DEMOGRAPHIC DATA for COMPARISON SCHOOL # 0401
in 2006-2007
RIDGEVIEW ELEMENTARY SCHOOL

1.   **Grade Levels Served: PK - 6.**

2.   **Student Enrollment by Grade:** _ PK = 8; _ K = 109; _ 1st = 113; _ 2nd = 114; _3^{rd} = 98; _ 4th = 131; _ 5th = 117; _ 6th = 106 (Total = 796)

   Student enrollment by Race/Ethnicity: _ White Non-Hispanic = 581; _ Black Non-Hispanic = 127; _ Hispanic = 45; _ Asian or Pacific Islander = 20; _American Indian/ Multiracial = 23

   Student Enrollment by SES: Free Lunch = 194;   Reduced Lunch = 77

3.   **Number and percent (of student population) of LEP students:**
      A. Overall = 12 (2%)
      B. By Grade Level: _ PK = 0; _ K = 1; _ 1st = 2; _ 2nd = 1; _ 3rd = 0; _ 4th = 3; _ 5th = 3; _ 6th = 2

4.   **Number and percent of students with disabilities (elementary level):**
      A. By Grade: _ PK = 8 (100%); _ K = 29 (27%); _ 1st = 43 (38%); _ 2nd = 30 (26%); _ 3rd = 25 (26%); _ 4th = 54 (41%); _ 5th = 41 (35%) _ 6th = 39 (37%)

      B. By race/ethnicity: _White, Non-=Hispanic = 180 (31%); _ Black, Non-Hispanic = 51 (40%); _ Hispanic = 24 (53%); _ Asian or Pacific Islander = 6 (30%); _ American Indian/Multiracial = 8 (35%)

      C. By disability type: _ EMH = 48; _ TMH = 23; _ Orthopedically Impaired = 1; _ Speech Impaired = 67; _ Language Impaired = 12; _ Deaf or Hard of Hearing = 0; _ Visually Impaired = 0; _ EH = 33 _ SLD = 65; _ Hospital/Homebound = 3; _ PMH = 10; _ Autistic = 2; _ SED = 0; _ Traumatic Brain Injury = 1; _ Developmentally Delayed = 2; _Other Health Impaired= 2

      D. Analysis of disproportionality of students in the referral process by grade and ethnicity:

	W	B	H	A	I/M	Other	Race Unknown
PK	0	0	0	0	0	0	0
K	6	1	0	1	1	0	0
1st	0	0	1	0	0	0	1
2nd	6	0	0	0	0	0	0
3rd	0	1	0	0	0	0	0

4th	0	0	0	0	0	0	2
5th	3	0	0	0	0	0	0
6th	1	0	0	0	0	0	1

5. Number and percent of students placed in ESE in 2004-2005:

A. By Grade Levels:

PK = 27 (100%); K = 22 (13%); 1st = 30 (19%); 2nd = 23 (15%); 3rd = 22 (14%)
4th = 25 (19%); 5th = 23 (18%); 6th = 33 (18%)

B. By Disability Type:

EMH = 0; TMH = 0; Othopedically Impaired = 1; Speech Impaired = 62; Language Impaired = 14; Deaf/Hard of Hearing = 0; Visually Impaired = 0; EH = 9; SLD = 65 Hospital/Homebound = 0; PMH = 0; Autistic = 31; SED = 0; Traumatic Brain Injury = 0; Developmentally Delayed = 22; Other Health Impaired = 1

C. By Race/Ethnicity:

A = 3 (9%); B = 15 (14%); H = 12 (17%); I/M = 4 (14%); W = 171 (19%)

2005-2006:

A. By Grade Levels:

PK = 4 (100%); K = 31 (30%); 1st = 22 (20%); 2nd = 20 (22%); 3rd = 38 (34%)
4th = 34 (32%); 5th = 35 (30%); 6th = 36 (26%)

B. By Disability Type:

EMH = 44; TMH = 16; Orthopedically Impaired = 2; Speech Impaired = 49; Language Impaired = 8; Deaf/Hard of Hearing = 1; Visually Impaired = 0; EH = 14; SLD = 63; Hospital/Homebound = 0; PMH = 13; Autistic = 2; SED = 0; Traumatic Brain Injury = 0; Developmentally Delayed = 6; Other Health Impaired = 3

C. By Race/Ethnicity:

A = 6 (33%); B = 30 (29%); H = 14 (42%); I/M = 8 (33%); W = 163 (27%)

6.Educational environment/least restrictive environment data for students with disabilities is not available by school. Therefore, the following data is included to represent the district:

STUDENTS WITH DISABILITIES:

District	2004-2005	2005-2006
Regular Class	49%	50%
Resource Room	29%	27%
Separate Class	21%	22%
Other Separate Environment	<1%	<1%

RACIAL/ETHNIC CATEGORY BY DISABILITY:

District	ALL	SLD	EH/SED	EMH
W	78%	83%	78%	68%
B	12%	1%	17%	22%

H.............................6%....................4%......................3%..............................6%
A.............................2%....................<1%....................<1%............................2%
M.............................2%....................1%...................... 2%............................2%

7. Title I Status: Not Applicable

8. Student performance on FCAT in reading and mathematics:
   (See Appendix F)

RVE

4th	2	1	0	0	0	0	2
5th	1	0	0	0	0	0	1
6th	0	0	0	0	0	0	0

5. Number and percent of students placed in ESE in 2004-2005:

A. By Grade Levels:
PK = 7 (100%); K = 25 (17%); 1st = 33 (19%); 2nd = 49 (29%); 3rd = 29 (21%)
4th = 32 (21%); 5th = 17 (11%); 6th = 31 (17%)

B. By Disability Type:
EMH = 2; TMH = 0; Othopedically Impaired = 1; Speech Impaired = 94; Language Impaired = 35; Deaf/Hard of Hearing = 1; Visually Impaired = 1; EH = 15; SLD = 67 Hospital/Homebound = 0; PMH = 0; Autistic = 0; SED = 0; Traumatic Brain Injury = 1; Developmentally Delayed = 3; Other Health Impaired = 3

C. By Race/Ethnicity:
A = 7 (20%); B = 16 (20%); H = 10 (22%); I/M = 2 (13%); W = 188 (20%)

2005-2006:

A. By Grade Levels:
PK = 10 (100%); K = 31 (21%); 1st = 32 (24%); 2nd = 40 (23%); 3rd = 42 (24%)
4th = 28 (21%); 5th = 32 (19%); 6th = 19 (11%)

B. By Disability Type:
EMH = 1; TMH = 0; Orthopedically Impaired = 2; Speech Impaired = 98; Language Impaired = 35; Deaf/Hard of Hearing = 0; Visually Impaired = 0; EH = 16; SLD = 67 Hospital/Homebound = 0; PMH = 0; Autistic = 2; SED = 0; Traumatic Brain Injury = 1; Developmentally Delayed = 9; Other Health Impaired = 3

C. By Race/Ethnicity:
A = 4 (15%); B = 20 (27%); H = 17 (26%); I/M = 3 (20%); W = 190 (21%)

6.Educational environment/least restrictive environment data for students with disabilities is not available by school. Therefore, the following data is included to represent the district:

STUDENTS WITH DISABILITIES:

District	2004-2005	2005-2006
Regular Class	49%	50%
Resource Room	29%	27%
Separate Class	21%	22%
Other Separate Environment	<1%	<1%

RACIAL/ETHNIC CATEGORY BY DISABILITY:

District	ALL	SLD	EH/SED	EMH
W	78%	83%	78%	68%

B............................12%................1%....................17%............................22%
H............................6%................4%....................3%............................6%
A............................2%................<1%....................<1%............................2%
M............................2%................1%.................... 2%............................2%

7. Title I Status: Not Applicable

8. Student performance on FCAT in reading and mathematics:
(See Appendix G)

DEMOGRAPHIC DATA for COMPARISON SCHOOL # 0541 in 2006-2007 RIDEOUT ELEMENTARY SCHOOL

1.   Grade Levels Served: PK - 6

2.   Student Enrollment by Grade: _ PK = 9; _ K = 132; _ 1st = 156;   2nd = 134; _3rd = 167; _ 4th = 155; _ 5th = 119; _ 6th = 163 (Total = 1035)

   Student enrollment by Race/Ethnicity: _ White Non-Hispanic = 783; _ Black Non-Hispanic = 87; _ Hispanic = 114; _ Asian or Pacific Islander = 25; _American Indian/ Multiracial = 26

   Student Enrollment by SES: Free Lunch = 203;   Reduced Lunch = 111

3.   Number and percent (of student population) of LEP students:
   A. Overall = 5 (.48%)
   B. By Grade Level: _ PK = 0; _ K = 1; _ 1st = 0; _ 2nd = 2; _ 3rd = 0; _ 4th = 1;
      _ 5th = 0; _ 6th = 1

4.   Number and percent of students with disabilities (elementary level):
   A. By Grade: _ PK = 9 (100%); _ K = 27 (20%); _ 1st = 27 (17%); _ 2nd =
         23 (17%); _ 3rd = 31 (19%); _ 4th = 30 (19%); _ 5th = 19 (16%)
         _ 6th = 29 (18%)

   B. By race/ethnicity: _White, Non-=Hispanic = 164 (21%); _ Black, Non-Hispanic
         = 11 (13%); _ Hispanic = 11 (10%); _ Asian or Pacific
         Islander = 4 (16%); _ American Indian/Multiracial = 5
         (19%)

   C. By disability type: _ EMH = 0; _ TMH = 0; _ Orthopedically Impaired = 0;
         _ Speech Impaired = 67; _ Language Impaired = 11; _ Deaf
         or Hard of Hearing = 0; _ Visually Impaired = 0; _ EH = 62
         _ SLD = 43; _ Hospital/Homebound = 0; _ PMH = 0;
         _ Autistic = 0; _ SED = 2; _ Traumatic Brain Injury = 0;
         _ Developmentally Delayed = 7; _Other Health Impaired= 3

   D. Analysis of disproportionality of students in the referral process by grade and
      ethnicity:

	W	B	H	A	I/M	Other	Race Unknown
PK	3	1	0	0	0	0	0
K	4	0	2	0	0	0	1
1st	1	0	1	1	0	0	0
2nd	2	0	2	0	1	0	2
3rd	1	0	0	1	1	0	0

4th	1	0	1	0	0	0	0
5th	1	0	0	0	0	0	0
6th	0	0	0	0	0	0	0

5. Number and percent of students placed in ESE in 2004-2005:

  A. By Grade Levels:
    PK = 6 (100%); K = 20 (16%); 1st = 17 (11%); 2nd = 34 (23%); 3rd = 36 (25%)
    4th = 24 (18%); 5th = 21 (17%); 6th = 16 (12%)

  B. By Disability Type:
    EMH = 0; TMH = 0; Othopedically Impaired = 0; Speech Impaired = 61; Language
    Impaired = 12; Deaf/Hard of Hearing = 0; Visually Impaired = 0; EH = 39; SLD = 54
    Hospital/Homebound = 0; PMH = 0; Autistic = 0; SED = 1; Traumatic Brain Injury
    = 0; Developmentally Delayed = 7; Other Health Impaired = 0

  C. By Race/Ethnicity:
    A = 5 (23%); B = 9 (12%); H = 16 (21%); I/M = 1 (4%); W = 143 (19%)

  2005-2006:

  A. By Grade Levels:
    PK = 6 (100%); K = 23 (15%); 1st = 14 (11%); 2nd = 19 (12%); 3rd = 42 (25%)
    4th = 15 (12%); 5th = 23 (15%); 6th = 22 (15%)

  B. By Disability Type:
    EMH = 0; TMH = 0; Orthopedically Impaired = 0; Speech Impaired = 51; Language
    Impaired = 9; Deaf/Hard of Hearing = 0; Visually Impaired = 0; EH = 42; SLD = 44
    Hospital/Homebound = 1; PMH = 0; Autistic = 0; SED = 2; Traumatic Brain Injury
    = 0; Developmentally Delayed = 13; Other Health Impaired = 2

  C. By Race/Ethnicity:
    A = 4 (16%); B = 13 (12%); H = 9 (12%); I/M = 3 (14%); W = 135 (17%)

6. Educational environment/least restrictive environment data for students with disabilities
   is not available by school. Therefore, the following data is included to represent the
district:

STUDENTS WITH DISABILITIES:

District	2004-2005	2005-2006
Regular Class	49%	50%
Resource Room	29%	27%
Separate Class	21%	22%
Other Separate Environment	<1%	<1%

RACIAL/ETHNIC CATEGORY BY DISABILITY:

District	ALL	SLD	EH/SED	EMH
W	78%	83%	78%	68%

B.............................12%...............1%......................17%............................22%
H.............................6%...............4%......................3%............................6%
A.............................2%...............<1%....................<1%............................2%
M.............................2%...............1%...................... 2%............................2%

7. Title I Status: Not Applicable

8. Student performance on FCAT in reading and mathematics:
   (See Appendix H)

DISTRICT & PILOT SCHOOLS' EXPERIENCE WITH INITIATIVES AND PROGRAMS

Clay County School Board due to the growth in our community could not house the year long VPK program during the 2005-2007 school years. Parents were referred to the coalition for services from private providers.

During the summer of 2006, four sites were designated for Summer VPK. One hundred and twelve students participated in the program at these sites. The ELL Curriculum developed by the Florida institute of Education at the University of North Florida was used for the summer program. Readiness results have not been released as of this date, but feedback from kindergarten teachers has been very positive.

Current registrations are being taken for the Summer VPK 2007. In the fall, the School Year VPK program will be instituted at the CET day care programs at the local high schools. An inclusion model for VPK and ESE classes will be housed at four of the elementary schools. As space comes available the district will expand the program.

COMPONENT 4: DISTRICT EXPERIENCE WITH INITIATIVES AND PROGRAMS

POSITIVE BEHAVIOR SUPPORT:

The School District of Clay County does not use the program Positive Behavior Support. However, the School District is in the process of implementing Foundations and CHAMPs. Foundations was introduced to the district in April 2005 via a presentation to key administrators by Dr. Randy Sprick of the University of Oregon, principal author of the materials in Teaching Strategies' <u>Safe and Civil Schools</u> series. With the approval of the Superintendent and the Assistant Superintendent of Instruction, M.V. Wendell, ESE Specialist, presented the information on the process at the May 2005 principals' meeting. Norma Martin, Director of Student Services and Dr. Dan Becton, Director of Exceptional Student Education, designed an application process for schools to volunteer to be part of the initial eleven school cohort to pilot the initiative which has been instrumental in improving school-wide discipline and culture issues in many districts nation-wide.

Foundations is a three year comprehensive, research-based program that guides schools through the decision-making opportunities that can establish positive and proactive discipline in an entire building. A representative site-based team facilitates productive involvement by the entire school staff in the use of data driven decision making to provide consistent messages to all students. All adults in the building agree on school-wide expectations, school-wide teaching of expectations, and school-wide enforcement. The program lays the groundwork for developing and implementing effective behavior management and positive behavior support of all students as a Tier I intervention.

CHAMPs: A Proactive and Positive Approach to Classroom Management is a comprehensive and practical book for classroom teachers who want to improve their current classroom management plan. The eight modules lead teachers through a process of identifying and maintaining the effective aspects of their current management plan, while concurrently, adding and/or strengthening any missing or less effective aspects. This resource, which is designed to be used by individual teachers or study groups, can help any teacher manage student behavior more positively and effectively.

We are nearing the end of year 2 implementing Foundations with the first cohort of ten schools. None of the three pilot schools nor the three comparison schools are included in the first cohort of Foundations schools. For the school year 2007-2008, Cohort II will begin the implementation process using the same model but will predominately include the remaining secondary schools. Cohort I will cycle off to four one-day trainings for the school year.

Executive Summary
Foundations Initiative
Cohort 1 Year 1

Background
Foundations was introduced to the district in April 2005 via a presentation to key administrators by Dr. Randy Sprick of the University of Oregon, principal author of the materials in Teaching Strategies' Safe and Civil Schools series. With the approval of Mr. Owens and Mr. Brock, M.V. Wendell, ESE Specialist, presented information on the process at the May 2005 principals meeting. Norma Martin, Director of Student Services, and Dr. Dan Becton, Director of Exceptional Student Education, devised an application process for schools to volunteer to be part of an 11 school cohort to pilot the initiative which has been instrumental in improving schoolwide discipline and culture issues in many districts nationwide.

Purpose of the initiative
Foundations was recommended in order to provide a process for schools to use data to make decisions about behavior and culture, much as they have done successfully with instruction. Schools that have gone through the Foundations process have significantly reduced discipline referral rates and tardies, thereby increasing student time on task and administrators' ability to address instructional issues. The overarching goal is to create schools in which:
- ➤ No one is spending time and energy trying to protect himself
- ➤ Everyone is pleasant and polite, even when they are disagreeing
- ➤ People in the building are motivated, engaged in meaningful learning tasks, and are experiencing growth.

The facilitators of the initiative, Dr. Becton, Mrs. Martin, M.V. Wendell, Terry Roth and Joan New, will work with key administrators in the district to guide all district schools through the process, structuring two more cohorts over the next few years.

Structure of the process
Foundations is a three year research-based process that guides a school through the decision-making opportunities that can establish positive and proactive discipline in an entire building. A representative site-based team facilitates productive involvement by the entire school staff in the use of data driven decision making to provide consistent messages to all students. All adults in a building agree on schoolwide expectations, schoolwide teaching of expectations, and schoolwide enforcement. Foundations' place in the Safe and Civil School series is shown in Figure 1.
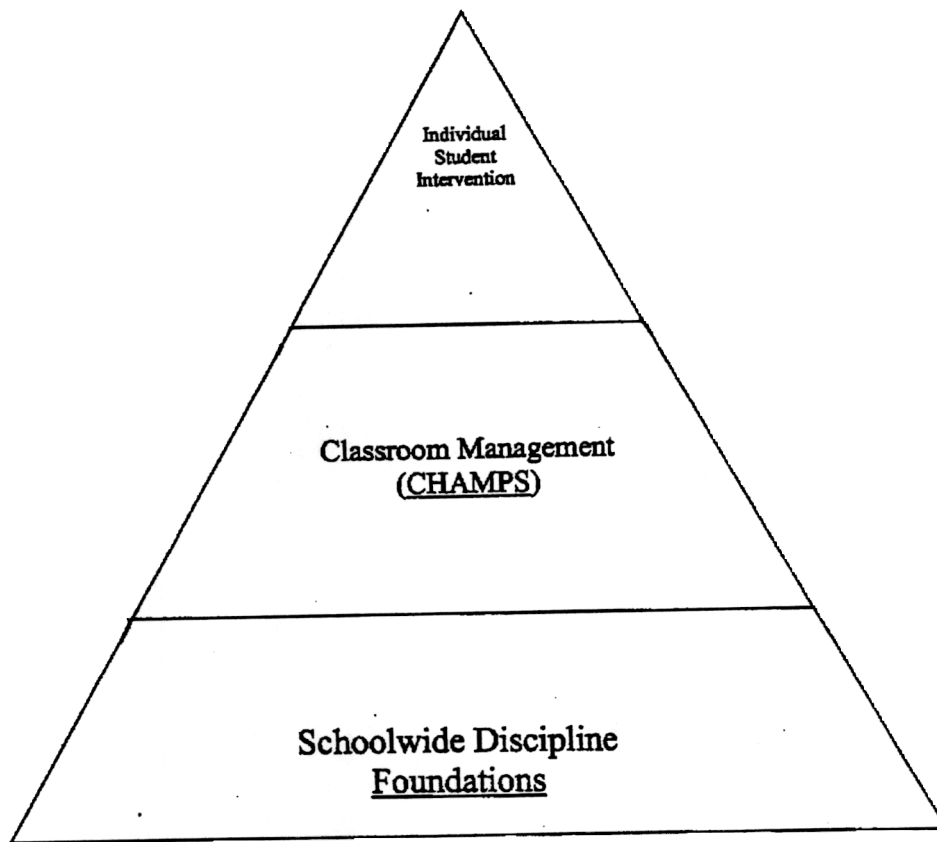
Figure 1

Composition of Cohort 1
Cohort 1 consisted of 11 schools including 2 high schools, 3 junior high schools, 5 elementary schools and the alternative school.

Keystone Heights High   Keystone Heights Elementary
Middleburg High   Middleburg Elementary
Lakeside Junior High   Clay Hill Elementary
Orange Park Junior High   Fleming Island Elementary
Green Cove Springs Junior High Wilkinson Elementary
Bannerman Learning Center

Content of Training
The site-based team from each school participated in four training sessions, each with two consecutive days in September, December, February and April. Tasks were assigned to be carried out at the schools, and teams reported progress at each session. The teams met at the schools 2-4 times per month and reported to the faculties at least monthly.

Session 1 – September, 2005   conducted by Dr. Randy Sprick

Introduction to the Foundations process
- Historical perspective
- Overview
  - Beliefs about behavior management
  - The Improvement Cycle
  - Behavior in the common areas
  - Schoolwide correction procedures
  - Classroom management procedures
  - Schoolwide encouragement procedures
- The Foundations team
  - Team membership and job responsibilities
  - Team name
  - Timelines and logistics
  - Communicating with the entire staff
- The Improvement Cycle
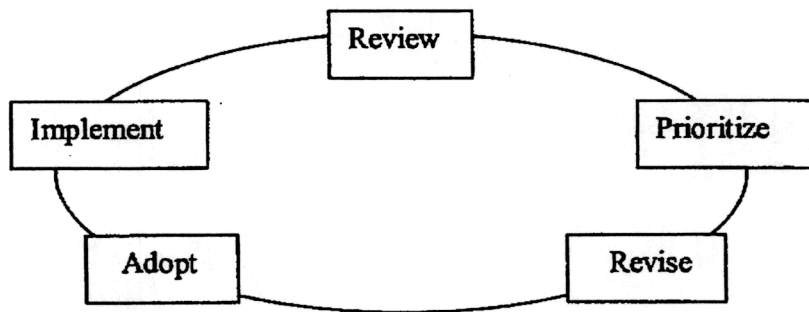

Figure 2

- Data collection and analysis
  - Surveys
  - Common area observations
  - Other types of useful data

Session 2 – December, 2005   conducted by Susan Isaacs

- Analyze team functioning
- Establish a maintenance plan
- Establish process of systematic data collection and analysis
- Develop plan for communicating training information and implementation plans
- Be able to use The Teacher's Encyclopedia of Behavior Management

Session 3 – February, 2006   conducted by Susan Isaacs

- Developing an implementation plan
    - Using multiple data sources to identify improvement priorities
    - Understanding common areas
    - Factors that contribute to student misbehavior
- Structuring common areas
    - Active supervision
    - Analyzing structural and organizational variables
    - Designing clear expectations for student behavior
- Understanding guidelines for success
    - Rationale and development
    - Implementing guidelines for success
- Launching and implementing lessons for multiple common areas

Session 4 – April, 2006   conducted by Susan Isaacs

- Introduction to dealing with discipline problems
    - Importance of having a pre-determined plan
- Establishing a three level system for responding to student misbehavior
    - Level 1 – mild misbehaviors that can be adequately corrected at the time they occur and do not require documentation
    - Level 3 – severe misbehaviors that require immediate administrative involvement
    - Level 2 – moderate misbehaviors that require documentation but not immediate administrative involvement
- Reaching staff consensus on Level 3 misbehaviors
- Defining staff roles and responsibilities in responding to discipline problems
    - Documentation
    - Monitoring
    - Designing support procedures for staff and students
- Sample menus of consequences for misbehaviors

Outcomes of the initiative's first year

> Foundations team members received 48 hours of training in developing and implementing the Foundations process in their schools.

> Participating schools are at different places in the process. At the September 2006 training, all teams will complete an implementation rubric that documents exactly what benchmarks have been achieved.

> All 11 schools successfully introduced the process to their staffs and gathered data from multiple sources to document potential targets for improvement.

> Some schools created video artifacts, others developed skits and commercials.

> Most schools have devised and adopted Guidelines for Success.

> Several of the schools have completed an entire improvement cycle and have achieved significant change.

> Mrs. Isaacs visited 5 participating schools, touring campuses and meeting with the team onsite.

> Lakeside Junior High identified a safety priority involving their student dismissal procedure. The team completely revised the procedure, developed lesson plans for teaching the new procedure, revamped supervision and successfully implemented a more efficient, safer dismissal. Their artifacts are included in the notebook of model plans that Teaching Strategies makes available to districts that are implementing Foundations.

> Middleburg High School identified the student parking lot as needing improvement, particularly regarding supervision. Traffic patterns were reworked and supervision procedures were developed to cover the entire school day. The team was asked to create a video to be used as a national model for handling parking lots. The video was presented for the first time at the national Safe and Civil Schools conference in Portland Oregon in July 2006. In addition, Middleburg's Guidelines for Success are included in the sample notebook.

> Several secondary schools have implemented or are planning to implement Start On Time, an innovative procedure to get students to class on time. Middleburg High School reduced tardies by more than 70% following introduction of the Sweep policy.

> Orange Park Junior High struggled with implementing the process. Although the team added some new members and overcame a series of problems, nearly all team members, including the participating administrator, were surplused in the reorganization to open The Oakleaf School. Because of these problems, the principal asked to drop out of the cohort and participate in Cohort 2.

Problem Solving/Response to Intervention

2003-2004 School Year
- Selected group of school psychologists and Student Services Director met with district level ESE Director, Supervisor, Curriculum Specialists and General Education Specialists to determine the best method to facilitate the Problem-Solving/Response to Intervention (PS/RtI) Model in the district
- Received approval from Assistant Superintendent over Instructional Division to move forward with implementation and money for materials focused on development of interventions.
- Student Services forms and procedures modified to reflect intervention process, data collection, and progress monitoring of interventions

2004-2005 School Year
- PS/RtI Model implemented
- School participation in PS/RtI Model optional
- District wide training provided on PS/RtI Model

2005-2006 School Year
- RtI procedures and forms further refined through collaborative work between ESE specialists and school psychologists
- All schools required to participate in PS/RtI Model
- Intervention Team Facilitators optional at schools, however, encouraged
- Intervention Team Facilitators in participating schools received a supplement
- Graphing/charting of interventions optional, but encouraged
- Five 3 hour trainings provided by combination of general education, ESE, and school psychologists throughout year for Intervention Team Facilitators

2006-2007 School Year
- Continued collaboration between student services, general education, and ESE
- Minimal changes made to forms and procedures
- Intervention Team Facilitators required at each school
- Graphing/charting required
- Focus on developing understanding of Tier 1 and 2 interventions in general education
- School psychologists' assignments modified to provide more time in elementary schools to facilitate quality implementation of PS/RtI Model
- Five 3 hour trainings expanded to include Intervention Team Facilitators, ESE staffing specialists, and school psychologists
- Development of local training materials and resources that support the PS/RtI Model
- Increase school psychologists' understanding and knowledge of PS/RtI Model through Learning Community focus
- Presentations by Clark Dorman and Dr. Batsche for all Principals, Assistant Principals, Intervention Team Facilitators, ESE staffing specialists, school psychologists, and district level student service, general education, and special education personnel involved in PS/RtI process
- Commitment to development of PS/RtI Model through applying to participate in Demonstration Site Project

Proposed for 2007-2008 School Year
- Continued collaboration between general education, student services, and ESE
- Revisions to forms and procedures made as more guidelines are provided by the state
- More emphasis placed on general education Tier 1 and 2 interventions
- On-going training of Intervention Team Facilitators, ESE staffing specialists, school psychologists, and others involved in PS/RtI Model
- On-going development of training materials and resources that support the PS/RtI Model
- Increase district wide data collection and analysis of PS/RtI Model
- On-going school psychologists' development and knowledge of PS/RtI Model through Learning Community topics, state and national conferences, workshops, etc.

DISTRICT PERSONNEL RESOURCES AND TECHNOLOGY

DISTRICT PERSONNEL RESOURCES AND TECHNOLOGY

The Director of Student Services works in collaboration with the Director of Exceptional Student Education and the Director of Elementary Education in a commitment to fully implement the PS/RtI Model in all Clay County schools, particularly at the elementary level. The Assistant Superintendent of Instruction is also knowledgeable of the RtI process and wholeheartedly supports the initiative.

All district School Psychologists and ESE Specialists have been trained in the PS/RtI Model and many school psychologists have attended regional or national conferences to further their knowledge of the concept. Additional days of service delivery have been added to the elementary schools by the school psychologists in order to be more accessible to the teachers and the intervention teams at their assigned schools. Both the school psychologists and the specialists work with the individual school intervention teams. Each school has an Intervention Team Facilitator (ITF) that receives a supplement to lead the school PS/RtI procedures at their schools. At the secondary level, quite often it is the ESE Support Facilitator while at the elementary level, the school counselor usually fills the role of the ITF.

The School District of Clay County would welcome the expertise of a "coach" to further advance the efforts of the district to become adept at using the PS/RtI Model. Included is our version of the job description for such a person.

The Information Technology Department for the district is available to provide any technology needs we may need in the area of data collection.

PROBLEM SOLVING/RESPONSE TO INTERVENTION COACH

Responsibilities and duties of this position include:

1. Serves as the liaison between participating schools and the district-level leadership team and individual school Intervention Team Facilitators (ITF) .

2. Provides training and technical assistance to school-based teams and teachers to implement the Problem Solving/Response to Intervention Model.

3. Provides technical assistance in monitoring and evaluating intervention team plans and procedures.

4. Provides training, technical assistance and support for the collection and use of school-based data to develop and evaluate instruction and interventions.

5. Provides training and technical assistance in the use of technology to monitor intervention implementation, support data-based decision making and track student progress.

6. Facilitate integration of initiatives to implement Sunshine State Standards in all academic areas.

7. Assists schools in integrating services provided by general education, exceptional education and student services.

Required Qualifications:
1. Current Florida educational certification.
2. Successful experience implementing the Problem Solving/Response to Intervention Model.
3. Recommendation from current Principal.
4. Resume' to include workshops attended on the PS/RtI Model and presentations made on the PBS/RtI Model.

Desired Qualifications:
1. Strong leadership skills
2. Strong verbal and written communication skills
3. Classroom experience
4. Strong interpersonal skills

INCLUSION OF D/F SCHOOLS

The School District of Clay County has no D or F schools.

STATEMENT OF NEED and EXPECTED OUTCOMES

The Clay County School District has been implementing a Response to Intervention process. For several years there has been an ongoing effort to train teachers and improve the quality and effectiveness of interventions and the utilization of data. A certified person now has responsibility for facilitating the intervention team based on a salary supplement of $992.00. A remarkable amount of progress has occurred.

The limiting factor is now becoming expertise of the staff at the school. There are significant differences between the quality of interventions and data monitoring between schools. Everyone has another main responsibility and the training and follow-up visits to expand RtI expertise are not available.

The addition of these Problem Solving and Response to Intervention resources for someone to train and develop schools will make a significant difference at the three schools. It will also build the district's experience, ultimately increasing understanding and effectiveness. Having an expert available for these three schools would allow in-service professional development for related services, i.e. the school counselors, school psychologists, reading coaches, and social workers, who has not yet been trained that systematically or involved with the whole school team together in training. The training for direct service delivery, i.e. regular education and ESE teachers, Support Facilitators and assistants and tutors, will also allow them to train and work together between with personnel providing related services as a school based unit. This would make more training available to expand the repertoire of interventions available and track the Tier I and II data more effectively. Having more options will increase success and the maintenance of students in the general education curriculum and general education classes versus resource and self-contained placements.

Finally, the expert provided by grant funds would make training and experience available to school and district administrative leaders and leadership such as School Board members, the Superintendent, the Deputy Superintendent and Assistant Superintendent levels. The immediate availability of an expert who is familiar with specific implementation at county schools would be much more effective in explaining the strengths and benefits of the RtI approach and could easily be the determining factor in support for the Problem Solving and Response to Intervention model.

The experience of ongoing implementation of the Problem Solving and Response to Intervention model would only be available by having an identified "expert" in the district. The district can make available CHAMPs training to the schools and pair that with advanced training from the expert to address more intensive behavioral interventions at the Tier I and II levels. This will decrease referrals to emotionally handicapped self-contained classes (EHSC) and the Severely Emotionally Disturbed (SED) classes, and increase the number of Emotionally and Behaviorally Disturbed students maintained successfully in the general education environment. All three schools would need more interventions and training in tracking data to accomplish this. The decrease in EHSC/SED is measurable as the number of referrals and placement in these programs.

In academic areas the expert would assist in tracking and helping identify decision points for implementing interventions. The schools are already using DIBELS measures and a scientifically based reading program. The referral and placement of students into the SLD program would reflect the increase in effectiveness of Tier I and Tier II academic interventions. Again, the interpretation and tracking of data measures to determine the success of interventions and the need for further changes require the

assistance of the expert to develop strategies specific to the three schools and their resources. This direct assistance, based in the district, for providing ongoing training at the school level will yield decreases in the percent and number of students placed in resource and self-contained behavioral and academic programs.

APPENDICES B - H

(There is no Appendix A.)

Appendix B

YOUR
Florida Department of Education

FL🍎RIDA SCHO🍎L GRA+DES

You selected:

   District: CLAY
   Years: 2005-2006, 2004-2005
   School Grades:
   Report Type: Adequate Yearly Progress (AYP)
Modify Selections | New Query

2005-2006 Adequate Yearly Progress (AYP) Report - District Level - Page 1	Clay District Level - 0000

Click here to see a **detailed report**

Did the District Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 90%		
Total Writing Proficiency Met:	YES	2005-2006 School Grade:		
Total Graduation Criterion Met:	YES			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	YES	YES
WHITE	YES	YES	YES	YES
BLACK	YES	YES	YES	YES
HISPANIC	YES	YES	YES	YES
ASIAN	YES	YES	YES	YES
AMERICAN INDIAN	YES	YES	YES	YES
ECONOMICALLY DISADVANTAGED	YES	YES	YES	YES
LIMITED ENGLISH PROFICIENCY	YES	YES	NO	NO
STUDENTS WITH DISABILITIES	YES	YES	NO	NO

2004-2005 Adequate Yearly Progress (AYP) Report - District Level - Page 1	Clay District Level - 0000

Click here to see a **detailed report**

Did the District Make Adequate	NO	Percent of Criteria Met: 87%

Yearly Progress?			
Total Writing Proficiency Met:	**YES**	2004-2005 School Grade:	
Total Graduation Criterion Met:	**NO**		
	95% Tested	**Reading Proficiency Met**	**Math Proficiency Met**
TOTAL	YES	YES	YES
WHITE	YES	YES	YES
BLACK	YES	YES	YES
HISPANIC	YES	YES	YES
ASIAN	YES	YES	YES
AMERICAN INDIAN	YES	YES	YES
ECONOMICALLY DISADVANTAGED	YES	YES	YES
LIMITED ENGLISH PROFICIENCY	YES	NO	NO
STUDENTS WITH DISABILITIES	YES	YES	NO

Additional Information:
Evaluation and Reporting Office
- Adequate Yearly Progress (AYP) Technical Assistance Paper 2005-06 (PDF)

For questions & comments regarding education issues: Commissioner@fldoe.org
For technical issues regarding this website: Email Webmaster
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Free Downloads: Acrobat Reader | Excel Viewer 97/2000 | Word Viewer 97/2000 | PowerPoint Viewer 97

Appendix C

YOUR
Florida Department of Education

FL☀RIDA SCHO☀L G R A D E S

You selected:

   District: CLAY
   Years: 2005-2006
   School Grades:
   Report Type: Report Card

Modify Selections | Return to List of Schools | New Query

	2005-2006

TYNES ELEMENTARY SCHOOL (0501) CLAY, (10)
1550 TYNES BOULEVARD, MIDDLEBURG, FL 32068
School Phone: 9042915400, Principal: JEAN NEWHALL

Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	**A** This grade is calculated by adding points earned from each of the performance areas below.	**95 % of criteria satisfied** **Provisional AYP** This percent is based on a total of 39 criteria that every school must meet, if applicable.
Reading	• 86% of students reading at or above grade level • 69% of students making a year's worth of progress in reading • 69% of struggling students making a year's worth of progress in reading	All subgroups met this criteria.
Math	• 72%of students at or above grade level in math • 71% of students making a year's worth of progress in math	STUDENTS WITH DISABILITIES students in this school need improvement in Math.
Writing	• 73% of students are meeting state standards in writing.	This school has not met this criteria.
Possible Choice Options	• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • **TYNES ELEMENTARY SCHOOL** has met provisional adequate yearly progress under No Child Left Behind. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. • Contact your district office at 9042846510 for other choice options available to you.	
**Title I refers to the federal law that provides funding for low-income students. A school is considered Title I when at least: 35%		

Appendix D

YOUR
Florida Department of Education

Monday March 12, 2007
Enter I

FLORIDA SCHOOL GRADES

You selected:
   District: CLAY
   Years: 2005-2006
   School Grades:
   Report Type: Report Card
   Modify Selections | Return to List of Schools | New Query

2005-2006

SWIMMING PEN CREEK ELEMENTARY SCHOOL (0571) CLAY, (10)

1630 WOODPECKER LANE, MIDDLEBURG, FL 32068
School Phone: 9042785707, Principal: LENORE PAULK

Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	**A** This grade is calculated by adding points earned from each of the performance areas below.	**90 % of criteria satisfied** **Provisional AYP** This percent is based on a total of 39 criteria that every school must meet, if applicable.
Reading	• 81% of students reading at or above grade level • 67% of students making a year's worth of progress in reading • 62% of struggling students making a year's worth of progress in reading	BLACK students in this school need improvement in Reading.
Math	• 76%of students at or above grade level in math • 69% of students making a year's worth of progress in math	BLACK, STUDENTS WITH DISABILITIES students in this school need improvement in Math.
Writing	• 57% of students are meeting state standards in writing.	This school has not met this criteria.
Possible Choice Options	• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • **SWIMMING PEN CREEK ELEMENTARY SCHOOL** has met provisional adequate yearly progress under No Child Left Behind. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. • Contact your district office at 9042846510 for other choice options available to you.	

Appendix E

YOUR Florida Department of Education

Monday March 12, 2007 | Enter |

FLORIDA SCHOOL GRADES

You selected:

District: CLAY
Years: 2005-2006
School Grades:
Report Type: Report Card

Modify Selections | Return to List of Schools | New Query

2005-2006
ARGYLE ELEMENTARY SCHOOL (0591) CLAY, (10) 2625 SPENCER PLANTATION BLVD, ORANGE PARK, FL 32073 School Phone: 9045732357, Principal: DIANE KORNEGAY

Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	**A** This grade is calculated by adding points earned from each of the performance areas below.	**100 % of criteria satisfied** **Yes** This percent is based on a total of 39 criteria that every school must meet, if applicable.
Reading	• 83% of students reading at or above grade level • 69% of students making a year's worth of progress in reading • 64% of struggling students making a year's worth of progress in reading	All subgroups met this criteria.
Math	• 84%of students at or above grade level in math • 79% of students making a year's worth of progress in math	All subgroups met this criteria.
Writing	• 93% of students are meeting state standards in writing.	All subgroups met this criteria
Possible Choice Options	• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • **ARGYLE ELEMENTARY SCHOOL** has met federal adequate yearly progress under No Child Left Behind. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. • Contact your district office at 9042846510 for other choice options available to you.	
**Title I refers to the federal law that provides funding for low-income students. A school is considered Title I when at least: 35%		

**YOUR
Florida Department of Education**

Monday March 12, 2007

Enter

FLORIDA SCHOOL GRADES

You selected:
District: CLAY
Years: 2005-2006
School Grades:
Report Type: Report Card

Modify Selections | Return to List of Schools | New Query

2005-2006
RIDGEVIEW ELEMENTARY SCHOOL (0401) CLAY, (10) 421 JEFFERSON AVENUE, ORANGE PARK, FL 32065 School Phone: 9042132952, Principal: DAVIDRNIX

Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	**A** This grade is calculated by adding points earned from each of the performance areas below.	**95 % of criteria satisfied** **Provisional AYP** This percent is based on a total of 39 criteria that every school must meet, if applicable.
Reading	• 81% of students reading at or above grade level • 66% of students making a year's worth of progress in reading • 65% of struggling students making a year's worth of progress in reading	All subgroups met this criteria.
Math	• 72%of students at or above grade level in math • 54% of students making a year's worth of progress in math	STUDENTS WITH DISABILITIES students in this school need improvement in Math.
Writing	• 75% of students are meeting state standards in writing.	This school has not met this criteria.
Possible Choice Options	• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • **RIDGEVIEW ELEMENTARY SCHOOL** has met provisional adequate yearly progress under No Child Left Behind. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. • Contact your district office at 9042846510 for other choice options available to you.	
**Title I refers to the federal law that provides funding for low-income students. A school is considered Title I when at least: 35%		

Appendix G

YOUR
Florida Department of Education

FLORIDA SCHOOL GRADES

You selected:
  District: CLAY
  Years: 2005-2006
  School Grades:
  Report Type: Report Card
  Modify Selections | Return to List of Schools | New Query

2005-2006
ROBERT M. PATERSON ELEMENTARY (0471) CLAY, (10) 5400 PINE AVENUE, ORANGE PARK, FL 32003 School Phone: 9042782078, Principal: TERRY GRIENINGER

Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	**A** This grade is calculated by adding points earned from each of the performance areas below.	**100 % of criteria satisfied** **Yes** This percent is based on a total of 39 criteria that every school must meet, if applicable.
Reading	• 91% of students reading at or above grade level • 70% of students making a year's worth of progress in reading • 73% of struggling students making a year's worth of progress in reading	All subgroups met this criteria.
Math	• 84%of students at or above grade level in math • 76% of students making a year's worth of progress in math	All subgroups met this criteria.
Writing	• 96% of students are meeting state standards in writing.	All subgroups met this criteria
Possible Choice Options	• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • **ROBERT M. PATERSON ELEMENTARY** has met federal adequate yearly progress under No Child Left Behind. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. • Contact your district office at 9042846510 for other choice options available to you.	
**Title I refers to the federal law that provides funding for low-income students. A school is considered Title I when at least: 35%		

Appendix H

YOUR
Florida Department of Education

Monday March 12, 2007

Enter I

FLORIDA SCHOOL GRADES

You selected:
   District: CLAY
   Years: 2005-2006
   School Grades:
   Report Type: Report Card

Modify Selections | Return to List of Schools | New Query

2005-2006

RIDEOUT ELEMENTARY SCHOOL (0541) CLAY, (10)
3065 APALACHICOLA BLVD., MIDDLEBURG, FL 32068
School Phone: 9042915430, Principal: LAURA JOHNSON

Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	**A** This grade is calculated by adding points earned from each of the performance areas below.	**97 % of criteria satisfied** **Provisional AYP** This percent is based on a total of 39 criteria that every school must meet, if applicable.
Reading	• 79% of students reading at or above grade level • 64% of students making a year's worth of progress in reading • 70% of struggling students making a year's worth of progress in reading	All subgroups met this criteria.
Math	• 67%of students at or above grade level in math • 60% of students making a year's worth of progress in math	ECONOMICALLY DISADVANTAGED students in this school need improvement in Math.
Writing	• 81% of students are meeting state standards in writing.	All subgroups met this criteria
Possible Choice Options	• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • **RIDEOUT ELEMENTARY SCHOOL** has met provisional adequate yearly progress under No Child Left Behind. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. • Contact your district office at 9042846510 for other choice options available to you.	

**Title I refers to the federal law that provides funding for low-income students. A school is considered Title I when at least: 35%