



Clark County
DISTRICT

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SUPERINTENDENT

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CITY

CLARK
COUNTY

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Red = 2004 Blue = 2005 Brown = 2006

Kentucky Department of Education
Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

Assurance Certification
District Name: Clark County
School Year: 2006-2007

Revised November 2006
Status Date: 11/01/2006
Current Date: November 2006

ASSURANCE CERTIFICATION
School Year 2006-2007

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the *Kentucky Comprehensive Improvement Planning Guidebook*. It is understood that this application, once posted to our local district server for public access constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

Superintendent Ed Musgrave

Board Chairperson _____

District Program Contacts

Created November 2006

District Name: Clark County

Component Manager: Pat Rosenthal

Plan Year: 2006/2007

Current Date: 100/06/2006

Mission Statement

The Clark County Public Educational System, in service to and in partnership with the families and the community of Clark County, will endeavor to provide a quality education that will enable all students to reach their full potential and to be successful in life.

Consolidated Planning Process

The Superintendent presented to the school board for review procedures for the appointment and training of the district planning committee as stated in the Kentucky Comprehensive Plan Process Guidebook. A planning committee, representative of the school district and the community, was appointed by the Superintendent and approved by the Board to develop the district plan.

Needs Assessment

How the Needs of the School or District were Determined:

The District Committee conducted a self-study process using the District level standards and indicators for improvement. The self-study team was first trained in using the Standards and Indicators for District Improvement. Second, the District assembled a portfolio of the tools used for guidance and reporting. The following were assembled: K-12 curriculum documents, professional development records, KCCT and CTBS results, school/district report cards, board policy manual, certified/classified evaluation instrument, District Budget, Consolidated Plan, District Staffing Policy, Textbook Plans, Mission Statement, Technology Plans, Parent Calendar, Safety Plans, Emergency Drill/Procedure Plans, Student/Parent Handbooks, Enrollment Data, Equity Plan, all federal/state grants, and yearly calendar.

Third, specific team members were assigned to three groups to become the groups "expert" on specific parts of the district's portfolio. Using the SISI Descriptors document, each team assigned a score for each of the indicators based on the quality of the supporting evidence. From this information findings were compared to the Leverage Points Tool to help indicate areas of needed improvement and recommendations were made from each group to the entire committee.

The elementary and middle level administrators met together to find common strategies and goals among both the schools and the subgroups. These common threads along with each individual school plans are presented to the Board in the month of April. Both the common and individual school needs are then entered into the District Plan. In the 2006 calendar all schools were given a work day for data disaggregation. For that day, all buildings were given subgroup templates and all student listings by subgroups for data disaggregation. At each building level all staff members were divided in small groups by content areas to determine target areas and subgroups. From this information a district group convened to determine major subgroup initiatives.

How Goals and Strategies Were Decided Upon:

After Data Disaggregation Day (October 2005) each principal met with the Superintendent and the Curriculum Director to identify priority content area needs. Each school then went back and disaggregated their data by subgroup and met in January with the Superintendent and the Curriculum Director to identify the targeted subgroup(s) in the school as well as strategies and activities to help that subgroup. At each individual school a forum was held to communicate to parents and the community and to provide opportunity for input. From these meetings district-wide targets were chosen and professional development were determined to support activities.

What Implementation of the Plan is expected to Achieve: This plan needs to be a working document and be presented on a regular basis to the Board for updates not just once a year. It

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also needs to be a working document with councils looking at the mission and programs within the school. In the past it was not looked at except at specific times and was not a working document. Each school needs to improve their communication with parents, council, and staff on a consistent basis. Each school needs to cross-reference their plan to the district plan. District administrators need to meet monthly to review a part of the district plan and their contributions to it. This plan, while bringing together all the available programs, will focus this school district on addressing specific instructional goals that will increase student performance and learning.

Participants

Name

Kim Bradshaw
Larry Murphy
Virginia Castle
Kathy Christopher
Cynthia Powell
Andi Embry
Rosalind Gay
Cora Heffner
Martina Hensley
Judy Hicks
Robert E. Lee
Carolyn Carrus
Kathy Runyon
Barbara Disney
Eva Miller
Michelle Mitchell
Diane Akers
Flo Reasor
Pat Rosenthal
Donald Stump
Conard Young
Andy Biggers
Marty Park

Stakeholder Group

Classified Staff
Teacher
Classified Personnel
FRYSC Director
Principal
Parent/SBDM Council Member
FRYSC Director
Programs Director
Programs Director
Board Chairperson
Superintendent
Community Member
Parent
Principal
FRYSC Director
FRYSC Director
Director of Pupil Personnel
Classified Staff
Assistant Superintendent
Director of Special Education
Director of Operations
Principal
Chief Information Officer / District Technology Coordinator

Internal Review Process

What Process was Used for Internal Review of the Plan:

A Peer Review was done within the district of all school plans. The District Planning Committee reviewed the executive summary and the action plans. A final review of the entire plan was done by the Board of Education after the plan was given to the schools and before it was submitted to the state for approval. The council members were invited to sit on the District Planning Committee. The district plan was given to each school and was placed before the council for consideration and input.

Public Notice and Review Process

How Public Comment was Secured and What Response was Made:

The District Plan will have public review prior to presentation to the Board for final adoption.

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Opportunity for public and school staff review shall be provided for a period of two weeks and shall be advertised in the newspaper of the largest circulation in the district. Comments will be addressed on an individual basis.

How Planning will be ensured in the Future:

The District Committee will meet in May to review school updates and to revise the District Plan. This review will then be presented to the school board at the June meeting. Each year the same process will be used. Each year, the committee will also decide which activities should be carried forward to the next planning biennium. **Councils will be provided training on a standard comprehensive document that will feed into the district plan by using the SMART goal process to incorporate regular benchmarks and make the plan a usable document with I & I checks.**

How will the Plan and Other Important Information be Shared with Stakeholders?

The district plan will be sent to the school councils for acknowledgement and comment. A summary of the relevant data from the needs assessment will be given to each school for communication with parents and staff. Parents and community members will be invited to set on the district planning committee. The plan will be put on the website. **The plan will also be sent to the community through a yearly calendar distributed to all who live in the county.**

How will Input Continue to be Gathered from Stakeholders?

The district plan will be revisited at mid-year with each school sharing its progress toward meeting the district's priority needs. Each year the district plan will be made public for comment and be put in each school for feedback and will be available in the district office. **Every citizen has the opportunity at any regularly scheduled board meeting to address the Board regarding student achievement and how it relates to the programs and plans within the school.**

District Program Contacts

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Level	Program Name	Contact Name	Phone
Federal	Title II: Teacher Quality	Pat Rosenthal	(859) 744-4545
Federal	Perkins Grant	Barbara Disney	(859) 744-6111
Federal	IASA Title I Part A Basic	Pat Rosenthal	(859) 745-3941
Federal	IASA Title I Part C Migrant Education	Donald Stump	(859) 744-4545
Federal	IASA Title II Dwight D. Eisenhower Prof Dev	Pat Rosenthal	(859) 744-4545
Federal	IASA Title IV Safe and Drug Free Schools	Paul Christy	(859) 745-3941
Federal	IASA Title VI Innovative Education Strategies	Pat Rosenthal	(859) 744-4545
Federal	IDEA - Basic	Donald Stump	(859) 744-2243
Federal	IDEA - Preschool	Donald Stump	(859) 744-2243
Federal	Erate – USF	Marty Park	(859) 744-4545
Federal	EETT Grant	Marty Park	(859) 744-4545
State	Extended School Services	Pat Rosenthal	(859) 744-4545
State	Gifted and Talented Education	Pat Rosenthal	(859) 744-4545
State	Ky Educational Technology System: Phase I	Marty Park	(859) 744-4545
State	Professional Development	Pat Rosenthal	(859) 744-4545
State	State Preschool Program	Donald Stump	(859) 744-4545
State	Textbooks	Pat Rosenthal	(859) 744-4545
State	Family Resource Center Grants	Diane Akers	(859)744-4545

Action Component: Equity – NCLB Tier 3 Component

Created November 2006

District Name: Clark County

Plan Year: 2006/2007

Component Manager: Pat Rosenthal

Current Date: 100/06/2006

<p>Priority Need</p> <p>According to the 2006 Adequate Yearly Progress Report, African American students and students with disabilities did not meet the target goal in reading and mathematics. Additionally, the free/reduced lunch subgroup did not meet the target goal in mathematics.</p>	<p>Goal (Addresses the Priority Need) By May 2007, to increase the percentage scoring at or above the proficient level in reading and mathematics:</p>							
	Reading		Elementary		Middle		High school	
		2006	2007	2006	2007	2006	2007	
	A/Americans	50%	55%	45%	50%	15%	20%	
	Disabilities	40%	45%	15%	20%	30%	35%	
	Math							
	A/Americans	35%	40%	40%	45%	15%	20%	
	Disabilities	33%	40%	10%	15%	30%	35%	
	Free Lunch	50%	55%	25%	30%	20%	25%	

<p>Causes and Contributing Factors</p>	<p>Objectives with Measures of Success</p>
<p>Not enough focus on formative data to see if they are learning. Need to provide more excitement about attending school. Programs and activities for subgroups need monitoring. Targeted students need to be getting ESS on a regular basis. All students are making progress with subgroups doing so also but at a slower rate. All special education students were not in a collaborative environment until this year. Need to provide more information to parents and gain support to have a community initiative.</p>	<p>A1. By August 2007, subgroups will receive specialized academic programs and services as evidenced by each school's Comprehensive Plan. A2. By August 2007, to provide all teachers training in differentiating instructional strategies to increase student performance as evidenced</p>

Action Component: Equity – NCLB Tier 3 Component

Created November 2006

District Name: Clark County

Component Manager: Pat Rosenthal

Plan Year: 2006/2007

Current Date: 100/06/2006

Experienced difficulties with online testing.
Implemented a research-based math program that is just working its way to the middle and high schools.

by formative testing (PAS) and summative testing (KCCT).

A3.. By August 2007, to provide all councils, leadership and parents training in understanding the instructional needs of subgroups as evidenced by professional development records.

SUBGROUP COMPARISONS

READING PROFICIENCY

READING	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>	<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 10</i>
African/A	39%	35%	47%	50%	31%	42%	15%
Free lunch	58%	52%	65%	53%	46%	44%	27%
Disabilities	48%	40%	51%	22%	15%	30%	30%

MATHEMATICS PROFICIENCY

	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>	<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 11</i>
African	31%	24%	29%	23%	7%	9%	17%
Free lunch	37%	30%	45%	29%	16%	18%	20%
Disability	37%	19%	30%	6%	8%	6%	31%

Action Component: Equity – NCLB Tier 3 Component

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<p>Total index for three groups show that total elementary reading index increased for all three subgroups; decreased for all three groups at middle and 2/3 groups (not f/r lunch) at high school level.</p> <p>Total mathematics index for three groups show that the elementary mathematics index increased for all three subgroups; decreased for all three groups at the middle level and increased for all three groups at the high school level.</p>

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A1. Programs	<p>Strategies/Activities</p> <p>Provide Scholastic Read 180 program to middle and high school students reading two years below grade level and special education with IEP's in reading.</p> <p>Provide Carnegie Learning mathematics to both middle school students and special education and regular education students.</p> <p>Provide FASTMATH to all middle school special education students as a skill supplement.</p> <p>Provide Literacy specialists to all schools for targeted students and support for instructional strategies for teachers..</p> <p>Provide "Second Chance" online program for high school students for credit recovery.</p> <p>Provide Predictive Assessment Series formative tests for all schools in grades 1-9 to determine targeted groups and areas of need.</p> <p>Use district wide monitoring procedures for PAS</p>	<p>Those reading one year below grade level will exit the program and 2% of those two years below grade level will improve reading level to next grade level.</p> <p>Algebra concepts in control group will increase district sub domain mean from 1.9 to 2.0.</p> <p>Sixth grade students scoring in NP of 25-49% will decrease from 20.1% to 20.0%.</p> <p>Elementary and middle reading scores will increase from 85 to 88; high school scores will increase from 83-85.</p> <p>The dropout rate will decrease from 5% to 4% and number of seniors graduating will be higher than 300.</p> <p>Fewer fifth year primary students and the retentions will decrease from 9-6% at the high school.</p>	Donald Stump	Fall 2006		IDEA B
			Don Burkhead	Fall 2006		Legislators
			Donald Stump	Fall 2006		IDEA B
			Pat Rosenthal	Ongoing		General Fund Erate
			Barbara Disney	Ongoing		ESS
			Principals	Fall 2006		ESS
			Curriculum team	Ongoing		ESS

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	<p>tests to ensure consistency. Provide district support team to all schools for teacher professional development in targeted content area needs. Provide to each school disaggregated data for each subgroup to use on Data Day for planning purposes. Provide all schools with a curriculum document that is aligned to the Core Content , Program of Studies and depth of knowledge. Provide additional part time teachers to work with students experiencing difficulty in reading and mathematics.</p> <p>Provide high school National Honor Society tutors to all elementary and middle schools for after school ESS classes.</p> <p>Provide Clark Middle principals with targeted assistance coach for mentoring purposes.</p> <p>Develop monitoring and evaluation plans for all programs.</p>	<p>Consistency in teaching methods will help support transient student performance. Looking at individual student results will increase accountability and personal relevance in classrooms. Students will receive consistent instruction from school to school</p> <p>Non-mastery on the PAS test should increase to partial or mastery for 2% of those receiving small group pullout instruction.</p> <p>More relevance and engagement through one-to-one involvement should increase motivation. More input allows for shared decisions within the schools.</p>	<p>Departments of mixed groups in schools</p> <p>Curriculum Team</p> <p>Pat Rosenthal</p> <p>Pat Fraley/GRC</p> <p>Pam Whitesides</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall 2006</p> <p>Fall 2006</p>		<p>Title I and II</p> <p>None</p> <p>None</p> <p>ESS/Title II</p> <p>ESS</p> <p>Title I</p>
<p>A2 Instruction</p>	<p>Strategies/Activities</p> <p>A2.Literacy specialists provide monthly reading strategies to all content area teachers. Provide monthly mathematics workshops to elementary teachers as a continuation of TERC summer workshop. Provide mathematics mentoring program through AMSP to elementary, middle, and high school teachers. Provide training to all teachers by school in how to incorporate reading and writing. Provide special education teachers read/write gold training and Scholastic Read 180 training. Provide all schools with training on collaborative classrooms and techniques for those students. Provide overview of Ruby Payne strategies for diverse populations to administrators and faculty. Provide training to all teachers in Predictive Assessment Series.</p>	<p>Students will receive graphic organizers to use in each content area to access written print and vocabulary.</p> <p>Units will be taught on a consistent timeline to allow students to move and not miss content.</p> <p>Awareness of other classroom techniques will enhance communication and consistent teaching.</p> <p>Reading/writing connection will help students answer DOK 3 questions..</p> <p>Student will be able to access information on an independent basis and allow ease in test-taking proficiency to increase.</p> <p>Understanding of cultures in subgroups will allow for more relevance in classroom instruction.</p> <p>More ongoing assessment will occur by</p>	<p>Jennifer Bernhard</p> <p>Don Burkhead/Janet Lindsey</p> <p>Don Burkhead</p> <p>Jennifer Bernhard</p> <p>Donald Stump, Jennifer Bell, Beth Blankenship</p> <p>Donald Stump Principals</p> <p>Pat Rosenthal</p> <p>Pat Rosenthal</p>	<p>Ongoing</p> <p>Fall 2006</p> <p>Fall 2006</p> <p>Ongoing</p> <p>Ongoing</p> <p>November 2006</p> <p>Fall 2006</p>		<p>General Fund</p> <p>Title II</p> <p>AMSP</p> <p>Title I</p> <p>IDEA B</p> <p>PD</p> <p>ESS</p>

Action Component: Equity – NCLB Tier 3 Component

Created November 2006

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	<p>Provide Intervention Treasures texts for below level readers and special education students in all Title I schools. Provide a primary writing program to Shearer School to develop reading/writing fluency. Provide Central, Shearer, Bush, Strode Station and Conkright with a math person to provide professional development and mentor teachers. Provide Strode Station, Clark Middle, and George Rogers Clark High school with a special education coordinator to facilitate programs and professional development for teachers.</p>	<p>teacher. Students will receive same content on a twice a day basis with more emphasis on closed vocabulary so comprehension will increase. Consistent writing instruction will raise reading scores. Math scores in these schools will increase to the district average. The special education math subgroup proficiency level will increase for disabilities from 18.23 to 29.62 proficiency.</p>	<p>Ed Sigmon/Jennifer Bernhard Pat Rosenthal Donald Stump</p>	<p>Fall 2006 Fall 2006 Fall 2006 Fall 2007</p>	<p>Title I Title II Title II IDEA B</p>
<p>A3 Community and Parental Involvement</p>	<p>Strategies/Activities Set up a District advisory council with subgroup parents for discussions and trainings. Set up a book study group with leaders and councils on Ruby Payne. Provide schools with school/business/parent coordinator to provide community resource booklets to Title I families. Do climate surveys to determine strategies for improvement in schools. Provide councils with trainings on meetings focused on student achievement and public relations. Continue to send out yearly calendar with information to all persons who live in the county. Continue testing information fliers in local utility company bills. Continue providing senior citizens with passes to all school events. Have trainings for community and/or parents on using read/write gold and understanding of reading and scribing to special education students. Hold weekly English classes for our Cambodian, Chinese and Hispanic families. Hold a Cinco DeMayo Celebration for Hispanic families. Have Readifest for all Title I students who are</p>	<p>Discussions will lead to strategies that can be accomplished by both groups working together to improve student performance. Leaders will use techniques learned through study to present to faculty for discussion. Businesses will support schools through allowing personnel to attend parent conferences. Councils will have more understanding of how schools work. Community input becomes a norm not a sidebar. Parents will begin calling school for more information on testing. Community support for additional resources will be strengthened. Parents will understand how accommodations can be used by child at home. Parents can begin to attend school meetings with an interpreter. Celebration of heritage strengthens school attendance. Additional resources for those who are unable to purchase them. Evaluating all aspects of system will with different persons will bring out new strategies</p>	<p>Superintendent Pat Rosenthal/Principals Cora Heffner/Chamber of Commerce Paul Christy Paul Christy Barbara Disney GRC Principal Donald Stump Ruth Gatewood Ruth Gatewood Family Resource Centers</p>	<p>Dec/2006 Dec/2006 Dec/2006 Dec/2007 June/2007 March/2007 Fall/2006 Fall/2006 Fall/2006 Spring/07 Fall/2007 Dec/2006</p>	<p>No funds PD Community Foundation Grant KDE PD Title I No funds General Funds IDEA B Title III Title III Family</p>

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	entering this school district. Set up ten committees to do guided self-study using SACS accreditation standards to provide input for District plan. Purchase Jefferson County Planning template for next years plan.	and changes. Benchmarking will become a common factor in monitoring programs and activities.	Pat Rosenthal Pat Rosenthal	Dec/2006		Resour e
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ACTION COMPONENT: Barriers to Learning

2006 Plan Status: Revised
November 2006

District Name: Clark County
Plan Year: 2006-2007

Component Manager: Director of Pupil Personnel
Current Date: 11/01/2006

I.

Priority Need:

According to the Kentucky Department of Education Annual Nonacademic Report, Clark County School District dropout rate is 3.97%, attendance rate is 93.98% and retention rate is 5.32% compared to the state averages of

Goal:

To decrease the district dropout rate and retention rate to the state average and increase the attendance by 1% as measured by the 2005-2006 District Report Card.

II.

Causes/Contributing Factors:

Based on School Plans:

- We need to increase parental involvement.
- Behavior management is decreasing instructional time.
- Absenteeism is requiring more home visits.
- Movement between schools is increasing.
- More celebrations for success are not targeting those that do not succeed regularly.

Measurable Objectives:

- A 1. To implement programs that address the factors contributing to students dropping out of school as measured by professional development offerings.
- A 2. To provide staff professional development on understanding individual student learning styles as measured by professional development records.
- A 3. To provide communications to parents and the community to encourage participation in school activities, as measured by the schools and District report cards.

III. Strategies/Activities

	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
A1. Equity Provide at-risk middle and high school students with	Grade 6-12 students will have 2% less failure rate.	Pat Rosenthal	06/01/2003 06/30/2006	\$44,000	IASA Title V Innovative Education Strategies

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	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
transition program. A1. Equity Continue the Literacy First Reading Program in all schools.	Student retentions at 9 th grade level will decrease.	Principals	08/01/2002 Ongoing	\$40,000	Title I/IDEA B
A1. Strategy Implement a "Math For Improvement" class at the high school	Student retentions will decrease.	Principals	08/01/2002 Ongoing	\$40,000	Title I Funds
A1. Strategy Provide a web-based credit recovery Program for middle and high school students who are failing.	Student failures and dropouts will decrease.	Principal	06/01/2003 Ongoing	\$50,000 11,000	Extended School Services Title I Funds/IDEA-B KETS / Erate Funding (Data, Web)
A1. Strategy Continue with the Freshman Academy at the High School and institute the teaming concept in the core areas for sophomores.	Student dropouts and failures will decrease.	Principal Freshman Teachers	Ongoing	No Funds Required	
A1. Strategy Provide a truant officer to all schools.	Student attendance will increase to 95%.	Director of Pupil Personnel	06/01/2003 Ongoing	\$26,000 \$30,000	IASA Title IV Safe and Drug Free Schools Local General Funds
A1. Strategy Continue providing Preschool children with instructional program in his/her school. A1. Strategy	Developmental learning problems will decrease.	Principals Donald Stump	Ongoing	\$200,000	IDEA-Basic Funds

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Provide Junior Achievement in all classes in all schools. A1. Strategy Provide elementary students with a high school role model.	Student Interest will increase motivation	Principals	Ongoing	No Funds Required	
A1. Strategy Continue testing first and second grade students	High school students will become role models for elementary schools	NHS Sponsor Elementary Principals	2005-2006 school year Ongoing	\$5,000	ESS
A1. Strategy Continue partnership for middle and high schools with Kentucky Center for Instructional Discipline.	Student Data will increase early student interventions.	Pat Rosenthal	Ongoing	\$15,000	General Fund
A1. Strategy Provide school counselors to schools for summer extended programs.	Behavior intervention will decrease suspensions	Principals	Ongoing	\$5,000.00	Title I and Federal Counseling Grant
A1. Strategy Provide the "PASS" program for students that have been suspended.	Students learning will be enhanced through mental well-being	Donald Stump	Ongoing		Federal Counseling Grant
A1. Strategy Provide dropout Coordinator for middle and high school students.	Student attendance will increase.	Principals Donald Stump	Ongoing	\$50,000 \$5,000	General Fund Federal Counseling Grant
A2. Preschool Provide kindergarten	Student dropout rate will decrease to 4%.	Director of Pupil Personnel	06/01/2003 Ongoing	\$46,000	Local General Funds
	Students will experience a smoother transition	Donald Stump	Ongoing	\$1,000	IDEA-B

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	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
teachers visits to preschool for transitioning students.	from preschool to kindergarten				
A2. Activity Provide counselors and teachers training in working with students with challenging behaviors.	Students will receive instruction according to talents.	Pat Rosenthal	06/01/2003 Ongoing	\$2,500 \$5,000	Professional Development Federal Counseling Grant
A.3. Strategy Provide opportunities to the community and the parents to acknowledge and address prejudice, negative perceptions, and stereotyping.	Students will be engaged in group counseling sessions.	Donald Stump	06/30/2006	\$2,000	Community Education funds
A3. Strategy/Leadership Provide GRC administrators and parents training through the AMSP Parent Initiative.	School Climate will contribute to student achievement.	School Principals	06/01/2003 06/30/2006	\$2,000	Professional Development AMSP Grant
A3. Activity Provide all citizens of Clark County with a yearly school event calendar and an Online weekly updated Calendar with per school events.	Student/parent communication between schools and district office will increase.	Jennifer Winburn Beth Gibbs CIO/ DTC Debbie Fatkin	06/01/2003 06/30/2006	\$1,000 \$5,000	Local General Funds Title I funds Pending KETS / Erate Funding (Data, Web)
A3. Activity	Student/parent	CIO / DTC			Pending KETS / Erate Funding (Data,

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Provide all students, teachers, and parents with access to daily/weekly updated website content and resources @ www.clarkschools.net	communication between schools, district office, and homes will increase.		06/01/2003 Ongoing	Web)	
A3. Strategy Schools continue to provide communication through postcards, e-mails, updated website, visits, assemblies, and mentoring programs.	Parent involvement within each school will increase.	School principal Counselors Teachers	Ongoing	Title I and Title I Part C-Migrant Family Resource Center Federal Counseling Grant Community Education Grant Pending KETS / Erate Funding (Data, Web)	
A3. Strategy Hold Title I parent open house focusing on literacy, math, and technology.	Student/parent involvement in learning will increase.	School Principals	06/01/2002 Ongoing	\$10,000	Title I funds
A3. Strategy Hold Title I Open house to focus on grade level test results.	Student will receive additional strategies at home to enhance achievement.	Principals	06/01/2003 Ongoing	\$10,000	Title I funds Funds
A3. Activity Invite parents to "Distinguished Scholars" ceremony.	Parent communication will increase parent participation.	Central Office Staff	08/1/2002 Ongoing	\$1,000	Local General Funds
A3. Family Resource Centers will make home visits on attendance and provide seminars for parents.	Student Attendance will increase in each school.	Principals/Family Resource Center Directors/Diane Akers	Ongoing	\$5,000	Family Resource Centers

ACTION COMPONENT: Barriers to Learning

2006 Plan Status: Revised
November 2006

District Name: Clark County
Plan Year: 2006-2007

Component Manager: Director of Pupil Personnel
Current Date: 11/01/2006

	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
<p>A3. Strategy Hold District Title I parent meetings to utilize the parent/teacher organization as a communication tool.</p> <p>A3. Activity Community Education Program will provide parent classes to promote literacy and learning.</p>	Setting up relationships with organizations will increase communications.	Pat Rosenthal Conard Young	Ongoing	\$2,000	Title I Funds
	Community will establish working relationships with schools.	Cora Heffner	06/1/2004 Ongoing	\$2,500	Community Education Program

ACTION COMPONENT: Student Achievement

**2006 Plan Status: Revised
November 2006**

**District Name: Clark County
Plan Year: 2006-2007**

**Component Manager: Pat Rosenthal
Current Date: 11/01/2006**

I.

Priority Need:

According to the 2006 Kentucky Performance Report the accountability index for the district is 77.2 in relation to 100 in 2014.

Goal:

By September 2007 the novice percentage will decrease from 17.07 to 17.00 and students scoring at the proficient level will increase from 1103 to 1300.

ACTION COMPONENT: Student Achievement

2006 Plan Status: Revised
November 2006

District Name: Clark County
Plan Year: 2006-2007

Component Manager: Pat Rosenthal
Current Date: 11/01/2006

II.

Causes/Contributing Factors:

Based on District 2005 KCCT Data in relation to 100:

Elementary accountability index is 81.7; middle school index is 75.1; high school index is 76.0.

Subgroups are progressing but at a slower rate than all students.

Based on District CTBS Data:

Elementary index is 95.1; middle school index is 82.9; high school index is 96.4.

Based on School Comprehensive Plans:

There is a need for a districtwide concept teaching continuum.

There is a need for inclusion in Elementary schools need additional personnel in arts and humanities, specifically art.

Students are not scoring as well on open response and process skills need to be strengthened.

All preschool children need to receive instructional services before entering kindergarten.

Measurable Objectives:

- A 1. By August 2006 potentially targeted groups will receive specialized academic services/programs as evidenced by school/district Comprehensive Improvement Plans.
- A 2. By August 2006, all teachers will receive professional development in curriculum content and instructional strategies as evidenced by PD records.
- A 3. By August 2006, all administrators will receive training to enhance student achievement, decrease gaps in targeted groups and certified evaluations as evidenced by leadership and professional development records.
- A 4. By August 2006, professional development in instructional technology will enhance teaching and learning as evidenced by lesson plans and classroom observations.

ACTION COMPONENT: Student Achievement

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Component Manager: Pat Rosenthal
Current Date: 11/01/2006

III. Strategies/Activities

Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
A 1. Targeted groups Provide additional reading and math improvement classes/enrichment activities for targeted groups.	Students' motivation and effort will increase.	Principals	ongoing		ESS/Title I
A 1. Targeted Groups Provide content area specialists to all schools.	All primary students will be able to read and compute at grade level before exiting primary.	School Principals Central Office Support Staff	ongoing	\$55,000 \$5,000	Title II: Teacher Quality IASA Title VI Innovative Education Strategies Title I Funding
A1. Provide all schools with a formative test (PAS) to target students who need academic interventions.	All targeted students will receive supplemental services to increase more students to grade level in all content.	Principals	ongoing	\$20,000 (Data, Web)	Title I funds/ School Activity Funds Pending KETS / Erate Funding
A1. Provide ESL students with an ESL reading program and an ESL teacher.	All targeted students will be able to read English after one year.	School personnel	ongoing	\$55,000 (Data, Web)	Title III/ General Fund Pending KETS / Erate Funding
A1. Targeted groups Provide full day kindergarten for all schools.	Fifth year primary student numbers will decrease.	Principals	ongoing		Local General Funds/Title I
A1. Targeted groups Provide all high school students with an advisory program that includes career and vocational information	Student class selection will be more consistent.	Barbara Disney Teachers	ongoing		No funding
A1. Equity Provide all interested students to participate on the grade level academic teams.	Student grades will increase for these students.	Principals Academic Coaches	Ongoing		Local General Funds

ACTION COMPONENT: Student Achievement

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Component Manager: Pat Rosenthal
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Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
A1. Equity Provide all elementary and middle school students with participation in a local science fair.	Student interest in science will increase.	Principals	Ongoing		No funds required
A.2. Targeted groups Provide all preschool and kindergarten teachers with the Montessori Classroom instructional training.	All students will be exposed to a differentiated learning environment.	Donna Wainwright Donald Stump	Ongoing		KERA Preschool/PD
A2. Targeted Groups Provide middle and high school special education teachers with training in Scholastic Read 180.	Reading Comprehension will increase for a special needs population.	Donald Stump	Summer 2005	(Data, Web)	\$2,000 IDEA Basic Pending KETS / Erate Funding
A2. Targeted Groups Provide each school with a Digital Rights Manager to access textbooks for students with disabilities.	Those students will be able to more easily access core content material.	Donald Stump Principals	Ongoing	(Data, Web)	Pending KETS / Erate Funding
A2. Targeted Groups Provide all special education teachers with three district wide special education instructional coordinators	Students will benefit through additional learning opportunities.	Donald Stump	Ongoing		IDEA-B funds
A2. Targeted Groups Provide all elementary special education teachers with training in Touch Point Math.	Student mathematics skills will increase through a tactile learning strategy.	Donald Stump	Summer 2005		IDEA Basic/PD funds
A2. Strategy Provide librarians with training in implementing and overseeing school website.	Student achievement will increase through correlation of materials.	Pat Rosenthal	Summer 2005		Professional Development

ACTION COMPONENT: Student Achievement

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Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
A 2. Strategy Provide release time to all schools to study disaggregated data, to score writing portfolios and for ongoing professional development.	A plan will be developed to increase student performance.	Central Office Support Staff	Ongoing	\$2,500 50,000	Professional Development General Fund
A2. Provide First, second, and third grade teachers with the "Handwriting without Tears" writing curriculum.	Student cursive handwriting skills will increase.	Principals Occupational Therapists	Summer 2005	\$2,000	PD Funds
A 2. Activity Provide training to new teachers in implementing the "Literacy First" reading program.	All students will exit primary reading at grade level.	Literacy First Consultants	Ongoing	\$10,000 \$10,000 \$90,000	IASA Title I Part A Basic IASA Title II Professional Development
A2. Provide high school/middle school vocational teachers with opportunities to attend conferences to update vocational offerings.	More students will enroll in vocational classes.	Barbara Disney	Ongoing	\$20,000	Perkins Grant
A 2. Activity Provide teachers training in Investigations, Connected math and Core-plus.	Student mathematics understanding will increase.	Principals Pat Rosenthal	Ongoing	\$5,000 \$2,000 \$90,000	IASA Title II Professional Development Grant from AMSP
A2. Strategy Provide teachers with a yearly concept map aligned to the updated core content.	Students will not miss a concept if there is movement from school to school.	Principals Consultants	Ongoing	\$2,500 \$2,500	IASA Title II Professional Development Pending KETS / Erate Funding

(Data, Web)

ACTION COMPONENT: Student Achievement

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Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
A2. Strategy Provide teachers with training on the revised Core Content for Assessment.	Teachers will have working knowledge of what and how assessment will occur in 2007.	Curriculum Staff	June-August 2006	(Data, Web)	Pending KETS / Erate Funding
A2. Strategy Provide primary teachers with writing continuum.	Student's writing as a part of reading will increase	Jennifer Bernhard	Ongoing	No funds required	
A2. Strategy Provide teachers with a writing specialist at all grade levels.	Students will begin writing consistently across content.	Principals Consultants	Ongoing	\$45,000	Title II/ /Title I
A 2. Strategy Provide teachers with a specialist on writing open-response questions, analyzing student work and appropriate feedback	Students' skills in answering open response questions will be increased.	Consultants	Ongoing	\$50,000	IASA Title II and Title I
A 2. Activity Utilize the AMSP project for math and science professional development.	Student problem-solving skills will increase	School Principals School Teachers	06/01/2005 06/30/2005	\$2,000	Professional Development
A2. Strategy Provide teachers with mentors with additional instructional expertise.	Students will receive a more extensive learning environment.	Principal	08/01/2002 08/01/2005	\$50,000	Title II/Title I
A2. Strategy/Arts Provide fifth grade teachers with humanities consultant. Provide an arts and humanities summer camp for 5 th grade.	Students will have more activities in these areas.	Principals Pippi Guerrant	2005/2006	\$12,000	Title II

ACTION COMPONENT: Student Achievement

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Component Manager: Pat Rosenthal
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Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
<p>Hold state sponsored Arts Academy at GRC.</p> <p>A2. Activity Provide middle and high school Teachers with collaborative meetings.</p>	Communication will increase between levels.	Principals	Ongoing	\$5,000 \$10,000	IASA Title II Professional Development
<p>A 2. Strategy Implement grade level math meetings throughout school year.</p>	Student math failures will decrease.	Pat Rosenthal Committees School Principals	Ongoing	\$1,000	Professional Development
<p>A2. Strategy Implement third grade exit standards for mathematics.</p>	Students will be working on grade level before entering intermediate level.	Pat Rosenthal Consultants Principals	06/01/2002 06/01/2005	\$1,000	Title II
<p>A 2. Activity Provide math and special education teachers with training in using calculators and manipulative.</p>	Students will receive differentiated methods of learning math.	Central Office Support Staff	06/01/2002 06/30/2005	\$2,500 \$20,000	Professional Development Title II
<p>A 3. Activity/Leadership Provide training to administrators in mathematics evaluation walkthroughs and the KDE "eWalk" program using Pocket PCs</p>	Evaluations will reflect emphasis on teaching and learning.	Math Specialists	Ongoing	\$1,000	Professional Development EETT Grant Pending KETS / Erate Funding (Data, Web)
<p>A 3. Activity Provide schools with a voluntary school scholastic</p>	All stakeholders will be involved in student achievement activities.	Central Office Staff	06/01/2002 06/30/2005	\$3,000	Professional Development

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Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
review.					
A3. Leaders Provide Administrators training in aligning growth plans with school goals.	Principals will be sharing expertise with students.	TERC Pat Rosenthal	Summer 2005	\$4,000	AMSP Grant
A 3. Leadership Provide administrators training in using a technology for evaluation documents.	Student achievement will increase through new activities.	Pat Rosenthal	Ongoing	\$5,000	Professional Development Pending KETS / Erate Funding (Data, Web)
A 3. Equity/Leadership Provide training to administrators on Ruby Payne's Framework of students from poverty.	Student achievement gap will decrease.	Dr. Connie Callahan	06/01/2002 Ongoing	\$5,000	Professional Development
A3. Council Training Provide training in Keys to Proficient Councils	Understanding of classroom instructional practices will increase.	KASC Conard Young	Ongoing	\$2,500	Professional Development
A 4. Activity Provide teachers/administrators training in online assessment and assistive technology.	Student achievement will increase in math and language arts.	Technology Coordinator Pat Rosenthal	Ongoing	\$5,000 \$5,000	Professional Development IDEA-B EETT Grant Pending KETS / Erate Funding (Data, Web)
A 4. Activity Provide teachers, staff and administrators training in using technology for instruction both Job embedded and skills academy.	Instructional practice becomes aligned with best practices in math and reading.	Technology Coordinator Pat Rosenthal	Ongoing	\$5,000 \$5,000	Professional Development IDEA-B EETT Grant Pending KETS / Erate Funding (Data, Web)

Action Component: Instructional Technology

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Component Manager: Marty J. Park
Current Date: 11/01/2006

I.

Priority Need:

According to the School Technology plans and district-wide survey the district-wide priority needs are:

1. Implementation of Technology Integration into Curriculum
2. Professional Development in the Area of Technology Integration
3. Hardware Updates and Replacement
4. New Hardware Purchases
5. Networking/ Wiring / Technology Infrastructure for ease of Access.

New Areas of Emphasis:

1. Anytime, Anywhere, Always on differentiated Teaching and Learning.
2. Data Driven Decision making for Teachers and Administrators.
3. Capacity Building and Enhancement of Staff and Resources.
4. Efficiency and governance.

Goal:

- A. Provide ongoing Professional Development opportunities to integrate technology in cooperation with the District Technology Office, District Curriculum Office and the Special Education Office.
- B. The district Technology Office, in cooperation with school level administration, will develop and maintain an update and replacement schedule for all computers in the district.
- C. Provide for district and school level purchases of technology equipment and services to be used for expanded access to network resources and instruction.
- D. Provide for and continually update network wiring (data/ telephone/ cellular), access, servers and other network related equipment.
- E. Technology Resource Teachers will work hand-in-hand with teachers during daily curriculum instructional time.

Action Component: Instructional Technology

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II.

Causes/Contributing Factors:

Surveys given to staff and school technology plans provided the following information in 2005...
92% of staff feel that Instructional Technology as a teaching tool improves instruction.
85% of Teachers expressed a need for more classroom assistance with the implementation of technology into their curriculum.
Staff still needs to develop basic computer skills. Many older computers not running fast enough for newer software and applications. Many are past service life and are beyond repair.
Minimum student use of technology within the classroom. 52% of teachers express a lack of related technology equipment to use in instruction as a frustration.
Basic infrastructure in place to begin integrating technology into instruction.
Need for Teachers to be comfortable with technology to begin to use it on a daily basis with students. Training and model lessons with classes on best practices.
Change in technology makes it difficult for teachers/staff to stay up-to-date.
High priority need for ease of access for teacher / parent contacts and increased safety through district voice telecommunication systems, long distance, fax, cellular services, and Internet Resources.
Increased need/ want for improved additional web

Measurable Objectives:

- A1 By August 2003, the district and schools will provide summer and monthly training on best practice for instruction and the use of technology and assistive technology for integration into all areas of the curriculum and access for all students.
- A2 During the 2003-05 school years, maintain district wide instructional software, currently Riverdeep and Read and Write Gold, or equivalent for each school.
- A3 By August of 2003 the district Technology office and Technology Resource Teachers will develop and implement a Follow-up Strategy Plan for all Professional Development.
- B1 By March of every year the STC, School Technology Committee, and the district Technology office will determine computer replacement needs and recommend a replacement schedule for schools in the district, per the completed "Needs Assessment."
- B2 In cooperation with the district Technology office, school level administrators will determine placement of replacement computers within their building by September of every school year.
- B3 The district Technology Office will develop a yearly replacement schedule and prepare computers for use in schools as computers and assistive hardware are purchased as funds are available with commitment from schools.
- C1 The District Technology office in cooperation with all

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Causes/Contributing Factors:

based services and access to school / class materials from home or off campus.

Measurable Objectives:

other district level programs and school level administrators will continue to decide on and recommend purchase related technology and assistive technology equipment as funds are available.

- D1 The district technology office in cooperation with school level administrators will evaluate each schools network and determine network equipment needs by July 1, of the current school year
- D2 The district will purchase needed network equipment (data and voice), as determined from the network evaluation. Data includes network switches, routers, and T1 lines for more internet access. Voice services include PBX System, Local, Long Distance, and Cellular. Requesting 4 web servers through Erate funding.
- D3 The district Technology office in cooperation with school level administrators and school technology committees will continually and from year to year evaluate and determine needs for network equipment and infrastructure updates as well as instructional technology focuses as funds (local, state, federal, Erate) are available and needs arise, during the current school year. School committees will send minutes to the district office for each meeting.
- D4 The district Technology office will develop a network (data and voice) growth / development plan with design

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Causes/Contributing Factors:

Measurable Objectives:

for future needs and requirements by March 2004 for increased ease of access for students, teachers, and parents

- E1 The district and school administration will allow teachers time to meet with and develop Technology Integrated Lessons with the Technology Resource Teacher for instruction and the use of technology and assistive technology for integration into all areas of the curriculum and access for all students.
- E2 School Administrators will identify Teachers in need of assistance with integrating instructional technology using professional growth plans and observations and target them for structured work with the TRT.
- E3 School Administrators and TRT will implement student Technology performance standards as defined by Clark County Technology mapped curriculum and NEW Program of Studies – Technology Component from KDE.

III. Strategies/Activities

Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
A1 1 Provide Teachers, Staff and Administrators training in Riverdeep Learning Management System, and Read/Write Gold Software –	Student achievement will rise in Math and Language Arts Monthly Usage Reports will be ran and distributed to schools.	Technology Coordinator TRT Assistive Tech. Spec. Donald Stump	06/01/2005 06/30/2007	\$2,500 \$10,000 \$5,000	IDEA - Basic Ky Educational Technology System: Phase II Tech Literacy Challenge Grant Title II Part D IDEA Basic

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Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
continue follow-up	80% teacher impact at each school building.	Pat Rosenthal			EETT Grant Pending KETS/ E-Rate funding (data lines)
A1 4 Provide district-wide training in the Paperless Classroom model for instruction using the iLearn system – continue with follow-up.	Best practices for teaching with technology are used in the classroom. Monthly usage reports will be ran and distributed.	Technology Coordinator Pat Rosenthal	06/01/2005 06/30/2007	\$1,000 \$1,500	Professional Development Tech Literacy Challenge Grant Pending KETS/ E-Rate funding (data lines) EETT Grant
A1 5 Provide district-wide training in Distance Learning using the web and the use teleconferencing resources with 2 way - desktop video conferencing in the curriculum.	Student learning experiences are broadened by interaction with resources world wide. 6 classrooms new classrooms will be connected every year.	Technology Coordinator TRT Team	06/01/2005 06/30/2007	\$1,000 \$1,500	Professional Development Tech Literacy Challenge Grant Pending KETS/ E-Rate funding (data lines) EETT Grant
A1 6 Provide ongoing training on STI / SETS, school management, and student data software (SIS).	Maximum use of the Attendance and School management	Technology Coordinator	06/01/2005 06/30/2007	\$1,000	Professional Development Pending KETS/ E-Rate funding (data lines) IDEA-Basic Title II Part D
A1 7 Provide ongoing training in technology integration, Smart Boards, digital peripherals, assistive	Maximize use of the technology resources in the district for instructional use. Yearly reports identifying	Technology Coordinator TRT Team	06/01/2005 06/30/2007	\$2,500 \$3,500	IDEA - Basic Ky Educational Technology System: Phase II Title II Part D EETT Grant

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Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
<p>technology, student email, and classroom management with TRT Integration Specialists. Creating the Smart/ Intelligent Classroom.</p> <p>A1 Equity Provide Teachers, Staff and Administrators training in using technology and assistive technology for instruction with TRT Integration Specialists.</p>	<p>the number of teachers who have taken advantage of the job embedded training the PD academies.</p> <p>Instructional practice becomes aligned with best practices in Math and Reading</p>	<p>Technology Coordinator TRT Assistive Tech. Donald Stump Pat Rosenthal</p>	<p>06/01/2005 06/30/2007</p>	<p>\$2,500 \$5,000</p>	<p>IDEA - Basic Professional Development Title II Part D EETT Grant</p>
<p>A1 Equity Provide Librarians training in library automation software. Provide Teachers, Staff and Administrators training in Assistive Technology and using web logs with TRT Integration Specialists.</p>	<p>Resources are more readily available to students and staff Inclusion activities are more wide spread and teachers have a knowledge of what is available</p>	<p>Technology Coordinator TRT Assistive Tech Specialists</p>	<p>06/01/2005 06/30/2007</p>	<p>\$2,500</p>	<p>Ky Educational Technology System: Phase II IDEA Basic Title II Part D Pending KETS /Erate Funding (data and web) EETT Grant</p>
<p>A2 1 Provide software based "Classroom Control" and "iPrism" for increased Teacher management with digital content. Implementation will give teachers added tools for classroom management.</p>	<p>Students, Teachers and staff continue to have access to Online Curriculum Software. Student achievement continues to progress. Monthly usage reports will be ran and distributed. 15% of HS MS Teachers begin using CC</p>	<p>Technology Coordinator Pat Rosenthal</p>	<p>06/01/2005 06/30/2007</p>	<p>(data and web)</p>	<p>EETT Grant Pending KETS / Erate Funding</p>

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Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
<p>A2 2 Provide ongoing job embedded training for with TRT integration specialists across all grade levels and model lessons using instructional technologies (ex. Riverdeep LMS, iLearn, Teacher Webpages, etc).</p>	<p>Best practices for teaching with technology are used in the classroom. Monthly usage reports are ran and distributed to schools. 80% teacher impact per school building.</p>	<p>Technology Coordinator TRT</p>	<p>06/01/2005 06/30/2007</p>	<p>web)</p>	<p>IDEA Basic Title II Part D EETT Grant Pending KETS /Erate (data and</p>
<p>A2 3 Provide best practice training and modeling on how to use the iLearn system for delivery of curriculum and content to students. Multiple means of delivery and assessment using UDL principals can be accomplished. UDL/X Certification is offered at the High School level to teachers.</p>	<p>Student achievement increases as teachers become more familiar with online resources and begin to integrate them into instruction. Collect survey results from students to gauge increased access to digital content and digital assessment. 25% of High School teachers achieve UDL/X Certification.</p>	<p>Technology Coordinator Pat Rosenthal</p>	<p>06/01/2005 06/30/2007</p>		<p>IDEA Basic Title II Part D Pending KETS /Erate (data) EETT Grant</p>
<p>B1 1 Determine the computer replacement need for each school and setup a replacement schedule based on an equation of largest number of older machines, tech. \$ spent at that school,</p>	<p>District hardware is up-to date and current for students and staff access to network and online resources.</p>	<p>Technology Coordinator School Principals</p>	<p>04/01/2005 Ongoing</p>		<p>No Funds Required.</p>

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Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
<p>student to computer ratio, and school commitments.</p> <p>B1 2 Purchase computers to meet replacement needs for school throughout school year as funds become available</p>	<p>Integration of technology into instruction grows as staff and students have high speed access to online resources and multimedia.</p>	<p>Technology Coordinator</p>	<p>07/01/2005 09/30/2007</p>	<p>\$145,000</p>	<p>Ky Educational Technology System EETT Grant</p>
<p>B1 Equity Purchase Assistive Technology based on student IEP objectives following individual ARC meetings to determine objectives and programming.</p>	<p>Equal access for all students. Increase in student achievement.</p>	<p>Technology Coordinator Donald Stump</p>	<p>04/01/2006 06/30/2007</p>	<p>\$6,000 \$6,000 \$6,000</p>	<p>IDEA - Basic Ky Educational Technology System: Phase II Local General Funds</p>
<p>B2 1 Schedule replacement for the next three years based on largest number of computer as first priority schools. Publish list for schools based on available funds.</p>	<p>Equity among school buildings in the district is maintained and monitored in the area of technology. All students have access to new technologies.</p>	<p>Technology Coordinator</p>	<p>04/01/2006 09/30/2007</p>		<p>No Funds Required.</p>
<p>B3 1 Determine replacement computers to be purchased. Execute purchase on or before September 30 of the current school year.</p>	<p>Equity among school buildings in the district is maintained and monitored in the area of technology. All students have access</p>	<p>Technology Coordinator School Principal School Technology Committee</p>	<p>04/01/2005 09/30/2007</p>		<p>No Funds Required.</p>

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Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
<p>B3 2 Schools submit IDU (Instructional Device Upgrade) plans for 06-07 school year. Computers are placed in 2 waves from state allocation.</p>	<p>to new technologies. School instructional devices are more accessible for integration into instruction and for online testing. Individual plans are evaluated during Wave 1 before Wave 2 is implemented</p>	<p>Technology Coordinator District Assessment Coordinator</p>	<p>11/01/2006 Ongoing</p>	<p>State IDU project, Sate Bonded Project</p>	
<p>C1 1 Update/Revise Technology Purchasing Policy. All Technology related purchases by school board policy, will go through the, District Tech Office, Including IDU Poject.</p>	<p>Purchasing is traceable and equity is maintained on technology purchases throughout the district. Policy provides for high standards for all departments and schools involved.</p>	<p>Technology Coordinator</p>	<p>04/01/2006 07/30/2007</p>		<p>No Funds Required.</p>
<p>C1 2 Additions made to AUP (Acceptable Use Policy), approved through the district policy committee that promotes Instructional Laptops going home, and Laptops coming in for instructional uses.</p>	<p>School instructional devices are more accessible for integration into instruction when policies promote the uses of equipment coming in and going out of schools.</p>	<p>Technology Coordinator District Assessment Coordinator</p>	<p>11/01/2006 Ongoing</p>		<p>No Funds Required.</p>
<p>C1 3 Schools submit purchase requests on or before July 1 of each school year for</p>	<p>Technology planning takes place across the district and needs are assessed on an annual</p>	<p>Technology Coordinator</p>	<p>04/01/2005 06/30/2007</p>	<p>\$20,000 \$20,000</p>	<p>Local General Funds Tech Literacy Challenge Grant</p>

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Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
<p>technology related purchases for the upcoming year. Purchases are made in the new school year as funds are available.</p>	basis.				
<p>C1 Equity Annually evaluate the need for assistive technologies, peripheral devices, including but not limited to, printers, Smart Boards, handheld assessments, and digital cameras.</p>	Technology keeps pace with instruction and new evolving technologies.	Technology Coordinator School Principals Donald Stump School Teachers	04/01/2005 06/30/2006		No Funds Required.
<p>D1 1 Technology office will evaluate or hire an outside company to evaluate school networks on or before July 1, 2005.</p>	Network and access to resources runs at maximum speed. Equipment upgrades are completed in a timely and equitable way.	Technology Coordinator	04/01/2005 07/30/2007	\$1,000	General Funds
<p>D1 2 The technology office will use the evaluation of the schools to present to Board and implement updates/ replacement equipment to other schools in the district as the need becomes apparent.</p>	All schools have equal access to resources and the network is most compatible.	Technology Coordinator	06/01/2005 09/30/2007		No Funds Required.
<p>D2 1</p>	All students and staff	Technology			

Action Component: Instructional Technology

2006 Plan Status: Revised
November 2006

District Name: Clark County
Plan Year: 2005-2007

Component Manager: Marty J. Park
Current Date: 11/01/2006

Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
Execute purchase of needed network equipment for the 2005-06 school year by December 30, 2005 as determined by network evaluation (data and voice).	have access to online resources at the start of the school year.	Coordinator School Principals	04/01/2006 07/30/2007	\$311,000	Local General Funds Pending KETS / Erate Funding (data)
D3 1 Schools and the district technology office will evaluate and write annual technology plans for each school and the district. This will help determine purchases and ongoing increased needs for the school networks.	Technology planning takes place and the impact on instruction is more deliberate and focused.	Technology Coordinator School Principals Central Office Support Staff	04/01/2005 06/30/2007		No Funds Required.
D4 1 District Technology Office will develop a growth plan to maximize future use of Network by students and teachers.	Network Technology Keeps pace with needs for instructional use.	Technology Coordinator Central Office Support Staff	05/01/2005 08/01/2007		No Funds Required
D4 2 All students and teachers will have a mapped network drive to house information for instructional and personal work and can be accessed from anywhere with an Internet connection.	Schools are able to get full instructional use of Network Technology.	Technology Coordinator Central Office Support Staff	01/01/2005 06/30/2007		Erate funded equipment for funded schools

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Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
<p>Teacher's folders are web enabled for teacher web sites.</p> <p>D4 3 District Technology Office will implement a secure wireless network from floor to ceiling at every school. This will increase the opportunity for anytime, any where learning using technology as a tool.</p>	<p>Schools are able to get full instructional use of Network Technology.</p>	<p>Technology Coordinator Central Office Support Staff</p>	<p>01/01/2005 06/30/2007</p>		<p>Erate funded equipment for funded schools General Funds KETS Funding as available</p>
<p>D4 4 District Technology Office will implement a Gigabit per second network backbone to replace existing T1 lines (1.5 mb/sec.).</p>	<p>Schools are able to get full instructional use of Network Technology.</p>	<p>Technology Coordinator Central Office Support Staff</p>	<p>07/01/2006 06/30/2007</p>		<p>Erate funded services (Telecommunications) General Funds KETS Funding as available</p>
<p>E1 1 The district will appropriate funds to hire 3 positions for integration of instructional technology into curriculum</p>	<p>Best practices for teaching with technology are used in the classroom with Job embedded training, the needs of all students with different learning styles are met.</p>	<p>Technology Coordinator Pat Rosenthal Donald Stump TRT</p>	<p>08/01/2005 06/30/2007</p>		<p>IDEA Basic Title 2 Part D Local General Funds EETT Grant</p>
<p>E1 2 The district TRTs will help implement new instructional technologies such as: iLearn, United Streaming, Teacher Blogs, Novel Stars, Podcasting, Digital Time</p>	<p>Best practices for teaching with technology are used in the classroom, the needs of all students with different learning styles are met.</p>	<p>Technology Coordinator Pat Rosenthal Donald Stump TRT</p>	<p>08/01/2005 06/30/2007</p>		<p>IDEA Basic Title 2 Part D Local General Funds EETT Grant</p>

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Strategy/Activity	Expected Impact	Responsible Person(s)	Start & End Dates	Estimated Costs	Fund Source
<p style="color: red;">Sheets, and Data Dashboard for School Administrators.</p> <p>E2 1 Schools and district Technology Office will evaluate and determine an action plan and time spent with individual teachers by the TRT to work w/ integration of Technology into Curriculum.</p>	<p>Instructional Technology Planning takes place and implemented, the impact on instruction is more deliberate and focused.</p>	<p>Technology Coordinator Pat Rosenthal Donald Stump TRT School Principals</p>	<p>08/01/2005 06/30/2007</p>		<p>IDEA Basic Title 2 Part D Local General Funds</p>
<p>E3 1 Students will be evaluated with a pre and post test for achievements in Technology Curriculum (Standards)</p>	<p>Grade Level Technology skills are met. Program of Studies – Technology component are addressed.</p>	<p>Technology Coor. Pat Rosenthal Donald Stump TRT School Principals</p>	<p>08/01/2006 06/30/2007</p>		<p>IDEA Basic Title 2 Part D Local General Funds</p>