



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 2014 - 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):

By 2015, Dalton Public Schools students will Meet or Exceed the state target cohort graduation rate for the all students

By 2015, Dalton Public Schools students will meet or exceed the state performance target in English Language Arts on the EOG

By 2015, Dalton Public Schools students will meet or exceed the state performance target in Reading on the EOG

By 2015, Dalton Public Schools students will meet or exceed the state performance target in Math on the EOG

		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 develop the capacity to ensure that	Literacy Collaborative	C1, C2, C3; I1, I2, I3; A1, A2;	NCLB- 1.1, 1.3;	IDEA -3	Regular and on-going LC coaching for	School collections of leveled books;	System Content & Engagement;	Began Fy 05; Full implementation	Classroom observations by school	Observation records; Instructional	Increase in % of students exceeding

all students meet or exceed CCGPS in Reading/ELA		PO4; SFC3; PL2, PL3; L1; SC1;	2.1, 2.2; 3.1,3.3; 4;		teachers implementing LC by on-site LC coaches; 40 hr course for all teachers new to LC framework; 20 hr course annually for all LC teachers; System coaching for school LC coaches; External coaching (Lesley Univ) for system LC coord.; \$300,000 Title IA, Title IIA, local.	Teacher/coaches coaching materials; Professional texts for teachers in training; \$1,000,000 Title IA, Title IIA, local.	System LC Coordinator; School administrators; School level coaches; Classroom teachers.	after 5 years; Continued training as needed.	level coaches school administrators ; system LC District Trainers, and system Content and Engagement Team, Annual Reports sent to Lesley University Observation survey data.	plans; student work products; Observation survey data.	standards on state tests; Increased student engagement; Increased performance on district level assessments; Observation survey data.
To develop the capacity to ensure that all students meet or exceed	Reading Recovery	C2, C3; I1, I2, I3; A2; SFC3; PL2, PL3; SC1;	NCLB- 1.1, 1.3; 2.1, 2.2; 3.2;		Graduate level professional development for new personnel; Professional	Leveled Reading Recovery books; "Behind-The-Glass" room;	Site coordinator; teacher leaders; School administrators.	Began Fy 05 training of teacher leader; 12 RR teachers Fy 06; 9 add'l teachers	Daily performance record; Running records; Lessons per	Running records; Observation surveys; Lesson records.	-Improved student reading abilities/scores for targeted at-risk students; Discontinuation

CCGPS in Reading/ELA			4;		contact / coaching on-going for established staff. \$100,000 Title IA, Title IIA, local.	Professional texts. \$50,000 Title IA, Title IIA, local; 17 RR teachers and district trainer - \$1,200,000		/ full implementation Fy07; FY11 Reduced RRT to 17 teachers plus one District TL	student; Discontinuation.		and subsequent tracking of student progress.
To develop the capacity to ensure that all students meet or exceed CCGPS in Math and Science	Math and science endorsement certification for teachers through NWGA RESA	C1, C2, C3; I1, I2, I3; A1, A2; PL2, PL3; L1; SC1;	NCLB- 1.2, 1.3; 2.3; 3.2; 5;	IDEA -1,3	Follow-up cohort work; \$\$\$ Title IIA .	Professional texts; Substitutes; Title IIA	Chief Administrative Officer, Chief Knowledge Officer, Principals	Began FY14 and continuing in FY15 .	Teacher daily instructional plans; Classroom observations; Collaborative development / use of instructional plans/materials.	Teacher daily instructional plans; Classroom observations; Student work.	Increased student engagement; Increase in % of students exceeding standards on state tests; Improved performance on district level core assessments;
To develop the capacity to ensure that all students meet or	Writing Workshop – Now has become a part of the Literacy Collaborative	C1, C2; I1, I3; A1, A2; SFC3; PL2, PL3;	NCLB- 1.1, 1.3; 2.1, 2.2;	IDEA -1,3	Various guest presenters/ authors provides WW basic training	Substitutes for teacher release for training; Trainer fees; Printing of	System Content & Engagement; School principals and	Annually.	Review of daily instructional plans; Classroom	Student writing samples;	Increase in the writing skills of students

exceed CCGPS in ELA	“Writer’s Workshop”.	L1;	3.2, 3.3; 5;		for all new elementary teachers; LC Coaches and various guest presenters/ authors provides selected topic training and classroom demonstrations for elementary teachers; \$\$\$ Title IA.	materials; \$50,000 Title IA.	APs; LC Coaches; Teachers.		observations ; Coaching; Review of student writing samples through daily work, writing samples, core assessments, etc...		
To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/ELA and Math	SLO Pre/Post Testing in non-tested grades and courses	C1, C2, C3; I1, I2; A1, A3; PO1, PO2, PO3; PL1, PL3; L1, L2, L3; SC1, SC2	NCLB- 1.1, 1.2; 2.1, 2.2, 2.3; 5.1, 5.2	IDEA - 1, 3	Training through DOE, ThinkGate & re-delivery throughout staff of all schools, Title IIA	Substitutes, computer & internet access, ThinkGate trainers, Title IIA	Chief Knowledge Officer and Content and Engagement Team	FY15 and ongoing	Student results (scores), comparisons to previous (FY15 is the benchmark year)	Pre & Post tests, Data	1-Increased student engagement; Increase in % of students exceeding standards on state tests;
To develop the capacity to ensure that all students meet or	Designing of Engaging Work for Students	C1, C2, C3; I1, I2, I3; PO4; PL2, PL3; L1;	NCLB- 1.1, 1.2, 1.3; 2.1,	IDEA -1,3	Schlechty Center Net GenConference; Principals	Professional Texts; Collaboratively Developed Materials;	Superintendent; System Content & Engagement; School	FY15 and Ongoing.	Observation; TKES process; Data on Student	Student work; Survey data; Instructional plans; Documentatio	1-Increased student engagement; Increase in % of students

exceed CCGPS in Reading/EL A and Math		SC1, SC2;	2.2, 2.3; 3.2, 3.3; 4; 5;		Academy; Leadership Academy; Topical Conferences; Induction; \$30,000 Title IIA; State; Local.	Protocols, etc.; Consultants; Network affiliation expenses; substitutes; \$40,000 Title IIA; State; Local.	principals and APs; Teachers.		Engagement; Survey Instruments.	n of collegial conversations around student work.	exceeding standards on state tests;
To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/EL A and Math	Induction	C2, C3; A3; PO1, PO4; PL1, PL2, PL3; L1, L2, L3; SC1, SC2;	NCLB-1.3; 3.2, 3.3; 4; 5;	IDEA -3	Schlechty Center Conferences; District Teaching and Learning Staff; School Induction Activities \$\$\$\$\$ Title IIA;	Professional Texts; \$\$\$\$\$ Title IIA	Superintendent; Human Resources; Content & Engagement; Site Administrators; Community personnel.	Began FY'02; Ongoing.	Improved Recruitment and Retention Practices; Induction Plans; School Improvement Plans; Alignment of Induction Plans with District Vision/Mission/Values.	Induction Plans; School Improvement Plans; Teacher retention data.	Increased student engagement; Quality, authentic student work.
To develop the capacity to ensure that all students meet or exceed	Extended Learning Programs for EL students, rising kindergartners, migrant, and ESS			1, 3	Applying CCGPS training and Differentiation strategies that are part of	Facilities, instructional materials and supplies, staffing (teachers and	Assigned administrator, System Content & Engagement; selected staff	Determination is made each regarding summer school opportunities depending on	Immediate evaluation using pre and post tests in ELA/Reading	Pre and Post test scores during summer program; Thinkgate	Increase in % of students meeting and exceeding standards as measured by standardized test

CCGPS in Reading/ ELA and Math	students				regular instruction. Digital/online courseware used for credit recovery \$Title IA, Homeless, Migrant, ESS	paraprofessionals) Funding from Federal programs, FTE, local donations		available funding	g and Math. Extended evaluation by comparing SS student scores in subsequent year to scores of non-SS students Online assessments with Digital/online courseware	scores, course grades, CRCT scores; Digital/online courseware assessments	data Course credit reports
To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/ELA and Math	Standards-based report cards				State and system initiated training for GPS; Site visits by district team to other districts implementing standards based reporting;	Substitutes for teacher release for revisions to report cards; Printing of materials; \$\$\$ Local, State	System Content and Engagement,, District Trainers School Principals and APs; Teachers.	Ongoing	Review of completed report cards and progress monitoring documents; Parent surveys;	Completed report cards and progress monitoring documents; parent survey data	Increase in % of students exceeding standards on state tests; Improved performance on district level assessments;
To develop	RTI				Comprehensiv	Travel fees;	Assistant Supt.	Began Fy08 –	Periodic	Meeting	Increase in % of

the capacity to ensure that all students meet or exceed CCGPS in Reading/EL A and Math					e Intervention Model training for CO team; Redelivery training for district RTI team, ESS staff, principals, AP's, teachers	Response to Intervention Manual and forms printed	For Instruction; Director of Exceptional Student Services; Reading Recovery Teacher Leader; Principals; AP's; District RTI team; Teachers	ongoing	review of procedures with the district RTI team and AP's; Monitoring of ESS referrals; Monitoring of student achievement data; Teacher surveys	agendas; State and local achievement data; ESS referral data; Teacher surveys	students exceeding standards on state tests; Improved performance on district level assessments;
To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/EL A and Math	Literacy Design Collaborative and Math Design Collaborative (9-12 at DHS)				Professional Learning with SREB/High Schools that Work; Title I funding	Release time; subs; instructional materials; Digital resources; Learning management system	Principal;	Began in FY13 and ongoing as funding allows	To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/EL A and Math	Assessment results (district and classroom); State testing; Course credits	Increase in % of students exceeding standards on state tests; Improved performance on district level assessments; Increased students in receiving course credits
To develop the capacity	Build teacher capacity in				Professional Learning with	Release time; subs;	Title I Director; Principal;	Began in FY12 and ongoing as	To develop the capacity	Assessment results	Increase in % of students

to ensure that all students meet or exceed CCGPS in Reading/EL A and Math	understanding math content and pedagogy (K-5)				Brenda Erwin – math consultant; Title I funding	instructional materials; Digital resources; Learning management system		needed and funding allows	to ensure that all students meet or exceed CCGPS in Reading/EL A and Math	(district and classroom); State testing;	exceeding standards on state tests; Improved performance on district level assessments;
To develop the capacity to ensure that all students meet or exceed science standards	Build teacher capacity in understanding science content and pedagogy (PK-12)				Professional Learning with science experts, attendance at content conferences and workshops –Title I funding	Release time; subs; instructional materials; Digital resources; Learning management system	Title I Director, Principal;	Began in FY14, continuing in FY15	To develop the capacity to ensure that all students meet or exceed Science standards	Assessment results (district and classroom); State testing;	Increase in % of students exceeding standards on state tests; Improved performance on district level assessments;

