

Collier County Public Schools

# The Pace Program



2016-17 Schoolwide Improvement Plan

## The Pace Program

201 N 1ST ST, Immokalee, FL 34142

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	94%

### School Grades History

Year  
Grade

### School Board Approval

This plan was approved by the Collier County School Board on 11/8/2016.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for The Pace Program

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The goal of Alternative School Programs, PACE included, is to provide an alternative route for students that have not been successful in the traditional school setting. Students are encouraged to reclaim responsibility and become an active participant in their educational experience.

##### b. Provide the school's vision statement.

All students will complete school prepared for ongoing learning, as well as community and global responsibilities.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Each Alternative School Site, Juvenile Justice Sites included, works to mentor the students who come to us with academic, behavioral, and social challenges. Our students have not experienced success in the traditional school setting and need both academic support and social mentoring in our alternative programs to graduate, or transition back to their home schools. Students are placed in classrooms with highly qualified certified teachers who have been trained in behavior management techniques. They make use of Love and Logic, PBS, de-escalation, and non-confrontational techniques when dealing with alternative school students. Each student is met where they are, and no two situations are the same. This is not prescriptive or formulaic. Students succeed when teachers successfully bridge the gap.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

During the school day, students are spoken to with respect in a calm tone, and are encouraged to respond in the same manner. Alternative School teachers go to great pains to make students feel self-worth because that is the only way they will get beyond the negative influences in their lives. Staff members visit the facility each week and work with them on challenge areas. Alternative School teachers work with the PACE teachers to ensure that the students' needs are met.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Each program has a Standard Operating Procedures Manual (SOP) that staff members review at the beginning of each school year. The SOP's are reviewed in the summer with Administration and Lead Teachers for the programs. No changes are made without input from the staff affected. The programs follow guidelines that best suit the type of program and student population. In this setting we follow the principles of Love and Logic, and PBS. Our students have very clear expectations regarding respect for others, attendance, and achievement. Data is collected in these areas, and four times a marking period, they are invited to participate in a reward activity.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

By design each program has a safety net for these Alternative School students. These students need more support than the traditional students by the nature of their previous failures. Each program has guidance services, mentoring, and staff trained to assist students with disabilities - academic and emotional. There are counselors, ESE Inclusion teachers who maintain the IEP's, and school leadership that make sure the home school communication is present and accurate. These people also make sure that each student's needs are met. Because our students are oftentimes homeless, parentless, impoverished, and lacking transportation - "other pupil services" encompasses very basic needs. Our students need to be fed, clothed, given school supplies, and provided with transportation and housing. We ensure that they get breakfast and lunch and that their free lunch forms are on file. We provide them with food while awaiting approval. We give them free uniforms when they cannot afford them. We provide them with school supplies, and with the help of partnerships, toiletries and other necessities. We look into housing needs and get parents the information they need, and provide students with bus passes and bicycles if they cannot get to school.

**3. Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

The students who are enrolled voluntarily or involuntarily in PACE for girls typically have exhibited attendance issues, behavior issues, credit issues, standardized assessment issues and GPA issues. They are behind their cohorts and off-track for graduation. The data recorded and compiled is therefore, not really our data because they come to us with that data. Our standing goal is to make gains.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Each of our Alternative School students is past the "early warning indicators" and exhibits two or more late warning indicators, including the PACE students who enroll with us. The program has positive incentives to entice the students to make good choices behaviorally and academically. The

ESE inclusion teachers, speech pathologist, reading coach and INSS go to the site weekly, and in the summer, to work with the students to improve their skills and assessment results. They study the data of each student in the facility to make individual plans for gains. They meet and discuss the best plan for each student.

## B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

No

##### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

##### 2. Description

The school team meets with the parents and keeps them informed. Because of the nature of the community and the program, parents are not as active as a traditional school. Parents often work two jobs to support the family, though parents are invited to attend school activities and events.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

There are community groups and individuals who serve as mentors to the students enrolled in the program. These partnerships are valuable to the program. Students and adults both benefit.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Janssen, Cynthia	Principal
Costin, Kelley	Assistant Principal
Klein, Brent	Assistant Principal

#### b. Duties

##### 1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Alternative School leadership team is represented by a Lead Teacher from each ALT school site, with the exception of PACE and BCWI. The Reading Coach advocates for those two programs. Objectives are communicated through the administration to the leadership team. Team members are made aware of the expectations of district best practices, the focus of the SIP and the development and implementation of the MTSS for each site and each student. Team leaders are expected to

communicate objectives and focus items with the teachers and para-professionals at their individual sites. These items and how they will be implemented are discussed at the site level PLC meetings. Each site is expected to report on the implementation process at their school. Adjustments are made when needed and celebrations of success occur when appropriate.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Data based problem solving occurs at each of the Alternative School Sites through the collaborative decisions made at each of the weekly PLC meetings. Teachers and staff members share effective strategies for the implementation of Tier 1 common core instruction for all students. Teachers, when appropriate or needed, share individual concerns for students who are exhibiting difficulties with academics or behaviors. Collaboration among teachers, under the direction of the administration is encouraged and decisions are made with regard to the next best step. Data is collected and the problem solving process continues as the data dictates success or failure with the interventions that are implemented.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cynthia M. Janssen	Principal
Bob Kearns	Business/Community
Sharon Tims	Teacher
Liz Allbriton	Business/Community
Daisy Alberto	Education Support Employee
Beacon Student	Student
Phoenix Student	Student
TAPP Student	Student
Eric Peltz	Teacher

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

#### a. Evaluation of last year's school improvement plan

Our School Advisory Committee meets monthly to review the School Improvement Plan and the progress the programs are making towards meeting their goals. They review the SOP's, discuss any issues, and how solutions were achieved.

#### b. Development of this school improvement plan

Members give input as to needs of the programs. Members review the data and goals. Members participate in developing the strategies to achieve the goals. Members approve the final plan.

c. Preparation of the school's annual budget and plan

Alternative Schools do not receive school improvement funds.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

Alternative Schools do not receive school improvement funds.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Janssen, Cynthia	Principal
Costin, Kelley	Assistant Principal
Klein, Brent	Assistant Principal
Mello, Rosanne	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The major initiatives this year are the same within each of our programs (Beacon-N, Beacon- I, TAPP-N, TAPP-I, NBN, NBI, Phoenix-N, Phoenix-I, EOA/GED-N, EOA/GED-I, EDT, PACE, Detention) and are related to Collier County Standards. We will be focusing on text dependent questioning and verbal expression with text dependent support. We will continue to stress writing skills as we work to inter-relate the content areas with Intertextural Units. To that end, we will be focusing on close reading strategies across all core curricula. We have chosen close reading strategies because all of our programs, regardless of the mode of delivery, or type of program can benefit from increased reading competence. Our juvenile justice programs can participate and benefit from this focus because those students will be better able to return to the traditional school setting. Our students enrolled in our "in-lieu of expulsion" programs are also traditionally below grade level in reading, and

scheduled to return to a traditional setting. If they can increase their reading competency, they increase their chances of being successful academically when they return, and decrease their chances of returning to alternative schools. Our Teenage Parenting Program students need reading competence to continue their education beyond high school and succeed in the workplace to better provide for their children. Our on-line programs: Beacon, EdOptions Academy, GED Prep, and Educational Day Treatment, need close reading strategies as the Plato Program is challenging and most of the students still need to pass FCAT or earn a concordant score on the ACT or SAT. The reading across the content area will not only increase the text dependent writing skills, but increase the knowledge levels for the ACT, SAT, FCAT 2.0, FSA, PERT and GED. Students will bring prior knowledge to those high stakes tests, along with the ability to decode, comprehend, and analyze what they read.

Our other major initiative this year focuses on teacher planning. Our teachers are working to

incorporate more complex texts into their lesson plans, and cross curriculum planning throughout the various programs. Our teachers do not work in isolation any longer. We are working to broaden the knowledge of not only our students but our teachers. Cross content literacy will allow teachers to share best practices and increase effectiveness and student success.

## D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

PACE teachers are not Collier County School System teachers. They are supported by the Alternative School Literacy Coach, INNS, ESE Inclusion Teacher, Speech Pathologist, and Guidance Counselor. The teachers have regular meetings to support the PACE mission. The program has one teacher for each subject area.

### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

PACE hires their own staff. CCPS does not hire or evaluate.

### 3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Principal Dr. Janssen oversees the mentoring process at the school level. Each new teacher is partnered with a mentor based upon the school site, ensuring proximity and daily contact; subject area; and effective mentoring practices. The administrator supervising that site has constant contact with the new staff members to monitor assimilation into Alternative Schools. Our student population can be challenging and our new teachers need consistent reinforcement to avoid feeling frustrated or isolated. Our Lead Teachers and Department Chairs also assist the new teachers with content and behavior management training. Four staff members are charged with the task of supporting each new teacher. As CCPS and Alternative Schools do not hire or evaluate the PACE teachers, this is a little different for them. Dr. Janssen offers the assistance of our literacy coach, guidance counselor, and ESE specialist by way of supporting teachers of PACE. The leadership team is invited to all of our full staff meetings, and specific teachers are invited to professional development opportunities.

Our Morning Memo has daily Marzano tips as well as Love and Logic tips for all staff members, but the new teachers find this especially helpful. New teachers are able to observe other teachers, and all lesson plans are posted in Angel from each site so that new teachers can access them and glean effective practices.

Other planned mentoring topics include: CCPS district policies and procedures, Alternative Schools' policies and procedures, specific program policies and procedures as these often differ from program to program, Angel as a tool for instruction and planning, reading strategies for the specific content areas, writing strategies in support of the district's writing initiative (Check for Three), summative and formative assessments, goal setting, lesson planning, data driven instruction and reteaching, and CTEM as the teacher evaluation model. Scheduled meetings are weekly at a minimum, but daily "check-ins" are the norm. These meetings are documented per district requirement. PACE teachers generally use the CCPS staff as support.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

Administration, lead teachers, and department chairs have been trained in the Florida Standards and how they should be implemented in the various Alternative School Programs. These leaders have met and continue to meet bi-monthly to monitor how the standards have been supported and how they will continue to be implemented. The on-line platform has been evaluated by the teachers and they have eliminated non-standards from the curriculum and added teacher created units to support the standards. Teachers are sharing the curriculum that they develop across all of the programs, adding consistency and clarity to the courses developed. The syllabi are shared and teachers work together. The Core Standards are being met.

**b. Instructional Strategies**

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

The PACE Educational Leadership monitors the programs and its adherence to the district and state mandates. They study the data provided by the district website and the support personnel from Alternative School, ESE inclusion teachers, and INSS. The staff meets weekly to discuss specific students and their needs. There are also informal meetings and discussions that occur more frequently when students are struggling to make progress. The plans that are put in place are fluid and subject to adaptation as needed. Each student enrolling in PACE has a history of challenges and the staff studies the history to help guide the present. We do not wait for assessment to make the big change. We make incremental changes daily to assist our students. They also work one on one with students who need this individual attention. We have small group pull-out sessions in some cases, and ESE consultation in others. We have small class sizes and cross-curricular instruction to increase reading in content area skills and content relevance. We work as many small teams to better help our students succeed.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Summer Program

**Minutes added to school year:** 0

The extended time is to offer students the opportunity to regroup with their cohort. The Juvenile Justice System is responsible for the programs offered and who is eligible.

**Strategy Rationale**

The program is extended to offer students a safe place with responsible adults for students who need the support academically.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Janssen, Cynthia, janssecy@collierschools.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The PACE leadership is responsible for monitoring and submitting the data to the Juvenile Justice Program as they are not employees of Collier County Schools. The Alternative Schools supply support in reading and ESE plans.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Each Alternative School program has protocols in place to support students as they move from our programs to the next stage in their education. PACE students serve part of their school year, while others serve an entire year or multiple school years. They can stay and graduate, or work to "catch up" academically and return to their home school. These students must have well-crafted schedules to mesh with the options available at their home schools or other Alternative School Programs. They attend classes and take all required assessments.

ESE students in all Alternative School programs are referred to the Division of Vocational Rehabilitation. This federal/state program evaluates these students as they prepare to enter the work force and, if eligible, helps the students with employment and/or further education and training.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Guidance Counselors do meet with students as they get closer to graduation to help them with post-secondary decisions. PACE has technical schools, junior colleges, and community members come several times during the school year to do presentations, provide information and literature, and answer questions the students might have about career and academic options.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

Alternative Schools sites are very different, but inter-twined, and our students often move from program to program. That is why it is critical that we are cohesive in our approach toward instruction and achievement. Beacon is a blended on-line competency based program, and as such does not offer college prep or career courses. Phoenix is a discipline program, and typically our students are behind their respective cohorts. They are attempting to correct behaviors and return to their home schools. To that end, they are enrolled in courses to catch them up to their cohorts, or help them in passing high stakes assessments. New Beginnings is a discipline program with a focus on improving school and community behaviors, while getting them ready academically for the next phase in their education. They are also below grade level for the most part and need remediation. Teenage Parenting Program students have high absenteeism due to pregnancy and/or child issues, and are often behind in their cohorts. Their needs are parenting skills and credit recovery. They are enrolled in courses that will better able them to raise their children, set personal goals, break the cycle of teen pregnancy, and earn them a high school diploma. They also attend classes at the traditional high school and have access to some technical or career courses on those campuses. The EdOptions/ GED prep programs are strictly diploma achieving programs. Detention, and PACE are both Juvenile Justice programs. Detention is a lock-down facility for students with a propensity for ignoring the laws of the land. The Detention Center has guest speaker programs that focus on goals, behavior modification, and making appropriate choices, such as the "Raising Gentlemen" series. PACE is designed toward curtailing negative behaviors that might propel a female teen toward Detention, TAPP, or Phoenix. There is a focus on opening doors and providing opportunities for these girls to succeed. PACE students need to be prepared to return to their home high schools or transition to Beacon High School, or the EdOptions Program.

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

Alternative Schools students do not typically attend college right out of high school. They traditionally work for a while and then go part-time to a two-year program or technical school. They do not have level three on the FCAT or achieve high scores on ACT or SAT. We do offer ACT and SAT prep sessions at Beacon, however that typically follows their failure to pass the FCAT and a need for a concordant score. Our focus is primarily a high school diploma and positive work ethic.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

## **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## **C. Strategic Goals**