



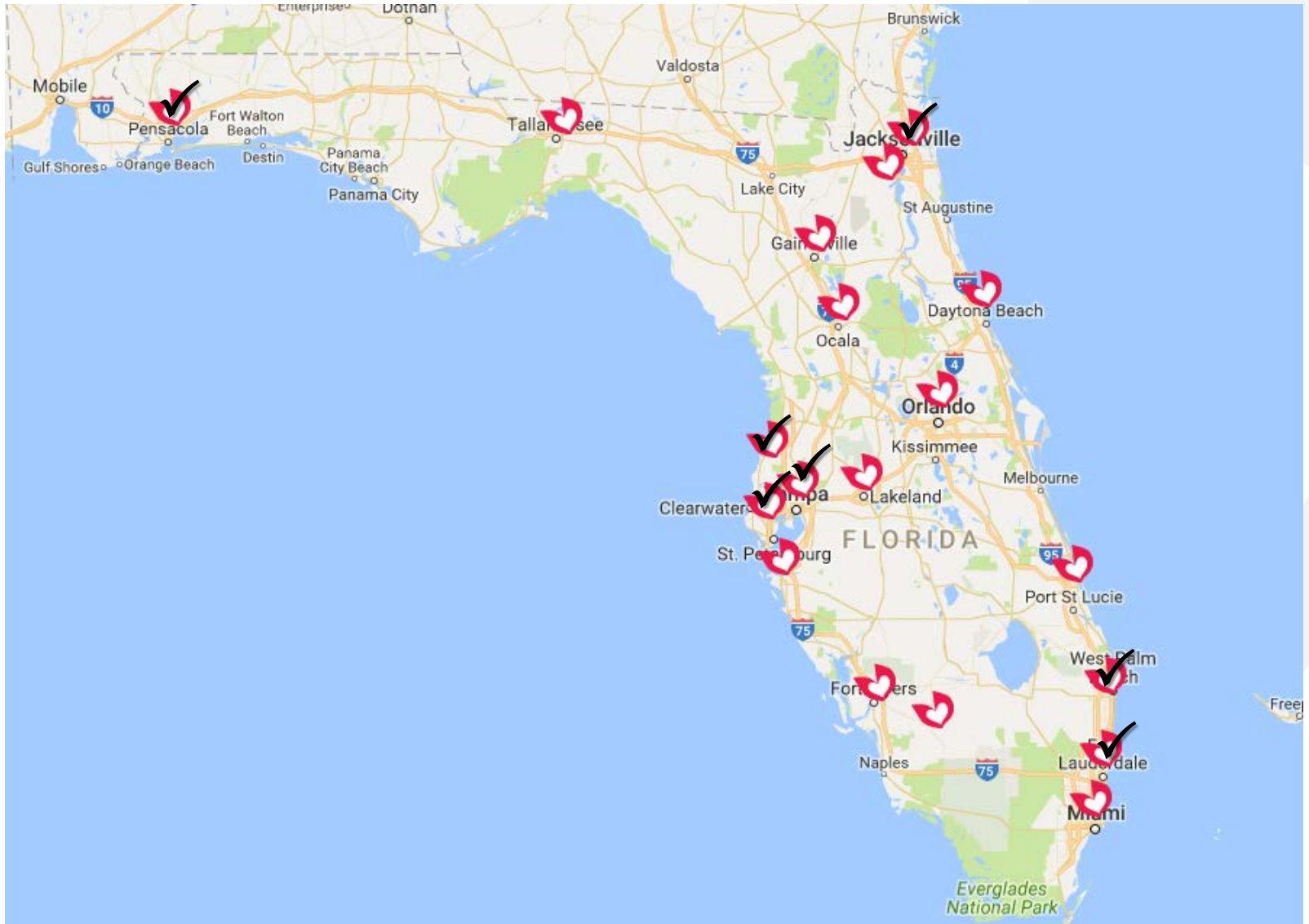
PACE Presentation to JJAC

Dr. Renee McQueen, Senior Director of Social Service Programs
Stephanie Stephens, Associate Director of Education

PACE Mission

PACE provides girls and young women an opportunity for a better future through education, counseling, training, and advocacy.

PACE Centers



Introduction to PACE Center for Girls, Inc.

- 20 Centers
- 6th-12th Grade
- Combination of Social Services and Academics
- Serve over 3,000 girls annually
- Served over 40,000 girls since 1985
- 90% girls improved academics, continued to higher education or a job, and had no further DJJ involvement within a year

PACE Center for Girls Jacksonville

Current Trends:

- 142 girls served in Fiscal Year 2017
- Average age of girl enrolled is 16
- 65% were failing one or more classes prior to attending PACE
- 24% had a prior juvenile arrest

PACE Center for Girls Jacksonville

Outcomes and Impact

- 95% had no involvement with criminal justice system within one year after completing PACE
- 89% improved academically at PACE
- 92% of girl went on to higher education or employment after PACE

PACE Foundational Pillars



Gender-responsive

Trauma-informed

Strength-based

Gender-Responsive

PACE creates environments that respond to the needs of girls so that they feel safe to develop meaningful and trusting relationships.

This environment supports the development of girls' view of women as capable, strong, and self-directed, with a strength-based approach, acknowledging the way girls learn and experience the world.

Trauma-Informed

By acknowledging their trauma driving our girls' behaviors we seek to heal and empower them to live healthy and centered lives through positive coping skills and positive relationships.

We do this by mindfully working to assure that our thoughts, words, and actions are congruent with a healing and empowering paradigm.

Strength-Based

Focusing on and believing in a girl's strengths and positive attributes to help her achieve her goals leads to seeing and seeking each other's strengths to partner in facilitating transformation.

We manifest this by refraining from any form of redirection that is punitive or shame-inducing and seeking first and foremost to highlight the abundant strengths within girls, staff, and communities.

Common Assessment

- Florida Statute 1003.52(3)(b)
- Common Student Assessment for all DJJ students
- Measure learning gains & student progression
- Reading 40 / Math 52 questions
- No. correct vs. no. questions
- <https://floridajjca.com/Account/Login>

Common Assessment Report



Juvenile Justice

Common Assessment System

Student Assessment Scores as of 01-29-2018

Student Name	Math		Reading	
	Entry	Exit	Entry	Exit
[REDACTED]	16/52	17/52	15/40	21/41
Score	16/52	17/52	15/40	21/41
Date	6/29/2017	11/9/2017	6/29/2017	11/9/2017

Common Assessment Summary Report

Florida Common Assessment
SUMMARY REPORT: ELA
LOCATION: Pace

STUDENT: [REDACTED]
REPORT DATE: 2/1/2018
PAGE: 1

The Florida Common Assessment for English Language Arts is administered to students enrolled in a Florida juvenile justice education program upon program entry and again prior to program exit. The assessment is aligned to targeted English Language Arts Florida Standards (LAFS) for grades 7 – 8 and 9–10 and required for high school graduation.

This Summary Report displays the number of questions presented and answered correctly by the student. The results may be used to inform development of an individualized transition plan and progress monitoring plan for the student upon program entry and to facilitate transition planning upon program exit.

There are no scale or level scores currently associated with this assessment. The number and percentage of questions answered correctly are provided for diagnostic purposes only and should not be interpreted as scores or measures of standard deficiency / mastery.

Targeted Standard	Entry: 1/12/2017		Exit: Not Taken	
	# of Questions	# Correct	# of Questions	# Correct
Grade 7				
LAFS.7.L.3.4.a	1	0		
LAFS.7.RI.1.1	1	0		
LAFS.7.RI.1.2	2	1		
LAFS.7.RI.1.3	1	1		
LAFS.7.RI.2.4	1	1		
LAFS.7.RI.2.5	3	0		
LAFS.7.RI.2.6	1	0		
LAFS.7.RI.3.8	3	0		
LAFS.7.RI.3.9	2	0		
Totals for Grade 7:	15	20%		
Grade 8				
LAFS.8.L.3.4.a	3	1		
LAFS.8.RI.1.1	1	0		
LAFS.8.RI.1.2	2	1		
LAFS.8.RI.1.3	3	1		
LAFS.8.RI.2.4	1	0		
LAFS.8.RI.2.5	2	1		
LAFS.8.RI.2.6	1	0		
LAFS.8.RI.3.8	1	0		
LAFS.8.RI.3.9	1	0		
Totals for Grade 8:	15	27%		
Grade 9/10				
LAFS.910.L.3.4.a	1	0		
LAFS.910.RH.3.8	1	0		
LAFS.910.RI.1.1	2	0		
LAFS.910.RI.1.2	1	0		
LAFS.910.RI.1.3	2	1		

Skills Students Need

- Reading, typing, writing, effective communication, resourcefulness, personal accountability, and critical thinking
- Re-skilling, mentoring, experiences, personalized instruction, credentials, etc.
- Problem solving, creativity, analytic thinking, collaboration, ethics, action, and accountability

Student Assessments

- FL Statute 1003.51(2)
- Entry and Exit
- 10 school days for non-detention centers
- 5 school days for detention centers
- Academic and Career goals and options

Renaissance Learning- STAR

- K-12 standards based assessments
- Reading, math and custom options
- Guides teacher for differentiated instruction
- Tracks student academic growth
- Aligns to FSA (predictive achievement)
- Multiple opportunities for progress monitoring
- Math includes algebra and geometry test
- <https://www.renaissance.com/>

STAR Sample Report

RENAISSANCE[™]

Products ▾

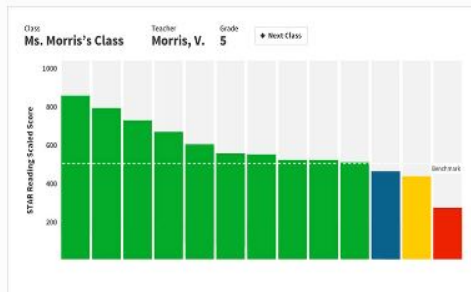
Solutions ▾

Resources ▾

About us ▾

Support ▾

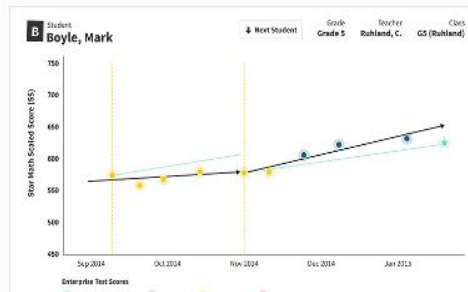
Request a Demo



Star Screening Report

Star Screening reports show the distribution of students in a class according to State, District, or School benchmarks. Run this report in the fall to determine a baseline, and then periodically throughout the year to track student achievement.

Available for: Star Reading, Star Math, Star Early Literacy



Star Progress Monitoring

Use the goal setting functionality in the software to set up appropriate and attainable goals. Then monitor student progress throughout the year to see how students are performing in relation to their individual goals. Goal line and trajectory toward that goal makes it easy to determine if students are on target to meeting their goals. Make modifications to goals or intervention, as needed.

Available for: Star Reading, Star Math, Star Early Literacy

Student	Test Date	SS	PR	GE	NCE	IRL	ZPD
Adams, Elbert	05/04/2017	8	0.00	024	0.2	03	01.6
Appelhof, Laura	05/04/2017	10	0.00	026	0.8	10	0.8
Arredas, Darci	05/04/2017	5	0.00	074	0.6	08	0.2
Bailey, Harding	04/04/2017	19	0.00	490	4.0	9	10.4
Baldwin, Nicole	04/04/2017	18	0.00	513	4.7	9	11.8
Barnett, Bella	05/04/2017	4	0.00	1045	0.4	03	01.0
Benson, Abigail	05/04/2017	11	0.00	497	0.3	06	01.7
Clines, Bob	03/04/2017	14	0.00	535	0.8	11	0.2
Farrar, Hope	03/04/2017	18	0.00	454	4.0	6	11.5
Hilgen, Eva	04/04/2017	7	0.00	511	0.0	00	00.0
Plynn, Nick	05/04/2017	10	0.00	731	0.5	11	0.6
Poss, Beth	05/04/2017	9	0.00	376	0.8	05	0.2

Star Summary

Provides a summary of students' scores including Scaled Score (SS), Percentile Rank (PR), Grade Equivalent (GE), Normal Curve Equivalent (NCE), Instructional Reading Level (IRL), Zone of Proximal Development (ZPD) and a distribution summary of PR, GE, and IRL scores.

Available for: Star Reading, Star Math, Star Early Literacy, Star Reading Spanish, Star Math Spanish, Star Early Literacy Spanish

STAR Across Grades

Track achievement and growth data from year-to-year

View students' reading achievement toward State, district, or school benchmarks, and track growth within the current school year, or across multiple school years to identify where students are and determine what they need.

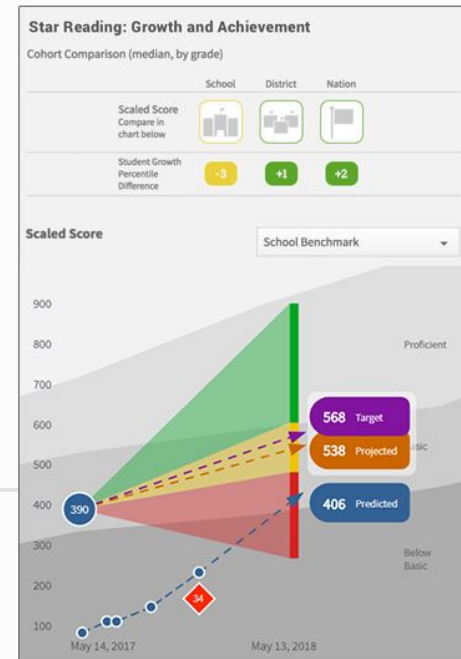


View data across grades

Make better decisions by viewing a consistent measure of students' reading progress across all grade levels.

View school-year data

The school-year view enables you to view students' reading progress and projects an expected target path through the end of the school year.



STAR Example



Student Diagnostic Report Enterprise Test

Printed Tuesday, October 10, 2017 11:06:06 AM

School: PACE Center for Girls [REDACTED]

Test Date: August 15, 2017 9:26 AM

Test Time: 15 minutes 13 seconds

Report Options

Use Trend Score: Use trend score for student's suggested skills

[REDACTED]

ID [REDACTED]
Grade: 11

Class: PACE Center for Girls-[REDACTED]
Teacher [REDACTED]

School Benchmark - Grade 11



■ Urgent Intervention ■ Intervention ■ On Watch ■ At/Above Benchmark

STAR Reading Scores

SS: 418 (Scaled Score)	[REDACTED] Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 2 (Percentile Rank)	[REDACTED] scored greater than 2% of students nationally in the same grade.
GE: 3.8 (Grade Equivalent)	[REDACTED] test performance is comparable to that of an average third grader after the eighth month of the school year.
IRL: 3.5 (Instructional Reading Level)	[REDACTED] would be best served by instructional materials prepared at the third grade level.

Domain Scores

Language Vocabulary Acquisition and Use: 15 Informational Text Key Ideas and Details: 11 Craft and Structure: 11 Integration of Knowledge and Ideas: 6 Literature Key Ideas and Details: 8 Craft and Structure: 9 Range of Reading and Level of Text Complexity: 6	Domain scores, ranging from 0-100, estimate [REDACTED] percent of mastery on skills in each domain at an eleventh grade level.
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STAR Report



Instructional Planning Report for [REDACTED]

1

Printed Tuesday, October 10, 2017 11:06:49 AM

School: PACE Center for Girls [REDACTED]

Teacher: [REDACTED]

Class: PACE Center for Girls [REDACTED]

Grade: 11

Report Options

Use Trend Score: Use trend score for student's suggested skills

STAR Reading Test Results

Current SS (Scaled Score): 418 Test Date: 08/15/2017

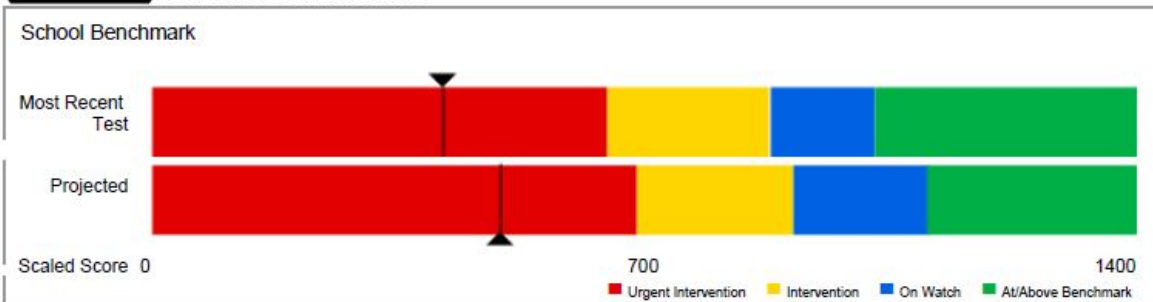
IRL: 3.5

ZPD: 2.9-4.3

Projected SS for 06/30/18: 501

Based on research, 50% of students at this student's level will achieve this much growth.

[REDACTED] Current Performance



Suggested Skills

[REDACTED] STAR Reading scaled score(s) suggest these skills from Core Progress Reading built for FL learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress Reading built for FL learning progressions to see how these skills fit within the larger context of the progression.

STAR Report Cont.

SCHOOL: PACE Center for Girls [REDACTED]
Class: PACE Center for Girls [REDACTED]

Teacher: [REDACTED]
Grade: 11

Informational Text

GR

Craft and Structure

This score suggests T [REDACTED] is ready for instruction and practice with the following skills.

5

Use a range of strategies to determine or clarify the meanings of general academic and content-area specific words and phrases in grade-appropriate informational texts, including cause-and-effect relationships, comparisons, Latin and Greek roots, and reference materials

5

Describe different feelings or images associated with words that have similar dictionary definitions (e.g., slim vs. bony; victory vs. conquest)

GR

Range of Reading and Level of Text Complexity

This score suggests [REDACTED] is ready for instruction and practice with the following skills.

5

» Read regularly and independently in fifth-grade-appropriate texts for sustained periods of time, increasing speed, stamina, and comprehension

5

Monitor and adjust understanding of an informational text by previewing, setting a purpose for reading, reading ahead, applying skills from across the language arts, and, in particular using text structure to aid in comprehension

5

Read informational texts within the ATOS range of 6.0 to 7.0

PACE STAR Stats & Usage

- 99% of all girls entering PACE took the assessment in FY'17
- Results of assessment are included in PMP
- Teacher and girl engaged in PMP
- Based on girls that completed an exit assessment, 74% improved their STAR scores

iReady

- Cloud-based instruction (on-line)
- K-12 adaptive diagnostic and progress monitoring tools
- Common Core State Standards (Florida Standards alignment)
- Math and ELA (Foundational, Vocabulary, and Comprehension)
- Reports include: Instructional Grouping Profile and Needs Analysis by Grade
- Opportunities for Blended Learning through iReady Toolbox
- <https://www.curriculumassociates.com/default.aspx>

iReady Report: Class Profile

Class Profile Report

Academic year: Current (2017-2018)
 Select Students by: Teacher
 Teacher: [Redacted]

Class/Group: Lang Arts G4 [Redacted] (Reading)
 Define "On Level": Standard View
 Show: Winter 2018 - 12/04/2017 - 01/23/2018

Use this report to view Diagnostic Assessment performance and determine the domain-specific instructional needs of students in your class. You can also view the probability of each student in grades 3-8 to reach a level of proficient (Level 3 or above) on the FSA assessment by the end of the year (EOY).

Performance by Domain

Number of Students Assessed: 9
 Total Number of Students: 9

	● Standard View	Student Placement Distribution		
	Average Scale Score	> 1 Level Below	< 1 Level Below	On or Above Level
Overall Reading Level	503	5	2	2
Phonological Awareness	N/A	0	0	9
Phonics	481	5	0	4
High-Frequency Words	377	1	0	8
Vocabulary	511	3	4	2
Comprehension: Literature	508	4	3	2
Comprehension: Informational Text	497	5	3	1

iReady Report: Performance by Student

Class Profile Report

Academic year: Current (2017-2018)
 Select Students by: Teacher
 Teacher: [Redacted]

Class/Group: Lang Arts G4- [Redacted] (Reading)
 Define "On Level": Standard View
 Show: Winter 2018 - 12/04/2017 - 01/23/2018

Performance by Student

● On or Above Level ● < 1 Level Below ● > 1 Level Below

Student Name	Overall Scale Score	Overall Placement	Placement by Domain						Probability of being Proficient by EOY
			Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text	
[Redacted]	577	Early 4	Tested Out	Tested Out	Tested Out	Mid 4	Mid 4	Level 3	90%
[Redacted]	557	Early 4	Tested Out	Tested Out	Tested Out	Early 4	Level 3	Mid 4	74%
[Redacted]	525	Level 3	Tested Out	Tested Out	Tested Out	Level 3	Level 3	Level 3	31%
[Redacted]	502	Level 3	Tested Out	Max Score	Tested Out	Level 2	Level 2	Level 2	10%
[Redacted]	489	Level 2	Tested Out	Level 1	Tested Out	Level 3	Level 3	Level 1	5%
[Redacted]	474	Level 2	Tested Out	Level 2	Tested Out	Level 3	Level 1	Level 1	2%
[Redacted]	472	Level 1	Tested Out	Level 1	Tested Out	Level 3	Level 2	Level 1	2%
[Redacted]	472	Level 1	Tested Out	Level 1	Tested Out	Level K	Early 4	Level 3	2%
[Redacted]	455	Level 1	Tested Out	Level K	Level K	Level 1	Level 1	Level 2	1%

Sample iReady Report

<https://www.curriculumassociates.com/products/iready/iready-builtforcommoncore.aspx>

Achieve 3000

- Cloud-based instruction (on-line)
- Differentiated instruction for literature and informational reading and writing
- Diagnostic and quarterly Level Set based on Lexile
- Provides progress monitoring for comprehension and vocabulary
- Informational passages connected to science and social studies topics
- Provides *Thought Questions* for additional text dependent writing practice
- Research-based; aligned to Common Core
- +100 points = one year growth
- <https://www.achieve3000.com/>

Achieve 3000 Methodology

Our Methodology

Our solutions steadily increase students' ability to read, comprehend, apply and communicate information derived from complex text.



STEP 1 - LEVELSET™ ASSESSMENT

LevelSet Assessment

Students take LevelSet, designed by MetaMetrics®, to establish a baseline Lexile® level.

1 LevelSet™ Assessment

2 Differentiated, Tailored Text

3 Ongoing Assessment

4 Adaptive Content

 The cycle repeats steps 2 to 4 to ensure continued literacy gains.

Achieve 3000 Model Options

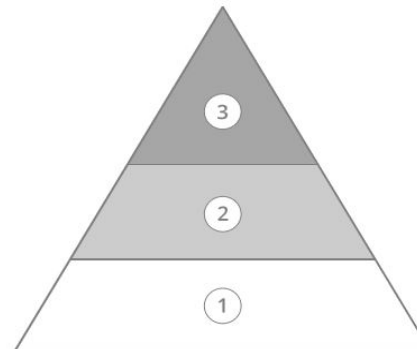
Implementation Models

Over a decade of research proves that our solutions are effective in a variety of instructional settings. Whether you are designing a new blended learning program or updating your intensive intervention classroom, Achieve3000 can be the core of your instructional roadmap to build your School of the Future® ...today.



Intensive Intervention

Successful RtI implementations are dependent on effective rotation models, which allow for small-group, teacher-led instruction that hone in on specific skills deficits. The Achieve3000 Classroom is designed for Tier II small group instruction or Tier III Intensive one-to-one intervention and is fully equipped to support instruction in reading comprehension, writing, vocabulary, fluency, and foundation skills. Given Achieve3000's focus on nonfiction content and vocabulary, your intervention students will not miss out on the essential grade-level, standards-aligned instruction in Science and Social Studies classes.



Achieve 3000 Summary of Reports

Summary of Reports

Use this chart to help you identify which reports you can review to monitor college and career readiness, fidelity of your implementation, and student performance. The questions below can help guide your focus on successes you can celebrate and opportunities where you can target instructional improvement. For more resources, demos, and action tools to support strategic use of Achieve3000 data, please visit *Ask Achieve3000* in your Teacher's Edition and enter the keywords *Monitor Progress Weekly* or *Monitor Progress Monthly*.

Forecast for College and Career Readiness Reports				
Report Title	Description	What to Review	Frequency	
			Weekly	Monthly
How likely are my students to be on track for College and Career when my state test is administered? <i>Go to Reports>Performance Reports</i>	Identifies projected student readiness for College and Career at the time of your state test, using Lexile® gradespecific bands	<ul style="list-style-type: none"> In which category does each student have the greatest probability of falling? Which students are not on track and might need targeted intervention? 		•

Usage/Fidelity of Implementation Reports				
Report Title	Description	What to Review	Frequency	
			Weekly	Monthly
Which of my students are using the program? <i>Go to Reports>Usage Reports</i>	Determines the frequency with which students are using Achieve3000	<ul style="list-style-type: none"> Are students logging in with the frequency defined in your implementation plan? Do the average weekly Activities match the goals defined in your implementation plan? 	•	
How are my students spending their time? <i>Go to Reports>Usage Reports or Mailbox>Look for email titled Reports</i>	Identifies the areas of the program that students are using	<ul style="list-style-type: none"> Are students completing the desired number of Activities per week? Is usage focused on the desired areas (Activities, Reading Connections, Thought Question, etc.)? 	•	
How has student usage changed over time? <i>Go to Reports>Usage Reports</i>	Determines login and activity patterns over time	<ul style="list-style-type: none"> Do the logins and Activities match the frequency defined in your implementation plan? Are logins and Activities increasing over time? 	•	
How are my students progressing towards Achieve3000's 40-Activity goal? <i>Go to Reports>Usage Reports</i>	Identifies the students who have reached the 40-Activity goal per semester (recommended for significant academic progress)	<ul style="list-style-type: none"> Are students completing the desired number of Activities per week? Tip! Target a minimum of two Activities per week to reach the 40-Activity goal per semester/80 in a year to see maximum literacy gains. 	•	•

Report: How are my students performing on standards?

1/31/2018

KidBiz3000



How are my students performing on standards?

November 30, 2017 - January 30, 2018

Determine students' performance on state standards and benchmarks based on KidBiz achievement.

██████████
██████████

Mastery is Demonstrated 80-100% Correct Additional Practice Recommended 65-79% Correct Aggressive Intervention Recommended <65% Correct No Items Completed

LAFS.3.RF: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)

LAFS.3.RF.3: Phonics and Word Recognition

LAFS.3.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Code: LAFS.3.RF.3.3.a: Identify and know the meaning of the most common prefixes and derivational suffixes.

Cognitive Complexity: Level 1: Recall

3/6 (50%) grades

Grade	Items	% Correct
3	1	100%
6	1	100%
8	1	100%

1/6 (17%) grades

Grade	Items	% Correct
4	13	46%

2/6 (33%) grades

Grade	Items	% Correct
5	0	-
7	0	-

LAFS.3.RF.4: Fluency

LAFS.3.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

LAFS.3.RF.4.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

5/6 (83%) grades

Grade	Items	% Correct
4	1496	65%
5	1108	72%
6	758	73%
7	1011	68%
8	359	77%

1/6 (17%) grades

Grade	Items	% Correct
3	2941	64%

LAFS.3.RI: READING STANDARDS FOR INFORMATIONAL TEXT

LAFS.3.RI.1: Key Ideas and Details

LAFS.3.RI.1.1: Ask and answer questions to demonstrate understanding of a text,

5/6 (83%) grades

Grade	Items	% Correct
3	2941	64%

1/6 (17%) grades

Grade	Items	%
3	2941	64%

https://portal.achieve3000.com/options/reports/standard/standard_performance.php?section=4&report_id=34&apr_options=%7C&def_start=1512018000&def_end=1517374799&min_start_date=147097... 1/8

Report: How has Lexile performance changed over time?

REPORTS

How has Lexile performance changed over time?

August 1, 2017 - January 31, 2018

Grade	August 2017	September 2017	October 2017	November 2017	December 2017	January 2018	GROWTH	Initial Expected Post-Test Score	Current Expected Post-Test Score	MC Activities
6	Pre-Test: 8/16 (Time: 27m/30 Items) Lexile: 600L (5, 15) 1 Activity	1 Activity (1) Lexile: 600L	2 Activities ¹ (4) Adjustment on 10/31 Lexile: 640L	2 Activities (7) Adjustment on 11/30 Lexile: 650L	2 Activities ¹ (5) Adjustment on 12/31 Lexile: 670L	Interim Test : 1/11 ² (Time: 1h49m/30 Items) Lexile: 670L (8, 20) 6 Activities (4)	+70L	680L	700L	29
6	Pre-Test: 8/18 (Time: 54m/30 Items) Lexile: 795L (20, 32) 1 Activity	6 Activities (6) Adjustment on 9/30 Lexile: 825L	3 Activities (3) Lexile: 825L	8 Activities (8) Adjustment on 11/30 Lexile: 845L	14 Activities (14) Adjustment on 12/31 Lexile: 890L	Interim Test : 1/10 ² (Time: 1h5m/30 Items) Lexile: 895L (31, 40) 1 Activity (1)	+100L	850L	910L	33
6	Pre-Test: 8/16 (Time: 32m/30 Items) Lexile: 665L (9, 22)	22 Activities ¹ (1) Lexile: 665L	29 Activities ¹ (3) Adjustment on 10/31 Lexile: 695L	9 Activities (5) Adjustment on 11/30 Lexile: 710L	6 Activities (4) Adjustment on 12/31 Lexile: 740L	Interim Test : 1/11 (Time: 37m/30 Items) Lexile: 710L (10, 23) 6 Activities (4)	+45L	740L	740L	72
6	Pre-Test: 9/6 (Time: 33m/30 Items) Lexile: 615L (6, 17)	Pre-Test: 9/6 (Time: 33m/30 Items) Lexile: 615L (6, 17)	2 Activities (7) Adjustment on 10/31 Lexile: 630L	6 Activities (6) Adjustment on 11/30 Lexile: 620L	11 Activities (8) Adjustment on 12/31 Lexile: 605L	Interim Test : 1/10 (Time: 42m/30 Items) Lexile: 645L (6, 17)	+30L	690L	680L	34

Florida Center for Reading Research

- THE CENTER'S FOUR PART MISSION:
- To **conduct basic research on reading, reading growth, reading assessment, and reading instruction** that will contribute to the scientific knowledge of reading and benefit students in Florida and throughout the nation.
- To **disseminate information about research-based practices** related to literacy instruction and assessment for children in pre-K through 12th grade.
- To **conduct applied research** that will have an immediate impact on policy and practices related to literacy instruction in Florida.
- To **provide technical assistance to Florida's schools** and to the State Department of Education for the improvement of literacy outcomes in students from pre-K through 12th grade.

PACE Success Story

Morgan came to PACE as a teen mother struggling with her academics and anger management. At the Center, she found a second home and “aunties” for herself and her daughter. She excelled as a PACE Buddy and ambassador.

Morgan participated in the Johnson & Johnson Vision Care mentoring program where, through monthly interactions, she excelled. Her hard work led to a Paid summer internship after graduation in June 2017. Morgan said, “The teachers, counselors and other staff are warm and welcoming. They have helped me get back on track academically.”

Morgan was offered a full-time job at Johnson & Johnson while she continues her education.



Resources

- Florida Center for Reading Research - <http://www.fcrr.org/>
- Learning Disabilities Association of America - <https://ldaamerica.org/>
- National Institute of Health - <https://www.nichd.nih.gov/health/topics/learning/conditioninfo/diagnosed>

Resources cont.

- Understood for Learning & Attention Issues - <https://www.understood.org/en>
- Global Digital Citizens - <https://globaldigitalcitizen.org/21st-century-skills-every-student-needs>
- FL Department of Education - <http://www.fldoe.org/>
- FL Department of Juvenile Justice - <http://www.djj.state.fl.us/>



THANK YOU FOR YOUR TIME!