



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):

All students will be taught by highly qualified teachers

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)
Employment of 100% Highly Qualified Teachers	Continued development of capacity of district and school administrators	PO3	3	3, 4	Discussion with hiring administrators throughout the year;		Chief Administrative Officer	Continuation of effort already in progress with more focused intent and follow-through	1) The rate of highly qualified teachers as determined by district analyses; GADOE CPI report; and GAPSC HiQ2 report.	Hiring recommendations; CPI and HiQ2 reports; remediation plans.	Increased student/staff engagement; Student work; Increase in % of students

	in the requirements of NCLB regarding highly qualified hiring and retention.				analysis of candidate's highly qualified status through review of certification and proposed assignments . (No cost)			in hiring for FY11 with increased focus in FY12 and ongoing.	2) Decrease/elimination of need for remediation plans for non-highly qualified teachers and teachers who do not hold clear, renewable certificates in the content area or assignment.		exceeding standards on state assessments; Improved scores on system core assessments;
2-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;	IDE A-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;	School collections of leveled books; Teacher/coaches coaching materials; Professional texts for teachers in training; \$956,960 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 core assessments; Observation Survey data; Guided Reading Levels

					System coaching for school LC coaches; External coaching (Lesley Univ) for system LC coord.; \$1,061,818.65 Title IA, Title IIA, local.						
3-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. \$1,431,338 Title IA, Title IIA,	Leveled Reading Recovery books; "Behind-The-Glass" room; Professional texts. \$50,000 Title IA, Title IIA, local	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.

					local.						
5-To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/ELA and Math	Common Core Georgia Performance Standards (CCGPS)	C1,C2; I1, I2, I3; A1; SC1, SC2;	NCLB- 1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.2; 5;	IDE A- 1,3	State initiated training for and re-delivery to teachers; UbD training as appropriate per GPS phase-in plan; \$\$\$\$\$ Title IIA; Local, State.	Substitutes for teacher release for training; Printing of materials; Trainer fees (if out-of-system personnel required); Professional texts; \$10,000 Title II A; Local, State.	System Content & Engagement; School Principals and APs; Re-delivery Teachers.	DOE CCGPS phase-in.	Review of classroom level instructional planning with colleagues by school level administrative team; Peer review; Anthology skills checklist.	Teacher Instructional plans; Plans posted to secure DPS website for DPS staff.	Increased student engagement; Increase in % of students exceeding standards on state tests; Improved performance on district level core assessments;
8-To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/ELA and Math	Designing 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;	IDE A- 1,3	Schlechty Center WOW Conference; Principals Academy; Leadership Academy; Topical Conference s; Induction; Title IIA; State;	Professional Texts; Collaboratively Developed Materials; Protocols, etc.; Consultants; Network affiliation expenses; substitutes; Title IIA; State; Local.	Superintendent; System-Content & Engagement; School principals and APs; Teachers.	Ongoing.	Observation; Professional Appraisal Process; Data on Student Engagement; Survey Instruments.	Student work; Survey data; Instructional plans; Documentation of collegial conversations around student work.	Increase in % of students exceeding standards on state writing tests; Improved scores on system core assessments;

					Local.						
12-To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/ELA and Math	School Design Teams	C3; A3; PO1, PO2, PO3, PO4; SFC1, SFC2, SFC3; PL1, PL2, PL3; L1, L2, L3, L4; SC2.	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.	IDE A-3	Ongoing work with Bernhardt's School Improvement Planning Model; Annual analysis of data; \$7,500 Title IIA, local	Professional texts; surveys/data; \$3,000 Title IIA, local	Superintendent; Principals; Site School Design Teams	Began FY '05; Ongoing.	School Design Team minutes; School Improvement Plans; School Portfolios.	School 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.
14-To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/ELA 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;	IDE A-3	Schlechty Center Conference s; 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.

21 – To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/EL A and Math	RTI			Comprehensive Intervention Model training for CO team; Redelivery training for district RTI team, ESS staff, principals, AP's, teachers	Travel fees; Response to Intervention Manual and forms printed	Director of School Support Services; Director of Exceptional Student Services; Reading Recovery Teacher Leader; Principals; AP's; District RTI team; Teachers	Began Fy08 – ongoing	Periodic review of procedures with the district RTI team and AP's; Monitoring of ESS referrals; Monitoring of student achievement data; Teacher surveys	Meeting agendas; State and local achievement data; ESS referral data; Teacher surveys	Increase in % of students exceeding standards on state tests; Improved performance on district level assessments;

100% highly qualified teachers	Remediation plans will be developed to support each non-highly qualified teacher or teacher without clear, renewable certification. The plans will be developed in coordination with the teacher, principal and director of human resources.		3	3, 4	Title IIA Conferences and certification training sessions for human resources staff for redelivery to school administrators. (Title IIA funding from LEA and/or SEA. LEA cost less than \$3,000)	Title IIA Training materials provided by conference/seminar providers	Chief Administrative Officer (also Title IIA Coordinator)	FY13 and ongoing	100% highly qualified status for district as reported by district and verified by GADOE CPI and GAPSC HiQ2 reports. Completion of remediation plans on file with human resources.	GADOE CPI and GAPSC HiQ2 reports. Completed remediation plans.	Increase in % of students exceeding standards on state tests; Improved performance on district level assessments;
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