

Guidance for Completing the GNETS Strategic Plan and Self-Assessment Rubric

This supporting document should be utilized as a tool when completing the GNETS Strategic Plan and Self-Assessment Rubric with leadership teams. An effective strategy would be to distribute sections of the rubric to teams that may be responsible for implementing those components (e.g., Instructional and Academic Support – your academic lead). Documentation and evidence to determine ratings are listed below. This list is not intended to be exhaustive and other documentation or evidence may be appropriate as well.

Section 1: Program Leadership	
Components	Evidence
1A. Ensure that the strategic plan expectations are implemented.	<p>Operational: Documentation that shows how program initiatives <u>AND</u> budgets aligned with the strategic plan activities.</p> <p>Emerging: Documentation that shows how program initiatives aligned with the strategic plan activities.</p> <p>Not Evident: No documentation that shows how program initiatives or budgets aligned with the strategic plan activities.</p> <p><i>Documentation may include but is not limited to: grant applications, presentations, meeting agendas, and program initiatives & activities, links, videos, pictures</i></p>
1B. Promote awareness and implementation of strategic plan activities with staff.	<p>Operational: Documentation to show that the strategic plan was shared at staff meetings <u>AND</u> included staff activities and evaluation feedback.</p> <p>Emerging: Documentation that shows that the strategic plan was shared at a minimum of one staff meeting.</p> <p>Not Evident: No documentation to show that the strategic plan was shared at any staff meeting.</p> <p><i>Documentation may include but is not limited to: meeting agendas, sign-in sheets, feedback survey, links, videos, embedded activities, pictures</i></p>
1C. Complete strategic plan rubric ratings.	<p>Operational: Documentation to show that the strategic plan was rated as a <u>team</u> and that the Improvement Summary Plan was completed <u>AND</u> shared with key stakeholders.</p> <p>Emerging: Documentation to show that the strategic plan was rated as a <u>team</u> and the Improvement Summary Plan was completed.</p> <p>Not Evident: No Documentation to show that the strategic plan was rated as a <u>team</u> nor was the Improvement Summary Plan completed.</p> <p><i>Documentation may include but is not limited to: meeting agendas and sign-in sheets from stakeholder meetings, team list with signatures, rated strategic plan and Improvement Summary Plan</i></p>
1D. Attend and participate in GNETS Directors meetings.	<p>Operational: Documentation of 80% or better attendance at directors meetings <u>and</u> engaged in at least one opportunity to present to colleagues, if requested.</p> <p>Emerging: Documentation of less than 80% attendance at directors meetings <u>and</u> engaged in at least one opportunity to present to colleagues, if requested.</p> <p>Not Evident: Did not attend any of the directors meetings nor engaged in opportunities to present positive program outcomes.</p> <p><i>Documentation may include but is not limited to: travel documents, meeting agendas and handouts, presentation slides, links, feedback survey, google drives</i></p>

<p>1E. Participate in Professional Learning that are aligned to goals.</p>	<p>Operational: Documentation to show attendance and active engagement in professional learning activities aligned to individual professional and strategic plan goals <u>AND</u> evidence to show implementation of strategies.</p> <p>Emerging: Documentation to show attendance and active engagement in professional learning activities aligned to individual professional and strategic plan goals.</p> <p>Not Evident: No Documentation to show attendance and active engagement in professional learning activities aligned to individual professional and strategic plan goals.</p> <p><i>Documentation may include but is not limited to: Travel documents, conference or PL agendas, goals and aligned PL, implementation plan, fidelity checklist for implementation, data, links, google drives, videos, pictures</i></p>
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Section 2: Behavior Support and Therapeutic Services

Components	Evidence
<p>2A. Implement School-wide Positive Behavior Intervention Supports (PBIS).</p>	<p>Operational: Documentation of the PBIS End-of Year Data Report that was recommended as operational or exemplary by the state team.</p> <p>Emerging: Documentation of the PBIS End-of Year Data Report that was recommended as emerging or installing by the state team.</p> <p>Not Evident: Did not submit the PBIS End-of Year Data Report to show evidence of implementation PBIS.</p> <p><i>Documentation: PBIS End-of-Year Data Report</i></p>
<p>2B: Implement Trauma Informed Care (TIC) Practices.</p>	<p>Operational: Documentation to show completion of GNETS Trauma Informed Care trainings with staff <u>AND</u> completion of the TIC environment checklist with plans to respond to the data.</p> <p>Emerging: Documentation to show completion of GNETS Trauma Informed Care trainings with staff <u>OR</u> completed the TIC environment checklist with plans to respond to the data.</p> <p>Not Evident: Did not complete GNETS Trauma Informed Care trainings with staff <u>nor</u> completed the TIC environment checklist.</p> <p><i>Documentation may include but is not limited to: staff feedback, sign-in sheets, TIC environment checklist, data driven action plans</i></p>
<p>2C. Establish FBA/BIP “teams” and meetings.</p>	<p>Operational: Documentation to show that the program has an FBA/BIP team <u>or</u> a team that completes and manages students’ FBAs/BIPs <u>AND</u> met at least 3 times per year to collectively complete and manage students’ FBAs/BIPs</p> <p>Emerging: Documentation to show that the program has an FBA/BIP team or a team that completes and manages students’ FBAs/BIPs but <u>did not</u> meet at least 3 times a year to collectively complete and manage students’ FBAs/BIPs.</p> <p>Not Evident: There is no FBA/BIP team and no <u>team</u> met to collectively complete and manage students’ FBAs/BIPs.</p> <p><i>Documentation may include but is not limited to: FBAs, list of team members, meeting agendas, meeting minutes, meeting calendar/schedule, FBA data</i></p>

<p>2D. Ensure staff engage in Professional Learning related to FBA/BIP</p>	<p>Operational: Documentation to show that 80% or more of the staff attended FBA/BIP professional learning <u>AND</u> at least 20% of those staff can show evidence of supporting/coaching other staff with FBA/BIP.</p> <p>Emerging: Documentation to show that 80% or more of staff attended FBA/BIP professional learning.</p> <p>Not Evident: Documentation that shows less than 80% of staff attended FBA/BIP professional learning.</p> <p><i>Documentation may include but is not limited to: Agendas, travel documents, coaching cycles/schedules/notes, sign-in sheets, support logs presentation slides, sample reports, links, support logs</i></p>
<p>2E. Complete Students’ Social-Emotional Screenings and Measures</p>	<p>Operational: 80% or more students (non ASD) were assessed during the assessment windows for the SDQ and the BASC – 3, the aggregate data was shared with staff <u>AND</u> plans were created to respond to the data.</p> <p>Emerging: Less than 80% of the program’s students (non ASD) were assessed during the assessment windows for the SDQ and the BASC -3 <u>AND</u> the aggregate data was shared with program staff for planning.</p> <p>Not Evident: None of the students (non ASD) were assessed during the assessment windows for the SDQ and the BASC-3.</p> <p>* ASD – Autistic Spectrum Disorders, BASC 3 – Behavior Assessment System for Children, Third Edition, SDQ – Strengths and Difficulties Questionnaire</p> <p><i>Documentation may include but is not limited to: Data to show the percent of students assessed, evidence for sharing of data, plans for responding to the data</i></p>
<p>2F. Use data from Students’ Social-Emotional Screenings and Measures to write students’ goals.</p>	<p>Operational: Documentation to show that data from the SDQ and BASC-3 was used to write social-emotional IEP goals, BIPs, treatment plans <u>AND</u> evidence to show that the data was used to monitor students’ growth/change for exiting or transitioning to the least restrictive environment.</p> <p>Emerging: Documentation to show that data from the SDQ and BASC-3 were used to write social-emotional IEP goals, BIPs and/or treatment plans.</p> <p>Not Evident: Documentation that shows no Data from the SDQ and BASC-3 were used to write social-emotional IEP goals, BIPs and/or treatment plans.</p> <p><i>Documentation may include but is not limited to: SDQ and BASC-3 data, alignment in IEPs and/or BIPs and plans for responding to data.</i></p>
<p>2G. Assess students diagnosed with Autism Spectrum Disorder (ASD) using standardized ASD measures that are sensitive to growth.</p>	<p>Operational: Documentation to show that the data from ASD measures were used to write IEP goals, BIPs and/or treatment plans <u>AND</u> the data is used to monitor students’ growth/change for exiting or transitioning to the least restrictive environment.</p> <p>Emerging: Documentation to show that data from the ASD measures were used to write IEP goals, BIPs and/or treatment plans.</p> <p>Not Evident: Documentation to show that data from ASD measures were not used to write IEP goals, BIPs and/or treatment plans.</p> <p><i>Documentation may include but is not limited to: Data from ASD measures, IEP goals, BIPs, treatment plans, and plans for responding to the data</i></p>

<p>2H. Participate in Life Space Crisis Intervention (LSCI) professional learning</p>	<p>Operational: Documentation to show that designated staff members attended annually scheduled crisis intervention (LSCI) trainings or refreshers and supported other program staff with LSCI strategies.</p> <p>Emerging: Documentation to show that designated staff members attended annually scheduled crisis intervention (LSCI) trainings or refreshers.</p> <p>Not Evident: Documentation to show that no staff members were designated to attend annually scheduled crisis intervention (LSCI) trainings or refreshers.</p> <p><i>Documentation may include but is not limited to: Agendas, travel documents, support logs, sign-in sheets, rationale for why there was no need for designated staff to attend may improve rating from not-evident</i></p>
<p>2I. Implement Life Space Crisis Intervention strategies/activities</p>	<p>Operational: Documentation to show that the program’s fidelity checklist for LSCI meets or exceeds expectations <u>AND</u> documentation to show the number or percent of students supported with LSCI strategies.</p> <p>Emerging: Documentation to show that the program’s fidelity checklist for LSCI meets or exceeds expectations but there is <u>no</u> documentation on the number or percent of students supported with LSCI strategies.</p> <p>Not Evident: No documentation to show that the LSCI fidelity checklist was completed and/or the fidelity checklist for LSCI is below expectations.</p> <p><i>Documentation may include but is not limited to: LSCI fidelity checklist, data for students supported with LSCI strategies, notes</i></p>
<p>2J. Participate in Professional Learning for evidence-based restraint methods consistent with State Board Rule: 160-5-1-.35</p>	<p>Operational: Documentation to show that 80% or more of staff were trained in evidenced-based restraint methods (Mindset, CPI, etc.) <u>AND</u> at least 20% of those staff can show evidence of supporting/coaching other staff with evidence-based restraint methods.</p> <p>Emerging: Less than 80% of the program’s staff are trained in evidenced-based restraint methods (Mindset, CPI, etc.)</p> <p>Not Evident: None of the program’s staff has been trained in evidence-based restraint methods (Mindset, CPI, etc.)</p> <p><i>Documentation may include but is not limited to: Agendas, travel documents, support logs, schedules, notes, sign-in sheets</i></p>
<p>2K. Implement of restraint methods to ensure proper use of de-escalation strategies consistent with State Board Rule: 160-5-1-.35</p>	<p>Operational: Documentation <u>and/or</u> evidence to show evidence-based restraint procedures, the staff use of those procedures and de-escalation strategies with students <u>AND</u> plans to reduce the number of students in need of restraints.</p> <p>Emerging: Documentation <u>and/or</u> evidence to show evidence-based restraint procedures, the staff use those procedures and de-escalation strategies with students.</p> <p>Not Evident: No documentation <u>or</u> evidence that shows evidence-based restraint procedures and/or that inappropriate restraint methods and de-escalation strategies were used with students.</p> <p><i>Documentation may include but is not limited to: Monitoring documents, restraint incident reports, debriefing notes, restraint procedures, restraint data</i></p>

<p>2L. Match students to tiered emotional/behavioral interventions based on need.</p>	<p>Operational: Documentation <u>AND</u> data to show why students were matched to tiered interventions for emotional/behavior support. Emerging: Documentation to show why students were matched to tiered interventions for emotional/behavior support. Not Evident: No documentation <u>or</u> data to show why students were matched to tiered interventions for emotional/behavior support.</p> <p><i>Documentation may include but is not limited to: BIPs, treatment plans, screening data, social-emotional assessment data, notes</i></p>
<p>2M. Develop interagency mental health partnerships to support students' needs</p>	<p>Operational: Documentation of partnerships with agencies/universities, designated personnel attendance at scheduled LIPT meetings <u>AND</u> the number/percent of students receiving services from external partners/agencies. Emerging: Documentation of partnerships with agencies/universities and designated personnel attendance at LIPT meetings. Not Evident: No Documentation of partnerships with agencies/universities or participation at scheduled LIPT meetings</p> <p><i>Documentation may include but is not limited to: MOUs, contracts, service logs, front office sign-in sheets, meeting notes, agendas</i></p>

Section 3: Instructional/Academic Supports

Components	Evidence
<p>3A. Plan and deliver instruction based on Georgia's standards for all content areas.</p>	<p>Operational: Documentation to show that 80% of teachers designed lesson plans aligned to Georgia content standards that addresses the differentiated needs of students <u>AND</u> formative/outcome assessment data was used to design the lesson plan. Emerging: Documentation to show that less than 80% of teachers designed lesson plans aligned to Georgia content standards that addresses the differentiated needs of students. Not Evident: No documentation to show that teachers designed lesson plans aligned to Georgia content standards that addresses the differentiated needs of students.</p> <p><i>Documentation may include but is not limited to: TAPS data, walk-throughs/observations, lesson plans, formative assessments, assessment data (Georgia milestones and other formative tests)</i></p>
<p>3B. Ensure teachers maintain a positive and academically challenging learning environment in accordance with TAPS standards.</p>	<p>Operational: Documentation to show that 80% or more teachers maintain a positive and academically challenging environment based on TAPS standards <u>AND</u> support other teachers with building skills in these areas. Emerging: Documentation to show that 50% - 79% of teachers maintain a positive and academically challenging environment based on TAPS standards. Not Evident: Documentation that shows that less than 50% of teachers maintain a positive or academically challenging environment based on TAPS standards.</p> <p><i>Documentation may include but is not limited to: TAPS data, walk-throughs/observations, classroom expectations, and classroom management actions</i></p>

<p>3C. Match students to skill-based tiered academic instruction based on diagnostic data</p>	<p>Operational: Documentation <u>AND</u> diagnostic data to show how/why students were matched to skill-based tiered instruction. Emerging: Documentation to show how/why students were matched to skill-based tiered instruction. Not Evident: No documentation or data to show how/why students were matched to skill-based tiered instruction.</p> <p><i>Documentation may include but is not limited to: intervention profiles/groups, treatment plans, diagnostic data, screening data, and outcome data.</i></p>
<p>3D. Ensure teachers are using skill-based supplemental programs with fidelity.</p>	<p>Operational: Documentation to show that 80% or more of students received skill-based supplemental support for at least 90 minutes per week. Emerging: Documentation to show that 50% to 79% of students received skill-based supplemental support for at least 90 minutes per week. Not Evident: Documentation to show that less than 50% of students received skill-based supplemental support for at least 90 minutes per week.</p> <p><i>Documentation may include but is not limited to: Fidelity checklists, program usage data, planning documents, intervention profiles from supplemental program, action plans to respond to data</i></p>
<p>3E. Monitor certified and license staff attendance and participation in Professional Learning activities.</p>	<p>Operational: Documentation to show that 80% or more certified and license staff attended professional learning activities <u>AND</u> evidence to show application of strategies. Emerging: Documentation to show that 80% or more certified and license staff attended professional learning activities. Not Evident: No documentation to show that 80% or more certified and license staff attended professional learning activities.</p> <p><i>Documentation may include but is not limited to: PL Rubric, travel documents, conference or training agendas, PL goals, observation notes of application, lesson plans, data</i></p>
<p>3E.1. Monitor support staff attendance and participation in Professional Learning activities.</p>	<p>Operational: Documentation to show that 80% or more support staff attended professional learning activities <u>AND</u> evidence to show application of strategies. Emerging: Documentation to show that 80% or more support staff attended professional learning activities. Not Evident: No documentation to show that 80% or more support staff attended professional learning activities.</p> <p><i>Documentation may include but is not limited to: PL Rubric, travel documents, conference or training agendas, PL goals, observation notes of application, lesson plans, data</i></p>

Section 4: Program Funding and Fiscal Management

Components	Evidence
This section will be available by July 17, 2016	

Section 5: Integration of Services and Capacity Building

Components	Evidence
This section will be available by July 17, 2016	

Section 6: Program Accountability

Components	Evidence
This section will be available by July 17, 2016	

Section 5: Facilities Management and Safety

Components	Evidence
This section will be available by July 17, 2016	