



LEA Implementation Plan for Dalton City

2014-2015

Identified Goals for Improvement: LEAs must develop actions/strategies/interventions or programs for each of the five NCLB performance goals and the four IDEA performance goals listed below. LEAs may add additional LEA performance goals that can not be addressed in one of the goals below. You may also add additional system goals as applicable.

NCLB Performance Goal 1: By 2-14 - 2015, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

NCLB Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

NCLB Performance Goal 3: All students will be taught by highly qualified teachers.

NCLB Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

NCLB Performance Goal 5: All students will graduate from high school.

IDEA Performance Goal 1: Improve post-school outcomes for students with disabilities.

****IDEA Performance Goal 2: Improve services for young children (ages 3 – 5) with disabilities.**

IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.

IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

Annual Measurable Objective(s):

Improve services for young children (ages 3 – 5) with disabilities.

Performance Goal	Actions/Strategies/ Interventions or Programs	GSS	NCLB Goal#	IDEA Goal#	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source, funding cycle and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
To increase the percent of infants and toddlers who: improve functioning to a level near or	All preschool staff will attend implementation training on appropriate instructional assessment and	N/A	1, 2, 5	2	None	Brigance Childhood Readiness Kits (Purchased FY13)	Special Education Director and Assistant Director; School Psychologist and Preschool Lead Teacher	Completed August 2012; Continuing in FY15	Regularly scheduled progress monitoring; Preschool developmental assessments;	Progress monitoring to discuss individual student progress to include, but not limited to,	Students will demonstrate an increase in developmental skills as indicated on developmental

<p>comparable to same-aged peers.</p>	<p>progress monitoring instruments including, but not limited to: Brigance Inventories;</p> <p>Appropriate preschool staff will attend Preschool Consortia meetings to keep abreast of regulations, best practices, professional development opportunities, and resources for educating young children with Disabilities</p>				<p>Preschool Consortia (projected travel expenses \$100)</p>	<p>District Preschool Consortia (projected travel expenses \$100); DOE Preschool Consultant</p>	<p>Special Education Director and Assistant Director; School Psychologist and Preschool Lead Teacher;</p>	<p>Ongoing</p>	<p>Preschool Outcomes Data</p>	<p>developmental assessments and inventories</p>	<p>assessments and/or inventories, and Preschool Outcomes data.</p>
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	<p>Addition of an Inclusion PreK for FY15 to provide extra support for students with disabilitiesDPS</p>				<p>Bright From the Start Required Training (Projected expenses less than \$100)</p>	<p>Part-Time ESS teacher salary for partnering in the PK classroom</p>	<p>Special Education Director and Assistant Director; School Psychologist and Preschool Lead Teacher; District PK Director</p>	<p>Implement in FY15</p>			
	<p>Continues to serve 3-4 year olds in community preschools, community Head Starts, community Pre-Ks, and a school based inclusion Head Start class.</p>				<p>None needed</p>	<p>No new resources needed for FY15</p>	<p>Special Education Director and Assistant Director; School Psychologist and Preschool Lead Teacher;</p>	<p>Ongoing</p>			
	<p>Explore ways to increase early literacy and numeracy in the community,</p>					<p>Sample resource materials;</p>	<p>Special Education Director and Assistant Director; School Psychologist; Chief Knowledge</p>	<p>FY15</p>	<p>New resources will be reviewed for compatability with our district's directional system and the needs of</p>		

	including children with disabilities.						Officer, Assistant Director of School Support		preschool students including children with disabilities		
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