



2020-2021

KidsPeace School of Georgia

Title I Schoolwide Plan

Revision Date August 26, 2020

Approval Date September 2, 2020



Carroll County Schools

Schoolwide Plan

COMPREHENSIVE NEEDS ASSESSMENT

- I. **The Comprehensive Needs Assessment—Sec. 114(b)(6)** is based on a comprehensive needs assessment of the entire school that takes into account information on **the academic achievement of children** in relation to the challenging State academic standards, particularly the needs of those children who are **failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

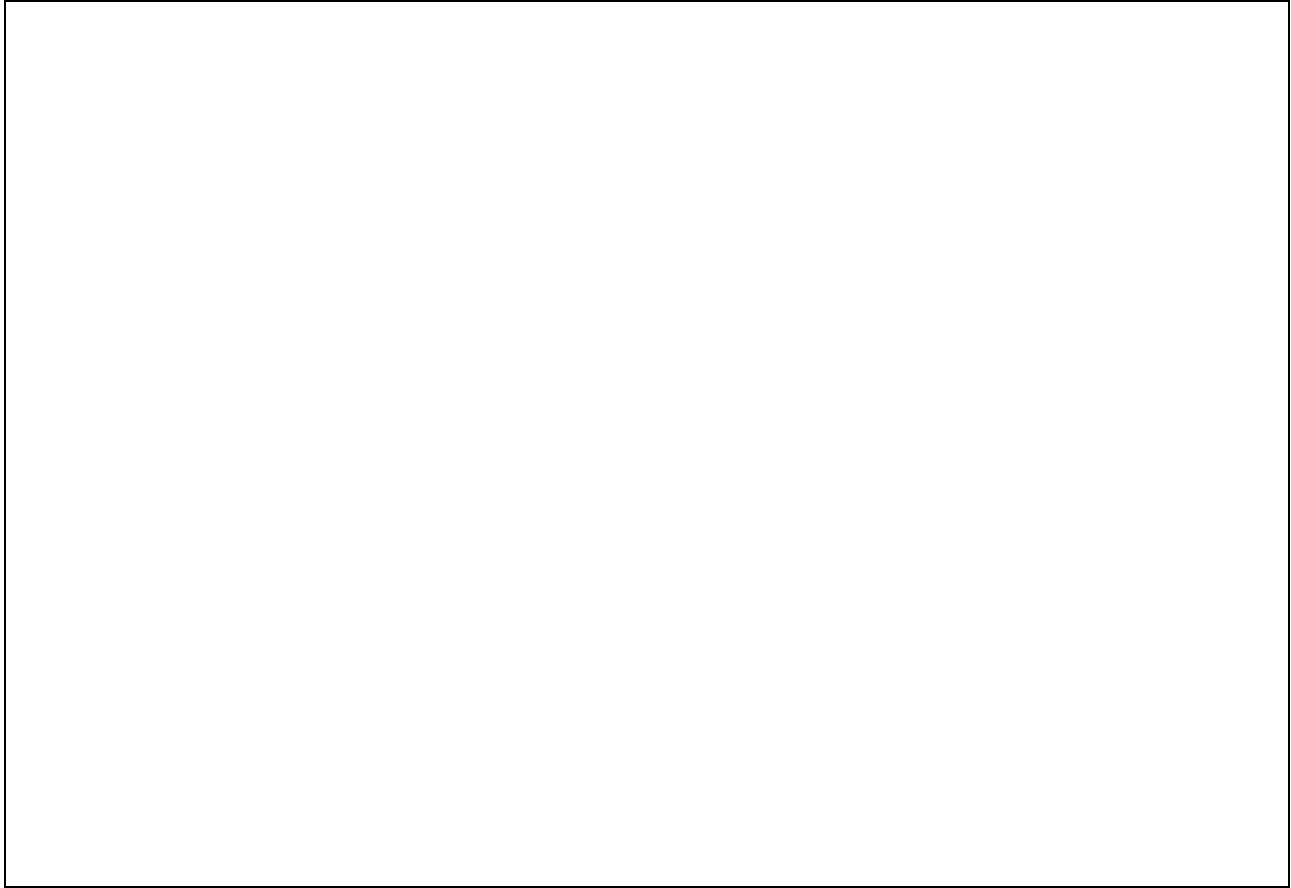
The comprehensive needs assessment must be conducted with teachers, principals, other school leaders, paraprofessionals, parents, and community. **Please make sure to have at least one parent and community representative.**

Provide an Overview of how your school's Needs Assessment was conducted to include the participants role as you reviewed student achievement data. How participants were chosen and your process for analyzing data.

In the spring of 2020, the KidsPeace Education staff participated in a SWOT analysis of our overall program. We looked at many different factors as our population is constantly changing throughout the year. The FAY students are typically <10, which prevent us from collecting significant student performance data.

A representative from certified teaching staff, teacher assistant staff, administrative staff and mobile support staff were selected to initially complete the analysis. They were selected based on seniority, as they would have the most insight on the history of the program. These results were then shared with our full staff, including a Home Service Professional (HSP) in loco parentis. This body participated in the development of an action plan based on the SWOT analysis. Our biggest challenge is the admission/ discharge of students at random points through DJJ and DFACS throughout the course of the year.

Edgenuity: Given the pandemic situation of the second semester which impacted the end of the second semester's grading, the team used data from the first semester for this plan. Data was examined from students that were enrolled in at least ½ of the second quarter. Percent Passing – HIGH SCHOOL ELA 64%, Math 63%, Science 89%, Social Studies 67%. Percent Passing – MIDDLE SCHOOL ELA 47%, Math 33%, Science 47%, Social Studies 47%.



Comprehensive Needs Assessment Planning Committee (Can use the Summer School Improvement Planning Meeting with Georgia Evans)	
Name	Role
Dr. James McNealey	Principal
Lataya Thornton	Administrative Assistant
Sharon Wagner	Teacher
Betty Dennis	Teacher Assistant
Martez Farris	Dean of Students
Wesleyan Dothard	Title I Tutor
Kyler Colbert	Title I Tutor
Nicole Witte	Human Services Professional (in loco parentis)

Academic Achievement Data Collection
Add Documentation for the Data Tools in Appendix 3

Instrument Used	Content Area	Process/Procedure
EX: Star Reading	ELA	How it was used to determine at risk students
Edgenuity	All	MS students performing below grade level due to pandemic – unable to complete classes.
Edgenuity	All	HS students not earning credits or enrolling with missing credits (credit recovery), pandemic impacted classes

*Please add all data supporting the instruments, processes, and procedures used to determine at-risk students in the **Data Collection Section** of the Appendix.

SCHOOLWIDE REFORM STRATEGIES

- II. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-iii) that the school will be implementing to address school needs, including a description of how such strategies will
- A. Provide opportunities **for all children**, including each of the **subgroups of students** (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;
 - B. Use **methods and instructional strategies** that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded

Please see the Appendix for CCRPI Report and CCSS Data Profile Sheet

***Reduced Classrooms** – KidsPeace School is designed for a maximum of 10 students for every teacher and teacher assistant. This allows for more direct attention to be given to students in various grade levels/ classes as they work independently.

***Pre-Assessments** – Students will be assessed using STAR Reading and Math to secure a preliminary performance level in these two areas. These results will be compared with a screener provided by the online tool Edgenuity. Most students come without records or having missed a significant amount of school due to placement in DJJ or DFACS.

***Small group tutoring** – Title I tutor will provide small group support in both augmented and pullout models, according to the need of struggling students.

***One-on-one tutoring** – Title I tutor will address socio-emotional needs of specific students that are struggling academically due to identified behavioral issues. The tutor will implement proactive, “check in, check out” strategies with students while addressing academic needs in reading and math.

***Dean of Students** – Instead of a school counselor, KidsPeace hired a Dean of Students to address the high behavioral needs of students while in school. Students were involved in multiple restraints between September 2019 and March 2020 due to emotional crisis situations. The Dean of Students will collaborate with therapists, HSPs and YDS staff to proactively address any non-school related issues that will impact the student during school hours.

***Career Planning Books** – Students will have opportunities to explore different careers and requirements for those careers by interacting with a class set of library books focused on specific jobs fit for this population of students. Their interests will be shared with therapists and HSP workers as they complete the program and plan to return to their home district.

***Renaissance Learning STAR Reading and Math** – These tests will be administered to all students upon admission to provide baseline data to inform instruction. Most students enter without current educational records or have not been in school for a period of time due to their DJJ/DFACS commitment.

Math		
Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged		
3rd or 6th	Tutoring by Paraprofessional	Title I
4th or 7th	Tutoring by Paraprofessional	Title I
5th or 8th	Tutoring by Paraprofessional	Title I
White		
3rd or 6th	Tutoring by Paraprofessional	Title I
4th or 7th	Tutoring by Paraprofessional	Title I
5th or 8th	Tutoring by Paraprofessional	Title I
Black		
3rd or 6th	Tutoring by Paraprofessional	Title I
4th or 7th	Tutoring by Paraprofessional	Title I
5th or 8th	Tutoring by Paraprofessional	Title I
Hispanic		
3rd or 6th	Tutoring by Paraprofessional	Title I
4th or 7th	Tutoring by Paraprofessional	Title I
5th or 8th	Tutoring by Paraprofessional	Title I

American Indian/Alaskan		
3rd or 6th	Tutoring by Paraprofessional	Title I
4th or 7th	Tutoring by Paraprofessional	Title I
5th or 8th	Tutoring by Paraprofessional	Title I
Asian/Pacific Islander		
3rd or 6th	Tutoring by Paraprofessional	Title I
4th or 7th	Tutoring by Paraprofessional	Title I
5th or 8th	Tutoring by Paraprofessional	Title I
Multi-Racial		
3rd or 6th	Tutoring by Paraprofessional	Title I
4th or 7th	Tutoring by Paraprofessional	Title I
5th or 8th	Tutoring by Paraprofessional	Title I
English Learners		
3rd or 6th	Tutoring by Paraprofessional	Title I, Title III
4th or 7th	Tutoring by Paraprofessional	Title I, Title III
5th or 8th	Tutoring by Paraprofessional	Title I, Title III

ELA		
Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged		
3rd or 6th	Tutoring by Paraprofessional	Title I
4th or 7th	Tutoring by Paraprofessional	Title I
5th or 8th	Tutoring by Paraprofessional	Title I
White		
3rd or 6th	Tutoring by Paraprofessional	Title I
4th or 7th	Tutoring by Paraprofessional	Title I
5th or 8th	Tutoring by Paraprofessional	Title I
Black		
3rd or 6th	Tutoring by Paraprofessional	Title I
4th or 7th	Tutoring by Paraprofessional	Title I
5th or 8th	Tutoring by Paraprofessional	Title I
Hispanic		
3rd or 6th	Tutoring by Paraprofessional	Title I
4th or 7th	Tutoring by Paraprofessional	Title I
5th or 8th	Tutoring by Paraprofessional	Title I

American Indian/Alaskan		
3rd or 6th	Tutoring by Paraprofessional	Title I
4th or 7th	Tutoring by Paraprofessional	Title I
5th or 8th	Tutoring by Paraprofessional	Title I
Asian/Pacific Islander		
3rd or 6th	Tutoring by Paraprofessional	Title I
4th or 7th	Tutoring by Paraprofessional	Title I
5th or 8th	Tutoring by Paraprofessional	Title I
Multi-Racial		
3rd or 6th	Tutoring by Paraprofessional	Title I
4th or 7th	Tutoring by Paraprofessional	Title I
5th or 8th	Tutoring by Paraprofessional	Title I
English Learners		
3rd or 6th	Tutoring by Paraprofessional	Title I, Title III
4th or 7th	Tutoring by Paraprofessional	Title I, Title III
5th or 8th	Tutoring by Paraprofessional	Title I, Title III

Science		
Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged		
5th or 8th	Tutoring by Paraprofessional	Title I
White		
5th or 8th	Tutoring by Paraprofessional	Title I
Black		
5th or 8th	Tutoring by Paraprofessional	Title I
Hispanic		
5th or 8th	Tutoring by Paraprofessional	Title I
American Indian/Alaskan		
5th or 8th	Tutoring by Paraprofessional	Title I
Asian/Pacific Islander		
5th or 8th	Tutoring by Paraprofessional	Title I
Multi-Racial		
5th or 8th	Tutoring Tutoring by Paraprofessional	Title I
English Learners		
5th or 8th	Tutoring by Paraprofessional	Title I, Title III

Social Studies		
Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged		
5th or 8th	Tutoring by Paraprofessional	Title I
White		
5th or 8th	Tutoring by Paraprofessional	Title I
Black		
5th or 8th	Tutoring by Paraprofessional	Title I
Hispanic		
5th or 8th	Tutoring by Paraprofessional	Title I
American Indian/Alaskan		
5th or 8th	Tutoring by Paraprofessional	Title I
Asian/Pacific Islander		
5th or 8th	Tutoring by Paraprofessional	Title I
Multi-Racial		
5th or 8th	Tutoring by Paraprofessional	Title I
English Learners		
5th or 8th	Tutoring by Paraprofessional	Title I, Title III

C. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include—

1. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

Provide a narrative of how you will use the above strategies for ALL students, particularly the needs of the most at-risk.

KidsPeace is a behavioral residential facility staffed with therapists that are available to provide support throughout the day. Students must see their therapist on a scheduled basis and participate in specific groups related to their identified emotional challenges. The facility also has HSPs (Home Service Professionals) that act as the liaison between the facility and home. All staff interacts with school staff to provide wrap-around services that support the educational process. Living unit employees assist students with practice assignments as needed over the weekend and during breaks. Students are aware that all employees are involved in their educational process while they are admitted to KidsPeace. Twice a year, probation officers and/or caseworkers from DJJ and DFACS respectfully meet with KidsPeace staff to discuss all aspects of their treatment, including their process in school. Progress reports and report cards are shared during these times. As KidsPeace students are technically considered “homeless” due to removal from their home by DFACS or incarceration by DJJ, they all are considered economically disadvantaged.

2. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

Provide a summary if applicable of how you prepare students for the next level, postsecondary education, and workforce.

KidsPeace students are enrolled between 6-9 months as a part of their DJJ/ DFACS commitment. This program is designed to allow students to recover grades as they prepare to return to their home environment. The Dean of Students will discuss career goals and plans with students while working with local colleges for campus visits. Students will complete interest inventories to help guide their planning process for returning home after KidsPeace. Students will have opportunities to explore different careers and requirements for those careers by interacting with a class set of library books focused on specific jobs fit for this

population of students. Their interests will be shared with therapists and HSP workers as they complete the program and plan to return to their home district.

3. Implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Discuss PBIS or other behavioral program being implemented at your school. Discuss the RTI Process at your school. Discuss your EIP program. PBIS – students are given individual instructional targets on a weekly basis to participate in social activities with other living units. The Dean of Students will coordinate with teachers to develop individualized short-term incentives. The Dean will serve as the liaison between education and non-education staff in the planning of these events. Each classroom has classroom incentives on a daily basis to keep students focused on assignments. RTI – students are not enrolled at KidsPeace long enough for the RTI process to be completed. EIP – student’s IEPs are reviewed and modified upon arrival. Administration reviews IEPs before students are admitted to ensure that services are current. The assistant principal/ special education teacher completes annual evaluations in a timely manner.

4. **Professional development and other activities** for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

PL Opportunities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data: Education staff participates in professional learning with Carroll County School District employees. All professional development opportunities are extended to KidsPeace employees as applicable.

Efforts to recruit and retain effective teachers in high need content areas:

KidsPeace advertises employment opportunities on the company website, Indeed.com, and the Carroll County Schools employment page. We also attend recruitment fairs within the county, including the University of West Georgia. Retention techniques are challenging, as our salaries do not compete with traditional school districts. We do offer a more relaxed, family-oriented atmosphere with a relaxed dress code and competitive benefits package from our corporate office. Many employees come from other fields and are given support to complete TAPP programs with partial reimbursement.

5. Strategies for assisting preschool children in the transition from early childhood education **(elementary schools only)**. Middle Schools will indicate an N/A.

N/A

SCHOOLWIDE PLAN DEVELOPMENT

- III. The Title I Schoolwide Plan Sec. 1114(b)(1-5) **is developed during a 1-year period**, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

Explain how the Title I Schoolwide Plan is reviewed and revised annually. When the meeting occurs. How often the plan is reviewed within the year.

The committee meets quarterly and during the summer to review the plan and suggest revisions based on student performance over the past grading period. This is due to the high turnover rate of students based on their DJJ/DFACS commitment.

- A. The Title I Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

Explain how parents and community members are involved in the development of the Title I Schoolwide Plan. Include how other stakeholders such as principals, other school leaders, teachers, paraprofessionals, and central office staff is involved in the development of your Title I Schoolwide Plan.

The Title I Plan Committee is made up of representatives from all stakeholders. HSPs work in lieu of parents. They provide information from home visits, court sessions and other events that may impact individual students' academic performance. Some parents are not able to interact with their child or live a considerable distance from the facility. They receive documents electronically and are able to provide feedback electronically. Teachers and paraprofessionals provide ongoing feedback regarding the effectiveness of the plan. Therapists will provide teachers with information from sessions and groups that may impact individual students and their academic performance.

- B. The Title I Schoolwide Plan remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Explain how often the plan is reviewed within an academic year. How the plan is updated when there is a budget amendment or shift in student academic needs.

KidsPeace keeps general goals for student performance due to the high turnover and historic performance level of students enrolled. Updates to the plan will be made during quarterly reviews according to identified trends. We continuously review staffing needs and how Title I can support these needs.

- C. The Title I Schoolwide Plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Explain how your Title I Schoolwide Plan is made available to the school system, parents, and public. Explain how your plan is in a language and format that is easy for parents to read and understand.

Kay Morgan and Heather Herring of Carroll County Schools review our Title I plan. When necessary, the plan can be transcribed into the language of parents that does not speak English. We provide an electronic copy of the plan through our HSPs to DJJ, DFACS and parents. Our plan is also included on the Carroll County School System website under the School Resource Area. The KidsPeace School registrar provides a copy to parents, probation officers/caseworkers and students as a part of the initial intake process. The Family Engagement Coordinator ensures that documents are distributed to the appropriate stakeholders and are translated as needed.

ESSA REQUIREMENTS TO INCLUDE IN YOUR SCHOOLWIDE PLAN

IV. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

		Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	
PBIS	All Subjects	X				https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3483890/ https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/pbis-how-schools-support-positive-behavior
Tutoring/Extended Learning Time	Math, Reading	X				https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/reports/tutoring-performance-measures-final-revisions-review.pdf https://academic.oup.com/jpep/sy/article/32/6/643/1021192/
Paraprofessionals		X				https://files.eric.ed.gov/fulltext/EJ925406.pdf

- A. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

Specify your strategies to work with the parents of English Learners

KidsPeace partners with Carroll County Schools to schedule interpreters as needed. Documents are transcribed into the native language of EL parents as needed. KidsPeace documents are also available in various languages as needed.

- B. If a **middle or high school**, describe how the school will implement strategies to facilitate effective transitions for students from **middle grades to high school** and from **high school to postsecondary education** including, if applicable—

1. Through coordination with institutions of higher education, employers, and other local partners;

Discuss transition activities for parents and students from elementary to middle or from middle to high school.

Administration team meets with students transitioning from middle to high school to discuss the credit system. HSPs are invited so that they can share the information with parents. High School students participate in college visits to UWA if they are eligible to leave campus.

2. Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

Middle Schools: Discuss opportunities for students to take high school courses and career counseling opportunities for students.

Elementary Schools: Discuss opportunities for students to take advanced courses and career counseling opportunities for students.

KidsPeace middle school students arrive in recovery mode. Our main focus is to try and get them back on track for enrollment in high school after they discharge. Middle school students will meet with the Dean to discuss career choices and complete the Student Health Survey provided by the GaDOE.

V. Title I Budget Crosswalk with Title I Schoolwide Plan

Title I Budget Crosswalk

List all expenditures included in Title I Budget and specify the page number of where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan.

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence
Title I Tutor	Page 6	High
Instructional Paraprofessional/ MSS	Page 6	High
Dean of Students	Page 6	High
Renaissance STAR Tests	Page 6	High

Title I Carryover Budget Crosswalk

(List all expenditures included in Title I Carryover Budget and specify the page number of where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan). This will be added after you receive carryover funds.

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence

**You will need to resubmit your Title I Schoolwide Plan if you add additional items in your Carryover Budget that are not included in the Title I Budget.

This plan was reviewed and updated for the current school year. The content of the plan will be used to budget Title I funds. A review of the plan will be conducted as student achievement data is reviewed throughout the year.

Principal

Date

Title I Specialist

Date of Approval

Director of Federal Programs

Date

Superintendent

Date