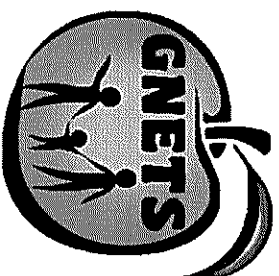


# Georgia Network for Educational and Therapeutic Support



## STRATEGIC PLAN

### & Self-Assessment Rubric

#### Seven Focus Areas

1	Program Leadership	2	Behavior Support and Therapeutic Services	3	Instructional and Academic Support
4	Program Funding and Fiscal Management		Integration of Services and Capacity Building	6	Program Accountability
		7	Facilities Management & Safety		



Georgia Department of Education

*Richard Woods, Georgia's School Superintendent*

*"Educating Georgia's Future"*

**Section 1: Program Leadership**

Goal 1: By the end of each school year, GNETS Directors will implement at least 60% of the strategic plan focus areas at an operational level in year 1, 70% or better in year 2 and 85% or better thereafter (i.e., an average score of 2 on items in the improvement summary section).						
Action Items	Frequency	Person Responsible	Activities	Examples/ Sources to Support Ratings	Resources Needed	Activities Rating
A. Directors will remain aware of the strategic plan expectations and ensure that the activities are implemented within their programs.	Initial review: 6/16 Review Annually Implement Daily	All Directors	Participate in the all overviews of the strategic plan Implement the activities in the strategic plan Align funds with activities	Sign-in sheets Agendas Activities Presentations Feedback surveys Program Initiatives	Draft and completed strategic plan common strategic plan powerpoint presentation developed by GADOE Guidance for implementation and rating	Operational 2 <input checked="" type="checkbox"/>
						Emerging 1 <input type="checkbox"/>
						Not Evident 0 <input type="checkbox"/>
B. Directors will promote awareness of the strategic plan expectations with GNETS staff and share the strategic plan at staff meetings.	Initial review: Preplanning Others: By site calendar	GNETS directors/ designee	Schedule a date to share the plan with all staff. Collect all materials needed to share the plan Shared with staff in FY17 pre-planning and at GLRS in December of 2016	Sign-in sheets Agenda Feedback/survey Pictures Links	A common powerpoint presentation developed by GADOE Place plan on CGCA web site	Operational 2 <input checked="" type="checkbox"/>
						Emerging 1 <input type="checkbox"/>
						Not Evident 0 <input type="checkbox"/>
C. GNETS Directors and site leaders will rate their level of implementation on the strategic plan using the embedded rating scale and identify priorities for improvement.	By site: December GADOE assessments in May-June	GNETS directors and site leaders	Review the directions for how to complete the self-assessment rating on page 6. The rating should yield a baseline score that will provide room for improvement. Prepare for GADOE end of year rating/assessment.	Strategic plan rating scale	Strategic plan focus areas with streamlined observation tools. Strategic plan Improvement summary	Operational 2 <input checked="" type="checkbox"/>
						Emerging 1 <input type="checkbox"/>
						Not Evident 0 <input type="checkbox"/>

D. Attend and participate in quarterly GNETS Directors meetings at least 80% of the time.	Quarterly or as scheduled	GNETS Directors	Attendance at GNETS Directors meetings	Agendas, notes, travel documents, etc.	Travel budget	Operational 2 Emerging 1 Not Evident 3	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E. Participate in and implement practices from professional learning sessions that align with evaluation and strategic plan goals.	Annually	GNETS Directors	Professional development activities/experiences should respond to the strategic plan outcomes and any identified needs to support students and staff.	Conference or training agendas, travel documents, training contracts Job embedded coaching Implementation checklists etc.	Professional learning opportunities.	Operational 2 Emerging 1 Not Evident 0	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Total Points for Section 1: <u>10</u> /10= <u>1</u>						Average:	<u>2.0</u>

**Section 2: Behavior Support and Therapeutic Services**

Goal 2: Throughout the school year, 100% of GNETS programs will demonstrate highly reliable evidence of implementing "evidence based" behavioral support and therapeutic services for all students at an operational level.						
Objective	Frequency	Person Responsible	Activities	Examples Sources to Support Ratings	Resources Needed	Meets Standard
A. Implement Positive Behavior Intervention Supports (PBIS).	Daily	Trained staff	Train staff identified to implement PBIS at their respective sites.  <b>Trained Sites:</b> Post rules and expectations Teach all students the rules and expectations Review program data	PBIS Walk-through forms PBIS BOQ/TIC PBIS productivity binder SWIS entry Grant application Student Growth Positive Learning Environment	PBIS Trainings PBIS state team School Climate Regional Specialist PBIS School team PBIS materials SWIS training SWIS funding LEA PBIS Support "cgcatego"	Operational 2 <input checked="" type="checkbox"/>
						Emerging 1 <input type="checkbox"/>
						Not Evident 0 <input type="checkbox"/>
B. Trauma Informed Care Practices and Environment  Will receive update at Jan 2017 GNETS meeting	Daily	All staff	Train staff in Trauma Informed Care practices with the GNETS developed Modules  Complete the TIC walkthrough form.	Sign-in sheets Evaluation/feedback TIC walkthrough form Training calendar Training agenda	TIC training modules TIC environment checklist TIC evaluation feedback	Operational 2 <input checked="" type="checkbox"/>
						Emerging 1 <input type="checkbox"/>
						Not Applicable <input type="checkbox"/>
C. Establish a functional FBA/BIP team at each site that meets at least 3 times a year to manage student FBA/BIP.  Identify staff from components & establish CGCA FBA/BIP Resource Team Paraprofessionals trained in FY18	Annually (August – September)	GNETS directors/ designee	Identify key personnel for the team Attend FBA trainings Meet to address FBA/BIP as needed	List of active team members Evidence of team meetings Meeting agendas/materials Training agendas Sign-in sheets	FBA Trainings Opportunities to meet	Operational 2 <input checked="" type="checkbox"/>
						Emerging 1 <input type="checkbox"/>
						Not Evident 0 <input type="checkbox"/>

D. Train staff to ensure that each GNETS program has a team and the capacity at each site to complete quality FBA/BIP for each student.	Annually	GNETS directors/ designee	Establish opportunities for FBA/BIP trainings. Review students' files to ensure FBA/BIP exist	Training logs Completed FBA/BIP in student file	Training Materials FBA/BIP Target this for 1st semester of FY18	Operational 2 <input checked="" type="checkbox"/> Emerging 1 <input type="checkbox"/> Not Evident 0 <input type="checkbox"/>
E. Ensure students social-emotional development are assessed using network approved standardized measures at least 2x per year.	Minimally twice per year and as deemed necessary by the child's IEP	GNETS directors/ designee	Ensure staff appropriate staff are trained to complete the network approved standardized assessments	Social-emotional assessment data and/or documented results in the IEP. SDQ	A research committee will be established to identify a list of network approved psychometrically sound social-emotional measures	Operational 2 <input checked="" type="checkbox"/> Emerging 1 <input type="checkbox"/> Not Evident 0 <input type="checkbox"/>
F. Outcomes from the social-emotional measures will be included in students' IEPs	As needed	GNETS directors/ designee	Train designated staff to incorporate social-emotional results into students IEPs	Designated students' IEPs Review pending IEPs and include this data for selected students	Committee to provide training for use of social-emotional results with IEP development and/or revisions	Operational 2 <input checked="" type="checkbox"/> Emerging 1 <input type="checkbox"/> Not Evident 0 <input type="checkbox"/>
G. Students diagnosed with ASD will be assessed with a standardized measure to identify and measure the growth of each student's strengths and challenges. Outcomes from the measures will be included in each student's IEP GARS is currently utilized at CGCA	Annually, or as recommended by the test developer	Designated GNETS staff	Identify and select a standardized measure that would be used by the GNETS site. Purchase the standardized ASD measure for the GNETS site. Ensure designated staff is trained to conduct the ASD with the selected measure. Incorporate outcomes from the measure into student IEPs	Identified by GNETS directors, RESA, LEAs	Standardized measures Professional Learning for use the measure selected	Operational 2 <input checked="" type="checkbox"/> Emerging 1 <input type="checkbox"/> Not Evident 0 <input type="checkbox"/>
H. Designated GNETS personnel will receive initial training or refresher training in evidence-based crisis interventions (i.e., Life Space Crisis Intervention-LSCI, Direct Behavior Therapy-DBT, etc.)	Annually	Trained GNETS staff	Identify staff to be trained Ensure staff attend crisis intervention trainings (Porter, Barbaree, and Brewer)	Sign-in sheets Grant application Evidence of crisis trainings at conferences	LSCI training cadre LSCI training schedule Other crisis training cadre if necessary Staff in need of training	Operational 2 <input checked="" type="checkbox"/> Emerging 1 <input type="checkbox"/> Not Evident 0 <input type="checkbox"/>

<p>I. Designated GNETS personnel will implement evidence-based crisis intervention such as Life Skills Crisis Interventions (LSCI) with GNETS students.</p>	<p>Daily</p>	<p>Trained GNETS Staff</p>	<p>Engage in evidence-based crisis interventions with students when they demonstrate a need for crisis intervention.</p>	<p>Fidelity Rubric</p>	<p>Fidelity rubric to measure fidelity of practices Professional learning for use of the fidelity rubric</p>	<p>Operational 2</p> <p><input type="checkbox"/></p>
						<p>Emerging 1</p> <p><input checked="" type="checkbox"/></p>
						<p>Not Evident 0</p> <p><input type="checkbox"/></p>
<p>J. GNETS personnel will receive initial training or refresher training in restraint methods such as Mindset, CPI, etc.</p>	<p>Annually As needed</p>	<p>Trained GNETS staff</p>	<p>Identify staff to be trained Ensure staff attend mindset and any other requested restraint methods trainings</p>	<p>Skills checklist Sign-in sheets</p>	<p>Mindset training cadre Mindset training schedule Staff in need of training Other requested restraint trainings</p>	<p>Operational 2</p> <p><input checked="" type="checkbox"/></p>
						<p>Emerging 1</p> <p><input type="checkbox"/></p>
						<p>Not Evident 0</p> <p><input type="checkbox"/></p>
<p>K. Utilize principles of the Mindset curriculum and/or other restraint methods to ensure proper De-escalation strategies and restraint methods are implemented effectively to maintain a safe learning environment.</p>	<p>Daily</p>	<p>Trained GNETS staff</p>	<p>Engage in restraint methods and mindset skills/techniques when necessary to prevent and/or manage students' aggressive behaviors.</p>	<p>Incident report/debriefing notes</p>	<p>Overview for reporting incidences and capturing debriefing notes.</p>	<p>Operational 2</p> <p><input checked="" type="checkbox"/></p>
						<p>Emerging 1</p> <p><input type="checkbox"/></p>
						<p>Not Evident 0</p> <p><input type="checkbox"/></p>
<p>L. Each program will ensure that all students participate in universal, small group and/or individual social-emotional skills and activities that meet their needs.</p> <p>II Social Skills New Staff Training for FY18 Investigate 2<sup>nd</sup> Step Curriculum</p>	<p>Daily and/or as needed</p>	<p>GNETS directors/designee</p>	<p>Identify needs of students Match students to appropriate social skills activities based on their needs Collect consistent data to determine students' progress and program effectiveness.</p>	<p>Documents that show evidence of planning for students' needs. Evidence that shows students received the support identified. Progress monitoring data</p>	<p>Social-emotional curriculums. Professional learning for selected social-emotional curriculums. Opportunities for small group and/or individual sessions.</p>	<p>Operational 2</p> <p><input checked="" type="checkbox"/></p>
						<p>Emerging 1</p> <p><input type="checkbox"/></p>
						<p>Not Evident 0</p> <p><input type="checkbox"/></p>



M. Maintain collaborative partnerships with community agencies to support integrated mental health and behavior-related educational services for GNETS students.	Monthly and/or as needed	GNETS directors/ designee	Attend agency meetings Identify opportunities for agencies to support students in GNETS Collaborate with agencies for space and/or time to work with students.	Sign-in sheets Emails Calendars Visitor logs Collaborative Meetings Grant application	List of mental health agencies and students that they are supporting at your site.	Operational 2	<input checked="" type="checkbox"/>
						Emerging 1	<input type="checkbox"/>
<p><b>Total Points for Section 2:</b> <u>25</u> / 26 = <u>.96</u></p> <p><b>Average:</b></p>						1.92	<input type="checkbox"/>

**Section 3: Instructional/Academic Support**

**Goal 3: All instructional and academic activities required for students to be successful and make adequate academic growth will be implemented at an operational level.**

Action Items	Frequency	Person Responsible	Activities	Examples Sources to Support Ratings	Resources Needed	Meets Standard
A. Teachers will plan and deliver Georgia Standards-based lessons for assigned subjects	Daily	GNETS directors/ Designee Teachers	Train teachers to write standards-based lesson plans Review teachers lessons plans Observe the delivery of standards-based lessons Provide feedback to teachers.	Teacher evaluations Student growth on Georgia Milestones Lesson Plans Assessment uses and strategies Observations TAPS Standards HiQ Consultative Forms	Teacher trainings Budget allocations to hire certified teachers and implement PL activities TKES trainings Teacher coaching/mentoring	Operational 2 <input checked="" type="checkbox"/>
						Emerging 1 <input type="checkbox"/>
						Not Evident 0
B. Ensure teachers maintain a positive and academically challenging learning environment in accordance with TAPS standards.	Daily	GNETS Directors/ Designee Teachers	Ensure teachers are trained to respond to disruptions in a timely, appropriate manner Maximize instructional time Actively listens and pay attention to students.	Teacher evaluations Observations Walk-throughs TAPS Standards	Teacher trainings Budget allocations to certified teachers and implement PL activities TKES trainings Teacher coaching/mentoring	Operational 2 <input checked="" type="checkbox"/>
						Emerging 1 <input type="checkbox"/>
						Not Evident 1 <input type="checkbox"/>
C. Ensure that students who demonstrate academic difficulties are matched to tiered interventions that meet their needs.	90 minutes per week	GNETS staff	Use data to identify student's areas of academic deficits. Provide students with evidence-based instructional materials designed to remedy the deficit identified. Review progress monitoring data to identify the need to sustain or change the interventions.	Student intervention planning activities Intervention programs/materials Progress monitoring data. GNETS state grant funding application Assessment uses and strategies	Student baseline data Intervention programs or materials Professional learning to deliver materials and review the data. Pair with PBIS Announcements, "Top Performers" to establish routine	Operational 2 <input checked="" type="checkbox"/>
						Emerging 1 <input type="checkbox"/>
						Not Evident 0 <input type="checkbox"/>



D. Supplemental instructional programs/materials will be provided to meet the needs of students.	Daily	GNETS Staff	Collaborate with LEAs to ensure student licenses are transferred for their students Purchase program licenses Monitor program outcomes Train teachers as necessary	Student log-ins Program assessments Teacher training logs Observations Program usage data Assessment uses	Program licenses Program training Fidelity for program implementation and delivery	Operational 2 Emerging 1 Not Evident 0	<input checked="" type="checkbox"/>	
E. GNETS staff will attend instructional related trainings provided by GADOE, RESA, LEAs, and conferences to ensure GNETS staff are aware of changes in the field and that instructional practices aligns with the state's expectations and standards.	Annually	GNETS staff certified and licensed staff	Ensure GNETS staff sign up and attend professional learning with GADOE, RESAS LEAs and conferences when opportunities are available. Conduct observations to identify application of strategies from professional learning courses. Provide feedback for staff related to professional learning application and expectations Allocate funds for GNETS staff to attend professional learning activities.	Evidence of course completion. Evidence of observations. Evidence of scheduled times for feedback. Evidence that shows the percent of staff attending instructional professional learning. Observations Walk-throughs TAPS outcomes	Annual courses from GADOE, RESAS, LEAs and conferences TKES training TKES calibration training TKES updates and supports Subject/Content Meetings thru LEA PL Activities THRIVE	Operational 2 Emerging 1 Not Evident 0	<input checked="" type="checkbox"/>	
F. Monitor support staff attendance and participation in Professional Learning activities.	Annually	GNETS support staff	Ensure GNETS staff sign up and attend professional learning with GADOE, RESAS LEAs, and GNETS when opportunities are available. Conduct observations to identify application of strategies from professional learning courses. Provide feedback for staff related to professional learning application and expectations Allocate funds for GNETS staff to attend professional learning activities.	Evidence of course completion. Evidence of observations. Evidence of scheduled times for feedback. Evidence that shows the percent of staff attending instructional professional learning. Observations Walk-throughs	Annual courses from GADOE, RESAS, LEAs and GNETS PL Activities thru LEA and CGCA Pre-Planning	Operational 2 Emerging 1 Not Evident 0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Total Points for Section 3: <u>12</u> /12 = <u>1</u></p> <p>Average:</p>							2.0	

**Section 4: Program Funding and Fiscal Management**

**Goal 4: All GNETS programs will ensure that 100% of allocated funds are used to support the implementation of the strategic plan activities and obtain these objectives at operational level.**

Action Items	Frequency	Person Responsible	Activities	Examples Sources to Support Ratings	Resources Needed	Meets Standard	
A. Comply with your GNETS state approved budget.	Annually and Daily	GNETS directors/designee	Align GNETS personnel and services with the GNETS state approved budget	Hired GNETS staff and contractors Submitted budget and funding allocations	Program submitted budget.	Operational 2	<input checked="" type="checkbox"/>
						Emerging 1	<input type="checkbox"/>
						Not Evident 0	<input type="checkbox"/>
B. Review fiscal records regularly to ensure accountability for all allocated funds.	Annually /Daily	GNETS directors/bookkeepers	Maintain adequate records Monitor program expenses	Bookkeeping records	Accountant/Bookkeeper Guidelines for expensing funds and adequate record maintenance	Operational 2	<input checked="" type="checkbox"/>
						Emerging 1	<input type="checkbox"/>
						Not Evident 0	<input type="checkbox"/>
C. Plan and submit the annual grant application with a keen focus on the budget to support the GNETS mission, goals and rule (160-4-7.15; d, e, and f).	Annually	GNETS directors/designee	Outline state grant application for funding according to the GNETS rule	Budget section of the state grant application	GNETS rule GNETS state grant application	Operational 2	<input checked="" type="checkbox"/>
						Emerging 1	<input type="checkbox"/>
						Not Evident 0	<input type="checkbox"/>
D. Collaborate with LEAs to ensure the allocation of supports and resources, which may include in-kind services to GNETS is provided to facilitate flexible models of service delivery and best practices for equitable educational opportunities (160-4-7.15; d, e, and f).	As needed	GNETS directors/designee	Engage in communication with LEAs to identify and provide a rationale for needed resources and support for the program	Emails Evidence of allocated funds and resources Evidence for the use of allocated funds and resources In-kind support Funded position	Item to be included in the GNETS rule Availability of resources	Operational 2	<input checked="" type="checkbox"/>
						Emerging 1	<input type="checkbox"/>
						Not Evident 0	<input type="checkbox"/>
E. Report all funds that will need to be carry forward for the next fiscal year to fiscal agents and GADOE.	Annually	GNETS	Identify and document budget lines with balances to be carried over.	GNETS budget Bookkeeping records	Accountant/Bookkeeper Guidelines for reporting carry over funds Reporting timelines	Operational 2	<input checked="" type="checkbox"/>
						Emerging 1	<input type="checkbox"/>
						Not Evident 0	<input type="checkbox"/>
<b>Total Points for Section 4: 10 /10= 1</b>						2	
<b>Average:</b>							

**Section 5: Integration of Services and Capacity Building**

Goal 5: ALL GNETS directors will collaborate with their LEAs to ensure students have an opportunity to receive services in the in the least restrictive environment and build capacity with LEA staff to support students with severe emotional/behavioral difficulties. These activities will be accomplished at an operational level.							
Action Items	Frequency	Person Responsible	Activities	Examples Sources to Support Ratings	Resources Needed	Meets Standard	
<p><b>A. Consideration for GNETS Services:</b> When an IEP team determines a student is in need of services in a GNETS classroom or center, LEAs and GNETS staff will collaboratively review the GNETS and LEA continuum of services during IEP meetings to determine the best service options for students.</p>	<p>As needed In IEP Meetings</p>	<p>GNETS Staff LEA Staff Students via ASPIRE Parents</p>	<p>GNETS director or designee attends IEP meetings and ensure that the student needs are aligned to the GNETS services.  GNETS directors or a designee will review student documents to determine the request for services and document the needs of students in a GNETS classroom or center.  Collaborate with LEAs to ensure that documents (FBA/BIP, Evaluation, social history, etc.) are available to support the consideration of GNETS services prior to and/or during IEP meetings.  Ensure an exit criteria (IEP Goal) is established at the IEP meeting.  Collaborate with LEAs and parents when students are considered for emergency GNETS services based on immediate need.</p>	<p>Student files that contain documentation to support consideration for GNETS services.  Documentation that supports an emergency referral was warranted.  FBA/BIP  3 year reevaluation  Social History  Medical Records  Parent, teacher, and or student reports</p>	<p>Basic components will be included: a comprehensive psychological evaluation/re-evaluation (with-in 3 years), a quality FBA and BIP, updated IEP with reasonable and attainable goals, evidence of support in the LRE prior to consideration for GNETS services in a classroom or site-based setting.  <b>Plans for Year 2:</b> To create consistency LEAs and programs, a committee will pool all GNETS request for services documents and create a streamlined process to consider when students are identified for GNETS services.</p>	<p>Operational 2</p>	<p><input checked="" type="checkbox"/></p>
						<p>Emerging 1</p>	<p><input type="checkbox"/></p>
					<p>Not Evident 0</p>	<p><input type="checkbox"/></p>	

<p><b>B. Exiting GNETS Services:</b> Ensure LEA and GNETS staff collaboratively establish attainable IEP goals to include a process for reviewing progress monitoring data for to exit and/or transition to the least restrictive environment.</p> <p>Clear Exit Criteria are established</p>	<p>As needed</p>	<p>GNETS Staff LEA Staff Students via ASPIRE Parents</p>	<p>GNETS directors or a designee will ensure that IEP goals are established and used as the exit criteria for all students receiving GNETS services.</p> <p>Ensure exit/transition goals are attainable and aligned with the referring behaviors.</p> <p>Collaborate with LEAs to plan transition services and supports prior to the student's complete exit.</p> <p>Communicate with parents, LEAs, RESAs, and SEA to provide supporting evidence as to why it would not be in the best interest of the student to exit the program as planned/documented.</p>	<p>Documented IEP goals to exit or transition for all students</p> <p>Supporting documentation and data collection aligned with exit goals.</p> <p>Documentation of transition plans with LEAs</p> <p>Supporting evidence for a change in exit goal/criteria</p> <p>Exit criteria documented in the state grant application</p>	<p>Alignment of identified behaviors and IEP goals.</p> <p>Adequate evidence to support why a student's IEP/exit goal was changed, which may impact the opportunity for exiting services as planned.</p> <p>Align funding to support student transitions.</p> <p><b>Plans for year 2:</b> A committee to pool all GNETS exit criteria documents/processes and create one document for use by all programs</p> <p>Create a common process and rationale for changing exit goals</p>	<p>Operational 2</p> <p>Emerging 1</p> <p>Not Evident 0</p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p><b>C. Reintegration Plan:</b> Ensure GNETS staff use a consistent plan with LEAs for students to be successfully reintegrated into the general education setting.</p> <p>Provided for through Core Array and Reintegration Specialist</p>	<p>As needed</p>	<p>GNETS Staff LEA Staff Students via ASPIRE Parents</p>	<p>Collaborate with LEAs to identify opportunities for students to receive GNETS services in the Least Restrictive Environment (LRE).</p> <p>Inform fiscal agents of the resources needed to provide equal educational opportunities for GNETS students.</p> <p>Identify and outline how in-kind and financial contributions from LEAs could support student reintegration and/or access to equal educational opportunities.</p>	<p>Evidence that shows attempts to align LEA and GNETS courses/materials.</p> <p>Records of the number and percent of students receiving GNETS services in the general education setting (Campus).</p> <p>Records showing the number and percent of students that enter and exit</p>	<p>Document opportunities and/or models used to deliver GNETS services to students in the general education setting.</p> <p>Identify and document opportunities for students to participate in extracurricular activities while receiving GNETS services.</p> <p>Identify instructional courses and/or programs provided in</p>	<p>Operational 2</p> <p>Emerging 1</p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>

		<p>Collaborate with LEAs to determine opportunities for students to take some courses in the general education setting.</p>	<p>the program each year by disability.</p>	<p>the general education settings and examine opportunities for some of them to be incorporated into GNETS classrooms/sites.</p> <p><b>Plans for Year 2:</b> Create a committee to establish a reintegration plan that follows a continuum of support for GNETS. Streamline opportunities to deliver GNETS services in Gen. Ed. Settings.</p>	<p>Not Evident 0</p> <input type="checkbox"/>
<p><b>D. Capacity Building:</b> Engage in professional learning and technical assistance for general education school personnel and parents.</p>	<p>Annually and as needed</p>	<p>GNETS Directors and/or Trainers</p> <p>RESAs to determine professional learning opportunities and needs of LEAs and parents.</p> <p>Organize opportunities to attend/deliver training sessions for LEAs as needed.</p> <p>Schedule/support training dates, times, and locations.</p> <p>Deliver trainings and obtain feedback.</p> <p>GGCA Staff provides periodic feedback and consultation to GenEd staff</p> <p>For FY18 conduct building level ASPIRE sessions for families, currently participate in SCCPSS sessions</p>	<p>Training materials Sign-in sheets Feedback ratings Training agendas Training request/needs assessment form. Network Brochure</p>	<p>Follow the GNETS master PL calendar and attend or designate staff members to attend training sessions.</p> <p>Deliver trainings as requested</p> <p>Distribute and collect training feedback surveys.</p> <p>Attend train the trainer sessions as requested.</p> <p><b>Plans for year 2:</b> Create LEA training request form/needs assessment checklist. Establish GNETS cadre of trainers by region for specific professional learning courses. Create a training portal and host of webinars for PL.</p>	<p>Operational 2</p> <input checked="" type="checkbox"/> <p>Emerging 1</p> <input type="checkbox"/> <p>Not Evident 0</p> <input type="checkbox"/>
<p>Total Points for Section 5: <u>8</u> / 8 = <u>1</u></p> <p>Average: <u>2</u></p>					<p>2</p>

**Section 6: Program Accountability**

Goal 6: All GNETS directors will be accountable for identifying areas for improvement in their strategic plans and demonstrating how each item will be improved annually. Both items will be obtained at an operational level.						
Action Items	Frequency	Person Responsible	Activities	Examples Sources to Support Ratings	Resources Needed	Meets Standard
A. Share results from the strategic plan ratings with stakeholders.	Annually	GNETS directors/designee	Identify key stakeholders. Share results from the strategic plan ratings. Share improvement summary	Sign-in sheets Rubric ratings Improvement summary	Strategic plan results from GaDOE	Operational 2 <input checked="" type="checkbox"/>
						Emerging 1 <input type="checkbox"/>
						Not Evident 0 <input type="checkbox"/>
B. Complete the strategic plan improvement summary form.	Annually	GNETS directors/designee	Calculate the overall rating for each section and prioritize area to be improved for the new year.	Improvement summary	Guidelines for improvement summary on Pages 5 and 17	Operational 2 <input checked="" type="checkbox"/>
						Emerging 1 <input type="checkbox"/>
						Not Evident 0 <input type="checkbox"/>
Total Points for Section 6: <u>4</u> /4= <u>1</u>						Average: 2

**Section 7: Facilities Management and Safety**

Goal 7: All GNETS directors will monitor the conditions of their sites and report concerns to fiscal agents annually. Both items will be obtained at an operational level.						
Action Items	Frequency	Person Responsible	Activities	Examples Sources to Support Ratings	Resources Needed	Meets Standard
A. Monitor site for safety and ADA compliance and Maintenance.	Annually	GNETS directors/designee	Print and use the GSFIC facility condition checklist for site monitoring. Conduct periodic site reviews to ensure faculty is well maintained. Request maintenance support on specific items	Ratings on GSFIC Facility Condition Assessment Checklist	GSFIC Facility Condition Assessment Checklist Professional learning for use of the DOE-GSFIC facility condition assessment checklist at Directors meeting. Maintenance logs	Operational 2 <input checked="" type="checkbox"/>
						Emerging 1 <input type="checkbox"/>
						Not Evident 0 <input type="checkbox"/>
B. Communicate all identified concerns to the LEA and/or SEA and advocate for repairs/improvements.	Annually	GNETS directors/designee	Identify areas rated as poor and/or critical on the GSFIC facility condition assessment checklist. Report the areas identified and advocate for repairs/improvement with key stakeholders.	Ratings on GSFIC Facility Condition Assessment Checklist Emails Reports Meeting notes.	GSFIC Facility Condition Assessment Checklist SchoolDude work orders	Operational 2 <input checked="" type="checkbox"/>
						Emerging 1 <input type="checkbox"/>
						Not Evident 0 <input type="checkbox"/>
Total Points for Section 7: <u>4</u> /4= <u>1</u>						Average: 2

### Self-Assessment Outcomes and Improvement Summary Plan

Record the average score given to each section on this page. Review the scores for each section and identify the top 3 priorities to address in your action plan. Be sure to indicate why your team rated the item low and what you will do to improve your ratings. Also, identify how you will sustain your higher ratings.

Site: CGCA Date: 4/18/2019 Personnel Completing the Summary: CGCA Strategic Plan Team

Section	Average Score	Priority	Why was or wasn't this section selected as a priority?	Document the actions necessary to improve the top 3 priority areas and to sustain the higher rated priority areas.
1. Program Leadership	2.0	6	CGCA Leadership will continue to work diligently for student success.	Program Leadership will provide ongoing and continued efforts to inform all stakeholders on the strategic plan during FY19.
2. Behavior Support and Therapeutic Services	1.92	1	Continuing to Improve therapeutic services will always be a CGCA priority. The therapeutic element is essential to student success.	For FY19 we will work to expand our FBA/BIP team services to provide our staff with additional resources. Additional LSCI data will also be captured for FY19. We will strive to integrate SDQ and GARS data into student IEPs in a more comprehensive manner.
3. Instructional/Academic Support	2.0	2	Improving instruction and academic outcomes will always be a CGCA priority. Our students have significant academic needs.	For FY19 we will focus on utilizing quality instruction and targeted interventions to build academic skills and differentiate instruction. Additional efforts will also be made to more effectively utilize iReady.
4. Program Funding and Fiscal Management	2.0	7	CGCA will continue to be sound and prudent stewards in the area of funding and fiscal management	Continue to follow sound fundamental fiscal practices at CGCA during FY19.
5. Integration of Services and Capacity Building	2.0	3	Increasing the number of CGCA students reintegrating into regular education is a priority. We will also support the efforts of our students in this area.	For FY19 we will work to establish and support the new Rincon Learning Center (RLC). Also, we will continue to strengthen our reintegration support that is currently provided and utilize the new Consideration of Services process.
6. Program Accountability	2.0	4	Must continue to build understanding and awareness with relevant stakeholders for FY19.	For FY19, ongoing efforts to build family and staff awareness of the strategic plan will be provided.
7. Facilities Management	2.0	5	SCCPSS is responsive to the facility needs of CGCA	Continue to work with LEA personnel regarding designated ESPLOST projects for CGCA and the RLC.