



PACE OPERATIONS & INFORMATION

Casa Grande Union High School District

JULY 1, 2024

PATHWAYS ACCELERATING CAREER EXPERIENCES

1362 N. Casa Grande Ave., Casa Grande AZ, 85122

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Vision and Mission

Vision

Pathways Accelerating Career Experiences (PACE) will develop the talent of tomorrow by providing equitable learning experiences for each student to successfully compete in the future of work.

Mission

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

Values and Priorities

Values

Growth – We have growth-mindsets. We always believe we can improve and work every day to learn something new.

Perseverance – We recognize that learning is challenging, but we can reach our learning goals with the guidance of our advisers and the support of our friends.

Teamwork – All of us are one team. We work together because we know that we can achieve more as a team than as individuals.

Compassion – We are a school that develops people who care for one another, are concerned about the suffering of others, and want to act to make a better world.

Courage – We are a school that boldly faces challenges and supports each other through difficult moments in our learning and life.

Curiosity – We value the intense desire to explore in the pursuit of solutions and answers.

Priorities

Mastery Learning – grading is 90% mastery of skills on learning targets.

Engaging Instruction – SHTEAM courses connected to advanced technology.

Self-paced/personalized Learning – advancement based on Individualized mastery of skills and not time.

Post-secondary Opportunities – access to college prep and dual credit courses

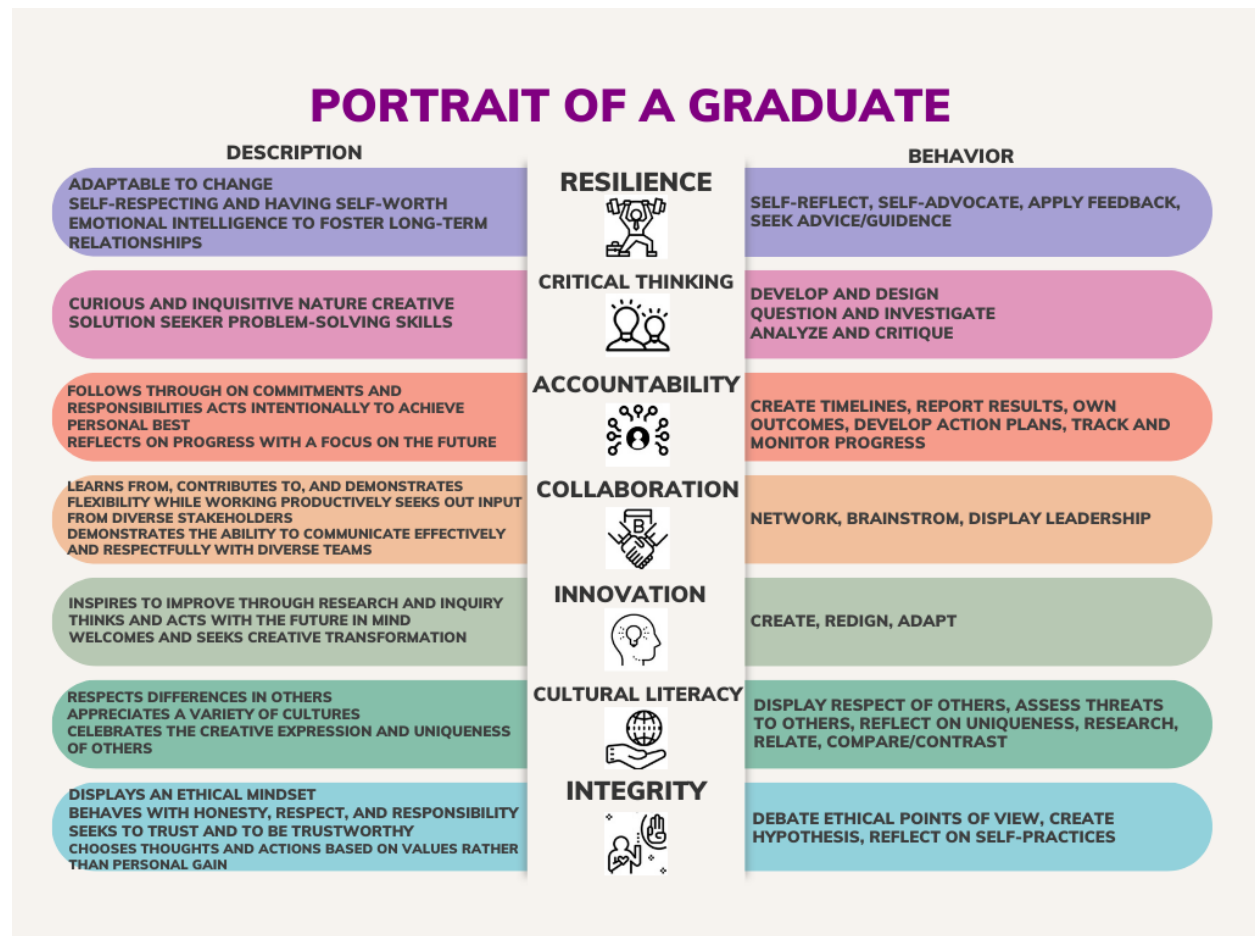
Community Connections – internships and employment opportunities within the community

Career and Work Readiness – workplace simulations, mentoring, and leadership skills support.

Seal of Biliteracy Attainment – second language state certification upon graduation.

Comprehensive Learning Approach – integrated social skills and mindfulness practices.

Portrait of a Graduate



Welcome

Dear PACE families,

Welcome to the PACE family! Welcome to the 2024-25 school year! My name is Crystal Danzy and I am the Headmaster of Innovation and Design for the school district. I will be serving you and your students this year, alongside our amazing PACE team. We have an eager staff waiting to support you and all our students this year.

This is our 2nd year in operation, and we are glad to have you as a part of our PACE family. This year we will continue to implement all the plans and shared community requests that have been in the works for the last couple of years of planning and operation. We have been working hard to ensure we create a learning environment where all students have the chance to be successful. You may notice that we do not have a traditional schedule or layout for our campus. This was an intentional design. We wanted to develop spaces that allow for creativity and allow our students to be more self-driven. We want our students to find joy in the journey of learning and to develop strong positive relationships. Our students will be able to design their personal learning pathway. As students get beyond the foundational courses, they will begin to dive into career clusters that they have explored and are most connected to.

This operations manual is used with the district Student Handbook to share the expectations and requirements for our students and ourselves. Our door is always open to you. Please feel free to share any questions, concerns, and ideas you may have. As a part of our commitment to communication, we will send out school newsletters and Parent Square notices to share information and future happenings within our school and district.

We are looking forward to a strong partnership with you to help inspire excellence, growth, courage, and curiosity in our students! Let's work together to have an amazing school year!

Peace and Blessings,

Headmaster Danzy

PACE Student and Family Commitment



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Student and Family Statement of Commitment

Pathways Accelerating Career Experiences (PACE) is committed to maintaining a consistently equitable learning experience for our students and families. We strive to foster a culture of growth and connection among our school community. Students attending PACE should therefore be committed to the values and expectations of the school and the district. In addition, guardians of PACE students should commit to supporting the expectations of the school and district. Students and families agree to the following upon registration at PACE High School:

- Students must attend school on a regular basis to earn credit for courses per district policy.
- Because of our unique instructional format and content alignment, PACE students can transfer to **other CGUHSD traditional campuses** only at the end of the current school year unless the administrative team has deemed it necessary for the student's success. A transfer request must be submitted by the parent/guardian and a meeting scheduled with the headmaster.
- Weekly Progress Reports will be reviewed at home for consistent understanding and awareness of student performance or needs.
- Parents and Guardians will actively participate in conferences and informational sessions shared throughout the year.
- Students will actively participate in their presentations of learning (conferences, showcases, exhibitions, capstone, etc.)
- Support the vision, mission, and values of the school/district.
- Understand that any school privileges may be revoked based on the student's holistic performance (academics, habits of work, etc.)

I have read and fully agree to this statement of commitment and look forward to supporting a successful learning experience at PACE.

Student Name _____

Date _____

Student Signature _____

Parent/Guardian Name _____

Date _____

Parent/Guardian Signature _____

Casa Grande Union High School District #82 prohibits discrimination in employment and educational programs based on race, color, religion, sex, age, disability, national origin, military status, genetic test information, sexual orientation or gender identity or expression and provides equal access to the Boy Scouts and other designated youth groups.

PACEinfo@cguhsd.org

Daily Operation 24/25

Student Arrival

Students may begin to arrive at 8:00 AM. The buses will drop students off in the city's splash park lot. Parent drop-off will be at the south entry against the curb. The school's main doors will open at 8:10 AM for breakfast pick-up. The student's formal day begins at 8:30 AM, where they will head to advisory (except early release Wednesdays). After 8:30, entry will be at the main office doors with a sign in and tardy pass given.

The schedule you will find in PowerSchool will show that advisory runs for 30 minutes at the start of the day. Advisory will be used to set the tone of the day and to develop trusting relationships. Please see the Advisory subsection for more information.

Wednesdays are early release days, and the students will begin with a team huddle and then their first block of core/studio work, or What I Need Wednesday (WIN) activities.

Lunch

Lunch is common for everyone. It begins at 11:50 and runs until 12:20 PM (except on early release days when it runs 11:35-12:05). Since we are a small campus, staff will have shared duties of supervision.

Student Dismissal

Students are dismissed at 3:30 PM daily (except early release days). On early release days the dismissal time for students is at 12:05 after lunch. Bus pick-up will be located in the same city splash parking lot where students are dropped off.

Advisory

An intentionally designed advisory structure builds community, provides students with a safe environment, and forms the basis of a primary person model wherein all students have a trusted adult invested in their success. Students will begin to answer questions about who they are as people and citizens of our world, who they want to become, how they can accomplish what they want for their futures, and how to develop and refine a plan for success. Students begin with advisory and end with advisory. Our advisory is meant to create connections between:

- ✚ Students and their school to emphasize inclusion and belonging.
- ✚ Students and their learning to empower student ownership of learning and create space for academic supports.
- ✚ Students and their future to help them build a viable postsecondary plan.
- ✚ students and adults to ensure every student has someone they can count on in order to access the support they need.
- ✚ Students and their community to embed learning in a wider context.
- ✚ Students and their peers to engender a positive school culture and learning environment.

ADVISORIES EARN POINTS!

Each advisory house has a chance to earn points in many different ways that will be celebrated throughout the year and at the end of the year with the Trophy Presentation. These points can be

earned from activity nights, academic performance, spirit and unity activities, advisory competitions, student-led conferences, community service, behavior shout-outs, etc. You can also lose points for your advisory team with behavior referrals, and dress code violations. Any staff member can award points in our tracking system. There will be milestone points throughout the year that offer you the chance for different celebrations when achieved; some of these celebrations include PACE swag, advisory team swag, tech time/gaming time, collaboration off campus, etc.

Academics

Our students are required to follow the foundational academics as required by the state and our Board, but we also include college and career readiness, and personal enrichment experiences to provide a well-rounded education and increase post-secondary success.

At first, the changes that you will experience at PACE might make you feel a little unsure and unsettled — change always makes us feel that way. The changes that we've made put students more in charge of their own learning. We created missions to introduce you to competency-based learning and the tools you will be using to track and monitor your work and your progress. We want to make PACE a true innovation school that tries to meet the needs of **all** learners.

As you complete The PACE Experience, you will learn about several concepts that will prepare you to continue or start your journey. These concepts will help ground you in the knowledge of competency-based education (CBE) and help you feel secure about the way you are learning.

To access each mission, you will be given a link to a web site. Click the links on the left side of this site. For each mission, there are a set of numbered activities that will help guide you through the learning. At the end of each mission, there will be a final task that helps you reflect on the entire concept.

Always make sure you read the instructions and ask your Advisor for help when you need it.

Durable Skills Competencies

The **Durable Skills Competencies** will help you build the necessary skills to **manage and improve your work, set goals, build a support network**, and learn how to **adapt, communicate, and follow guidelines and policies** in different settings and situations. Your Advisors will be working with you as you work on demonstrating these competencies as part of your graduation requirements.

<u>DS.1</u>	Manage My Work	I can demonstrate effective personal work habits to help me achieve my academic and personal goals.
DS.1.1	Manage tasks and deadlines	How well do I manage my tasks and deadlines?
DS.1.2	Set goals	How well do I set, achieve, and reflect on my goals?
DS.1.3	Organized and prepared	How well do I keep myself organized and come prepared to learn?
DS.1.4	Staying focused and on task	How well do I stay focused and on task?
DS.1.5	Improve my work	How well do I revise and improve my work?

<u>DS.2</u>	Build Networks	I can build relationships with diverse individuals and expand my network of people who can help and support me.
DS.2.1	Build Relationships	How well do I build and maintain relationships to expand my network?
DS.2.2	Seek support and resources	How well do I seek out support and resources from my network?
DS.2.3	Create and maintain a positive digital/online footprint	How well do I maintain a positive digital footprint?
<u>DS.3</u>	Navigate My Setting	I can adhere to professional norms, effectively communicate and adapt to change in a variety of professional settings.
DS.3.1	Learn and follow professional norms	How well do I learn and follow professional norms?
DS.3.2	Communicate effectively	How effectively do I communicate with others?
DS.3.3	Flexibility and adaptability	How flexible and adaptable am I when changes need to be made?
<u>DS.4</u>	Discover, Plan, and Present My Learning Journey	I can discover my interests and passions to create my postsecondary plan. I can curate a portfolio of my best work, lead my conferences to share my progress and growth, and present my learning.
DS.4.1	Discover my interests and plan my future	I can discover my interests and passions, conduct research related to postsecondary pathways I am interested in, and create my postsecondary plan.
DS.4.2	Lead my conferences	I can lead a conference to explain my progress and growth in my competencies, share evidence of my work, and determine if I am on track to graduate by my target date.
DS.4.3	Curate my portfolio	I can curate a portfolio of my best work and show evidence of my progress toward achieving the characteristics of our Portrait of a Graduate (Profile of a Learner) and the target performance levels and/or growth levels for my competencies.
DS.4.4	Present my learning	I can create a formal presentation aligned to the skills on the Present to an Audience competency to share evidence of my growth and progress aligned to our Portrait of a Graduate (Profile of a Learner) and our competencies. I can reflect on my readiness to graduate and how my learning journey has prepared me to achieve my postsecondary plan.

Supplemental Materials

PACE uses supplemental resources that complement and enrich the state and Board required curricula by:

- ✚ Expanding career awareness through authentic learning opportunities both in and out of the building.
 - ✚ Encouraging students to explore their diverse interests, talents, and options.
 - ✚ Enlivening STEM subjects by connecting in building learning to real-world and career contexts.
 - ✚ Empowering students to develop vital skills such as collaboration, critical-thinking, self-direction, and persistence.
 - ✚ Engaging students in making informed choices about high school, college, and career options.
- (Adapted from Possible Futures and the Center for the Future of Arizona)

Exhibitions and Showcases

Students will have a chance to show their learning over the course of a semester by participating in an exhibition/showcase, instead of completing a paper and pencil final assessment.

Advisors

PACE content advisors work in teams for improved learning outcomes. Our advisors are dependable and caring team members who foster a culture of inquiry and problem-solving. The current core models include a STEM team and a humanities team. Each team of advisors coordinates the ongoing learning for their content area and students based on a shared responsibility and a flexible collaborative teaching structure. All students will have a personalized learning plan that is co-developed with the students during advisory and adjusted as needed for student success. These learning plans provide the map of personalized learning that the content advisors use to plan and evaluate each student's performance.

Learning Spaces

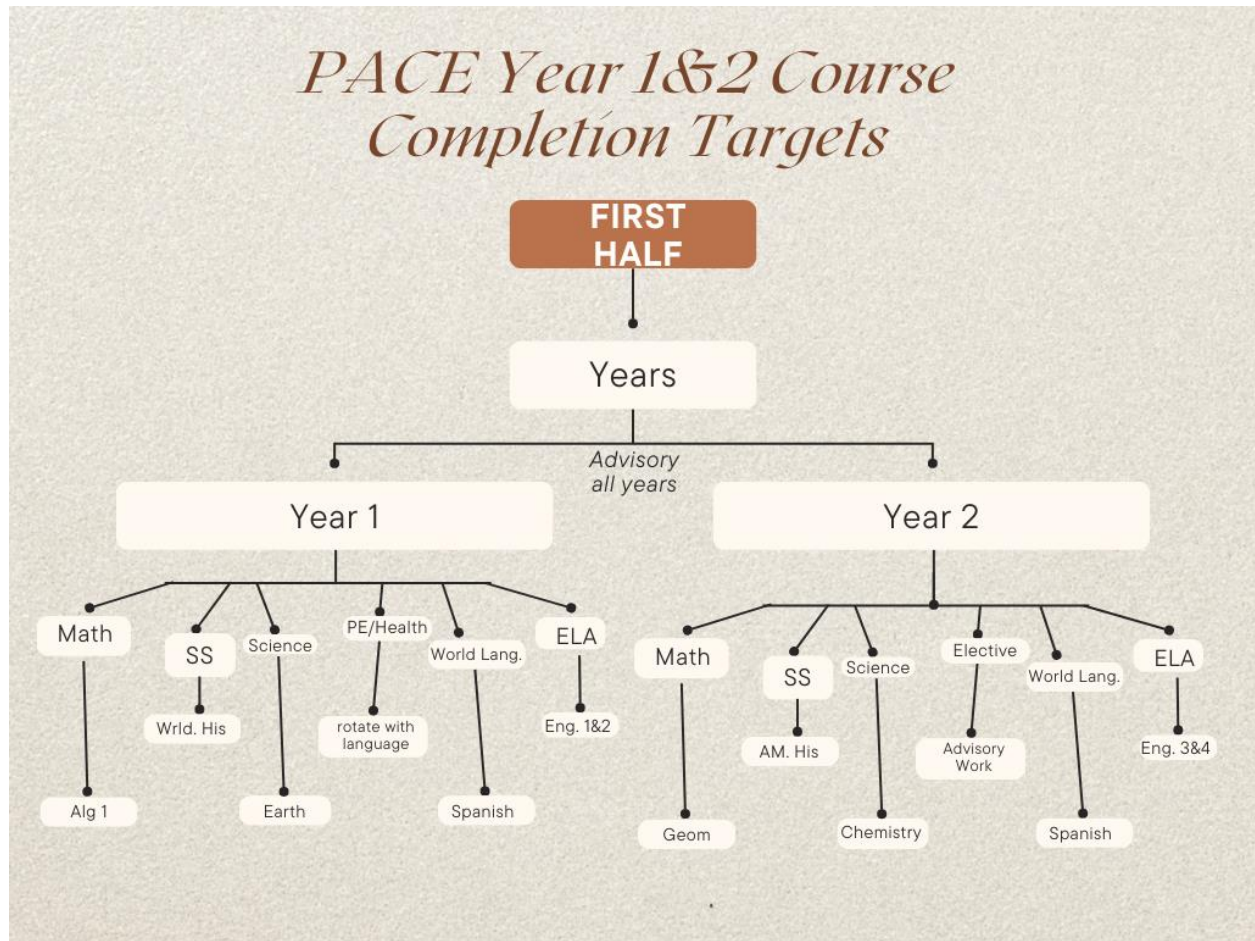
Our learning spaces are designed to stimulate thinking and encourage collaboration. Our design is meant to look different since we are incorporating different instructional practices. Our learning spaces are intentionally designed to incorporate healthful considerations about how our environment interacts with our physical bodies and our learning. We want to spark the creativity and curiosity of our students and team, but we also want to provide a space that balances collaborative work with independent work and thinking. We provide spaces for social interaction and spaces for personal refuge. Our furniture is mobile for quick transitions and flexibility in the use of any space. Our staff and students have the opportunity to arrange each space to suit their learning/instructional needs at that moment.

Bell Schedule

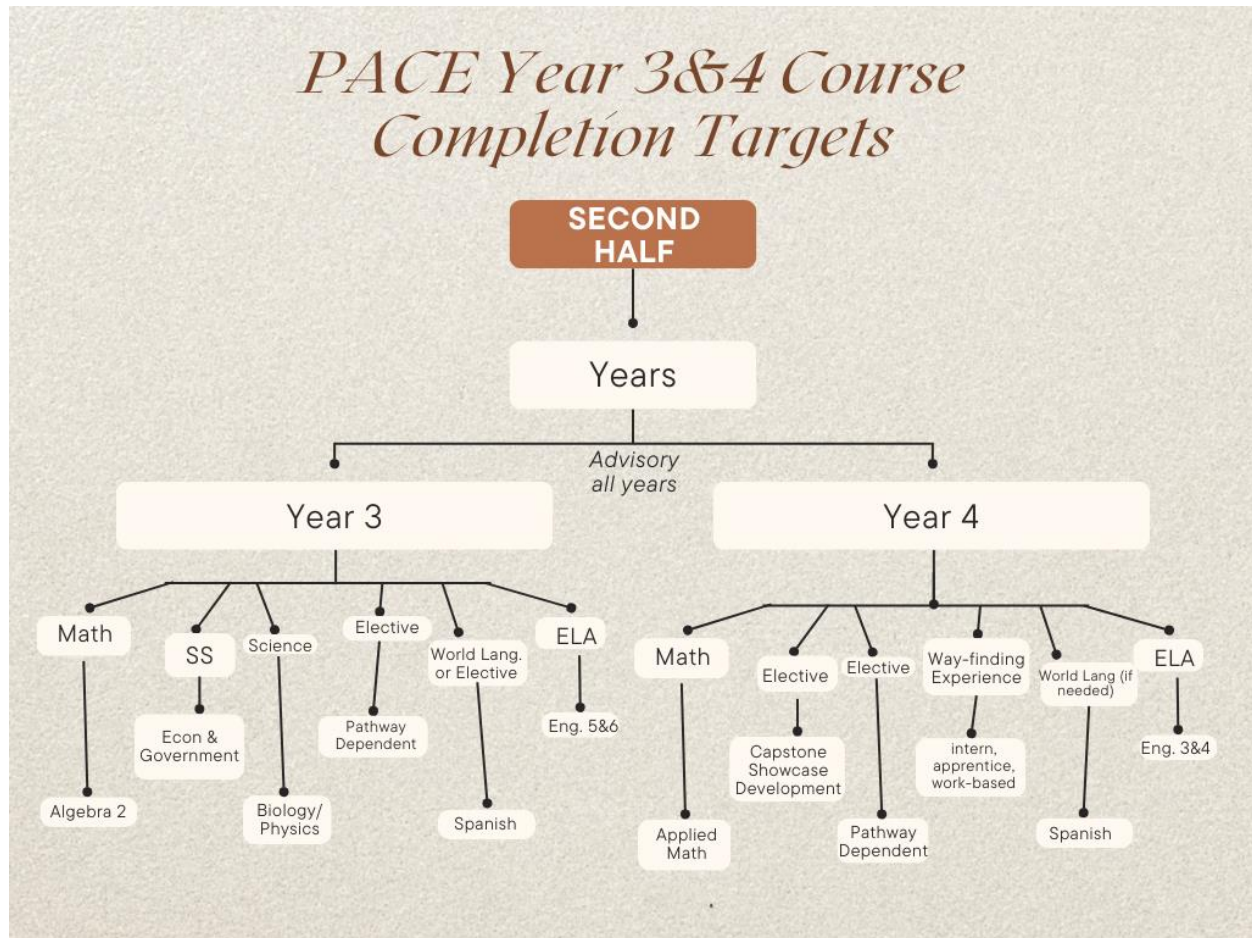
MTRF BELL SCHEDULE			
ADV	8:30-9:00	Advisory	30 minutes
Period 1	9:05-10:00	Block 1 9:05-11:50	165 minutes
Period 2	10:00-10:55		
Period 3	10:55-11:50		
Period 4L	11:50-12:20	Lunch	30 minutes
Period 5	12:20-1:20	Block 2 12:25-3:10	165 minutes
Period 6	1:20-2:15		
Period 7	2:15-3:10		
ADV	3:15-3:30	Advisory	15 minutes
Wednesday BELL SCHEDULE			
Period 1	8:30-9:00	Advisory	30 minutes

Period 2	9:00-9:30		
Period 3	9:30-10:00		
Period 4L	11:35-12:05		
Period 5	10:00-10:30		
Period 6	10:30-11:00		
Period 7	11:00-11:30		
Showcase BELL SCHEDULE			
Period 1	8:30-9:00		
Period 2	9:00-9:30		
Period 3	9:30-10:00		
Period 4L	11:35-12:05		
Period 5	10:05-10:30		
Period 6	10:30-11:00		
Period 7	11:00-11:30		

Year 1 & 2 Course Completion Targets



Year 3 & 4 Course Completion Targets



Career and Post-Secondary Targets

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!