



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 2013-2014, 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):

All students with disabilities will receive a free and appropriate public education

	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)
Develop the capacity to ensure that all students meet or exceed	Provide Literacy training to all Special Education Teachers	C1, C2; I1, I2, I3; A2,; SFC1,	1 2 3 5	3	Leveled LC training per individual teacher needs (provided by district LC staff-no cost)		Director of Special Education; Building principals; District Level	Implemented August 2010; continuing 2011-2012 ;continue FY15	Progress monitoring through teacher observation, Literacy Collaborative	Teacher Observation; Literacy Collaborative data; curriculum	Increased access to and mastery of grade level standards for students with disabilities

<p>grade level standards in Reading/ ELA and Math</p>	<p>Emory Inclusion Project</p> <p>Extended Learning opportunities : after school programs;; Reading and Math Summer Programs</p>	<p>SFC3; PL2, PL3; SC1, SC2.</p>			<p>Emory Autism Center staff</p> <p>None</p>	<p>\$20,000 VI-B</p> <p>20,000 Title VI-B to provide staff, transportation , and materials</p>	<p>Literacy Collaborative coaches</p> <p>Emory Autism Center staff; Director of Special Education</p> <p>Special Education Director and ESS staff</p>	<p>Implemented August 2010; continue FY15</p> <p>Implemented August 2010; continue FY14</p>	<p>data, curriculum benchmarks, and LRE data</p>	<p>benchmarks; LRE</p>	
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