

**Problem Solving/Response to Intervention Model  
Mini-Grant Application**

**School District of Clay County  
March 30, 2007**

**Norma Martin, Director of Student Services  
23 South Green Street  
Green Cove Springs, Florida 32043**

**(904) 284-6511 Fax: 529-2170**

## **DISTRICT & PILOT SCHOOLS COMMITMENT**



## SCHOOL DISTRICT OF CLAY COUNTY

900 Walnut Street  
Green Cove Springs, Florida 32043  
Telephones:  
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1-888-663-2529 (KH)  
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David L. Owens  
Superintendent Of Schools

### BOARD MEMBERS:

Carol Vallencourt  
*District 1*  
Carol Studdard  
*District 2*  
Charles Van Zant, Jr.  
*District 3*  
Wayne Bolla  
*District 4*  
Lisa Graham  
*District 5*

March 30, 2007

Problem Solving & Response to Intervention Grant Committee  
University of South Florida  
4202 E. Fowler Avenue, EDU 162  
Tampa, FL 33620

Dear Sirs:

Clay County School Board is making application to be a recipient of the Problem-Solving/Response to Intervention Mini-Grant. In our efforts to be proactive, the district has taken initial steps to embrace the use of the PS/RtI initiative to facilitate achievement of the grade level Sunshine State Standards for all students.

The various departments within the Instructional Division have worked cooperatively to support staff development and implementation of the initial steps. Schools have been given a supplement for a position as an Intervention Team Facilitator to assist schools in acquiring the skill and knowledge base to implement this model. It is the intent of this district to work toward the model being a viable process in identifying appropriate strategies for struggling students to achieve academic and behavioral success in the educational setting.

Please find attached the completed application for Clay County to become a pilot in the Problem Solving & Response to Intervention statewide project. The staff is willing to commit time, funds, and resources to implementing the model with fidelity.

Sincerely,

A handwritten signature in black ink, appearing to read "David L. Owens".

David L. Owens  
Superintendent of Schools

Attachment: Grant Application



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March 30, 2007

Problem Solving & Response to Intervention Grant Review Committee  
University of South Florida  
4202 E. Fowler Avenue, EDU 162  
Tampa, FL 33620

Dear Members:

The Instructional Division of the Clay County School Board is committed to the effective implementation of the *Problem Solving and Response to Intervention* model in an effort to improve students' rates of learning and increase the quality and quantity of education options available to all students. School initiatives are currently in stages of implementation that support this commitment.

In 2003-2004 district personnel working with selected school personnel began the planning stages. The following year Tynes Elementary volunteered as a pilot under the supervision of Diane Banner, the school psychologist. The following year as a result of evaluation of the pilot the district funded a supplemental position, Intervention Team Facilitator, to manage the model at the local school level. In 2006-2007 all schools were required to begin implementation of the model.

The Information Services Department has been instrumental in supporting the collection and retrieval of student performance data through their technical resources and infrastructure. The district general education, special education and student services personnel continue to work with the schools to provide information and support toward the successful implementation of this model.

The current budget supports the continuation of funding for the school level Intervention Team Facilitator supplement for each school. District staff including psychologists and specialists continue to participate in workshops and inservice to refine and develop their skills in order to provide the needed support at the local school level for successful implementation. District staff development plans budget for this training and for extending it to the ITF's and their schools.

It is the goal that the district-level leadership team will work closely with the school in designating resources both material and financial to ensure effective implementation in the district pilot schools. Having taken the initial steps of implementation, the pilot schools and their staff and parents are primed to effectuate successful interventions that are streamlined to meet the individual needs of the student to maximize their potential development academically and behaviorally. Clay County School Board is committed to implementing the Problem Solving & Response to Intervention model as a way of work in our district.

Sincerely,

A handwritten signature in cursive script that reads "Denise Adams".

Denise Adams  
Assistant Superintendent of Instruction



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David L. Owens  
Superintendent Of Schools

March 30, 2007

Problem Solving & Response to Intervention Grant Committee  
University of South Florida  
4202 E. Fowler Avenue, EDU 162  
Tampa, FL 33620

Dear Sirs:

Elementary Education Division has worked closely with Exceptional Student Education and Student Services to introduce the Problem Solving & Response to Intervention model in our district. Individuals at the district level were identified to gain knowledge and expertise that was then shared vertically with local school administrators filtering down to the individual classroom. This has been an on going process over the last four years with different levels of response from individual schools. It is the district commitment at this time to continue to move forward with the initiative across the district by participating in the state research project.

From the perspective of the Elementary Education Division, the model provides an excellent fit for assisting our schools in the utilization of data driven instruction. A training focus had been on assisting district and school level personnel in the identification of relevant data in problem solving ranging from district issues to individual student concerns. In conjunction with this process has been the development of skills in identifying an appropriate response to the problem based on data and research with timely and relevant evaluation of the success of the targeted intervention.

The PS&RtI model also supports our current curriculum approach of mapping content areas and identifying the essential, condensed and important concepts for differentiated instruction to address the child's performance level. As Clay County schools move toward a more inclusive model in providing exceptional student education services, the PS&RtI initiative ensures consistency in our approaches for general and exceptional education students.

A district commitment to the initiative was made in the 2005-2006 school year by funding a supplement for an individual to serve as the Intervention Team Facilitator at each school site. This funding of the supplement encouraged participation in the implementation of the initiative and gave a vehicle for providing a train the trainer model of staff development. Clay County School Board continues to support the supplement and provide assistance to the schools in training in procedures and strategies, monitoring student progress, and evaluating success of interventions.

Elementary Education believes that the PS&RtI initiative is an excellent vehicle for assisting our schools in developing programs that will improve students' rates of learning.

Sincerely,

A handwritten signature in cursive script that reads "Sharon Chapman".

Sharon Chapman  
Director of Elementary Education



David L. Owens  
Superintendent of Schools

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March 30, 2007

Problem Solving & Response to Intervention Grant Committee  
University of South Florida  
4202 E. Fowler Avenue, EDU 162  
Tampa, FL 33620

Dear Sirs:

Exceptional Student Education has worked closely with Elementary Education Division and Student Services to introduce the Problem Solving and Response to Intervention (RtI) model in our district. Key individuals at the district level were identified to attend state meeting on RtI such as Florida Association of School Psychologists. Volusia county shared their approach. The district formed an Interventions Committee to develop more effective interventions and training. Clay County specialists became qualified to train teachers in CHAMPS; train teachers for the reading endorsement, and train teachers in Strategic Intervention Model. After working with PILOT schools, the schools became more systematic by identifying an Intervention Team Facilitator at the school. The next year the commitment was expanded by adding a supplement to the position funded by the ESE IDEA grant funds. Finally, Dr. Batsche trained school administrators on the process this year. Thus, the district has an on-going process of refining and improving the RtI process yearly. This grant would provide the opportunity to advance to the next level of sophistication and effectiveness.

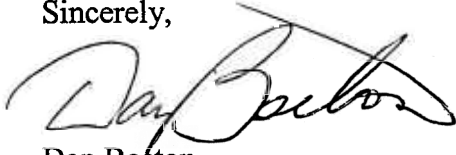
From the perspective of the Exceptional Student Education Department, the model provides an excellent fit for assisting our schools in developing meaningful interventions and the utilization of data-based decisions. A district training focus had been on assisting district and school level personnel in the identification of relevant data for problem solving with timely and relevant evaluation of the success of the intervention for the targeted problem.

As Clay County schools move toward a more inclusive model in providing exceptional student education services, the PS and RtI initiative helps expand the options and resources in regular education.

Clay County School Board continues to support the RtI facilitator supplement and provide assistance to the schools in training in procedures and strategies, monitoring student progress, and evaluating the success of interventions.

This initiative is an excellent opportunity to assist our schools improve and expand the effectiveness of our Problem Solving and Response to Intervention efforts to successfully maintain more students in the general education curriculum and environment.

Sincerely,

A handwritten signature in black ink, appearing to read "Dan Beeton". The signature is fluid and cursive, with a prominent initial "D" and "B".

Dan Beeton  
Director of Exceptional Student Education

# *Tynes Elementary*

1550 Tynes Boulevard  
Middleburg, Florida 32068  
(904) 2915400  
(904) 291-5403 FAX

Jean H. Newhall  
Principal

Kim Morrison  
Assistant Principal

March 26, 2007

Dear Problem Solving/Response to Intervention Grant Committee,

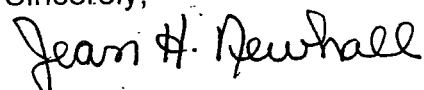
The faculty and staff of Tynes Elementary are committed to providing an environment conducive to the successful implementation of the Problem Solving/Response to Intervention Model. We piloted a district level PS/RtI model during the 2005/2006 school year resulting in full implementation of that program for 2006/2007. As teachers become more proficient with the process, ideas, questions and the need for clarification and/or improvements are noted. Joining forces through this grant will further our efforts to maximize student achievement.

When opportunities to pilot new programs and procedures are presented, Tynes often volunteers to participate making this a "seasoned" staff. The PS/RtI Grant offers us a means to find answers to our questions while enhancing our knowledge and skill. A leadership team already exists that can be utilized for support and decision making. Traditionally, all members of the Tynes learning community work collaboratively, creating open communication between the basic education teachers and the exceptional education teachers. All staff is involved in decision making. In addition, four teachers, the assistant principal and the principal have participated in the Southern Regional Education Board (SREB) Culture and Data Leadership Curriculum Modules. This group continues to work collaboratively to collect data and develop action plans based on that data thus creating another resource for this Initiative.

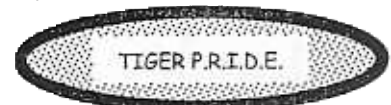
As Principal of Tynes Elementary, I am committed to allocating staff, resources, time and available funds to the PS/RtI Project. Both administrators are willing to complete required training and facilitate collaboration between Tynes Elementary, other pilot schools, district personnel, and the Regional Coordinator. Enough technology exists at the school site to fulfill the needs of the grant.

Tynes Elementary asks one important question prior to making changes or adopting something new. That question is "What's in it for the kids?". If the change is positive for the students, we make the change. Accepting the PS/RtI Initiative promotes positive change for our students.

Sincerely,

  
Jean Newhall

PERSISTENCE & RESPONSIBILITY



IN DAILY EFFORT



## **Component 5: "Personnel/Experience/Technology"**

### **Personnel**

#### Administrative Leadership Team

Principal	Jenny Newhall
Assistant Principal	Kim Morrison
Guidance Counselor/ITF	Megan Kayser
School Psychologist	Diane Banner
Basic Education Teacher*	Michelle Cambron
Basic Education Teacher*	Terri Gooding
Basic Education Teacher*	Kim Carter
Basic Education Teacher*	Janice Holton
ESE Teacher	Crissie Sokolowski

- rotate responsibilities

#### Record Keeping

Records secretary	Jan Lankes
ESE Secretary	Mabel Keller

#### Technology

Technology Specialist	Nick Roman
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### **Experience**

- The PS/RtI Model has been in place at Tynes for two years. We piloted the District Model in 2005/2006. The model is fully implemented this year, 2006/2007.
- Our school psychologist, Diane Banner, was one of the primary writers of the District Model.
- Principal and assistant principal have completed the ADAPT for administrators online course.
- Principal has experience with the change process and implementing new programs at Tynes and through the district.
- Assistant principal has ESE background

#### Technology Resources

Tynes has two computer labs with 25 computers in each lab. Both are Mac labs and are online. A wireless mobile lab of 12 iBooks is available. Most classrooms have at least two computers online (one Mac and one Dell) that are less than 3 years old. All classrooms have additional computers, used as stand-alones that are older model Macs. There are three laptop Dell computers available for use with demonstrations. Other older laptops are also available.

Almost all classrooms are wired for cablevision. All classrooms are wired for Internet access. The media center has closed circuit television, including a morning news show produced by the students. Two demonstration projectors are available.

2006/2007

- Problem Solving/Response to Intervention Model is fully implemented following the same procedures as in the 2005/2006 school year.
- Teachers and staff are comfortable with the process and procedures. They are looking for ways to maximize the efficiency and productivity of the PS/Rtl model.
- The principal and assistant principal completed the ADAPT on-line course (Competency 3 for reading endorsement). Knowledge gained from the course will be used to assist teachers in reviewing and honing skill in data collection and analysis.

### **Existing Curriculum-Based Measures/Data Collection Tools**

Tynes uses DIBELS with all students in kindergarten through fifth grade for reading assessment. All Exceptional Education students, except our Autistic children, are included. DAR is available for further assessment if needed. Teachers have access to reading data through the Progress Monitoring Research Network (PMRN). The sixth grade students are assessed using ORF and MAZE. In addition, all students take the S.T.A.R. reading assessment quarterly and accumulate points on Accelerated Reader. Teachers at some of the grade levels use Great Leaps to collect data on reading fluency and comprehension. FCAT STAR provides information on standardized test scores.

Teachers have access to the HeartBeeps Program, which collects assessment data for math. This year we began using a math diagnostic test, developed by another school in the county, which is administered three times a year. Math standardized test scores are available on FCAT STAR.

### **Current and previous involvement in PS/RtI**

2004/2005

- Principal, assistant principal and a guidance counselor gave input to district personnel developing the Problem Solving/Response to Intervention Model (PS/RtI) for Clay County
- Reviewed the district proposed PS/RtI model and gave feedback/suggestions for implementation.

2005/2006

- Pilot school for Problem Solving/Response to Intervention Model
- Implemented model as it was proposed. The Intervention Team Facilitator (ITF) scheduled Intervention Team meetings and monitored completion of the process for each student.
- Guidance counselors held Intervention Team meetings. The referring teacher, parent(s), and an administrator were primary members of team. Other members included ESE teacher, resource teacher, school nurse, school psychologist, and additional basic education teachers. Team make-up was dependent on first, the needs of the student, and second, the needs of the referring teacher.
- The initial meeting was held to discuss the problem and plan interventions. At a follow-up meeting, results of the interventions were reviewed and a decision was made to proceed to Student Services meeting for possible testing or to continue the interventions.
- ITF attended all district meetings for training, discussions and making suggestions for change.
- ITF from Tynes was asked to present the model as implemented at Tynes to other district schools in preparation for implementation during the 2006/2007 school years.
- Teachers, guidance counselors and administrators gave feedback for changes/improvements.

## **Component 4: “Experience with Initiatives and Programs”**

### **Current and/or Previous Involvement in Just Read Florida**

Tynes Elementary is in the beginning stages of implementing the Just Read Initiative. Some ideas shared by other Just Read Schools in the county at district curriculum meetings and principal’s meetings are adopted for use when appropriate. As an example, each month a book is selected as “The Book-of-the-Month”. All teachers receive a copy along with a letter describing the book, the author and ideas for classroom activities. Students are encouraged to check the book out, take it home, and read it with their families. A description of the book is also included in the newsletter sent home monthly.

Students and teachers work together to set reading goals for each nine week grading period. Part of the reading goal involves the Accelerated Reader Program (AR). Teachers have large classroom libraries of AR books as a result of funds dedicated through School Improvement monies, School Recognition dollars, PFA funds and their personal money. At least 90% of the books in the library have AR tests. Students are able to take tests in the media center, their classrooms, the computer labs and the front office.

### **Reading Initiatives Implemented**

When Florida began its Reading Initiative several years ago, Clay County instituted its own Reading Initiative requiring each school to write a detailed plan for addressing reading instruction. The plan was to include research based programs that would address the needs of the school.

Tynes Elementary chose the Riggs Writing Road to Reading Program as it addresses phonics, word attack, comprehension and writing, each identified as areas of concern. To learn more about the program, a team of three teachers and the assistant principal visited a school with similar make-up to Tynes in south Florida that had implemented the program. Three teachers then piloted the program for several weeks, and reported the results to the faculty. Teachers voted to adopt the program for the following year. All classes from kindergarten through third grade and the sixth grade used the Riggs program during the first year. Kindergarten through third grade was chosen because of the priority phonics, word attack and fluency play in the early instruction of reading. Sixth grade was included due to standardized test results, teacher assessments and articulation with feeder junior high schools. A trainer from the Riggs Institute came to Tynes during the summer to conduct a three-day workshop to teach appropriate pronunciation of the 72 phonograms and program implementation.

The initial year, although difficult at first in terms of change, showed student gains in spelling and phonics. Year two showed achievement gains in phonics, word attack, comprehension, fluency, and writing. Two teachers attended a weeklong training session to become accredited trainers. The Riggs Program is now fully implemented in kindergarten through second grade and is partially implemented in third grade. Training is provided each year for new teachers by the two in-house trainers.

### **Component 3: “Statement of Need and Expected Outcomes”**

#### **School Needs/Student Academic and/or Behavioral Needs**

A review of data shows a need to increase achievement for students with disabilities in reading and math. This group of students did not make Adequate Yearly Progress (AYP) in math for last year. They have inconsistent progress in reading and writing. Data also shows a need to increase achievement levels for minority populations, especially in math.

As a whole, student achievement lags behind in math compared to other district schools of similar make-up. We have focused on increasing achievement in math for the past three years with minimal success. A review of data shows lower achievement in number sense, geometry, measurement, algebraic thinking and problem solving throughout the grades. Tracking math scores for the same group of students shows variations from one year to the next with a tendency to decrease from 2<sup>nd</sup> to 3<sup>rd</sup> and 5<sup>th</sup> to 6<sup>th</sup> grades.

Our population has changed several times over the past five years. We have lost students as a result of three additional elementary schools opening but continue to grow due to new home construction in our district. This year we will again lose students when two of our subdivisions are rezoned in order to handle anticipated growth for Tynes next year. The continual change in student population and demographics has made it more difficult to analyze and compare results from year to year. This school year has shown an increase in the transient nature of our population. Tynes is experiencing an increase in the number of ESOL students registering for school.

Student behavior is generally good. We are beginning to experience issues with bullying and teasing. Over the past three years, students have had lessons on defining bullying, ways to prevent bullying and the need to report it. The recent increase in discipline issues related to this topic may be the result of a raised awareness and need to report incidents but we have not gathered data to confirm or refute that theory.

Another issue that seems to be on the increase is student motivation. Information shared during Intervention Team meetings indicates students have a difficult time remaining focused, getting organized and persevering when work becomes more demanding. Finding a cause or solution for these problems is masked by attempts to put interventions in place that will improve individual students. The nature of the Intervention Model puts the focus on individuals rather than school-wide concerns. A system for gathering and sharing data that is recurrent has not been established.

#### **Impact of PSS/RtI on Academic and/or Behavioral Outcomes**

The impact of the Problem Solving/Response to Intervention Model can lead to identifying school-wide issues in addition to increasing achievement for individual students. The PS/RtI will result in teachers making data-driven instructional decisions thus increasing their effectiveness. Once teachers become more adept at gathering data in their classroom, procedures can be established to apply data based decision making school-wide.

Participation in the PS/RtI Model will help define, more specifically, which students should be referred for interventions and which students are progressing appropriately. The call for accountability has resulted in teachers referring any child who is not making what is considered grade level progress. After two years experience with this model, teachers are ready to move to a higher level of analysis.

Becoming a pilot school will provide a platform for reflection on some of the questions that have arisen over the past two years. For example, when should a student be referred for PS/RtI? If the teacher is already implementing interventions should that be the entry point or should the teacher wait until those interventions are evaluated? If the teacher waits, how many sets of interventions are appropriate before the next step should be taken? How should a teacher handle implementing interventions when several students in the class are brought to PS/RtI? What impact does the PS/RtI Model have on students already in an Exceptional Student Education Program?

As teachers refine data collection skills, data analysis, and problem solving, students will benefit. Instruction will be more focused and individualized. The leadership team can promote reflective practices enabling teachers to become consciously aware of how data-driven decisions influence student achievement thus setting common standards for instruction.

#### **Measurable Student and School Outcomes Tied to Identified Needs**

The number of students scoring level one in math will decrease by 25%.

Reports of bullying will decrease by 30% from baseline data.

70% of the students with disabilities will make Adequate Yearly Progress in math.

70% of the students with disabilities will make Adequate Yearly Progress in reading.

70% of minority students will score level 2 or above on FCAT math.

#### **Outcomes for Specific Target Populations or School Goals**

70% of the students with disabilities will make Adequate Yearly Progress in math.

70% of the students with disabilities will make Adequate Yearly Progress in reading.

70% of minority students will score level 2 or above on FCAT math.



[www.clay.k12.fl.us/aes](http://www.clay.k12.fl.us/aes)

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**Diane Kornegay, Principal**  
[dkornegay@mail.clay.k12.fl.us](mailto:dkornegay@mail.clay.k12.fl.us)

**Theresa Roman, Asst. Principal**  
[troman@mail.clay.k12.fl.us](mailto:troman@mail.clay.k12.fl.us)

Argyle Elementary School currently uses the PS/RtI model to address the needs of our struggling students. Currently, approximately fifty percent (50%) of the students who enter into the process are dismissed through the use of an effective intervention plan. For the remaining 50%, the school must begin the increasingly challenging task of developing an intensive course of action to address the needs of the child. Participation in the PS/RtI pilot program will help Argyle Elementary to better meet the needs of our struggling learners. By participating in this pilot program, we believe that we will have the support and collaborative training and planning needed to find effective interventions for the most challenging of students. Currently teachers and parents are frustrated with the process and are looking for the “quick fix” solution. The PS/RtI will provide support and a better understanding of the process and the need for extended services and time to monitor the plan for each student. Our school needs more PS/RtI training and networking to improve our current process and eliminate the frustrations of those involved. We also believe that participation in the PS/RtI program will help to improve the participation of parents in the PS/RtI planning, trainings and implementation activities. We need a team-based, problem-solving process and provide interventions for all students at the universal, targeted and intensive levels.

One of our primary needs of PS/RtI is to accelerate the learning of teachers on how to successfully implement the PS/RtI process. Implementing the PS/RtI grant in our school will create a support and training program to assist teachers in making PS/RtI more successful for their students. As a participant of the PS/RtI grant, our school’s struggling students will show measurable growth and we will be able to better assist these students in catching up academically and improving behavior concerns.

Our targeted population is students who are behind grade level or struggling to maintain grade level. Our school has over 1000 students with approximately 41% minority and 20% low socioeconomic. We have a high rate of transition amongst our neediest students and a large number of students moving in from out of state, where the standards have been different. Our school has a growing ESOL population.

#### Component 4 – Experience with Initiative and Programs

Argyle Elementary is in its’ second year of operation and implementation of the PS/RtI process on our school site. Currently, the PS/RtI team consists of a guidance counselor, ESE support facilitator, the classroom teacher and the parent. We would like to expand the team to include a larger representation of experienced teachers. The support facilitator

serves as the team leader. She serves as a member of the Intervention Team and meets with each parent to explain the RtI process and address their questions and concerns. The support facilitator initiates the intervention plan for each identified student and works closely with the classroom teacher to conduct on-going observations that result in specific intervention strategies. She meets with the teachers to review student data and determine “next steps”. The support facilitator manages the daily behavior plans of students in the intervention process. Currently, the support facilitator conducts all staff trainings regarding the intervention process. Our current support facilitator is certified in Exceptional Education, K-12, and Educational Leadership making her a valuable member of the school’s administrative team.

Our school is dedicated to improving student performance and our teachers are active participants in the PS/RtI process. Our current team meets on a daily basis for PS/RtI meetings. Our staff is committed to the PS/RtI process and willing to improve our identification and selection of interventions, progressing monitoring and systematic review of academic, and discipline data.

Using the latest in research-based tools and strategies, Argyle Elementary provides intensive and prescriptive instruction in the areas of phonics, phonemic awareness, vocabulary, fluency and comprehension. On-going assessments are used throughout the year as measures of student progress. All students will be grouped for instruction based on initial assessments.

Reading instruction is provided within a structured 2 hour block for students in grades K-3 and a 90 minute reading block for grades 4-6. Scott Foresman Reading serves as the school’s core curriculum in grades K-5. McDougal Littell’s Reading text serves as the core reading curriculum for Grade 6. SRA Open Court is utilized in Grades K-2 and with low performing students in Grade 3 for core and intensive skill instruction. At-risk students are provided additional teacher conference time (one-to-one instruction) during the Guided Reading block and/or guided skills block. Outcome measures will be administered at the end of each year to provide bottom-line evaluation of the effectiveness of the reading program.

The reading block and skills block allows time for small group instruction and one-to-one conferencing to be conducted as needed with any student who demonstrates a lack of understanding and/or application of a particular skill. SRA Open Court is used daily in K-3 for all students who demonstrate a weakness in phonics and phonemic awareness. Students in grade 2-6 who demonstrate a weakness in fluency utilize QuickReads during the intensive remediation time.

Argyle Elementary uses a variety of measures to collect data on struggling students such as, DIBELS, Open-Court Phonics assessment, Think-Link diagnostic online program, and school created reading and math diagnostics. Teachers use these assessments to collect student outcome data for decision making purposes. At our school teachers are constantly assessing students’ performance and compiling data to insure student performance.



Component 5 -

All teachers have access to technology in their classrooms. Our school utilizes technology in assessing student growth, we have recently upgraded to Think Link on online assessment measure. Our school is currently in the early stages of PS/RtI implementation and the teachers are in full support of furthering our knowledge and experience in this process. The teachers of Argyle Elementary understand the importance of interventions and share a desire to assist struggling students achieve.

We would like to develop an annual action plan for PS/RtI activities based on the analysis of collected data. With this initiative, we would have the capacity to involve all teachers in the PS/RtI process in addition to our current guidance and support facilitator support. Argyle Elementary is willing to work collaboratively with the Project Coach and Regional Coordinator in implementing the PS/RtI process. We are dedicated to the time, resources, and technology necessary to support the PS/RtI process. We are also willing to reallocate funds based on data outcomes and budget funds for supplies, materials, travel and substitutes to make the PS/RtI process a success.

**Swimming Pen Elementary School**  
**1630 Woodpecker Lane**  
**Middleburg, Florida 32068**  
**904-278-5707**

**Lenore Paulk**  
Principal

**Carole McCullough**  
Assistant Principal

**March 28, 2007**

The 2006-2007 school year is Swimming Pen's second year using the PS/RtI (Problem Solving/Response to Intervention) model. We use this model to assess and then address the academic and behavioral needs of our "students at promise." During our first year (2005-2006) approximately twenty-eight percent (28%) of our students responded positively to classroom interventions developed by our assigned committee (administrators, regular education teacher, ESE teachers, guidance counselor, school psychologist, and ESE Staffing Specialist). During this current school year approximately thirty-five percent (35%) of our "at promise" students have successfully responded to interventions. We believe that by participating in this pilot program we will have both the support and collaborative training/planning to find effective interventions for even the most challenging students. We will also be able to provide a platform for some of our unanswered questions in regard to which interventions do we use (do we start over or use ones that we've already been trying); do we branch out and look at 'across the board' situations such as, resource time, homeroom time, lunch time, and core classes; how do teachers best implement interventions when they have 3 or more students on a PS/RtI plan; and what significant impact does the PS/RtI model have on students currently placed in a ESE program? Florida has a high calling for accountability which causes teachers to refer any and every child who is not making satisfactory grade level progress. We, at Swimming Pen Creek, would like to move to a higher, more successful, more thorough level of interventions and analysis. And by doing this we also believe that academic and behavioral goals can be effectively reached with a keener ability to interpret the data more intensely and to more specifically address student needs.

Our current team meets once a week and consists of one administrator, one guidance counselor, one or two ESE teacher(s), one regular education teacher, school psychologist, and ESE staffing specialist. We would like to expand our team to several regular education teachers, one or two resource teachers, both administrators, and a more pungent/urgent request to get parents on board more faithfully at these meetings. SPC would also like to meet at least twice a week and maybe even more often than that. We realize that successful interventions for these more challenged students are the "norm of the future." Our goal is to successfully keep students in regular education working on or above grade level both

**academically and behaviorally. SPC currently needs more PS/RtI training and networking in order to improve our current process and eliminate some of the weekly frustrations that our current team encounters. As our teachers refine their abilities to better implement interventions, to better problem solve, and more correctly collect and read data all of our students will benefit.**

**Swimming Pen currently uses the following data collecting tools: DIBELS (grades K-5), ORF/MAZE (6<sup>th</sup> grade), SRA check-outs, SRI, DAR, Math Successmaker, STAR math, FCAT, SAT 10, Clay Writes, and pre/post tests. Teachers are continuously collecting and assessing data in order to insure student growth and continued grade level performance.**

**All of our teachers have access to current technology in their classes. Grades K-2 has three computers and grades 3-6 have four computers. In addition to our classes we have a 30 station DELL computer lab, and an 18 station laptop lab with a full time technology teacher serving every student twice a week and a part-time technical support assistant for the technology needs of our school.**

**Our staff is VERY committed to the PS/RtI process! We are more than willing to attend more training in an attempt to improve our suggested interventions for both academics and behavior. We will also continue to systematically and bi-weekly review academic and discipline data. Swimming Pen will also continue to provide a current and up-to-date PS/RtI leadership team. This leadership team will attend all district initiated meetings/trainings in order to FURTHER implement this model. We are willing to work individually or as a group with the PS/RtI Coach or Coordinator. We will also allocate or reallocate funds in order to provide resources, any necessary materials, and money to cover travel and conferences. All of our teachers understand the importance of this team and the importance of appropriate interventions significant to each individual child. Because of this understanding it is our overall desire to assist struggling students helping each achieve success.**



## Robert M. Paterson Elementary

5400 Pine Avenue  
Orange Park, FL 32003  
(904) 278-2078 • (904) 278-2093 Fax  
<http://www.clay.k12.fl.us/rmp>

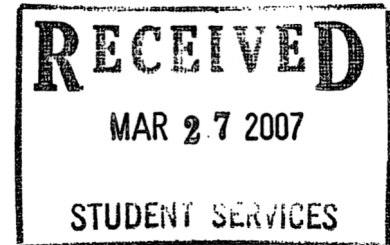


**Terry Grieninger, Principal**

**Pam White, Assistant Principal**

March 22, 2007

Norma Martin  
Director of Student Services  
School District of Clay County



Dear Norma:

I as the principal of R. M. Paterson Elementary will support the RtI initiative by providing data from our school to the Project Staff.

We have been using the intervention model this school year. We began by forming an Intervention Team focus group. We reviewed all 3<sup>rd</sup> through 5<sup>th</sup> grade students who scored a level 1 or 2 in math or reading on the 05-06 FCAT. We also reviewed all K through 2<sup>nd</sup> grade students who scored at or below the 45<sup>th</sup> percentile in math or reading on the 05-06 SAT 10.

The focus group surveyed all grade level team leaders regarding teaching resources available at Tier 1, 2, and 3. The focus group then used a worksheet to look at other resources available at Paterson at each of the three tiers. The focus group continues to meet, review and prepare a presentation for the beginning of the next school year to further enlighten the faculty regarding the RtI model.

Sincerely,

Terry Grieninger  
Principal

"We Care ☞ We Share ☞ We Dare!"



RideOut

*"Exceeding Expectations!"*

3065 Apalachicola Boulevard  
Middleburg, Florida 32068  
904-2915430

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March 29, 2007

Norma Martin, Director of Student Services  
Clay County School Board  
23 South Green Street  
Green Cove Springs, FL 32043

Dear Ms. Martin,

As principal of RideOut Elementary School, I am pleased to have been selected as a comparison school in the district's pursuit of a mini-grant to further implement the RtI process.

We will fully support the PS/RtI initiative by providing requested data and continuing to implement the process as the district has instructed us. This coming year will be our third year in the process of implementing the RtI model and we look forward to the support from the state that the district will receive through the grant.

Sincerely,

  
Laura Johnson  
Principal

# Ridgeview Elementary School

421 Jefferson Avenue

Orange Park, FL 32065-6791

Phone: (904) 213-2952 Fax: (904) 213-2960

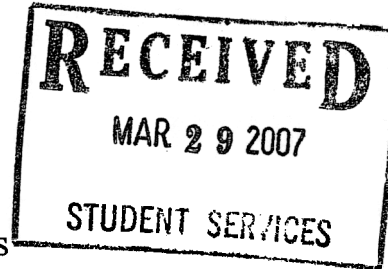
Ruth Casias  
Principal

*"Committed to Excellence"*

Sara Burge  
Assistant Principal

---

March 28, 2007



Norma Martin, Director of Student Services  
Clay County School Board  
23 South Green Street  
Green Cove Springs, FL 32043

Dear Ms. Martin:

As outgoing and incoming Principals of Ridgeview Elementary School, we are pleased to have been selected as a comparison school in the district's pursuit of a mini-grant to further implement the Rtl process. As for next year, we will continue the intervention team process as outlined through Student Services and ESE.

Please consider this as our commitment to provide any and all necessary data to the Project Staff.

Sincerely,

A handwritten signature in cursive script that reads "David Nix".

David Nix, Principal  
(outgoing)

A handwritten signature in cursive script that reads "Ruth Casias".

Ruth Casias, Principal  
(incoming)

RC:bd

**DISTRICT, PILOT & COMPARISON SCHOOLS'  
DEMOGRAPHIC DATA**

### **Basic Demographics of Clay County:**

Clay County's population is 157,325 in 50,243 households. In Clay County, 39,389 families reside in the county with 43.1% having children under the age of 18 living with them. The racial makeup of the county is 87% White; 7% Black/African American; 0.5% Native American; 2% Asian; 0.1% Pacific Islander; 1.3% from other races; 2% from two or more races and 4.3% of the population is Hispanic or Latino of any race (US Census 2000). The County is growing steadily and is expected to have a population increase by 47% in the next 10 years and an increase in diversity. The Clay County School District serves students from Pre-Kindergarten through the 12<sup>th</sup> grade and the population of school age youth is growing. Adult Education is also provided in a number of program varieties.

Clay County is bordered on the east by the St. Johns River and on the north by Jacksonville, Florida. Popular vacation sites of Daytona Beach and Orlando are only 60 and 100 miles south of our community. While the majority of Clay County is a rural community with pastoral areas, its proximity to Jacksonville contributes to its steadily increasing population. The majority of residents in the northern part of the district live in Clay County but commute to Jacksonville and surrounding areas for employment opportunities.



# CLAY DISTRICT DEMOGRAPHIC DATA 2006-2007

1. Total Student enrollment PK-12 as of 03/13/07 = 36,651
2. Student Enrollment by Grade: \_ PK = 558; \_ K = 2626; \_ 1<sup>st</sup> = 2763; \_ 2<sup>nd</sup> = 2674; \_ 3<sup>rd</sup> = 2771; \_ 4<sup>th</sup> = 2768; \_ 5<sup>th</sup> = 2681; \_ 6<sup>th</sup> = 2763; 7<sup>th</sup> = 2852; \_ 8<sup>th</sup> = 3115; \_ 9<sup>th</sup> = 3034; \_ 10<sup>th</sup> = 2975; \_ 11<sup>th</sup> = 2709; \_ 12<sup>th</sup> = 2362

Student enrollment by Race/Ethnicity: \_ White Non-Hispanic = 27,974; \_ Black Non-Hispanic = 4453; \_ Hispanic = 2354; \_ Asian or Pacific Islander = 984; \_ American Indian/ Multiracial = 886

Student Enrollment by SES: Free Lunch = 6873; \_ Reduced Lunch = 2490

3. Number and percent (of student population) of LEP students:
  - A. Overall = 414 (1.1296%)
  - B. By Grade Level: \_ PK = 7; \_ K = 42; \_ 1<sup>st</sup> = 46; \_ 2<sup>nd</sup> = 28; \_ 3<sup>rd</sup> = 19; \_ 4<sup>th</sup> = 29; \_ 5<sup>th</sup> = 34; \_ 6<sup>th</sup> = 34; \_ 7<sup>th</sup> = 28; \_ 8<sup>th</sup> = 28; 9<sup>th</sup> = 34; \_ 10<sup>th</sup> = 32; \_ 11<sup>th</sup> = 34; \_ 12<sup>th</sup> = 19
4. Number and percent of students with disabilities (elementary level):
  - A. By Grade: \_ PK = 471 (84%); \_ K = 476 (18%); \_ 1<sup>st</sup> = 540 (20%); \_ 2<sup>nd</sup> = 567 (21%); \_ 3<sup>rd</sup> = 596 (22%); \_ 4<sup>th</sup> = 581 (21%); \_ 5<sup>th</sup> = 533 (20%); \_ 6<sup>th</sup> = 541 (20%)
  - B. By race/ethnicity: \_ White, Non-Hispanic = 3396 (12%); \_ Black, Non-Hispanic = 493 (11%); \_ Hispanic = 253. (11%); \_ Asian or Pacific Islander = 68 (7%); \_ American Indian/Multiracial = 95 (11%)
  - C. By disability type: \_ EMH = 149; \_ TMH = 60; \_ Orthopedically Impaired = 30; \_ Speech Impaired = 1529; \_ Language Impaired = 377; \_ Deaf or Hard of Hearing = 21; \_ Visually Impaired = 12; \_ EH = 387; \_ SLD = 1225; \_ Hospital/Homebound = 13; \_ PMH = 29; \_ Autistic = 62; \_ SED = 7; \_ Traumatic Brain Injury = 6; \_ Developmentally Delayed = 307; \_ Other Health Impaired =

91

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

	W	B	H	A	I/M	Other	Race Unknown
PK	95	19	3	4	4	1	17
K	44	8	2	1	1	0	7
1 <sup>st</sup>	91	11	4	3	2	1	6
2 <sup>nd</sup>	61	4	5	1	2	0	7
3 <sup>rd</sup>	38	15	3	2	1	0	4

4 <sup>th</sup>	37	5	4	1	1	0	6
5 <sup>th</sup>	20	4	1	0	1	0	3
6 <sup>th</sup>	11	1	3	0	0	0	2

**5. Student performance on FCAT in reading and mathematics:  
(Appendix B)**

**6. Percent of students (at elementary level) who attained AYP in 2004-2005 & 2005-2006:  
(Appendix B) Note: The data by grade level was not available.**

**7. Number and percent of students retained in Grade 3 based on FCAT Reading scores:**  
 \_ 2004-2005 = 166  
 \_ 2005-2006 = 116

# DEMOGRAPHIC DATA for Pilot School # 0501 in 2006-2007 TYNES ELEMENTARY SCHOOL

(Comparison School - RVE)

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

2. **Student Enrollment by Grade:** \_ PK = 39; \_ K = 104; \_ 1<sup>st</sup> = 127; \_ 2<sup>nd</sup> = 104; \_ 3<sup>rd</sup> = 112; \_ 4<sup>th</sup> = 122; \_ 5<sup>th</sup> = 106; \_ 6<sup>th</sup> = 102 (Total = 816)

**Student enrollment by Race/Ethnicity:** \_ White Non-Hispanic = 657; \_ Black Non-Hispanic = 74; \_ Hispanic = 48; \_ Asian or Pacific Islander = 11; \_ American Indian/ Multiracial = 26

**Student Enrollment by SES:** Free Lunch = 170; \_ Reduced Lunch = 69

3. **Number and percent (of student population) of LEP students:**

A. Overall = 8 (.98%)

B. By Grade Level: \_ PK = 3; \_ K = 0; \_ 1<sup>st</sup> = 1; \_ 2<sup>nd</sup> = 0; \_ 3<sup>rd</sup> = 1; \_ 4<sup>th</sup> = 2;  
\_ 5<sup>th</sup> = 0; \_ 6<sup>th</sup> = 1

4. **Number and percent of students with disabilities (elementary level):**

A. By Grade: \_ PK = 32 (82%); \_ K = 24 (23%); \_ 1<sup>st</sup> = 27 (21%); \_ 2<sup>nd</sup> = 20 (19%); \_ 3<sup>rd</sup> = 32 (29%); \_ 4<sup>th</sup> = 24 (20%); \_ 5<sup>th</sup> = 24 (23%);  
\_ 6<sup>th</sup> = 24 (24%)

B. By race/ethnicity: \_ White, Non-Hispanic = 171 (26%); \_ Black, Non-Hispanic = 17 (23%); \_ Hispanic = 14 (29%); \_ Asian or Pacific Islander = 1 (9%); \_ American Indian/Multiracial = 4 (15%)

C. By disability type: \_ EMH = 0; \_ TMH = 0; \_ Orthopedically Impaired = 1; \_ Speech Impaired = 58; \_ Language Impaired = 22; \_ Deaf or Hard of Hearing = 0; \_ Visually Impaired = 1; \_ EH = 9; \_ SLD = 58; \_ Hospital/Homebound = 0; \_ PMH = 0; \_ Autistic = 28; \_ SED = 0; \_ Traumatic Brain Injury = 1; \_ Developmentally Delayed = 25; \_ Other Health Impaired = 4

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	0	0	0	0	0	0
K	3	0	0	0	0	0	0
1 <sup>st</sup>	3	0	1	0	0	1	0
2 <sup>nd</sup>	0	0	0	0	0	0	1
3 <sup>rd</sup>	3	0	0	0	0	0	1
4 <sup>th</sup>	6	0	1	0	0	0	0
5 <sup>th</sup>	1	1	0	0	1	0	0

5 <sup>th</sup>	1	1	0	0	1	0	0
6 <sup>th</sup>	1	0	1	0	0	0	0

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

**A. By Grade Levels:**

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

**B. By Disability Type:**

EMH = 0; TMH = 0; Orthopedically 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 = 21 (100%); K = 22 (18%); 1<sup>st</sup> = 20 (16%); 2<sup>nd</sup> = 26 (23%); 3<sup>rd</sup> = 25 (21%)  
 4<sup>th</sup> = 18 (18%); 5<sup>th</sup> = 25 (24%); 6<sup>th</sup> = 17 (15%)

**B. By Disability Type:**

EMH = 0; TMH = 1; Orthopedically Impaired = 1; Speech Impaired = 41; Language Impaired = 10; Deaf/Hard of Hearing = 0; Visually Impaired = 0; EH = 8; SLD = 57  
 Hospital/Homebound = 0; PMH = 0; Autistic = 31; SED = 0; Traumatic Brain Injury = 1; Developmentally Delayed = 1; Other Health Impaired = 5

**C. By Race/Ethnicity:**

A = 3 (16%); B = 14 (19%); H = 12 (24%); I/M = 2 (7%); W = 143 (22%)

**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 C)



5 <sup>th</sup>	0	0	0	0	0	0	0
6 <sup>th</sup>	0	0	0	0	0	0	1

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

**A. By Grade Levels:**

PK = 0 (%); K = 19 (20%); 1<sup>st</sup> = 13 (17%); 2<sup>nd</sup> = 21 (26%); 3<sup>rd</sup> = 19 (22%)  
 4<sup>th</sup> = 14 (22%); 5<sup>th</sup> = 20 (21%); 6<sup>th</sup> = 29 (28%)

**B. By Disability Type:**

EMH = 0; TMH = 0; Orthopedically Impaired = 0; Speech Impaired = 29; Language Impaired = 6; Deaf/Hard of Hearing = 0; Visually Impaired = 0; EH = 47; SLD = 36 Hospital/Homebound = 1; PMH = 0; Autistic = 1; SED = 6; Traumatic Brain Injury = 0; Developmentally Delayed = 4; Other Health Impaired = 5

**C. By Race/Ethnicity:**

A = 3 (14%); B = 33 (35%); H = 8 (24%); I/M = 3 (15%); W = 88 (20%)

**2005-2006:**

**A. By Grade Levels:**

PK = 2 (100%); K = 14 (11%); 1<sup>st</sup> = 24 (26%); 2<sup>nd</sup> = 20 (22%); 3<sup>rd</sup> = 37 (32%)  
 4<sup>th</sup> = 18 (18%); 5<sup>th</sup> = 21 (30%); 6<sup>th</sup> = 25 (24%)

**B. By Disability Type:**

EMH = 0; TMH = 0; Orthopedically Impaired = 0; Speech Impaired = 49; Language Impaired = 9; Deaf/Hard of Hearing = 0; Visually Impaired = 0; EH = 57; SLD = 34 Hospital/Homebound = 1; PMH = 0; Autistic = 0; SED = 4; Traumatic Brain Injury = 0; Developmentally Delayed = 1; Other Health Impaired = 5

**C. By Race/Ethnicity:**

A = 4 (21%); B = 32 (28%); H = 11 (20%); I/M = 3 (10%); W = 111 (22%)

**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%

<b>H</b> .....	<b>6%</b> .....	<b>4%</b> .....	<b>3%</b> .....	<b>6%</b>
<b>A</b> .....	<b>2%</b> .....	<b>&lt;1%</b> .....	<b>&lt;1%</b> .....	<b>2%</b>
<b>M</b> .....	<b>2%</b> .....	<b>1%</b> .....	<b>2%</b> .....	<b>2%</b>

**7. Title I Status: Not Applicable**

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



# DEMOGRAPHIC DATA for PILOT SCHOOL # 0591 in 2006-2007

## ARGYLE ELEMENTARY SCHOOL

(Comparison School - PES)

1. **Grade Levels Served: PK - 6**
2. **Student Enrollment by Grade:** \_ PK = 13; \_ K = 117; \_ 1<sup>st</sup> = 150; \_ 2<sup>nd</sup> = 174; \_ 3<sup>rd</sup> = 161; \_ 4<sup>th</sup> = 119; \_ 5<sup>th</sup> = 146; \_ 6<sup>th</sup> = 155 (Total = 1035)

**Student enrollment by Race/Ethnicity:** \_ White Non-Hispanic = 552; \_ Black Non-Hispanic = 280; \_ Hispanic = 107; \_ Asian or Pacific Islander = 44; \_ American Indian/ Multiracial = 52

**Student Enrollment by SES:** Free Lunch = 149; \_ Reduced Lunch = 67

3. **Number and percent (of student population) of LEP students:**
  - A. Overall = 19 (1.8%)
  - B. By Grade Level: \_ PK = 0; \_ K = 5; \_ 1<sup>st</sup> = 5; \_ 2<sup>nd</sup> = 0; \_ 3<sup>rd</sup> = 3; 4<sup>th</sup> = 3; \_ 5<sup>th</sup> = 1; \_ 6<sup>th</sup> = 2 (Total = 19)
4. **Number and percent of students with disabilities (elementary level):**
  - A. By Grade: \_ PK = 13 (100%); \_ K = 15 (13%); \_ 1<sup>st</sup> = 28 (19%); \_ 2<sup>nd</sup> = 21 (12%); \_ 3<sup>rd</sup> = 17 (11%); \_ 4<sup>th</sup> = 15 (13%); \_ 5<sup>th</sup> = 25 (17%); \_ 6<sup>th</sup> = 12 (8%)
  - B. By race/ethnicity: \_ White, Non-Hispanic = 87 (16%); \_ Black, Non-Hispanic = 37 (13%); \_ Hispanic = 14 (13%); \_ Asian or Pacific Islander = 3 (7%); \_ American Indian/Multiracial = 5 (10%)
  - C. By disability type: \_ EMH = 1; \_ TMH = 0; \_ Orthopedically Impaired = 0; \_ Speech Impaired = 70; \_ Language Impaired = 19; \_ Deaf or Hard of Hearing = 0; \_ Visually Impaired = 0; \_ EH = 7; \_ SLD = 42; \_ Hospital/Homebound = 0; \_ PMH = 0; \_ Autistic = 1; \_ SED = 0; \_ Traumatic Brain Injury = 0; \_ Developmentally Delayed = 2; \_ Other Health Impaired = 4

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

	<u>W</u>	<u>-</u>	<u>B</u>	<u>-</u>	<u>H</u>	<u>-</u>	<u>A</u>	<u>-</u>	<u>I/M</u>	<u>-</u>	<u>Other</u>	<u>-</u>	<u>Race Unknown</u>
PK	1		0		0		0		0		0		1
K	1		1		0		0		0		0		1
1 <sup>st</sup>	5		3		0		0		0		0		0
2 <sup>nd</sup>	4		1		0		0		0		0		0
3 <sup>rd</sup>	1		3		1		0		0		0		0
4 <sup>th</sup>	4		2		1		0		0		0		0
5 <sup>th</sup>	1		1		0		0		0		0		0

5 <sup>th</sup>	1	1	0	0	0	0	0
6 <sup>th</sup>	0	1	0	0	0	0	0

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

**A. By Grade Levels:**

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

**B. By Disability Type:**

EMH = 0; TMH = 0; Orthopedically 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 = 5 (100%); K = 20 (11%); 1<sup>st</sup> = 17 (9%); 2<sup>nd</sup> = 22 (11%); 3<sup>rd</sup> = 26 (14%)  
 4<sup>th</sup> = 15 (7%); 5<sup>th</sup> = 19 (11%); 6<sup>th</sup> = 9 (5%)

**B. By Disability Type:**

EMH = 0; TMH = 0; Orthopedically Impaired = 0; Speech Impaired = 62; Language Impaired = 17; Deaf/Hard of Hearing = 0; Visually Impaired = 0; EH = 10; SLD = 38  
 Hospital/Homebound = 0; PMH = 0; Autistic = 0; SED = 0; Traumatic Brain Injury = 0; Developmentally Delayed = 6; Other Health Impaired = 3

**C. By Race/Ethnicity:**

A = 2 (3%); B = 16 (6%); H = 11 (8%); I/M = 5 (9%); W = 99 (12%)

**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 E)**