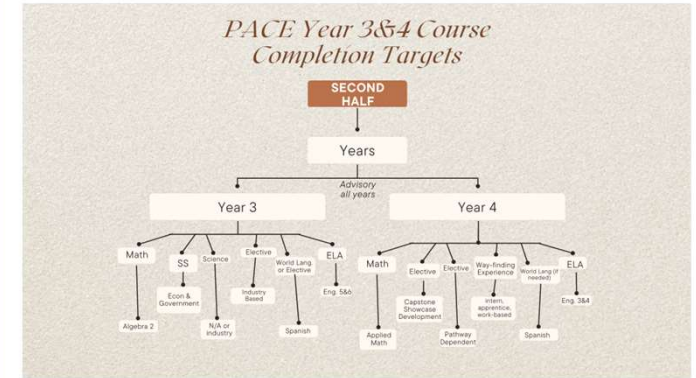
Instruction

- Educators work collaboratively with community partners and students to develop a unique learning plan for each student based on interests, learning needs, and real-time data. SEL life skills and habits of success are embedded into core experiences and daily advisory supports.

- Individual learning pathways accommodate student interests and learning needs for world of work success.

- Students are expected to master competencies aligned to college and career-ready standards with clear transferable learning objectives and skills.

- Students participate in learning projects that have an end-goal of understanding the authentic impact on our reality/world.

- We will incorporate VR (virtual reality), AR (augmented reality), and other technology innovations for increased student engagement and close alignment to real world training structures.

Career Cluster Courses

Career Cluster	Course 1	Course 2	Course 3	Credentials ?
Industrial Tech	Intro to Coding	CAVIT: Mechatronics	CAVIT: Mechatronics	SACA, CAC credit
Information Systems	Computer Technology	Fundamentals of Comp. Science	Cyber Security	TBD, CAC credit
Design and Engineering	Intro to Engineering Design	Drafting 1	Drafting 2	TBD, CAC credit
Dig Arts, Animation, & Gaming	Intro to Graphics	Animation	Game Design	TBD, CAC credit
AV & Broadcasting Technology	Intro to Music & Audio Production	Broadcast Journalism Produc.	Multimedia and Web Design	TBD, CAC credit
Government and Public Administration	Geography of the World	Intro Civil Law	We the People: The Citizen and the Constitution	TBD, Civic Seal
Business & Entrepreneurship	Intro to Business	Intro to Entrepreneurship	Principles, of Business, Finance, and Marketing	TBD, CAC credit
Transportation, Distributions, & Logistics	Information Technology	Inventory Control Management	Computer Integrated Manufacturing	TBD, CAC credit

Red=Coursemojo Class   Blue=No Current Related Approved District Course

MEET SOME OF OUR COMMUNITY PARTNERS, WHO
WANT TO HELP US TO TAKE OUR STUDENTS TO THE
NEXT LEVEL IN THIER FUTURE PROFESSIONAL CAREER
ASPIRATIONS!

LOCAL FIRST ARIZONA

NIKOLA

KOHLER.

FritoLay
Good fun!

ASU
ARIZONA STATE
UNIVERSITY

LUCID

SCITECH
INSTITUTE

CASA GRANDE
ELEMENTARY
SCHOOL DISTRICT #4

Banner Health

Central
Arizona
College

ADDITIONAL ORGANZATIONS, WHO HAVE HELPED TO
SUPPORT TAKING OUR STUDENTS TO THE NEXT LEVEL
IN THEIR FUTURE PROFESSIONAL CAREER
ASPIRATIONS!

CENTER
FOR THE FUTURE OF
ARIZONA

building21

ARIZONA SONORAN
COPPER COMPANY

reDesign

Future Capital Projects to Support Structure of School

- Phase I
  - Completed
    - 610 Capital Funds
    - 510 Food Service Funds

- Phases II and III
  - Dependent on enrollment and passing of override(s)
    - Capital
    - Bond
  - Approximately $2M needed for each phase