

# CLINTON COUNTY SCHOOL DISTRICT

## COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

### ASSURANCE CERTIFICATION School Year 2008-2010

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 District Improvement Planning Guidebook (2003)*. 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. It is the responsibility of the local district to keep copies of past plans on file at the school district.

Superintendent     **Mickey McFall**    

Board Chairperson     **Ned Davis**    

A complete copy of the “Assurances” is available for download from the Kentucky Department of Education’s Comprehensive improvement Planning Web Page at:  
<http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/KDE+Planning+Tools+for+Schools+and+Districts.htm>

Note: For instructions regarding electronic submission via the district web page, contact the Kentucky Department of Education or visit the Comprehensive School and District Improvement planning website at:  
<http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/KDE+Planning+Tools+for+Schools+and+Districts.htm>

**CATEGORICAL PROGRAMS**

<b><u>FEDERAL GRANT PROGRAMS 2008-2009</u></b>	<b>LOCAL CONTACT EMAIL</b>	<b>LOCAL TELEPHONE</b>
<b>NCLB, Title I: Part A</b> (Improving Basic Programs)	Paula.little@clinton.kyschools.us	606-387-6480
<b>NCLB, Title I: Part B</b> (Even Start Continuation)	N/A	N/A
<b>NCLB, Title I: Part C</b> (Education of Migratory Children)	Sue.owens@clinton.kyschools.us	606-387-6272
<b>NCLB, Title I: Part D</b> (Neglected and Delinquent)	Todd.messer@clinton.kyschools.us	606-387-6480
<b>NCLB, Title II: Part A</b> (High Quality Teachers and Principals)	Paula.little@clinton.kyschools.us	606-387-6480
<b>NCLB, Title II: Part D</b> (Education Technology)	Sid.scott@clinton.kyschools.us	606-387-5569
<b>NCLB, Title IV: Part A</b> (Safe and Drug Free Schools & Communities)	Paula.little@clinton.kyschools.us	606-387-6480
<b>NCLB, Title V: Part A</b> (Innovative Programs)	Paula.little@clinton.kyschools.us	606-387-6480
<b>NCLB, Title VI Part B, Subpart 2</b> (Rural and Low-Income Schools)	Paula.little@clinton.kyschools.us	606-387-6480
<b>Individuals with Disabilities Education Act (IDEA) Basic</b>	Eddie.tallent@clinton.kyschools.us	606-387-9772
<b>Individuals with Disabilities Education Act (IDEA) Preschool</b>	Eddie.tallent@clinton.kyschools.us	606-387-9772
<b>McKinney -Vento Homeless Education Act</b> (NCLB Title X Part B)	N/A	N/A
<b>Carl D. Perkins Vocational and Technical Education Act- Basic</b>	Kathy.hunter@clinton.kyschools.us	606-387-5569
<b>Extended School Services</b>	Paula.little@clinton.kyschools.us	606-387-6480
<b>Gifted and Talented Education</b>	Paula.little@clinton.kyschools.us	606-387-6480
<b>State Preschool Program</b>	Eddie.tallent@clinton.kyschools.us	606-387-6480
<b>Kentucky Education Technology System</b>	Sid.scott@clinton.kyschools.us	606-387-5569
<b>Textbooks</b>	Paula.little@clinton.kyschools.us	606-387-6480
<b>Professional Development</b>	Paula.little@clinton.kyschools.us	606-387-6480

# **DISTRICT IMPROVEMENT PLAN EXECUTIVE SUMMARY**

## **Mission Statement**

Our mission is to ensure that every student demonstrates proficiency in academic achievement and personal growth.

## **Comprehensive Improvement Planning Process**

The Comprehensive Improvement Planning process is a significant and essential task in the continuing quest to improve the quality of education in Clinton County. Used for school and district improvement, the plan is constantly monitored and adjusted to meet the needs of the students in the Clinton County School District. To prepare for the planning process, district and school administrators attended workshops and training sessions focusing upon the Consolidated Plan.

The superintendent and Board of Education selected and approved individuals to serve on the district-level planning committee. This committee was organized to ensure equal representation of all schools and to include appropriate stakeholder groups to satisfy other state and federal requirements. Principals and SBDM Councils appointed school-level committees. Both district and school committees utilized guidelines from the Kentucky Department of Education in conducting needs assessments and developing priority needs.

Once the established committees reviewed the available data and established the district's priority needs, they broke into smaller teams to develop action plans. Using the format provided by the Kentucky Department of Education, the teams developed goals, objectives, and activities to assist the district in meeting the identified needs. Once action plans were developed, they were reported to the entire group. The school plans were submitted to the SBDM Council at each school and approved, while the district plan was submitted to the local Board of Education and approved. The district level plan was also made available for public comment before approval and will continue to be available for public comment via email.

The Implementation/Impact Check List, which is completed at regular intervals during the biennium, allows the school and district to monitor progress toward implementation of the plan. It also provides evidence of the plan's effectiveness in alleviating the priority needs. Comprehensive Improvement Planning is, therefore, an ongoing, continuous process. As the plan is implemented, progress reports are also used to share results. The cycle continues as each new biennium brings new challenges and opportunities for improvement in additional areas.

## **Needs Assessment**

The needs assessment is one of the most critical components of the entire Comprehensive Improvement Planning process. To ensure a thorough needs assessment, a committee was formed at each school. The school committees analyzed all available school level data, including test scores, discipline records, student work and grades, and questionnaires given to teachers, students, and parents. A district-level needs assessment committee reviewed the data gathered at each individual school, along with various district level indicators, such as attendance, retention, and dropout rates. The members of the district needs assessment team represented a variety of constituencies and included teachers, principals, district administrators, program coordinators, counselors, community members, parents, and students.

During the needs assessment process, the district level committee reviewed the Implementation/Impact checklist from the previous Consolidated Plan. They, moreover, checked the district for alignment with standards and indicators for school improvement by reviewing the SISI Document. This information was considered along with the statistical data gathered by the school committees. After analyzing gaps in achievement and other problem areas, the committee agreed that the district had priority needs in both Academic Performance and Learning Environment. Priority needs concerning equity and the reduction of achievement gaps were embedded into these identified areas.

**Participants**

**Name**

Tim Armstrong  
 Jimmy K. Brown  
 Charlotte Bernard  
 Donna Butler  
 Cindy Choate  
 Robin Choate  
 Miranda Crouch  
 Julie Daniels  
 Tim Duvall  
 Stacey Evans  
 Connie Gregory  
 Sandra Guffey  
 Martha Harlan  
 Danielle Hicks  
 Wayne Hughes  
 Kathy Hunter  
 Paula Little  
 Ammie Marcum  
 Carole Maupin  
 Mickey McFall  
 Barb McWhorter  
 Todd Messer  
 Wilma Moons  
 Sue Owens  
 Carol Parrigin  
 Sid Scott II  
 Teresa Scott  
 Joe Summers  
**Vivian Talbott**  
 Eddie Tallent  
 Allison Thrasher  
 Tonda Thompson  
 Beverly Upchurch  
 Connie Wallen  
 David Warinner  
 Shirley Williams  
 Teresa Williams

**Stakeholder Group**

Elementary School Principal  
 Middle School Principal  
 SS/HS Director  
 Counselor  
 Teacher  
 GEAR UP Director  
 Teacher  
 Curriculum Consultant  
 Teacher  
 Teacher  
 Writing/Curriculum Consultant  
 21<sup>st</sup> Century Director  
 Teacher  
 Teacher  
 School Board Member  
 Teacher  
 Instructional Supervisor/Title I/ESS  
 Community Education Director  
 Parent  
 Superintendent  
 Teacher  
 Foothills Academy  
 Counselor  
 Migrant Education Coordinator  
 Parent  
 District Technology Coordinator  
 Teacher  
**Director of Pupil Personnel**  
**Teacher**  
 Special Education Director/Preschool  
 Reading First Coach  
 Math Specialist  
 Dropout Prevention Coordinator  
 Assistant Principal  
 High School Principal  
 Gifted & Talented Teacher  
 Teacher

### **Internal Review Process**

The 2008-2010 Clinton County Schools Comprehensive Improvement Plan was first reviewed electronically by the district planning committee. School faculties and the district Title I Coordinator reviewed each school plan before they were approved by their respective SBDM Councils. In addition, program coordinators reviewed activities and budget considerations to ensure compliance with their particular programmatic guidelines. Finally, the Clinton County Board of Education reviewed the district level plan and approved it during the May 12, 2008 board meeting.

Throughout the biennium, new staff members will be asked to review the Comprehensive Improvement Plan as part of their orientation. The Comprehensive Improvement Plan will continue to be reviewed throughout the biennium. At least annually, the Implementation/Impact checklist will be used to review progress, with the results presented to the Board of Education and SBDM Councils.

### **Public Notice and Review Process**

A notification that the Clinton County School District Comprehensive Improvement Plan for 2008-2010 was available for review was placed in the *Clinton County News* during the second week of June. The plan was made available for review from June 8th through June 20<sup>th</sup> at the Central Office Building. Public comments resulted in no suggestions for changes to the plan.

**Action Component: Learning Environment**

Draft       Final

District Name Clinton County

Component Manager Paula Little

Date June 8, 2008

Public

Private/Non-Profit

Priority Need	Goal (Addresses the Priority Need)
<p>Based on a compendium of data, student achievement is impeded by their learning environment. Barriers in the learning environment manifest themselves in non-cognitive data, such as student attendance and the dropout rate. The learning environment in Clinton County is also hindered by other social and cultural issues, such as school safety, parental involvement, and substance abuse.</p>	<p>A. By June 2010, the Clinton County School District will have improved the learning environment by removing non-cognitive barriers to academic success.</p> <p>B. By June 2010, the Clinton County School District will enhance the safety and security of its schools and increase the number of students and staff who feel safe at school.</p> <p>C. By June 2010, the Clinton County School District will increase the number of parents who actively participate in school and district activities.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> <li>• According to the KIP Survey, during the past the past thirty days, 32% of students have used tobacco, 39% have used alcohol, 10% have used marijuana, and 15% have used other drugs.</li> <li>• Low-income children often suffer from poor nutrition, which causes them to have difficulty succeeding in school.</li> <li>• Over 35% of students indicate that they did not feel safe anywhere at school.</li> </ul>	<p>A1. By June 2010, the number of students who report using tobacco, alcohol, marijuana, and other drugs will decrease by an average of 5%.</p> <p>A2. By June 2010, the number of students whose Body Mass Index (BMI) is in the acceptable range will increase by 15%.</p> <p>B1. By June 2010, at least 85% of students will report that they feel safe attending Clinton County Schools.</p>

<ul style="list-style-type: none"> <li>• 2006-2007 school discipline records report 2,241 discipline referrals in the three district schools. 116 were for fighting, while 142 others were for bullying and harassment.</li> <li>• According to the 2006 School Safety Audit, over 75% of students have personally witnessed fights and harassment.</li> <li>• 29% of Clinton County High School students and 47% of Clinton County Middle School students indicate that bullying is a serious problem at their school.</li> <li>• School staff are not properly trained to spot and prevent bullying by other students.</li>   <li>• There is a lack of special non athletic events to draw parents into the schools.</li> <li>• Lack of parental support/concern for a child's educational career may lead to absenteeism, retention, or dropping out.</li> <li>• No parenting skills programs or assistance for parents whose children are not enrolled in preschool or Head Start.</li> <li>• Parent conferences are not scheduled at convenient times for working parents.</li> <li>• On the Title I parent evaluations, many parents report lack of knowledge of upcoming school events.</li> </ul>	<p>B2. Discipline referrals in Clinton County Schools will decrease at a rate of at least 10% each year.</p> <p>C1. By June 2010, at least 75% of parents will indicate that they have participated in a non-athletic school related function.</p>
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**Action Component: Learning Environment**

Draft       Final

District Name Clinton County

Component Manager Paula Little

Date June 8, 2008

Public  Private/Non-Profit

**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs	Fund Source
A1	<ul style="list-style-type: none"> <li>Implement Caring School Community Program at AES</li> </ul>	<ul style="list-style-type: none"> <li>Students develop a stronger connection to school and enhanced character.</li> </ul>	Tim Armstrong/ Frank Butler	8/15/08	Ongoing	\$6,760	SS/HS Grant
	<ul style="list-style-type: none"> <li>Implement Project ALERT at CCMS</li> </ul>	<ul style="list-style-type: none"> <li>Students develop refusal skills and enhance protective factors against substance abuse.</li> </ul>	Jim Brown/ Frank Butler	8/15/08	Ongoing	\$300	Title IV
	<ul style="list-style-type: none"> <li>Continue implementation of Class Action and Project Success at CCHS</li> </ul>	<ul style="list-style-type: none"> <li>Students receive preventative, selected, and indicated services to reduce underage drinking.</li> </ul>	Tyonia Sinclair	8/1/08	Ongoing	\$12,500	Think, Don't Drink Program

<p>A1 (Cont.)</p>	<ul style="list-style-type: none"> <li>• Provide in-school drug and alcohol counseling for referred students</li> <li>• Provide training to staff members on warning signs of substance abuse</li> <li>• Provide Cooper-Clayton smoking cessation classes for students at CCHS</li> <li>• Conduct Truth or Consequences experience for freshmen students at CCHS</li> </ul>	<ul style="list-style-type: none"> <li>• The numbers of students already using drugs and alcohol will decrease.</li> <li>• Staff members will be able to identify and refer students who are using drugs &amp; alcohol.</li> <li>• High school students who are already smoking will receive support to quit.</li> <li>• Students will realize the consequences of poor choices and stay drug and alcohol free.</li> </ul>	<p>Jan Groce</p> <p>Paula Little/ Frank Butler</p> <p>Shirley Latham</p> <p>KY-ASAP Coordinator</p>	<p>8/1/08</p> <p>8/1/09</p> <p>10/15/08</p> <p>1/15/09</p>	<p>Twice Weekly</p> <p>8/15/09</p> <p>Ongoing</p> <p>1/30/09</p>	<p>\$10,000</p> <p>\$600</p> <p>\$200</p> <p>N/A</p>	<p>SS/HS Grant</p> <p>PD Funds</p> <p>YSC Funds</p> <p>N/A</p>
<p>A2</p>	<ul style="list-style-type: none"> <li>• Provide free fresh fruits and vegetables to students at AES daily</li> </ul>	<ul style="list-style-type: none"> <li>• Students receive the benefits of eating a healthier diet.</li> </ul>	<p>Teresa Boils</p>	<p>8/15/08</p>	<p>5/15/09</p>	<p>\$10,000</p>	<p>Fresh Fruit &amp; Veg. Program Grant</p>

<p>A2 (Cont.)</p>	<ul style="list-style-type: none"> <li>• Provide mini-lessons in nutrition education weekly for AES students</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn information about healthy eating and its benefits.</li> </ul>	<p>Tim Armstrong/ Ammie Marcum</p>	<p>8/15/08</p>	<p>5/15/09</p>	<p>N/A</p>	<p>N/A</p>
	<ul style="list-style-type: none"> <li>• Conduct a “Fall Into Good Health” rally for students and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Families learn the benefits of good eating and fitness.</li> </ul>	<p>Sandra Guffey/ Teresa Boils</p>	<p>7/30/08</p>	<p>8/15/08</p>	<p>\$3,000</p>	<p>YMCA; Title I; FRC’s</p>
	<ul style="list-style-type: none"> <li>• Provide a variety of active after school activities for students</li> </ul>	<ul style="list-style-type: none"> <li>• Students become more physically fit.</li> </ul>	<p>Sandra Guffey</p>	<p>8/1/08</p>	<p>Ongoing</p>	<p>\$5,500</p>	<p>21<sup>st</sup> Century grant</p>
	<ul style="list-style-type: none"> <li>• Develop district-wide physical activity plans for students</li> </ul>	<ul style="list-style-type: none"> <li>• Student levels of fitness increase and BMI’s decrease.</li> </ul>	<p>PE Teachers</p>	<p>8/1/09</p>	<p>5/15/10</p>	<p>N/A</p>	<p>N/A</p>

**Action Component: Learning Environment**

Draft       Final

District Name Clinton County

Component Manager Paula Little

Date June 8, 2008

Public  Private/Non-Profit

**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs	Fund Source
B1	<ul style="list-style-type: none"> <li>Implement the Olweus Bullying Prevention Program in grades K – 8</li> </ul>	<ul style="list-style-type: none"> <li>Fewer students experience bullying and more students feel safer at school.</li> </ul>	Frank Butler	8/4/08	Ongoing	\$4,500	SS/HS Grant
	<ul style="list-style-type: none"> <li>Provide Bullying Prevention Training to all classified staff</li> </ul>	<ul style="list-style-type: none"> <li>Classified staff are better able to identify and stop bullying behavior.</li> </ul>	Paula Little	8/4/08	8/4/08	\$300	PD Funds
	<ul style="list-style-type: none"> <li>Conduct tabletop drills with at least ten community partners once per semester</li> </ul>	<ul style="list-style-type: none"> <li>School and emergency personnel are coordinated and prepared for crisis situations.</li> </ul>	Kevin Groce	8/15/08	Ongoing	N/A	N/A
	<ul style="list-style-type: none"> <li>Furnish and replenish annually emergency “Go-Kits” for 100% of district classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Classrooms are fully equipped to handle emergency situations.</li> </ul>	Charlotte Bernard	10/1/08	10/1/09	\$5,600	SS/HS Grant

<p>B1 (Cont.)</p>	<ul style="list-style-type: none"> <li>• Purchase and utilize mass notification system for parents</li> <li>• Conduct school safety audits</li> <li>• Assist school personnel in revising and updating crisis plans</li> <li>• Provide teacher training in use of Infinite Campus software</li> </ul>	<ul style="list-style-type: none"> <li>• School district is prepared and equipped to notify all parents immediately of emergency situations.</li> <li>• Schools identify and correct safety violations.</li> <li>• Crisis plans are updated, thorough, and useful.</li> <li>• Faculty and administrators keep more detailed discipline records.</li> </ul>	<p>Mickey McFall</p> <p>Kevin Groce</p> <p>Kevin Groce</p> <p>Sid Scott</p>	<p>8/15/08</p> <p>10/1/08</p> <p>7/1/08</p> <p>10/15/08</p>	<p>9/15/08</p> <p>10/1/09</p> <p>Ongoing</p> <p>Ongoing</p>	<p>\$4,000</p> <p>N/A</p> <p>\$1,800</p> <p>N/A</p>	<p>General Fund</p> <p>N/A</p> <p>SS/HS Grant</p> <p>N/A</p>
<p>B2</p>	<ul style="list-style-type: none"> <li>• Develop a Saturday School disciplinary program for middle and high school students in lieu of suspension</li> <li>• Provide a social worker to help students and families overcome issues causing discipline problems</li> </ul>	<ul style="list-style-type: none"> <li>• Student behavior improves as Saturday school serves as a deterrent.</li> <li>• Students and families solve issues underlying behavior problems.</li> </ul>	<p>Sheldon Harlan/Joan DeForest</p> <p>Judy Denney</p>	<p>10/15/08</p> <p>8/1/08</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>\$4,500</p> <p>\$30,000</p>	<p>Title VI</p> <p>SS/HS Grant</p>

B2 (Cont.)	<ul style="list-style-type: none"> <li>Implement the Behavioral Monitoring and Reinforcement Program in grades 7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Discipline referrals in the transitional grades diminish.</li> </ul>	Judy Denney/ David Bookout	9/1/08	Ongoing	\$10,500	SS/HS Grant
	<ul style="list-style-type: none"> <li>Increase video surveillance at all schools to increase monitoring capabilities in unsafe areas</li> </ul>	<ul style="list-style-type: none"> <li>Student disciplinary infractions decrease as monitoring capabilities increase.</li> </ul>	Charlotte Bernard/ School Principals	10/1/08	Ongoing	\$24,000	SS/HS Grant

**Action Component: Learning Environment**

Draft       Final

District Name Clinton County

Component Manager Paula Little

Date June 8, 2008

Public  Private/Non-Profit

**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs	Fund Source
C1	<ul style="list-style-type: none"> <li>Implement Guiding Good Choices parenting classes</li> </ul>	<ul style="list-style-type: none"> <li>Parents learn how to help their children make the right choices in life.</li> </ul>	Frank Butler & KY-ASAP Coordinator	9/1/08	Ongoing	\$1,000	SS/HS Grant & KY-ASAP
	<ul style="list-style-type: none"> <li>Implement the Strengthening Families program</li> </ul>	<ul style="list-style-type: none"> <li>Participating adolescents and their families increase protective factors.</li> </ul>	Frank Butler	10/1/08	Ongoing	\$750	SS/HS Grant
	<ul style="list-style-type: none"> <li>Conduct beginning of the year parent orientations for each grade level</li> </ul>	<ul style="list-style-type: none"> <li>Families feel more comfortable in the school setting and more familiar with their child's teacher(s).</li> </ul>	School Principals	7/20/08	8/5/08	\$2,500	Title I
	<ul style="list-style-type: none"> <li>Conduct parent programs featuring student presentations at CCHS</li> </ul>	<ul style="list-style-type: none"> <li>Parents develop a stronger connection to the school and view it positively.</li> </ul>	Paula Little/ Sherry Poore	10/1/08	5/15/10	\$2,000	Title I

	<ul style="list-style-type: none"> <li>• Continue Family Literacy and Math Nights at AES &amp; CCMS</li> <li>• Conduct ESL classes for non-English speaking families using Rosetta Stone software</li> <li>• Send parents current information about school events via e-mail and school district newspaper</li> </ul>	<ul style="list-style-type: none"> <li>• Families participate in activities to improve reading and math skills for children.</li> <li>• ESL families receive help with English skills and develop a stronger connection to the school.</li> <li>• Parents have greater knowledge of upcoming events and chances to participate.</li> </ul>	<p>Allison Thrasher/ Patty Combest</p> <p>Paula Little/ Sandra Guffey/ Sue Owens</p> <p>Ammie Marcum</p>	<p>9/1/08</p> <p>2/1/09</p> <p>8/1/08</p>	<p>Ongoing</p> <p>5/15/09</p> <p>Ongoing</p>	<p>\$3,000</p> <p>\$1,700</p> <p>\$3,000</p>	<p>Title I</p> <p>Title I</p> <p>Title I; GEAR UP; 21<sup>st</sup> Century; Mentoring; Champions; Adult Ed.</p>
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**Action Component: Academic Performance**

Draft                       Final

District Name Clinton County

Component Manager Paula Little

Date June 8, 2008

Public

Private/Non-Profit

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p>The Clinton County School District needs to increase instructional efficacy among all faculty and staff. As proof, many students in the Clinton County School District are not showing continuous progress toward proficiency. In fact, based on the results of the Spring 2007 Kentucky Performance Report, the percentage of students performing at a Proficient or Distinguished rate are not increasing rapidly enough to meet the statewide goal by 2014. The overall academic index for each school is as follows:</p> <p>Albany Elementary—85.3                      Clinton County Middle School—91.4                      Clinton County High School—76.6</p> <p>There is also a statistically significant achievement gap for students with disabilities and low socioeconomic status.</p>	<p>A. By June 2010, the Clinton County School District will achieve an accountability academic index of at least 88 based on KCCT results.</p> <p>B. By June 2010, the district’s academic indices in math and science will increase by an average of five points each.</p> <p>C. By June 2010, the number of children who enter kindergarten ready to learn will increase by 10%.</p> <p>D. By June 2010, the district will reduce the achievement gap for students with disabilities and those who receive free/reduced lunch by at least five academic index points at each school.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> <li>• 32% of 5<sup>th</sup> Grade students scored novice on Arts &amp; Humanities on the 2007 KCCT (14% above state average)</li> <li>• Only 29% of High school students scored Proficient or Distinguished on the Writing portion of the 2007 KCCT</li> <li>• 8<sup>th</sup> grade students and 10<sup>th</sup> grade students scored below the state average on all five areas of the EXPLORE and PLAN Assessments, respectively during the 2006-2007 school year</li> <li>• ACT scores have been consistently below state averages in all four tested areas for the past five years</li> <li>• Current district graduation rate is only 75%, 5.6% below the state average</li> <li>• In 2005-2006, 730 of 1600 students had 10 or more absences. The district's attendance rate is 1.2% below the state average.</li>   <li>• Spring 2007 KCCT results show that the elementary school math academic index falls behind the state average by 8.02 points.</li> <li>• Spring 2007 KCCT results show that the elementary school science academic index falls behind the state average by 9.84 points, while the high school science academic index falls behind the state average by 5.1 points.</li> <li>• 17% of elementary school students and 29% of 11<sup>th</sup> Grade students scored novice in Math on the 2007 KCCT</li> <li>• 10% of 4<sup>th</sup> Grade students scored novice in Science on the 2007 KCCT</li> <li>• Only 33% of High school students scored Proficient or Distinguished on the Math and Science portions of the 2007 KCCT</li>   <li>• No central point for identifying and providing referrals for preschool children with developmental delays.</li> <li>• DIAL-R scores from kindergarten screenings indicate that more</li> </ul>	<p>A1. By June 2010, the Clinton County School District will increase the average composite score of students on the PLAN, EXPLORE, and ACT by at least two points.</p> <p>A2. By June 2010, the Clinton County School District will increase the percentage of students scoring at the proficient / distinguished level by ten percent.</p> <p>A3. By June 2010, the Clinton County School District will have a graduation rate of at least 88%.</p> <p>B1. By June 2010, the Clinton County School District will increase the number of students scoring proficient / distinguished in math and science by at least 10%.</p> <p>C1. By June 2010, the Clinton County School District will decrease the number of students who are retained in kindergarten by 15%.</p>

<p>than 50% of the students each year who enter kindergarten are deficient in the requisite social and emotional skills needed for formal education.</p> <ul style="list-style-type: none"> <li>• 12 out of 134 (or 9%) of AES students were retained in kindergarten during the 2007 – 2008 school year.</li> <li>• In 2007, only 50% of kindergarten students scored at the benchmark level for pre-literacy skills during fall DIBELS testing.</li>   <li>• The achievement gap between students who qualify for Free and/or Reduced lunch and those who do not is significant at all schools. The Academic Index achievement gap at AES is 17.6; at CCMS 17.4; at CCHS 20.9.</li> <li>• Students with disabilities show a significant achievement gap at each school. The Academic Index achievement gap at AES is 21; at CCMS 25.6; at CCHS 40.9.</li> <li>• Students with disabilities show a significant gap in their rate of successful transition to postsecondary activities (18.8%).</li> </ul>	<p>D1. By June 2010, all schools will have met their targeted goals for achievement gap reduction for students with disabilities and students who receive free/reduced lunch.</p>
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**Action Component: Academic Performance**

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District Name Clinton County

Component Manager Paula Little

Date June 14, 2006

Public  Private/Non-Profit

**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs	Fund Source
A1	<ul style="list-style-type: none"> <li>Provide access to ACT prep software for all students</li> </ul>	<ul style="list-style-type: none"> <li>Students will have more experience with ACT items and improve composite scores.</li> </ul>	Donna Butler/ Robin Choate	1/3/09	Ongoing	\$2,000	GEAR UP
	<ul style="list-style-type: none"> <li>Provide monthly opportunities for students to participate in accelerated activities</li> </ul>	<ul style="list-style-type: none"> <li>Gifted/talented students will continue to excel and push scores upward.\</li> </ul>	Shirley Williams	9/1/08	Ongoing	\$3,500	Title I; Title VI
	<ul style="list-style-type: none"> <li>Provide students access to pre-Algebra curriculum in the 7<sup>th</sup> grade and Algebra curriculum in the 8<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>Student math development will be encouraged and accelerated.</li> </ul>	Jimmy K. Brown/ Paula Little	8/1/08	Ongoing	\$9,500	General Fund

<p>A1 (Cont.)</p>	<ul style="list-style-type: none"> <li>• Conduct professional development for teachers in how to use technology to improve instruction</li> <li>• Provide appropriate training in working with at-risk populations for Foothills Academy staff</li> <li>• Provide professional development opportunities for teachers to increase their effectiveness using EncycloMedia</li> </ul>	<ul style="list-style-type: none"> <li>• Student interest in core subjects will be increased through the use of technology.</li> <li>• Teachers will use appropriate techniques for motivating and instructing students with special needs.</li> <li>• Teachers will make learning more attractive and motivating for students.</li> </ul>	<p>Sid Scott</p> <p>Todd Messer/ Paula Little</p> <p>Sid Scott</p>	<p>5/15/09</p> <p>8/1/08</p> <p>6/1/09</p>	<p>8/5/10</p> <p>Annually</p> <p>8/5/10</p>	<p>N/A</p> <p>\$2,000</p>	<p>N/A</p> <p>PD Funds</p>
<p>A2</p>	<ul style="list-style-type: none"> <li>• Provide training to teachers to ensure that classroom assessments are properly made and utilized</li> <li>• Purchase ACTIVBoards for 1<sup>st</sup> grade classrooms\</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will utilize assessments for formative and diagnostic purposes.</li> <li>• 1<sup>st</sup> grade classrooms will have increase access to resources that will improve learning.</li> </ul>	<p>Paula Little/ Curriculum Specialists</p> <p>Tim Armstrong/ Sid Scott</p>	<p>8/1/09</p> <p>8/1/08</p>	<p>5/15/10</p> <p>8/1/09</p>	<p>\$3,000</p> <p>\$25,000</p>	<p>PD Funds</p> <p>KETS Funds; School Funds</p>

<p>A2(Cont.)</p>	<ul style="list-style-type: none"> <li>• Provide dictionaries and thesauruses for every student participating in On-Demand writing</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have the resources needed to improve on-demand writing capabilities.</li> </ul>	<p>Paula Little</p>	<p>8/1/08</p>	<p>8/15/08</p>	<p>\$2,400</p>	<p>Title I</p>
	<ul style="list-style-type: none"> <li>• Utilize daytime waivers at CCHS to serve students most in need of math assistance</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students scoring at the proficient level in math at CCHS will increase.</li> </ul>	<p>Sheldon Harlan/Paula Little</p>	<p>8/1/08</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>
	<ul style="list-style-type: none"> <li>• Continue Number Worlds program at CCMS</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students at CCMS scoring proficient in math will increase.</li> </ul>	<p>Jimmy K. Brown/ Paula Little</p>	<p>8/1/08</p>	<p>Ongoing</p>	<p>\$1,000</p>	<p>Title I</p>
	<ul style="list-style-type: none"> <li>• Fund an extra teacher in any grade level where student / teacher ratio exceeds 25:1</li> </ul>	<ul style="list-style-type: none"> <li>• Each child will receive more individual attention due to lower class sizes.</li> </ul>	<p>Mickey McFall</p>	<p>8/1/08</p>	<p>Ongoing</p>	<p>\$50,000</p>	<p>General Fund; Title II</p>
	<ul style="list-style-type: none"> <li>• Incorporate Arts &amp; Humanities more thoroughly into 4<sup>th</sup> &amp; 5<sup>th</sup> grade curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have more exposure to Arts &amp; Humanities Core Content.</li> </ul>	<p>Paula Little/ Curriculum Specialists</p>	<p>6/1/09</p>	<p>8/1/10</p>	<p>N/A</p>	<p>N/A</p>
	<ul style="list-style-type: none"> <li>• Provide access to art exhibitions, drama, theatre, and music performances</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to experience arts &amp; humanities and expand their</li> </ul>	<p>Paula Little/ School principals</p>	<p>9/1/08</p>	<p>Ongoing</p>	<p>\$6,500</p>	<p>School Funds; Title I; Art</p>

	<p>for low-income students</p> <ul style="list-style-type: none"> <li>Develop an incentive contest using key Core Content vocabulary</li> </ul>	<p>understanding of the content.</p> <ul style="list-style-type: none"> <li>Students will be more motivated to learn key core content terminology.</li> </ul>	<p>Paula Little/ Robin Choate/ Sandra Guffey</p>	<p>2/1/09</p>	<p>4/1/09</p>	<p>\$2,500</p>	<p>Grants  Title I; GEAR UP; 21<sup>st</sup> Cent.</p>
A3	<ul style="list-style-type: none"> <li>Hire a Truancy Officer and develop a Truancy Board at each school</li> </ul>	<ul style="list-style-type: none"> <li>Student attendance will increase.</li> </ul>	<p>Charlotte Bernard/ Mickey McFall</p>	<p>7/1/08</p>	<p>8/1/08</p>	<p>\$20,000</p>	<p>SS/HS Grant</p>
	<ul style="list-style-type: none"> <li>Expand the Mentoring Program to serve students at all three schools</li> </ul>	<ul style="list-style-type: none"> <li>The number of students with a supportive adult role model will increase.</li> </ul>	<p>Kathy Conner/ Chris Marcum</p>	<p>7/1/08</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>
	<ul style="list-style-type: none"> <li>Provide monthly incentives for students with perfect attendance</li> </ul>	<ul style="list-style-type: none"> <li>Students will be more motivated to attend school daily.</li> </ul>	<p>Joe Summers/ Truancy Boards</p>	<p>9/1/08</p>	<p>Monthly</p>	<p>\$2,700</p>	<p>Title I</p>
	<ul style="list-style-type: none"> <li>Use the Novel Star program credit recovery for high school students who have fallen behind</li> </ul>	<ul style="list-style-type: none"> <li>High school students who fall behind will have an alternative method to catch up with their peers.</li> </ul>	<p>Sheldon Harlan</p>	<p>8/1/08</p>	<p>Ongoing</p>	<p>\$6,500</p>	<p>Title VI</p>
	<ul style="list-style-type: none"> <li>Implement the Brief Strategic Family Therapy program</li> </ul>	<ul style="list-style-type: none"> <li>Families with problems beyond the normal scope of school will have an outlet for help.</li> </ul>	<p>Judy Denney</p>	<p>7/1/09</p>	<p>Ongoing</p>	<p>\$10,000</p>	<p>SS/HS Grant</p>

A3 (Cont.)	<ul style="list-style-type: none"> <li>• Provide information and field trips to postsecondary institutions for students in grades 7 – 12</li> <li>• Develop a Truancy Diversion program at the high school</li> <li>• Facilitate a change in district policy to ensure acceptance of no more than 10 days of doctor's excuses for absences</li> </ul>	<ul style="list-style-type: none"> <li>• Students will become more familiar with college campuses and postsecondary settings.</li> <li>• The number of truant high school students will decrease.</li> <li>• Student attendance will increase.</li> </ul>	Robin Choate	7/1/09	Ongoing	\$12,000	GEAR UP
			Joe Summers	9/1/08	Ongoing	N/A	N/A
			Joe Summers	9/1/08	Ongoing	N/A	N/A

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B1	<ul style="list-style-type: none"> <li>Purchase enough calculators so that all students in tested grade levels will have access to the same model</li> </ul>	<ul style="list-style-type: none"> <li>All students in each grade level will have familiarity with the calculator they use of the KCCT.</li> </ul>	Paula Little	7/1/08	8/1/08	\$7,000	Title I
	<ul style="list-style-type: none"> <li>Purchase improved equipment for high school biology lab</li> </ul>	<ul style="list-style-type: none"> <li>Biology students will be able to experience more hands-on learning.</li> </ul>	Paula Little	7/1/08	8/1/09	\$9,500	Title I
	<ul style="list-style-type: none"> <li>Develop targeted after school math and science classes</li> </ul>	<ul style="list-style-type: none"> <li>Students who fall behind in math and science will have an avenue for receiving extra help.</li> </ul>	Paula Little/ Sandra Guffey/ ESS Building Coordinators	9/1/08	Ongoing	\$3,000	ESS; 21 <sup>st</sup> Century
	<ul style="list-style-type: none"> <li>Revise the daytime waiver program at AES to include math</li> </ul>	<ul style="list-style-type: none"> <li>Students struggling in math will be able to receive additional tutoring during the school day.</li> </ul>	Connie Wallen	7/1/08	7/15/08	N/A	N/A

	<ul style="list-style-type: none"> <li>• Continue the Math Recovery program at AES</li> <li>• Provide SNAP training to Special Education teachers at AES</li> <li>• Apply for daytime waivers for CCHS ESS program for math and science</li> <li>• Continue the science decathlon for 7<sup>th</sup> grade students</li> <li>• Provide opportunities for math/science teachers to attend content-specific professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Increased numbers of students reach or exceed grade level performance in math.</li> <li>• Special education teachers will be able to provide more targeted math instruction.</li> <li>• Struggling students who cannot attend after-school can receive tutoring during school hours.</li> <li>• 7<sup>th</sup> graders receive additional motivation and hands-on learning in science.</li> <li>• Math and science teachers learn new instructional techniques and programs that will benefit their students.</li> </ul>	<p>Tonda Thompson/ Paula Little</p> <p>Tonda Thompson</p> <p>Sheldon Harlan</p> <p>Robin Choate</p> <p>Paula Little</p>	<p>8/1/08</p> <p>8/1/09</p> <p>7/1/08</p> <p>2/1/09</p> <p>5/15/09</p>	<p>Ongoing</p> <p>8/15/09</p> <p>8/1/08</p> <p>3/30/10</p> <p>8/8/10</p>	<p>\$120,000</p> <p>N/A</p> <p>N/A</p> <p>\$1,500</p> <p>\$1,800</p>	<p>MAF Grant</p> <p>N/A</p> <p>N/A</p> <p>GEAR UP</p> <p>PD Funds</p>
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Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs	Fund Source
C1	<ul style="list-style-type: none"> <li>Hire an Early Childhood Case Worker to identify and treat developmental delays in students prior to enrollment in preschool</li> </ul>	<ul style="list-style-type: none"> <li>More students will begin preschool and kindergarten without developmental delays.</li> </ul>	Paula Little	8/1/08	6/30/10	\$40,000	SS/HS Grant
	<ul style="list-style-type: none"> <li>Hire a principal and additional school staff for the Early Childhood Center</li> </ul>	<ul style="list-style-type: none"> <li>Early Childhood Center is operational and fully functioning for August 2008.</li> </ul>	Mickey McFall	7/1/08	8/15/08	\$120,000	Preschool Funds
	<ul style="list-style-type: none"> <li>Implement the Parents as Teachers program</li> </ul>	<ul style="list-style-type: none"> <li>Parents learn how to best help their infant and toddler learn and grow.</li> </ul>	Danielle Wheat	9/1/08	6/30/10	\$5,600	SS/HS Grant
	<ul style="list-style-type: none"> <li>Provide family literacy activities for preschool children and parents who need a GED</li> </ul>	<ul style="list-style-type: none"> <li>Education and literacy becomes more valued for a larger number of families.</li> </ul>	Eddie Tallent	7/1/08	Ongoing	\$20,000	Family Literacy Grant
					8/1/08		

	<ul style="list-style-type: none"> <li>• Implement the Read &amp; Feed program</li> <li>• Revise budget allocations to include Early Childhood Center for a proportional share of state and federal money</li> <li>• Conduct a summer educational playgroup to stimulate learning and growth in 2-4 year olds</li> </ul>	<ul style="list-style-type: none"> <li>• Children receive more opportunities for literacy stimulation over the summer.</li> <li>• The Early Childhood Center is adequately equipped and staffed.</li> <li>• Toddlers have an opportunity to participate in activities that will stimulate social, physical, and cognitive growth.</li> </ul>	<p>Teresa Boils</p> <p>Paula Little/ Mickey McFall</p> <p>Danielle Wheat/ Ammie Marcum</p>	<p>7/1/08</p> <p>7/1/08</p> <p>6/1/09</p>	<p></p> <p>8/1/08</p> <p>8/1/09</p>	<p>N/A</p> <p>N/A</p> <p>\$4,000</p>	<p>N/A</p> <p>N/A</p> <p>Title I; Prescho ol Funds</p>
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D1	<ul style="list-style-type: none"> <li>Develop targeted after school activities for students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Students with disabilities improve their MAPS and KCCT scores with extra help.</li> </ul>	Paula Little/ Eddie Tallent	1/5/09	6/30/10	\$3,500	IDEA-B; Title I
	<ul style="list-style-type: none"> <li>Target low-income students by providing increased technology/internet time as behavior or attendance incentives</li> </ul>	<ul style="list-style-type: none"> <li>The achievement gap for free/reduced lunch students is reduced, as they spend more time in the classroom.</li> </ul>	School principals/ Curriculum Specialists	1/5/09	Ongoing	N/A	N/A
	<ul style="list-style-type: none"> <li>Target students for intervention services using MAPS scores</li> </ul>	<ul style="list-style-type: none"> <li>The achievement gaps are reduced through targeted student instruction.</li> </ul>	School principals/ Curriculum Specialists	7/1/08	Ongoing	N/A	N/A
	<ul style="list-style-type: none"> <li>Train Special Education teachers and aides at AES to use the Number Worlds program</li> <li>Coordinate district</li> </ul>	<ul style="list-style-type: none"> <li>Students with disabilities receive intervention for math deficiencies.</li> </ul>	Paula Little/ Tonda Thompson	10/15/08	12/15/08	\$5,500	Title VI; IDEA-B

<p>D1 (Cont.)</p>	<p>efforts to prepare alternate portfolios for the most severely disabled students</p> <ul style="list-style-type: none"> <li>• Reapply for Community-based work transition program funding</li> </ul>	<ul style="list-style-type: none"> <li>• Alternate portfolio scores increase to proficiency level.</li> <li>• Transition gap between disabled and non-disabled students is decreased.</li> </ul>	<p>Eddie Tallent/ Paula Little</p> <p>Eddie Tallent</p>	<p>7/1/08</p> <p>7/1/09</p>	<p>Ongoing</p> <p>7/30/09</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>
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