



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):

Close the achievement gap between all subgroups.

Grades 1-8:

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

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

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

Grades 9-12:

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

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)
ALL LEPs will attain proficiency	Tiered support for ELLs: Immersion, resource,	C1,C2; I1, I2, I3;	1.1, 1.2, 1.3;	1,3	Balanced Math; Differentiated Instruction:	Resources and materials are embedded in	ELL staff; Site administrators	Ongoing – continue transition to increased	Analysis of student achievement	Student work samples; Standardized test	Student achievement data

in Reading, ELA	inclusion, Language Academy, sheltered	A1; SC1, SC2.	2.1, 2.2, 2.3; 3.2; 5.		CCGPS: Assessment Development; WOW	other items		inclusion/decreased pull-out for next 3 years	data; (standardized tests, observational records, student work, etc...)	results; Teacher observations; Promotion/retention on LAC results	
To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/ELA	Literacy Collaborative	C1, C2, C3; I1, I2, I3; A1, A2; PO4; SFC3; PL2, PL3; L1; SC1;	NCLB- 1.1, 1.3; 2.1, 2.2; 3.1,3.3; 4;	IDEA -3	Regular and on-going LC coaching for 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	School collections of leveled books; Teacher/coaches coaching materials; Professional texts for teachers in training; \$1,000,000 Title IA, Title IIA, local.	System Content & Engagement; System LC Coordinator; School administrators; School level coaches; Classroom teachers.	Began Fy 05; Full implementation after 5 years; Continued training as needed.	Classroom observations by school level coaches school administrators; system LC District Trainers, and system Content and Engagement Team, Annual Reports sent to Lesley University Observation survey data.	Observation records; Instructional plans; student work products; Observation survey data.	Increase in % of students exceeding standards on state tests; Increased student engagement; Increased performance on district level assessments; Observation survey data.

					IIA, local.						
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 exceed CCGPS in Reading/ELA	Reading Recovery	C2, C3; I1, I2, I3; A2; SFC3; PL2, PL3; SC1;	NCLB-1.1, 1.3; 2.1, 2.2; 3.2; 4;		Graduate level professional development for new personnel; Professional contact / coaching on-going for established staff. \$100,000 Title IA, Title IIA, local.	Leveled Reading Recovery books; "Behind-The-Glass" room; Professional texts. \$50,000 Title IA, Title IIA, local; 17 RR teachers and district trainer - \$1,200,000	Site coordinator; teacher leaders; School administrators.	Began Fy 05 training of teacher leader; 12 RR teachers Fy 06; 9 add'l teachers / full implementation Fy07; FY11 Reduced RRT to 17 teachers plus one District TL	Daily performance record; Running records; Lessons per student; Discontinuation.	Running records; Observation surveys; Lesson records.	-Improved student reading abilities/scores for targeted at-risk students; 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;
6-To develop the capacity to ensure that all students meet or exceed CCGPS in ELA	Writing Workshop – Now has become a part of the Literacy Collaboratives “Writer’s Workshop”.	C1, C2; I1, I3; A1, A2; SFC3; PL2, PL3; L1;	NCLB-1.1, 1.3; 2.1, 2.2; 3.2, 3.3; 5;	IDEA -1,3	Various guest presenters/ authors provides WW basic training for all new elementary teachers; LC Coaches and various guest presenters/ authors provides selected topic training and classroom demonstrations for elementary teachers;	Substitutes for teacher release for training; Trainer fees; Printing of materials;	System Content & Engagement; School principals and APs; LC Coaches; Teachers.	Annually.	Review of daily instructional plans; Classroom observations; Coaching; Review of student writing samples through daily work, writing samples, core assessments, etc...	Student writing samples; Core assessments.	Increase in % of students exceeding standards on state writing tests;

					\$\$\$ Title IA.						
To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/ELA and Math	Designing of Engaging Work for Students	C1, C2, C3; I1, I2, I3; PO4; PL2, PL3; L1; SC1, SC2;	NCLB-1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.2, 3.3; 4; 5;	IDEA -1,3	Schlechty Center Net GenConference; Principals Academy; Leadership Academy; Topical Conferences; Induction; \$30,000 Title IIA; State; Local.	Professional Texts; Collaboratively Developed Materials; Protocols, etc.; Consultants; Network affiliation expenses; substitutes; \$40,000 Title IIA; State; Local.	Superintendent; System Content & Engagement; School principals and APs; Teachers.	FY15 and Ongoing.	Observation; TKES process; Data on Student Engagement; Survey Instruments.	Student work; Survey data; Instructional plans; Documentation of collegial conversations around student work.	1-Increased student engagement; Increase in % of students exceeding standards on state tests;
12-To develop the capacity to ensure that all students meet or exceed CCGPS GPS in Reading/ELA and Math	School Improvement/Design Teams	C3; A3; PO1, PO2, PO3, PO4; SFC1, SFC2, SFC3; PL1, PL2, PL3; L1, L2, L3,	NCLB-1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2, 3.3; 4.1; 5.1, 5.2.	IDEA -3	Ongoing work with Schoolhouse Transformation Standards; Annual analysis of data; \$7,500 Title IIA, local	Professional texts; surveys/data; \$3,000 Title IIA, local	Superintendent; Principals; District Design Team, School Design Teams	Ongoing.	Design Team minutes; School Improvement Plans; School Portfolios.	Design Team minutes; School Improvement Plans; School Portfolios.	Increase in % of students exceeding standards on state assessments; Improved scores on system core assessments; Improvement in Survey Data over time.

		L4; SC2.									
15-To develop the capacity to ensure that all students meet or exceed CC GPS	Formative Assessment Development	C1, C2, C3; I1, I2, I3; A1, A2; PL3; L1; SC1;	NCLB-1.1, 1.2; 2.1, 2.2, 2.3; 3.2; 4; 5;	IDEA -1,3	Consultants with core team of teachers and administrators: Additional staff as work develops:	Substitutes; Consultant expenses; Materials; Organization and storage materials; \$35,000 Local.	District Content & Engagement; Site Administrators, Assessment Special Project Team	ongoing			
16 - To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/ ELA and Math	Summer Kindergarten Transition Program	C2, C3; I1, I2, I3; A2; SFC3; PL2, PL3; SC1;	NCLB-1.1, 1.3; 2.1, 2.2; 3.2; 4;		Training conducted in-house by Director;. Funding through Grants provided through Bright from the Start	Facility – DPS provides; Staff – selected through DPS	Director selected annually for summer program	Continued annually for six-weeks during summer if grant if received each year	Teacher observation, Teacher assessments, State assessments	Observations results, assessment results	Increase in % of students meeting and exceeding standards in the subsequent Kindergarten classroom
18-To develop the capacity to ensure that	Summer Program for rising K students who did not participate in			1, 3	Applying CCGPS training and Differentiation	Facilities, instructional materials and supplies,	Assigned administrator, System Content &	Determination is made each year regarding summer school	Immediate evaluation using pre and post tests in	Pre and Post test scores during summer program; Thinkgate scores,	Increase in % of students meeting and exceeding

all students meet or exceed CCGPS in Reading/ ELA and Math	Pre-K; 3 rd , 5 th , 8 th , and 9 th grade students who did not score “meets” on CRCT in ELA and/or MA and high school students who need credit recovery				strategies that are part of regular instruction. digital online software used for credit recovery \$130,000; Title IA, Title III, Migrant, Homeless	staffing (teachers and paraprofessionals) Funding from Federal programs, FTE, and local donations	Engagement; selected staff	opportunities depending on available funding	ELA/Reading and Math. Extended evaluation by comparing SS student scores in subsequent year to scores of non-SS students Online assessments with digital online software	course grades, standardized test scores, digital online software course assessments	standards in the subsequent standardized tests; Course credit reports
20 – 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 CCGPS; Site visits by district team to other districts implementing standards based reporting;	Travel for site visits; Substitutes for teacher release for developing report cards; Printing of materials; \$\$\$ Local, State	System Content and Engagement,, District Trainers School Principals and APs; Teachers.	Fully Implemented K-5 In FY13	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;
21 – To develop the capacity to	RTI				Comprehensive Intervention Model training	Travel fees; Response to Intervention	Director of School Support Services;	Began Fy08 – ongoing	Periodic review of procedures with the district	Meeting agendas; State and local achievement	Increase in % of students exceeding

ensure that all students meet or exceed CCGPS in Reading/EL A and Math					for CO team; Redelivery training for district RTI team, ESS staff, principals, AP's, teachers	Manual and forms printed	Director of Exceptional Student Services; Reading Recovery Teacher Leader; Principals; AP's; District RTI team; Teachers		RTI team and AP's; Monitoring of ESS referrals; Monitoring of student achievement data; Teacher surveys	data; ESS referral data; Teacher surveys	standards on state tests; Improved performance on district level assessments;	
23 – To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/EL A and Math	After School tutoring, Supplemental Instruction				Training provided for teachers/instructors relative to standards, differentiation, online course use, etc...	Salaries for personnel; Costs for online courses Digital/online courseware Instructional materials/supplies; \$250,000 Title IA; Title IIA; Title IIIA; Homeless; Migrant:	District Federal Program Director s/Coordinators; Site administrators; Program coordinator	After school, weekends, and summer fy10; Summer of fy09 with ARRA funds	Student achievement in program; Student achievement on district benchmark assessments; Student achievement in daily coursework	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	
All ELs will attain proficiency in ELA	ESOL endorsement for classroom teachers				ESOL endorsement classes offered to classroom teachers working with ELLs. Funding-Title IIA (\$9,000.00)		ESOL coordinator, curriculum	2 nd year of implementation; continue until 90% of classroom	Began 209-2010 school year;	State assessments Thinkgate, classroom assessments	Students' work, lesson plans, observations,	Increase of LEP engagement and achievement; increase in students achieving

						direct, site administrators	teachers are endorsed. North GA RESA; system facilities;	continue through 2011-2012 school year. Continuing			mastery of WIDA and GPS standards
Develop capacity to ensure all LEP students meet or exceed GPS	SIOP				SIOP 3 days training for all ESOL teachers and classroom teachers working with ELLs (Average of \$15,000.00 to \$20,000.00 per year)- Title III funds	ESOL coordinator, curriculum director, site administrators	3 rd year of implementation. Continue training in the future for the next 2 years until all ESOL and 90% of classroom teachers have received training. Training provided through Pearson	Determination is made each year regarding SIOP training depending on available funding	ACCESS scores, state testing, classroom formative assessments	Student work, lesson plans, classroom observations	Increase in student engagement and achievement in the classroom and mastery of WIDA and CCGPS standards.
ESOL state standards (WIDA)	State standards training				Two day training for ESOL educators. Funds- Title III; (Cost \$5,000.00)		ESOL coordinator, curriculum	Began in 2009-	ACCESS scores, state testing,	Student work, lesson plans, classroom	Increase in student engagement and

							direct, site administrators	2010; continue until 2011-2012 Continuing	classroom formative assessments	observations	achievement in the classroom and mastery of WIDA and CCGPS standards.
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<p>To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/EL A and Math</p>	<p>Literacy Design Collaborative and Math Design Collaborative (9-12 at DHS)</p>				<p>Professional Learning with SREB/High Schools that Work; Title I funding</p>	<p>Release time; subs; instructional materials; Digital resources; Learning management system</p>	<p>Principal;</p>	<p>Began in FY13 and ongoing as funding allows</p>	<p>To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/EL A and Math</p>	<p>Assessment results (district and classroom); State testing; Course credits</p>	<p>Increase in % of students exceeding standards on state tests; Improved performance on district level assessments; Increased students in receiving course credits</p>
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<p>To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/EL A and Math</p>	<p>Build teacher capacity in understanding math content and pedagogy (K-5)</p>				<p>Professional Learning with Brenda Erwin – math consultant; Title I funding</p>	<p>Release time; subs; instructional materials; Digital resources; Learning management system</p>	<p>Principal;</p>	<p>Began in FY12 and ongoing as needed and funding allows</p>	<p>To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/EL A and Math</p>	<p>Assessment results (district and classroom); State testing;</p>	<p>Increase in % of students exceeding standards on state tests; Improved performance on district level assessments;</p>