



May 25, 2010

SYSYEM TECHNICAL ASSISTANCE REVIEW REPORT

Baker County Schools

Mrs. Evelynna Rogers
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The Division for Special Education Services continuously reviews statewide data for systems that have previously been selected for Focused Monitoring. As a state, there have been some positive changes in performance for students with disabilities, however, if statewide data indicates there are systems that have shown little to no improvement in the performance of students with disabilities in the priority indicator originally selected for monitoring, additional support will be provided. The Division has developed a process of monitoring to incorporate additional support and technical assistance to systems that continue to perform in the lower quartile and continue to show an opportunity for growth. This process is known as the System Technical Assistance Review (STAR).

Baker County was originally Focused Monitored December 6-8, 2005 in the area of reading. Baker County was selected to participate in the STAR process on March 15-17, 2010. The monitoring team consisted of:

Kachelle White, Divisions for Special Education Services and Supports, GaDOE
 Kimberly Simmons, Divisions for Special Education Services and Supports, GaDOE
 Pam Summey, Special Education Director, Commerce City Schools
 Susan Eckhart, Divisions for Special Education Services and Supports, GaDOE
 Tracey Rogers, Parent of a student with a disability and Parent Mentor

The following data was reviewed prior to the on-site visit:

CRCT Results	SWD % Meets/Exceeds	FY09	FY08	FY07
	Math	7.4	11.8	13.5
	RELA	35.2	35.3	32.4

School Improvement Plan
 STAR Self- Assessment
 Professional Learning Activities
 Supplement Programs
 Professional Survey Results
 System Data Profiles
 Focused Monitoring Report and Corrective Action Plan
 Annual Yearly Progress Data
 GLRS Initiatives

During the on-site visit the following activities took place:

Interviewed 13 teachers (5 General Ed./8 Special Ed.)
 Interviewed 3 administrators
 Interviewed 1 special education director
 Interviewed 11 parents
 Interviewed 5 paraprofessionals
 Conducted 9 observations
 Reviewed 19 Individual Education Programs (IEPs)
 Reviewed 9 Professional Survey Responses

AREA	SUMMARY An asterisk (*) indicates that the topic was previously discussed as an area of concern/compliance issue in the original Focused Monitoring Report.
INSTRUCTION	<p>According to the interviews conducted, Baker County special education teachers need additional Georgia Performance Standards (GPS) training in the content area they are currently teaching. They also need follow-up classroom coaching support in implementing the GPS and additional training in order to implement the reading and/or math curriculum more effectively.</p> <p>Classroom observations showed limited use of differentiated instruction. Interviews indicated that some teachers had limited knowledge of differentiated instruction and need comprehensive differentiated instruction training that would allow them to observe it in practice and provide support in differentiating actual classroom lessons.</p> <p>According to the limited survey responses, 89% responded that co-taught instruction is “somewhat effective” in increasing the performance of students with disabilities. Observational data revealed that co-teaching teams mainly use one model of co-teaching. The model most frequently observed in Baker County was one teach: one support. Teachers reported during interviews that general educators and special educators do not plan together and have not had co-teaching training as co-teaching teams. Surveys and interviews also showed a need for training and support to better utilize two teachers effectively. Interviews indicated that, at times, special education teachers are absent from the classroom due to additional duties during their co-taught classroom segment, which interferes with the instruction in the co-taught class. According to survey respondents, only 11% indicated that they “always” receive follow-up support and coaching when implementing new classroom practices (i.e., co-teaching, differentiation, GPS, etc.).</p> <p>Observations and interviews indicated that special education teachers need equitable access to grade level materials, including textbooks, teacher’s editions, and other classroom resources that are available to general education teachers.</p> <p><u>RECOMMENDATIONS</u></p> <p>Provide professional development on the GPS, Differentiation, and Co-teaching. Collaborate with the local Georgia Learning Resource System (GLRS) to utilize their available resources. Prepare a systemic plan for follow-up and on-going support after professional development workshops.</p> <p>Teachers should have detailed coaching, modeling and follow-up support to increase the effectiveness of co-teaching teams. Teams should become knowledgeable of the different co-teaching approaches and when to use them in the classroom setting to meet the needs of the students. Teachers should also begin to plan lessons together and define the roles of each teacher during the entire lesson.</p> <p><u>DOCUMENTATION</u></p> <p>Baker County will submit sample copies of completed classroom observation feedback forms. These observation forms must include specific feedback on the implementation of co-teaching practices.</p> <p>Baker County will provide documentation of GPS training for all teachers that have not received training in the subject area they are currently teaching, based on a needs assessment. In addition, provide follow-up “re-fresher” training for teachers that have received training in the past. Documentation will be submitted to include GPS training schedule, agenda, and sign-in sheets.</p> <p>Baker County will provide a written description of current materials provided to special education teachers and classrooms, to include general education textbooks, teachers’ edition textbooks, and any other resource that is available to the general education teacher and student.</p> <p><u>RESOURCES</u></p> <p>GLRS professional learning support</p>

<p>PROGRESS MONITORING</p>	<p>According to interviews, Baker County is implementing benchmark testing every nine weeks. Based on teacher interviews, some teachers are not able to describe how they are continually progress monitoring their students and adjusting their instruction based on the results. There is no evidence of a plan for teachers/administrators to progress monitor on a weekly/daily and/or monthly level that can be monitored to determine student progress.</p> <p><u>RECOMMENDATIONS</u></p> <p>Professional learning is needed to ensure all teachers (including special education) are aware of the system expectations for monitoring progress and that special education students are held to high expectations. Special education teachers should have a comprehensive understanding of progress monitoring requirements and how to use data from progress monitoring to drive instruction for students with disabilities.</p> <p><u>DOCUMENTATION</u></p> <p>Baker County will submit documentation on the use of progress monitoring to improve instructional practices.</p> <p>Baker County will submit sample progress monitoring data for students with disabilities to demonstrate how the data is used to drive instruction.</p> <p><u>RESOURCES</u></p> <p>Book: <i>Students With Disabilities Can Make AYP: What Every School Leader Should Know.</i></p>
<p>PROFESSIONAL LEARNING</p>	<p>Baker County has utilized RESA for some professional learning opportunities and is strongly encouraged to continue to do so. The GLRS should be utilized for specific trainings related to special education and related topics.</p> <p>According to the professional survey, 55% responded they “sometimes” receive follow-up support and coaching when implementing new classroom practices (i.e. co-teaching, differentiation, GPS, etc.) and 22% responded “never” to the same statement.</p> <p><u>RECOMMENDATIONS</u></p> <p>Establish an on-going system to provide teachers with an in-depth understanding of:</p> <ul style="list-style-type: none"> • Content knowledge of GPS • Differentiated instruction • Co-teaching follow-up, modeling, lesson planning as a team and on-going support • Progress monitoring expectations and ensuring data drives instruction • Teachers need assistance in identifying the most productive way to utilize paraprofessionals in the classroom setting • Georgia Alternate Assessment (GAA) • Assistive technology (compliance) • Transition Plans (compliance) • Determining the Least Restrictive Environment (LRE) for students with disabilities (compliance) • Writing Effective IEPs, including but not limited to detailed Present Levels of Academic Achievement Functional Performance and appropriate goals and objectives (compliance) <p><u>DOCUMENTATION</u></p> <p>Baker County will update their Consolidated LEA Improvement Plan with the above mentioned professional learning activities.</p>

	<p><u>RESOURCES</u></p> <p>Book: <i>Students With Disabilities Can Make AYP: What Every School Leader Should Know</i>. Thinkfinity Learning Village GLRS Illuminate Sessions: LRE, Standards Based IEPs, Transition, Math Strategies, Math Talks Implementation Manual, etc.</p>	
COMPLIANCE/ON-SITE FINDINGS: APPLICABLE FEDERAL/STATE REGULATIONS	SUPPORTING EVIDENCE	REQUIRED EVIDENCE OF CORRECTION BY 05/25/2011
C.F.R. 300.105*	<p>Assistive Technology*</p> <p>“(a) Each public agency must ensure that assistive technology devices or assistive technology services, or both,... are made available to a child with a disability if required...”</p> <p>The majority of special education teachers interviewed stated they need additional training to determine whether or not a student needs Assistive Technology (AT). In addition, teachers need AT awareness training to meet the needs of all students with disabilities so that they can access the general curriculum. AT is not only used for students with significant cognitive disabilities.</p> <p>Tools that are available to all students do not necessarily need to be documented in the IEP.</p>	<p>Baker County will submit documentation of staff training on AT including information on the consideration process for determining the need for AT and the various devices for low and high incidence disabilities.</p> <p>Baker County will submit a list of students using AT, including the student’s disability and the specific tools being used.</p>
C.F.R. 300.106*	<p>Free and Appropriate Public Education: Extended School Year Services (ESY)*</p> <p>“(a)General. (1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE.”</p> <p>According to interviews, teachers need additional professional learning to understand the full consideration to determine the need for ESY. It was reported that</p>	<p>Baker County will submit a list of students who are receiving ESY services to include disability area and the services provided by the specific deficits and the services provided as indicated in the IEP.</p> <p>Baker County IEPs will be submitted to GaDOE in order to verify the consideration of ESY and evidence of how the decision was supported. If ESY was provided, documentation should include annual goals that will be continued during ESY services and the amount of time the services will be provided.</p>

<p>C.F.R. 300.115</p>	<p>as a school system, Baker does not provide ESY services and when they do it is used as remediation for the CRCT or GHSGT. According to documentation, Baker County has not provided any students with disabilities ESY services for the past two years.</p> <p>Least Restrictive Environment: Continuum Alternative Placements</p> <p>Supplementary Instruction for special education students as indicated in the Special Education State Rule [C.F.R. 300.115(B)(1)-(2)] “Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement” was not available in Baker County. A full continuum should be considered and available for each student.</p>	<p>Baker County will submit sample IEPs for students receiving supplementary services documenting the consideration of the full continuum of educational placements and placement decisions that indicate supplementary services are needed if necessary.</p> <p>Baker County will submit a list of students with disabilities who have been identified as needing supplementary instruction in conjunction with regular class placement.</p>
<p>C.F.R. 300.116</p>	<p>Least Restrictive Environment: Determining Educational Placements</p> <p>State Rule [C.F.R. 300.116(a)(1)-(2)] “In determining the educational placement of a child with a disability, including a preschool child with a disability; each LEA must ensure that the placement decision: is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and...”</p> <p>Due to the size of the system, scheduling can be difficult; however placement decisions cannot be based on the availability of services and scheduling preferences. Placement is determined by the individual need of the learner and some students need instructional support in addition to the general education setting. The IEP team</p>	<p>Baker County will submit a sample of IEPs to document the evidence that current present levels of functional and academic performance were used to determine placement decisions.</p>

<p>C.F.R. 300.320</p>	<p>needs to consider the individual needs of each child in order to identify students that need Supplementary Instruction. There should be a plan to document the services in the IEP. Interviews indicated that the administration makes the placement decision, not the IEP team.</p> <p>Interviews indicated that some students with disabilities are currently not receiving the additional academic support that they need.</p> <p>Individualized Education Programs: Definition of IEP</p> <p>(b)(1)-(2)"Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;; and (2) The transition services (including courses of study) needed to assist the child in reaching those goals."</p> <p>In reviewing the IEPs it was determined that Transition Plans did not have the required components.</p>	<p>Baker County will provide professional development for teachers on writing and planning for appropriate transition plans. Agendas for the training will be submitted, as well as documentation of ongoing monitoring.</p> <p>Baker County's IEPs will be submitted to GaDOE to verify compliance of transition plans for age and/or grade appropriate students.</p> <p>Baker County will conduct IEPs to correct selected students IEPs to include all the required components of a transition plan. The IEPs will be submitted to GaDOE by August, 2, 2010.</p>
<p>C.F.R. 300.320(a)(ii)(4)</p>	<p>In reviewing IEPs it was determined that some students are not receiving occupational therapy (OT) services and/or occupational evaluations as stated in the IEP. According to additional documentation, Baker County does not have any students receiving OT services.</p> <p>(a)(1) A statement of the child's present levels of academic achievement and functional performance, including - (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children).</p>	<p>Baker County will document that Occupational Therapy services are provided to students based on need and supported in the IEP.</p> <p>Baker County will submit a sample of IEPs documenting measureable IEP goals that are written to address specific needs and relate to the present levels of academic and functional performance. Present levels of academic achievement and functional performance that address the students' specific deficits in math and/or reading</p>

	<p>In a review of the Present Levels of Academic Achievement and Functional Performance, it was determined that the students' individual needs were not consistently and clearly defined. This section of the IEP should be skill specific to address the areas of difficulty for the student and is essential in determining the goals to be addressed later in the IEP.</p>	
C.F.R.300.320(A)(6)(i)	<p>In a review of the IEPs, it was determined that some students have the testing accommodation to mark the answers in the test booklet. However, the present levels of academic and functional performance do not support the need for this accommodation.</p>	<p>Baker County will submit IEPs to document the appropriate use of accommodations and that the testing accommodations correlate to the present levels of academic and functional performance.</p>
C.F.R. 300.530 (2)	<p>Discipline Procedures After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under paragraph (d) of this section. (i) Continue to receive educational services, as provided in 300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP;...</p> <p>Based on data provided by Baker County in the discipline report and student IEPs, several students were excluded from school beyond 10 days, which constitute a change in placement received no special education services.</p>	<p>Baker County will submit required documentation for individual students as requested in a separate document.</p>

Professional Concerns	<p>Parents are a vital part in a child’s educational program. According to some parents interviewed, they were not aware of their child’s disability and had limited or no knowledge of assistive technology used or available to their students. Baker County is encouraged to research hiring a Parent Mentor and/or collaborate with school systems in the region to provide resources and support on how to conduct workshops, trainings, and activities to promote parent participation.</p> <p>Baker County is strongly encouraged to review and revise their policies, practices and procedures regarding how students are moved from one grade to another without detailed documentation indicating the reason a particular grade is skipped. At a minimum, the IEP must include documentation/reason why the IEP team makes a decision for a student to be placed in another grade.</p>
Resources	<p>The following resources are available on the Georgia Department of Education website and Baker County is strongly encouraged to utilize these supports:</p> <ul style="list-style-type: none"> • Elluminate Sessions: LRE, Standards Based IEPs, Transition, Math Strategies, Math Talks • Implementation Manual • Testing Accommodations Manual • Transition Manual • Transition DVD • LRE DVD series • Book: <i>Students With Disabilities Can Make AYP: What Every School Leader Should Know.</i> • Thinkfinity • Learning Village • GLRS: Online Co-Teaching and Differentiation Course, Coaching Support, AT Support • RESA Content Area Specialist • Georgia Department of Education Content Area Specialist

GEORGIA CONTINUOUS MONITORING (GCIMP)
STAR MONITORING
CORRECTIVE ACTION PLAN (CAP)

CORRECTIVE ACTION PLAN (CAP)	SYSTEM: BAKER COUNTY	___ COMPLIANCE	___ INSTRUCTION	___ PROFESSIONAL LEARNING	___ BIP
YEAR ONE CLEARANCE DATE: 8/11/11		FINAL CAP SUBMISSION DATE: 7/22/10		DRAFT CAP SUBMISSION DATE:	

	2	3	4	5	6	7	8
Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include funding source, personnel and cost)	Person or Position Responsible for Supervision of Implementatio n	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who ensures that activities in columns 1-5 are completed?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)
Assistive Technology 1. Assistive Technology training 2. Documentation of training to include: a. Source/Provider b. Sign-In Sheet 3. Implementation of Assistive Technology 4. Documents of Implementation 5. A list of all students using Assistive Technology will be submitted to DOE by 5-25-2011. 6. The list will include as follows: a. Student's name b. Student's disability c. Specific AT tool d. Expected time for use of tool/tools 7. IEP will reflect AT decisions, and include expected time frame for use.	Assistive Technology Staff Training for Assistive Technology to include as follows: (a) Consideration process for determining the need for AT (b) Familiarity with various Assistive Technology devices for low incidence disability, and (c) Familiarity with various AT devices for high incidence disability (d) How to provide in the IEP if a need for At exist, and (e) Effective AT devices for individual needs	Assistive Technolog <ul style="list-style-type: none"> All SpEd teachers Trng materials Tring providers <ul style="list-style-type: none"> GLRS DOE System Contracted Workshop SIMS (Cost will depend on provider) <ul style="list-style-type: none"> Cost for AT devices Funding: <ul style="list-style-type: none"> GLRS annual fee \$1,500.00 IDEA funds Preschool State, federal as appropriate 	Assistive Tech <ul style="list-style-type: none"> Special Education Director And/or <ul style="list-style-type: none"> Professional Development Director 	Assistive Technology Professional Development Training to be provided by 12- 2010 1. Documentation to DOE due by 1-25-2011 2. Student List due DOE by 5-25-2011	Assistive Technology <ul style="list-style-type: none"> Special Education Director And/or <ul style="list-style-type: none"> Professional Development Director Principal 	Assistive Technology Assistive Technology Training: Due DOE 1-25-2011 <ul style="list-style-type: none"> Student list due 1/25/11 a. To include any student receiving Assistive Technology or b. To illustrate the decision making process supporting the final decision	Assistive Technology <ul style="list-style-type: none"> Increased student performance on reading and/or math CRCT; GHSGT; EOCT; etc Monitoring monthly by Special Education Director, or Professional Development Director, or principal Monitoring/ observation records on file

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1	2	3	4	5	6	7	8
Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include funding source, personnel and cost)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who ensures that activities in columns 1-5 are completed?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)
Continuum Alternative Placement The full continuum of services, <u>specifically supplementary services in conjunction with general education classes</u> , will be considered for all SWD	Continuum Alternative Placement PL that includes the decision making process for documenting consideration of supplementary services in conjunction with general education classes	Continuum Alternative Placement SpEd Director	Continuum Alternative Placement Special Education Director	Continuum Alternative Placement As each new IEP is written, to begin September 2010 – May 2011	Continuum Alternative Placement Random selection of IEPs monitored for supplemental service documented. Special Education Director	Continuum Alternative Placement 11/18/10 1/25/11 3/18/11 5 IEPs to DOE to document consideration of the continuum of placement, and decisions for	Continuum Alternative Placement Improved test scores for students receiving supplemental instruction.

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Individual, and/or small group sessions documented in the IEP. Assignment to resource room or for itinerant service will be documented in IEP						supplemental services or no supplemental services. List of SWD needing supplemental services.	
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Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include funding source, personnel and cost)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who ensures that activities in columns 1-5 are completed?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)
Documentation Change in Grade Placement Policies, practices and procedures revised to include the decision making process used to <ul style="list-style-type: none"> Move from grade to grade Allow skipping one, or more, grades 	Documentation Change in Grade Placement PL to include the data and decision making for: <ul style="list-style-type: none"> Moving students from grade to grade Allowing students to skip one, or more grades. 	Documentation Change in Grade Placement <ul style="list-style-type: none"> Review policies, practices, procedures Revise policies, practices, procedures 	Documentation Change in Grade Placement <ul style="list-style-type: none"> Principal Special Education Director 	Documentation Change in Grade Placement September 1, 2010 – Last day of school	Documentation Change in Grade Placement <ul style="list-style-type: none"> Principal 	Documentation Change in Grade Placement Revised policies, practices, and procedures re/moving students from grade to grade 11/18/10	Documentation Change in Grade Placement Increased performance of SWD on CRCT, GHSGT, EOCTs, etc.

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IEPs will document the IEP team decision to move SWD from grade to grade.	<ul style="list-style-type: none"> Data based document to support moving from grade to grade 					<p>Fifteen IEPs w/doc. to support moving from grade to grade by promotion, placement, grade to be skipped:</p> <p>5/25/2011</p>	
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Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include funding source, personnel and cost)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who ensures that activities in columns 1-5 are completed?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)
Educational Placement Placement decisions will be made based on data in the Present Levels of Academic and Functional Performance (PLAAF)	Educational Placement PL to include the types of data and decision making process used to make placement decisions: Inclusion: <ul style="list-style-type: none"> • GenEd Class w/ accomm • Co-Taught Cls • Separate Class <ul style="list-style-type: none"> ○ Full Day ○ Part Day 	Educational Placement <ul style="list-style-type: none"> • GLRS Staff • SpEd Director 	Educational Placement Sp Ed Director	Educational Placement As IEPs are written in 2010-2011	Educational Placement Sp Ed Director	Educational Placement Agenda/Sign-in sheets from staff training IEPs that document placement decisions made based on data in the PLAAF: 11/18/10	Educational Placement Increase in the performance of SWD on CRCT, GHSGT, EOCT, etc.

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	<ul style="list-style-type: none"> Separate Class, Part Day with GenEd or CO-T Class 					1/25/11 3/18/11	
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Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include funding source, personnel and cost)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who ensures that activities in columns 1-5 are completed?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)
Extended School Year 1. Special Education teachers will be trained to use the ESY Consideration Form. 2. Special Education teachers will document Consideration for ESY	Extended School Year ESY Training conducted for all Special Education teachers. Conducted by: A. Special Education Director Or B. Other County Personnel Or	Extended School Year ESY Training on the consideration of ESY, as needed. Materials: <ul style="list-style-type: none"> • Handouts • ESY manual 	Extended School Year Special Education Director	Extended School Year 1. To follow training: 10-26-2010 2. All IEPs for 2010-2011 will include documentation of ESY Consideration	Extended School Year Special Education Director	Extended School Year 1. Agenda from staff training 11/18/10 2. Sign-in sheets from staff training 11/18/10 3. The ESY Consideration Form in/attached	Extended School Year 1. Increased performance on Reading and Math CRCT 2. Increased performance on EOCT and GHSGT

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	C. GLRS (if available, as needed)					<p>IEPs</p> <p>4. Five IEPs with ESY Consideration Form attached to DOE by</p> <p>11/18/10 (5)</p> <p>1/25/2011 (5)</p> <p>3/18/11 (5)</p> <p>5. To DOE, list of students to receive ESY. 5/25/11</p> <p>a. disability</p> <p>b. when services are to be provided, must relate to the specific deficit</p> <p>c. services indicated in IEP</p> <p>d. If ESY is to be provided, IEP should include annual goals to be continued during ESY Services</p>	
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						<p>e. If ESY services are to be provided, the IEP should document the time frame of the ESY Services.</p> <p>6. If ESY is not provided, evidence of consideration should be included in the IEP</p>	
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Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include funding source, personnel and cost)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who ensures that activities in columns 1-5 are completed?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)
IEP: Measurable Goals Addressing Specific Needs Specific reading and/or math deficits will be identified in the Present Levels of Academic And Functional Performance (PLAAF) : IEP Goals will be :	IEP: Measurable Goals Addressing Specific Needs PL that focuses on documentation of specific reading and math deficits in the PLAAF. PL that focuses on developing measurable goals	IEP: Measurable Goals Addressing Specific Needs GaDOE Elluminate Sessions SpEd Director GLRS Staff	IEP: Measurable Goals Addressing Specific Needs SpEd Director GLRS staff	IEP: Measurable Goals Addressing Specific Needs October 2010 Request to GLRS for training 7/19/2010 Training date to be set by GLRS	IEP: Measurable Goals Addressing Specific Needs SpEd Director	IEP: Measurable Goals Addressing Specific Needs Agenda/Sign-in sheets from staff training IEPs documenting: <ul style="list-style-type: none"> • reading and/or math deficits • measurable goals 11/18/10	IEP: Measurable Goals Addressing Specific Needs Increased performance on statewide tests.

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<ul style="list-style-type: none"> • Based on reading and/or math deficits in the PLAAF • written in measurable terms 						1/25/11 3/18/11	
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CORRECTIVE ACTION PLAN (CAP)**

1	2	3	4	5	6	7	8
Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include funding source, personnel and cost)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who ensures that activities in columns 1-5 are completed?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)
Occupational Therapy Baker County will document that Occupational Therapy Evaluations and services will be provided to students based on need and supported in the PLAAF portion of the IEP.	Occupational Therapy Special Education Teachers Baker County will document that Occupational Therapy services are provided to students based on need an supported in the IEP	Occupational Therapy GLRS to provide training	Occupational Therapy Special Education Director Corrected IEPs will be reviewed by GLRS	Occupational Therapy To be scheduled by GLRS	Occupational Therapy SpEd Director	Occupational Therapy Agenda/Sign-in sheets from staff training IEPs where OT Evaluations and/or Services were (1) referenced, but not appropriate are corrected (2) new reference to OT and appropriate for evaluation	Occupational Therapy Increase in supports for reading and/or math performance.

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						and (3) services provided if OT evaluation recommends services 11/18/10 1/25/11 3/18/11	
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CORRECTIVE ACTION PLAN (CAP)	SYSTEM: BAKER COUNTY	___ COMPLIANCE	___ INSTRUCTION	___ PROFESSIONAL LEARNING	___ BIP
YEAR ONE CLEARANCE DATE: 8/11/11		FINAL CAP SUBMISSION DATE: 7/22/10		DRAFT CAP SUBMISSION DATE:	

Parenting	Parenting	Parenting	Parenting	Parenting	Parenting	Parenting	Parenting
<p>During IEP meetings teachers will provide <u>explicit, "parent friendly"</u> information about the student's:</p> <p>(a) Disability (b) Current level of performance 1) Academic performance 2) Functional performance (c) AT used with student or proposed for use, if any.</p> <p>A Teacher Survey will be developed that</p>	<p>PL that includes strategies for ensuring that parents understand:</p> <p>(a) Disability (b) Current level of performance 1) Academic performance 2) Functional performance (c) AT used with student or proposed for use, if any.</p>	<p>GLRS Sp Ed Director</p>	<p>SpEd Director</p>	<p>October, 2010</p>	<p>SpEd Director</p>	<p>Teacher Survey Results 11/18/10</p>	<p>Increase in teacher's ability to provide explicit, "parent friendly" information relate to:</p> <p>(a) disability (b) current level of performance (1) academic performance (2) Functional performance (c) AT used with student or proposed for use.</p> <p>Increase in parent's ability to participate in IEP meetings relate to:</p>

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<p>assesses teachers knowledge about providing “<u>explicit, parent friendly</u>” information about the student’s:</p> <p>(a) Disability (b) Current level of performance 1) Academic performance 2) Functional performance (c) AT used with student or proposed for use, if any.</p> <p>A Parent Survey will be developed that assesses parent involvement in the IEP process related to:</p> <p>(a) Disability (b) Current level of performance 1) Academic performance 2) Functional</p>							<p>(a) disability (b) current level of performance (1) academic performance (2) functional performance (c) AT used with student or proposed for use.</p>
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performance (c) AT used with student or proposed for use, if any.						Parent Survey Results 11/18/10	
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Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include funding source, personnel and cost)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who ensures that activities in columns 1-5 are completed?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)
Testing Accommodations 1. Special Education Director requested list from Testing Director of all students receiving accommodations to write in test booklet. 2. Review of the Georgia Test Accommodations manual	Testing Accommodations 1. All special education teachers will review testing regulations for all types of accommodations as stated in the Georgia Test Accommodations Manual as well as allowing student to write in test booklets.	Testing Accommodations Testing Director will provide review for all special education teachers. Georgia Test Accommodations Manual No cost anticipated	Testing Accommodations Special Education Director Testing Director	Testing Accommodations 1. IEP corrected by 1/10/2011 2. Teacher review: provided prior to 4/10/2010 3. Students provided opportunities for practice with test sheets, at least 2 times per month	Testing Accommodations Special Education Director Testing Director Special Education teachers will document practice.	Testing Accommodations Submit 15 IEPs to document appropriate use of accommodations for testing correlating to student's present level of academic and functional performance. 11/18/10 (5) 01/25/11 (5)	Testing Accommodations Increase in the performance of SWD on CRCT, GHGT, EOCT. Only students meeting criteria for accommodations to write in test booklets will use this accommodations

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<p>accommodation rules and guidance.</p> <p>As in</p> <p>3. Review of IEP, with accommodations</p> <p>4. Present Levels of Academic and Functional Performance (PLAAF) will reflect deficits that support the use of the test accommodations selected.</p>	<p>2. All special education teachers will be trained to make data driven decisions in selecting all types of appropriate accommodations</p> <p>3. Teachers will provide all student opportunities to practice using testing sheets.</p> <p>Teachers will be trained to develop a PLAAF that supports the use of test accommodations</p>			<p>January 2011 to May 2010</p>		<p>03/18/11 (5)</p> <p>Note: All IEPs <u>with accommodations</u> in place for Sprng '11 testing, must have testing accommodations that are supported in the PLAAF.</p> <p>If there are IEPs with testing accomms listed, but not supported in the PLAAF, it will be necessary to amend those IEPs prior to Spring '11 testing <u>to either provide</u> :</p> <ul style="list-style-type: none"> • Support in the PLAAF for the accomms selected OR • Document the reason that no accomms. are needed 	<p>All special education students will receive multiple opportunities to practice with test sheets.</p>
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Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include funding source, personnel and cost)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who ensures that activities in columns 1-5 are completed?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)
Transition Plan Transition Plans will contain all required components. System will be developed and implemented to monitor Transition Plans.	Transition Plan Training for writing transition plans in IEP to include all components of transition plans. 1. Trng date set. 2. In March 2010, SoEd teacher was assigned to the GLRS Transit. Team. 3. SpEd teacher on GLRS Transition Team will provide feedback to all	Transition Plan GLRS Cost: Annual fee Resources: Elluminate Sessions: Transition	Transition Plan <ul style="list-style-type: none"> Special Education Director GLRS 	Transition Plan <ul style="list-style-type: none"> Request to GLRS to provide training for writing transition plans made 7-19-2010 Training to be scheduled 	Transition Plan <ul style="list-style-type: none"> Special Education Director GLRS – Transition Trainer 	Transition Plan <ul style="list-style-type: none"> Training session agenda Sign-in Selected corrected transition plans in IEPs to DOE 11/18/10 Documentation of on-going monitoring of transition plans 11/18/10	Transition Plan Increase in SWD placed for employment and postsecondary education

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	SpEd teachers.	Transition Manual				1/25/11	
		Transition DVD				3/18/11	

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Stakeholder Name	Position
Evelyna Rogers	Special Education
Thomas A. Rogers	Superintendent
Freddie Thompson	Testing Director/ Homebound Coordinator