



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

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 have all students graduate..	Goizueta Georgia Road to College Grant	SFC 1, SFC 3;	5	1; 3; 4	GR2C SREB training; Regional Counselor Workshops;	Release time; Travel;	Principal	Bridge Bill is ongoing; GR2C beginning in FY14 and	Review graduation/drop-out rate; Review documentation	Conferencing minutes/log	Improved Graduation rate; Decreased Drop-out rate;

	(GR2C); Bridge Bill; Great Promise Initiative							continuing for 3 years. Great Promise beginning in FY14 and continuing in FY15	of conferencing, data, etc...		
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 ; SFC 3; 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 IIA, local.	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 implementat ion 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.		
To develop the	Reading	C2,	NCLB-		Graduate level	Leveled Reading	Site	Began Fy	Daily	Running	-Improved student

capacity to ensure that all students meet or exceed CCGPS in Reading/ELA	Recovery	C3; I1, I2, I3; A2; SFC 3; PL2, PL3; SC1;	1.1, 1.3; 2.1, 2.2; 3.2; 4;		professional development for new personnel; Professional contact / coaching on-going for established staff. \$100,000 Title IA, Title IIA, local.	Recovery books; "Behind-The-Glass" room; Professional texts. \$50,000 Title IA, Title IIA, local; 17 RR teachers and district trainer - \$1,200,000	coordinator; teacher leaders; School administrators.	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	performance record; Running records; Lessons per student; Discontinuation .	records; Observation surveys; Lesson records.	reading abilities/scores for targeted at-risk students; Discontinuation and subsequent tracking of student progress.
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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/material s.	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 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/EL	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,	IDEA -1,3	Schlechty Center Net GenConference; Principals Academy; Leadership Academy;	Professional Texts; Collaboratively Developed Materials; Protocols, etc.; Consultants; Network	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	1-Increased student engagement; Increase in % of students exceeding standards on state tests;

A and Math			3.3; 4; 5;		Topical Conferences; Induction; \$30,000 Title IIA; State; Local.	affiliation expenses; substitutes; \$40,000 Title IIA; State; Local.				work.	
To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/ ELA and Math	Extended Learning Programs for EL students, rising kindergartners, migrant, and ESS students			1, 3	Applying CCGPS training and Differentiation strategies that are part of regular instruction. Digital/online courseware used for credit recovery \$Title IA, Homeless, Migrant, ESS	Facilities, instructional materials and supplies, staffing (teachers and paraprofessionals) Funding from Federal programs, FTE, local donations	Assigned administrator, System Content & Engagement; selected staff	Determination is made each regarding summer school opportunities depending on available funding	Immediate evaluation using pre and post tests in 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 courseware	Pre and Post test scores during summer program; Thinkgate scores, course grades, CRCT scores; Digital/online courseware assessments	Increase in % of students meeting and exceeding standards as measured by standardized test data Course credit reports
To develop the capacity to ensure that all students meet or	Standards-based report cards				State and system initiated training for GPS; Site	Substitutes for teacher release for revisions to report cards; Printing of	System Content and Engagement,, District Trainers	Ongoing	Review of completed report cards and progress monitoring	Completed report cards and progress monitoring documents;	Increase in % of students exceeding standards on state tests;

exceed CCGPS in Reading/EL A and Math					visits by district team to other districts implementing standards based reporting;	materials; \$\$\$ Local, State	School Principals and APs; Teachers.		documents; Parent surveys;	parent survey data	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	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	Assistant Supt. For Instruction; 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;
To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/EL	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	Principal;	Began in FY13 and ongoing as funding allows	To develop the capacity to ensure that all students meet or exceed CCGPS in	Assessment results (district and classroom); State testing; Course credits	Increase in % of students exceeding standards on state tests; Improved performance on district level

A and Math						system			Reading/EL A and Math		assessments; Increased students in receiving course credits
To develop the capacity to ensure that all students meet or exceed CCGPS in Reading/EL A and Math	Build teacher capacity in understanding math content and pedagogy (K-5)				Professional Learning with Brenda Erwin – math consultant; Title I funding	Release time; subs; instructional materials; Digital resources; Learning management system	Title I Director; Principal;	Began in FY12 and ongoing as needed and 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;	Increase in % of students 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;