

Carroll County School System

KidsPeace School of Georgia

Title I Schoolwide School Improvement Plan



Initial Plan Created

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Plan Revised

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August 29, 2017

August 16, 2018

September 20, 2018

Linda D. Cook, Interim Principal

Louis Shagawat, Executive Director

Scott Cowart, Superintendent

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School Name and Local Education Agency (LEA) Information

School Name:

KidsPeace School of Georgia

School Address:

101 KidsPeace Drive, Bowdon, Georgia 30108

LEA Name:

Carroll County Schools

LEA Title One Director/Coordinator Name:

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**KidsPeace School of Georgia
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**Title I Schoolwide Planning Committee/Team
2018-2019**

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Linda D. Cook	Interim Principal, KidsPeace School of Georgia
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Background Description of School and Student Population

KidsPeace is dedicated to serving the behavioral and mental health needs of children, preadolescents, and teens. Founded in 1882, KidsPeace provides a unique children's psychiatric hospital, a comprehensive range of specialized, intensive, therapeutic residential treatment programs, accredited educational services, a variety of community-based treatment programs, and foster care and family services to give hope, help and healing to kids, families, and their communities facing crisis. KidsPeace offers services in Florida, Georgia, Indiana, Maine, Maryland, Minnesota, New Jersey, New York, North Carolina, Pennsylvania, Virginia and the District of Columbia and therefore receives students from all over.

The KidsPeace National Centers of Georgia located in Bowdon is a maximum watch-full oversight behavioral and emotional residential treatment facility for children ages 12-17. It is an educational facility that was operated as an approved Georgia State Charter School from 2003-2008. In school year 2009-2010, KidsPeace School of Georgia of Georgia became a Carroll County School System school and discontinued operations as a charter school. KidsPeace first offered a Title I Program under an approved Targeted Assistance Plan in 2005 – 2006.

KidsPeace School of Georgia operates on a year round calendar, serving students in grades 6-12. The school currently serves 60 students in grades 6-12. It is the school's mission to serve students who have primarily emotional and behavioral problems. A number of the students have identified emotional and behavioral disorders with accompanying Other Health Impairments (OHI), Specific Learning Disabilities, and Speech-Language Impairments (SI). They receive services as specified in their Individualized Educational Programs (IEPs). Approximately 100% of the students enrolled at KidsPeace are economically disadvantaged and there is about the same number of Blacks as Whites. Female's make-up approximately 33 % of the student population. A majority of students have been placed at KidsPeace by Georgia's Department of Family and Children Services (approximately 30%) and the Department of Juvenile Justice (approximately 70%). KidsPeace maintains contract agreements with these agencies that outline services to be provided students. Approximately three (3) of the currently enrolled students are from Carroll County. Program enrollment is designed to cover a 9-12 month period. However, a number of students leave before program completion, resulting in a high turnover rate of students throughout the school year. Less than 2% actually met the definition of Full Academic Year (FAY). KidsPeace did not make AYP in school fiscal years 2015 and 2016. In 2014 and 2015, the school did not enroll enough FAY students to yield AYP reports. In the years 2014-15, 2015-16, and 2016-2017 KidsPeace had "too few students" in each of the indicators on the CCRPI report; thus, there is not enough data to report under CCRPI.

Across the school, subject areas taught include the core content areas of math, science, social studies, English Language Arts, and exploratory/electives that meet each grade level and/or graduation requirements based on diploma choice. All classes are collaboratively taught and support services offered. All students grades 6-12 at KidsPeace will receive support from the Title I funds.

In regard to school improvement efforts, KidsPeace and its stakeholders reviewed its current Title I/School Improvement Plan (SIP) and believe that continuous school improvement is the key for implementing the School-wide Title I Plan. Therefore, KidsPeace has included parts of the SIP that fit well with its Title SWP, henceforth referring to this plan as the Title I School-wide School Improvement Plan (SWSIP).

In 2007 and 2008, KidsPeace was recognized by the Georgia Department of Education for reducing the dropout rate among students enrolled in its academic program. During the 2014-2015 school year, KidsPeace was awarded the Georgia Department of Education (GaDoE) High Progress Award for 2013-2014 based on student improvement. During the 2015-2016 school year, KidsPeace was recognized by U.S. News and World Report as a Bronze Medal School. This recognition was based on 2013-2014 student performance on End of Course Test.

Special Note: *In this document, the terms home and parents are used to mean the following: Home refers to the living site of a participating child, which may be the unit on which he or she resides at KidsPeace, and/or the physical location of the biological parents/guardians. The term "parents" refers to a participating child's biological parents, legal guardian (including approved family members), DFCS/DJJ representatives, and KidsPeace unit staff.*

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Schoolwide Components

1. *A comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).*

A. *We have developed our Schoolwide Plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were . . . The ways they were involved were:*

The Schoolwide Planning participants were Louis Shagawat, Executive Director, KidsPeace National Centers of Georgia, Inc.; Linda Cook Interim Principal; Debra Barton, In Parentis Loco; Sharon Wagner, Teacher; Jordan Austin, Tenecia Allen, Nicole Shaver, and Amanda Odhiambo Health Service Professionals; and Local Board of Associates, Tom Upchurch. Kay Morgan, Title I Consultant, was available throughout the process of writing the FY19 Schoolwide Plan to provide assistance as needed. Information was gathered by various members of the team prior to the finalization of the plan. The team met on August 29, 2018, to finalize the Title I Schoolwide Plan for the FY 18 School Year.

B. *We have used the following instruments, procedures, or processes to obtain this information*

The Schoolwide Planning committee began by reviewing three years of testing data from the Georgia Milestones and EOCT tests. The team analyzed the overall results of these tests and came to conclusions regarding student performance in specific content areas. Throughout this process the team brainstormed (a strategy when teams are collaboratively working together to explore topics, develop ideas, and propose solutions) to generate ideas regarding strategies to improve student performance. The FY19 Schoolwide plan includes three to four years of data based on the Georgia Milestones.

The following is a summary of the academic information from the Georgia Milestones End of Grade Assessment and EOCT tests and Stakeholders' Feedback:

Middle School Test Performance Georgia Milestones End of Grade Assessment

During the 2014-15 school year, the State of Georgia required elementary and middle grades test changed from the Georgia Criterion Reference Competency Test (CRCT) to the Georgia Milestones End of Grade Assessment (GMAS). The CRCT contained norm-referenced items. The GMAS contains open-ended (constructed response) items in English Language Arts and mathematics, a writing component, norm-referenced items and transition to online administration. This requires students to perform at a higher cognitive level than was required on the CRCT.

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The following charts represent student performance when at least 10 KidsPeace students participated in the GMAS.

6TH Grade GMAS
English Language Arts
(No students tested)

% of Students Needing Remediation

	2016	2017	2018
Reading and Vocabulary	N/A	50%	N/A
Writing and Language	N/A	100%	N/A

6TH Grade GMAS
Mathematics
(No students tested)

% of Students Needing Remediation

	2016	2017	2018
Ratios/Proportional Relations	N/A	100%	N/A
Number System	N/A	100%	N/A
Expressions and Equations	N/A	100%	N/A
Geometry	N/A	100%	N/A
Statistics and probability	N/A	100%	N/A

7th Grade GMAS
Mathematics

% of Students Needing Remediation

	2016	2017	2018
Ratios and Proportional Relationships	70%	71%	N/A
The Number System	70%	85%	N/A
Expressions and Equations	90%	85%	N/A
Geometry	100%	85%	N/A
Statistics and probability	80%	85%	N/A

7th Grade GMAS
English Language Arts

% of Students Needing Remediation

	2016	2017	2018
Reading and Vocabulary	90%	85%	100%
Writing and Language	90%	85%	100%

7th Grade GMAS
Math

% of Students Needing Remediation

	2015	2016	2017	2018
Geography	N/A	80%	N/A	86%
Government/Civics	N/A	90%	N/A	86%
Economics	N/A	80%	N/A	86%

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**8th Grade GMAS
Mathematics
% of Students Needing Remediation**

	2015	2016	2017	2018
Numbers, Expressions, and Equations	79%	100%	91%	82%
Algebra and Functions	79%	100%	82%	82%
Geometry	71%	100%	91%	82%
Statistics and probability	86%	78%	73%	82%

**8th Grade GMAS
English Language Arts
% of Students Needing Remediation**

	2015	2016	2017	2018
Reading and Vocabulary	23%	89%	64%	100%
Writing and Language	69%	100%	91%	100%

**8th Grade GMAS
Science
% of Students Needing Remediation**

	2015	2016	2017	2018
Structure of Matter	86%	100%	100%	100%
Force and Motion	71%	75%	75%	100%
Energy and Its Transformation	71%	100%	100%	100%

**8th Grade GMAS
Social Studies
% of Students Needing Remediation**

	2015	2016	2017	2018
History	64%	100%	100%	100%
Geography	79%	78%	100%	100%
Government/Civics	64%	78%	88%	100%
Economics	86%	78%	88%	100%

High School Test Performance – End of Course Tests

The following charts represent student performance when at least 10 KidsPeace students participated in the EOCT. The Spring 2018 GMAS stated Less than 15 students tested therefore no data was provided.

**Ninth Grade Literature and Composition
% of Students Needing Remediation**

	2015	2016	2017	2018
Reading and Vocabulary	63%	83%	33%	66%

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Idea Development, Organization, and Coherence	75%	75%	33%	N/A
Language usage and Conventions	75%	75%	33%	N/A
Narrative Writing Response	83%	75%	33%	N/A

**American Literature and Composition
% of Students Needing Remediation**

	2015	2016	2017	2018
Reading and Vocabulary	23%	N/A	50%	50%
Idea Development, Organization, and Coherence	23%	N/A	0%	50%
Language usage and Conventions	23%	N/A	100%	50%
Narrative Writing Response	53%	N/A	50%	50%

**Algebra I
% of Students Needing Remediation**

	2015	2016	2017	2018
Equations	NA	NA	85%	84%
Expressions	NA	NA	57%	84%
Functions	NA	NA	78%	84%
Algebra Connections to Statistics and Probability	NA	NA	78%	84%

**Analytic Geometry
% of Students Needing Remediation**

	2015	2016	2017	2018
Geometry	100%	N/A	N/A	100%
Expressions, Equations, and Functions	90%	N/A	N/A	100%
Number and Quantity	80%	N/A	N/A	100%
Statistics and Probability	70%	N/A	N/A	100%

**Physical Science
% of Students Needing Remediation**

	2015	2016	2017 (3)	2018
Chemistry: Atomic and Nuclear Theory and the Periodic Table	90%	N/A	100%	100%
Chemistry: Chemical Reactions and Properties of Matter	80%	N/A	100%	100%
Physics: Energy, Force, and Motion	95%	N/A	33%	100%
Physics: Waves, Electricity, and Magnetism	90%	N/A	100%	100%

**Biology
% of Students Needing Remediation**

	2015	2016	2017	2018
Cells	84%	N/A	60%	75%
Genetics	89%	N/A	60%	75%

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Organisms	89%	N/A	40%	75%
Ecology	84%	N/A	40%	75%
Evolutions	89%	N/A	60%	75%

**United States History
% of Students Needing Remediation**

	2015	2016	2017	2018
Colonization through the Constitution	N/A	N/A	50%	N/A
New Republic Through Reconstruction	N/A	N/A	50%	N/A
Industrialization, Reform, & Imperialism	N/A	N/A	100%	N/A
Establishment as a World Power	N/A	N/A	50%	N/A
Post-World War II to the Present	N/A	N/A	75%	N/A

**Economics/Business/Free Enterprise
% of Students Needing Remediation**

	2015	2016	2017	2018
Fundamental Economic Concepts	N/A	N/A	66%	N/A
Microeconomic Concepts	N/A	N/A	66%	N/A
Macroeconomic Concepts	N/A	N/A	100%	N/A
International Economics	N/A	N/A	66%	N/A
Personal Finance Economics	N/A	N/A	100%	N/A

N/A represents that according to the GaDOE not enough scores was available to report the data due to FERA.

High School Completers –Only three (3) students have exited KidsPeace School of Georgia with completion diploma. These students exited in 2007-2008, 2010-2011, 2016-2017, 2017-20108 and 2018-2019. The students received a Diploma with Vocational Endorsements.

CCRPI Score - KidsPeace received a CCRPI score of 39.6 in 2012, no CCRPI score in 2013, a CCRPI score of 47.3 in 2014 and a CCRPI score of 51.3 in 2015. KidsPeace received a CCRPI score for the middle school of .287 and high school score of .713 for 2017 for 2016-17. The 2017-18 CCRPI score has not been available to KidsPeace at this time.

Stakeholders' Feedback

During four years of the past six school years, a county wide survey has been administered to students, parents, and staff as a means to gather information from the stakeholders at KidsPeace. However due to a change in school level administration at the end of 2014-2015 school year, a stakeholder survey was not completed. Stakeholder surveys have been completed each year since then. A summary of the 2016—2017 survey results follows.

Eight KidsPeace parents responded to the county survey. The level of agreement with the questions asked was very high. There were no weaknesses identified by the parents. 100% of parents agree that (1) teachers have high expectations for student performance, (2) the teachers address the academic needs

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of their child and (3) there is a clear focus on learning. The survey results indicated the parents (57.1%) were interested in a training program on the topic of Understanding the Georgia Milestones. And 88% of parents indicated they received the school parent compact KPS has been very deliberate in using several forms of communication including: school and classroom newsletters, parent conferences, Title I parent meetings, and mail.

100% of the teachers agree there is (1) a clear focus on learning throughout the school and (2) teachers offer a challenging curriculum and learning experiences. There were no weaknesses identified in the staff survey. The professional learning opportunities requested by a minimum of two staff members were: Best Instructional Practices, Building a Positive Classroom Environment, and Classroom Management.

Student surveys showed that 88% agreed (1) learning is very important at this school and (2) teachers encourage me to be an active participant in class. The question with the lowest percentage of students agreeing (76%) was teachers require me to redo work when it does not meet expectations.

KPS has developed a comprehensive school-wide safety plan that includes requirements for classroom doors being locked at all times and the facility is equipped with secured doors with card-swipe access. Professional learning is provided by administration, teachers, RESA, consultants and a system-wide Instructional Coach to address school improvement initiatives. In addition, Carroll County professional learning opportunities are available to staff at KidsPeace. A mentoring/collaboration program has been implemented to address any gaps in professional growth for teachers who are new to the profession and/or new to the school.

Summary of Needs

Based on the comprehensive needs assessment conducted, the following areas require Schoolwide improvement:

- **Academic** – Mathematics, should be given priority attention at the middle and high school levels, while continuing to increase English Language Arts skills not limited to but including reading skills, conventions/grammar, and Writing performance, Social Studies, and Science. Based on analysis of domain weaknesses, there appear to be underlying weaknesses in geometry and numeric expressions at middle school level and functions and geometry at high school level. It is also apparent that Reading comprehension in all areas of Science and Social Studies, as well, is a weakness.

Given the nature of KidsPeace students' special needs, it is also important for staff to look closely at behavioral data by type, time, location, frequency, and duration of behavior, along with student academic achievement. We have used the following instruments, procedures, or processes to obtain information:

- Formative and Summative Assessments
- External Observer Classroom Rating
- Brainstorming Sessions with Education, Clinical, and Residential Staff
- Informal Reading Inventories (Read-Aloud)
- Progress Reports/Monitoring
- Discipline Data
- Diagnostic Skills assessment (English Grammar and Math)
- Edgenuity Reading and Math assessments
- IXL Math and ELA

C. *We have taken into account the needs of migrant children by*

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At the current time, no migrant students have been identified at KidsPeace. If a migrant child should enroll, the district will contact the Director of Federal Programs who will contact the migrant consortium to assist the school in providing services to the migrant student. Migrant students will be provided all services for which they qualify.

- D. ***We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example*** in section 1A we provided a comparison of the FY17 and FY18 state testing data. This data indicates there is a need for improvement in academic achievement in all core content areas. A specific focus needs to be in the area of math and ELA as well as including science and social studies skills.
- E. ***We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including:***

Disaggregated testing data is not available for KidsPeace on the GaDOE Accountability website due to the fact that there are not enough students taking the test to create a subgroup. So few students take a specific grade level or subject area test that to be too specific in this section of the plan would violate the FERPA rights of the students. The following is a general analysis of student performance. The majority of students at KidsPeace are behind grade level and the Schoolwide Plan needs to address all subgroups of students. At the current time although the populations are not large enough on any specific test to form a subgroup, students from all subgroup are represented at KidsPeace.

- Economically disadvantaged students
- Students from Major racial and ethnic groups
- Students with disabilities
- Students with limited English proficiency

- F. ***The data has helped us reach the following conclusions regarding achievement or other related data.***
- ***The major strengths we found in our program were:***
The Comprehensive Needs Assessment indicates the major strength at KidsPeace is the satisfaction of the stakeholders with the KidsPeace academic program.
 - ***The major needs we discovered were:***
Improvement is needed in all core subject areas: Language Arts/Reading, Math, Science, and Social Studies. Based on available state testing data, Math is the area with the most need of improvement. Due to the format of the new Georgia Milestones Assessment there is also a need to emphasize use of technology, the writing process and writing across the curriculum.
 - ***The needs we will address are :***
 - Academic achievement in all subject areas with a special emphasis in mathematics, reading, and writing. An analysis of technology available at KidsPeace and technology that is needed will be conducted. If this analysis reveals a need for additional technology, that will be addressed as well.
 - ***The ROOTCAUSE(s) that we discovered for each of the needs, including not having self-determination skills were:***
 - 1) Students with disabilities had not mastered grade level curriculum
 - 2) Frequent turnover of students from school to school
 - 3) Frequent suspensions prior to placement at KidsPeace
 - 4) Student previous school enrollment not continuous based on student choice/circumstances
 - 4) Behavior at school
 - 5) Students lack of literacy skills
 - 6) Students lack of academic vocabulary
 - 7) Lack of family involvement and supportive relationships

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- 8) Lack of specific, individualized/small group direct instruction for students based on individual student weaknesses
- G. The measurable goals/benchmarks we have established to address these needs included utilizing tracking cards for students who enter KidsPeace. When appropriate information is available, prior student achievement and behavior scores are charted. Each student's individual plan specifically states what the student's measurable learning goals/objectives are while at KidsPeace. Because most of these students enter or leave KidsPeace during the progression of the school year, this allows each student to learn how to self-determine their progress while at and when they leave KidsPeace.

The overall academic goal related to state testing is that students enrolled at KidsPeace will meet or exceed the state average in all content areas on the Georgia Milestones Assessments and the End of Course tests.

2. Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards.

KidsPeace School of Georgia identified strategies that are scientifically researched based and as determined by our needs assessment results, our academic focus will be in the areas of Math, Science, Writing, English Language Arts, Social Studies, Technology Integration and Writing for students at the middle and high school levels. There will be a specific focus in the areas of Math, Literacy, and Writing. In consideration of the types of students served at KidsPeace, it is also important to incorporate evidence-based behavioral management methods and approaches to ensure student success.

2. Schoolwide reform strategies that

Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standards are:

As determined by our needs assessment results, our academic focus will be in the areas of Math, Science, Writing, English Language Arts, Social Studies, Technology Integration and Writing for students at the middle and high school levels with a specific emphasis in the area of Math and Writing. In consideration of the types of students served at KidsPeace, it is also important to incorporate evidence-based behavioral management methods and approaches to ensure student success. Opportunities for all children to meet or exceed Georgia's Performance Standards are:

- The majority of students enrolled at KidsPeace School of Georgia has emotional and behavioral disorders with other secondary disabilities and will be provided instruction based on their unique needs. These needs are identified through a thorough assessment of each student's needs and background, their past academic performance, and continued progress monitoring and/or as outlined in their Individualized Education Programs (IEP).
- KidsPeace faculty is committed to using evidence-based practices and strategies to educate all students to high standards as defined in the Common Core Georgia Performance Standards as foundational to the specialized instruction that they may receive.

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- Faculty will use a number of the instructional strategies utilized by teachers in traditional Carroll County Schools to ensure that all students achieve the State's academically rigorous standards in Mathematics, English Language Arts, Writing, Social Studies, and Science.
 - Close Reading Strategy
 - Students who have difficulty understanding the material they read will be provided strategies for reading to uncover layers of meaning that lead to deep comprehension. The use of Close Reading daily will enhance this.
 - School Day, After School and Summer Tutoring
 - Students who are having difficulty will benefit from more individualized and additional time to master learning objectives during after-school tutoring.
 - Students needing tutoring are pulled out for individual tutoring sessions during the school day. The paraprofessional will assist in the individual tutoring.
 - Differentiated Instruction
 - If a student can accomplish a task independently, then the student is not learning. Conversely if a task is too far beyond the students reach the student becomes frustrated which also results in learning not occurring. Differentiation of instruction allows teachers to provide a learning level that is appropriate and academically accessible for students who are struggling academically. The use of tutoring during this differentiated instruction will increase the students' ability.
 - Math Manipulatives
 - The use of manipulatives allows struggling students to touch and manipulate objects which enables the students to visualize the mathematical concepts being taught.
 - Math teacher will attend Rock Eagle Math conference.
 - Integration of Technology Across the Curriculum
 - Integrating the curriculum gives meaning to isolated subject areas. The use of technology is a motivational tool for students. Students who are struggling often do not understand the importance of the material being taught and are not motivated to learn information in a more traditional classroom approach.
 -
 - Increase academic vocabulary
 - Strategies to do this will be through use of word-walls, academic specific vocabulary games, computer vocabulary websites, and other vocabulary instructional strategies. Close reading strategies are also used to increase vocabulary skills.
 - Increase/begin blended instruction (instructing through a combination of technology and direct instruction)
 - Teachers identifying and providing specific instruction for individual and small groups (circle time) of students based on student performance will remediate student weaknesses in a more time efficient manner.

2b. Are based upon effective means of raising student achievement.

- A. Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies which include:
 - Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread

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deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. (Partnership for Assessment of Readiness for College and Careers [PARCC], 2011, p. 7)

- According to Echols-Powell (2013, 2007, 1991) “There are tasks which are dependent on one another for the successful instruction of students, especially those with special learning needs. One response to the growing number of students needing specialized instruction because of these needs is to restructure the use of resources and support materials that teachers use to teach and progress monitor the learning of students. Explicit instruction is one of those dependent tasks. Students who were taught with direct instruction remediated weak skills quicker than students who were not whether the student attended general, support services, or team collaborative classrooms which demonstrated that appropriate exposure to the general curriculum and incorporating strategies and interventions with fidelity was key to increasing student achievement”.
- Thompson et al (2005, 2013) suggests that while differentiated assignments provides practical approaches to help students meet grade level standards, it is still necessary to learn the strategies to adapt the assignments to reach diverse student learning styles, readiness levels and interests. Thompson et al also recognize that “It is difficult to go backwards to remediate what was not learned, and at the same time, try to “catch up”. At risk learners consistently experience trouble pulling it all together because of the continuous stopping and restarting of concepts/skills.” Since KidsPeace has a high rate of turnover with students and staff, it is necessary to implement the most effective and efficient teaching and learning models on classroom instruction and use of instructional resources to meet the needs of the students while they are in residence, to negate the continuous stopping and restarting of instruction.
- In 2007, Goddard and colleagues conducted a study to determine the effects of teacher collaboration on reading and math achievement. They found that promoting teacher collaboration focused on curriculum, instructional practices, and professional development supports greater achievement in reading and mathematics. (Goddard, Goddard and Taschannen-Moran, 2007)
- Fuchs, et al. (2008) stated that “Tutoring reduces the prevalence of math difficulty and led to significant academic gains.” Their research also concluded that, “at-risk students who were tutored and received conventional classroom instruction outperformed untutored at-risk students.”
- The National Council of Teachers of English (2011) produced an article about writing across the curriculum that indicates writing across the curriculum is a key component to learning. They also suggest that students who can read with comprehension and write about a given subject learn material in more depth than those who do not
- Reading Remediation – In 2004, Angela M. Przychodzin-Havis and colleagues found that “Direct Instruction programs have been developed to insure that all students can learn through lessons that include explicit and carefully sequenced instruction.” and when “delivered by paraprofessionals and peers have produced strong positive validation for the use of this approach in reading instruction.” Their research concluded that that the use of a corrective reading program, such as SRA, can significantly boost the reading a literacy skills of middle and high school students.
- Numerous research studies support the reduction of class size as a means to improve achievement for all students. Recent research studies have shown that when comparing multiple variable for improving student achievement “the most powerful predictor of change in reading and math in all models was decreasing the student teacher ratio” (Heilig, J.V., Williams, A. & Jez, S.U. (2010). Reanalysis of large scale class size reduction studies like

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the Tennessee STAR experiment find that smaller class sizes produce long term benefits with “poor, minority, and male students reaping extra benefits in terms of improved test outcomes, school engagement, and reduced grade retention and dropout rates” (Achilles, C.M., et. Al. (2012).

- Jez, S., Wassmer, R (2013), found a statistical significance between increasing instructional time and standardized test scores. This same study also found that the learning gains resulting from extended learning time is greater in students classified as economically disadvantaged or having a low socioeconomic status.
- Stobaugh, Chandler, and White (2015) conducted a case study at a high school in a rural Kentucky in regards to the implementation of IXL Math and its effects on students’ achievement. The study concluded that the use of IXL as an intervention helped to produce “widespread improvement at the school level and in individual student gains.” In 2010-2011, SEG Measurements also conducted a study on the effectiveness of using USA Test Prep. They found that “students using USATestprep, to improve their academic skills, showed substantially greater growth in both Reading and Mathematics than students who did not use USATestprep and that USATestprep is equally effective for boys and girls and for students of different ethnic backgrounds.”
- In addition to providing students with 21st Century college and career skills, integrating technology into classroom practice has shown to be a contributing factor in improving student achievement. Studies done in Missouri, (Bickford, 2005), Michigan (Lowther et al., 2005), and Texas (Shapley et al. 2006 and 2007) all report students in technology rich environments are scoring significantly higher than their peers in classrooms where instructional technology is not used.
- A study conducted by Rothman and Henderson (2011) indicated that “borderline students who received school-based tutoring from district teachers performed higher on standardized test scores in the areas of mathematics and language arts than borderline students who did not participate in tutoring.”
- Goodwin and Miller (Educational Leadership, 2011, Vol. 70) conducted research on the importance of feedback that is timely and specific. They concluded that “the relevance, specificity, and timeliness of the feedback they provide—could go a long way toward powering up classroom environments, making them more engaging and rewarding for students.”
- In 2010, Stanford University produced a research brief titled, *How High Achieving Countries Develop Great Teachers*. This brief was based on the research conducted by Wei, R.C., Darling-Hammond, L., Andree, A., Richardson, N., Orphanos, S. (2009). Their investigation found that in addition to increased collaborative planning opportunities, teachers in high achieving countries spent considerably more time in sustained professional development opportunities than those in the United States.
- In 2007, Goddard and colleagues conducted a study to determine the effects of teacher collaboration on reading and math achievement. They found that promoting teacher collaboration focused on curriculum, instructional practices, and professional development supports greater achievement in reading and mathematics. (Goddard, Goddard and Taschannen-Moran, 2007)
- For instruction to be effective, it must be clear. This is true both for well-structured types of knowledge, such as clear-cut procedures and factual information, and for teaching problem-solving, cognitive, and metacognitive strategies within less structured knowledge domains

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(Archer & Hughes, 2011, p. 2; Rosenshine, 1995, pp. 266–267; Rosenshine & Stevens, 1986, pp. 377, 379, 381).

- Research-based recommendations for clear teaching of well-structured knowledge include the following:
 - Clear, detailed, and explicit teaching of concepts, information, and rules (Archer & Hughes, 2011, pp. 92, 108; Rosenshine & Stevens, 1986, p. 377)
 - Calling attention to main points and to the structure of information (Rosenshine & Stevens, 1986, p. 379)
 - Clear step-by-step directions (Rosenshine & Stevens, 1986, pp. 377, 381)
 - Extensive use of appropriate examples and non-examples (Archer & Hughes, 2011, p. 2; Rosenshine, 1995, p. 266; Rosenshine & Stevens, 1986, p. 379)
- Research and expert opinion on clear teaching of less-structured knowledge call for explanation of the strategies students will use, coupled with modeling and/or demonstrations (Archer & Hughes, 2011, p. 2; Fisher et al., 2011, p. 361; NRC, 2012, pp. Sum-8, 6–18, 6–22; Rosenshine, 1995, pp. 266, 267; Rosenshine & Stevens, 1986, p. 379).
 - Such modeling should incorporate the thought processes that underlie use of specific strategies (Fisher et al., 2011, p. 11; Rosenshine, 1995, p. 267). One effective method for doing this is through think-alouds, in which teachers verbalize their thought processes as they review text or solve problems (Archer & Hughes, 2011, p. 30).
 - Worked examples represent another effective form of modeling when teaching problem-solving strategies (Clark, 2005, p. 596; Sweller, 2008, pp. 374–375).
- As student expertise increases, fully worked examples should be replaced by partially worked examples, and eventually by problems students complete without support (Sweller, 2008, p. 378).
 - Students may also be taught “procedural prompts”—a specific set of steps or elements—in order to help them learn, remember, and apply cognitive strategies (Rosenshine, 1995, pp. 266–267). For example, in learning how to generate questions about material they are reading, students may be taught to ask “who,” “what,” “why,” and “when” questions. Specific types of graphic organizers may also function as procedural prompts if students are taught to use those formats to organize their thinking and problem-solving.
- Studies of effective teacher practices and findings from cognitive research both support the importance of extensive student practice as a component of learning (Archer & Hughes, 2011, p. 201; NRC, 2012, pp. 4–9 to 4–12, 6–23 to 6–24; Rosenshine, 1995, p. 267; Rosenshine & Stevens, 1986, p. 377).
- Practice plays a key role in helping students move their knowledge from short-term to long-term memory—an essential part of remembering information and skills sometime after first being introduced to them and being able to apply what they have learned. Practice also helps students develop fluency in applying key knowledge and skills.
- According to the authors of *Education for Life and Work*, “with each repetition of a cognitive skill . . . some additional knowledge strengthening occurs that produces continual small improvements” (NRC, 2012, p. 4-11).
- An important element in effective practice is “explanatory feedback that helps learners correct errors and practice correct procedures” (NRC, 2012, p. 4-12).
- Multimedia learning environments of the type presented in online courses are well suited to providing this kind of practice with specific, immediate feedback (NRC, 2012, p. 4-12; Swan, 2003, p. 35)
- **2c. Use effective methods and instructional strategies that are based on scientifically based research that:**
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, such as providing and extended school

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- year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
- Include strategies for meeting the educational needs of historically underserved populations

KidsPeace will increase the amount and quality of learning time.

The amount of learning time will be increased above and beyond the regular school day/year by providing extended day/after school tutoring, and tutoring during the summer months (KidsPeace School of Georgia operates a 12-month calendar school year).

KidsPeace will enhance the quality of learning time by providing opportunities for teacher growth through attendance at Professional Development sessions, by providing opportunities for and monitoring collaborative planning, and by utilizing the system instructional coach.

A number of instructional methods have been reviewed and determined to be appropriate for use in educating KidsPeace students in the identified subjects needing remediation. These methods will increase the quality of learning time, while also maximizing time spent on learning.

Math

- Access and use District’s Math Instructional Coach and Special Education Facilitator to demonstrate strategies in teachers’ classrooms and offer observational support and feedback
- Provide direct math instruction
- Co-teaching math classes
- Purchase and use manipulatives, graphing calculators, scientific calculators, a variety of math software programs
- Provide tutoring by HIQ Math Teacher
- Provide math during Summer School Program
- Involve “Loco Parentis” staff in reinforcement of math during non-school hours.
- Emphasize Math Vocabulary
- Use a variety of computer-assisted instructional programs to supplement regular instruction
- Replenish/purchase instructional supplies

Science

- Offer Science support through Edgenuity.
- Remediate Physical Science and Biology skill deficits as identified by domain weaknesses and pre-post testing.
- Provide tutoring in Science
- Replenish/purchase instructional supplies

Writing and English Language Arts

- Access and use District’s ELA Instructional Coach
- Conduct Writing-Across-Curriculum using activating strategies.
- Implement the Carroll County District Writing Process.
- Establish Word Walls as a common practice.
- Establish libraries in all teachers’ classrooms to provide a wider selection of high interest, non-fiction books for all students on a variety of content related topics.
- Provide direct instruction on grammar and sentence construction and conventions through daily language activities.
- Purchase relevant computer software programs to provide students practice opportunities in targeted English Language domain weaknesses.
- Provide tutoring in ELA

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- Continue to build the range of books available in the media center/library
- Create a book club for students and purchase selected books for reading
- Replenish/purchase instructional supplies

Social Studies

- Provide small group instruction based on identified Social Studies skill weaknesses at least once per week
- Purchase relevant computer software programs to provide students practice opportunities in targeted Social Studies domain weaknesses
- Provide Social Studies tutoring
- Replenish/purchase instructional supplies

Technology Integration

- Evaluate current inventory of computer and other technology, including hardware and software, to determine gaps and purchase as necessary
- Provide professional development for teachers on all technology and software used at KidsPeace to provide standards-based instruction, acceleration, and remediation activities
- Students will also have access to various online resources such as Cool Math and Icivics. These learning sites provide additional instructional resources and assessments that can be used to help identify areas of need as well as differentiation.

Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

- *counseling, pupil services, and mentoring services;*
- *college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and*
- *the integration of vocational and technical education programs; and*

Each student is assigned a Health Service Professional (HSP). The teachers and staff from the units complete a daily score card for each student with whom they work. Daily reports are sent based on information from the score card to the HSP, the principal, and other key staff. The score card provides information on Basic Expectations/Social Skills, Associate Interactions, Peer Interactions, School/Recreational/Group Expectations and behavior. The HSP uses information from the score card to meet with students individually and review any areas where the student may be having difficulty.

The Community Service Individual (CSI) gets students on Georgia College 411 which is a career readiness program.

- **2d. Address how the school will determine if such needs have been met; and Are consistent with, and are designed to implement, the state and local improvement plans, if any.** KidsPeace operates a year-round academic program. Students work on Edgenuity throughout the year. Tutoring for individual students will be available after school and on weekends through the use of certified teachers who meet the LEA's criteria to serve as tutors. Formative assessments will be administered to all students and the results used to adjust instruction to address student deficits. In addition, the frequency of measuring students' progress will be determined largely by what is stipulated in their IEPs and/or through the Response to Interventions (RTI) progress monitoring process.

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As students demonstrate a need for additional tutoring, the student will be provided small group or one-on-one direct instruction during the school day from a teacher funded through the Title I, Part A school allocation and Title I, Part A Neglected and Delinquent Set-aside.

Determination of whether needs have been met will be documented by analyzing the data from the results of short and frequent evaluations, targeted skills checklists, Edgenuity reports, common assessments, and self-determined goal assessments. These checkpoints will keep students and staff focused and consistent with the improvement plans.

3. Instruction by highly qualified professional staff.

Current staff includes seven (7) teachers, seven (7) paraprofessionals, and three (3) classroom support staff. All staff members with the Education Department are evaluated annually with a Performance Evaluation Instrument developed for the Education Manager/Principal, Certified Teachers, Paraprofessionals, Mobile Support Staff, Substitutes, the Education Administrative Assistant. This instrument is based upon each professional's Position Description.

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards

We have included teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example, all school personnel at KidsPeace are provided the opportunity to participate in all professional development planned or sponsored by Carroll County School Meltzer et al (2007) report that through guiding principles the strategies for success in all subject content areas, stem from classroom teaching techniques.

System. The System's Director of Federal Programs forwards announcements and calendars of all professional development for the entire school year. She also routinely designates personnel slots for training where sessions have limited enrollment. Other professional development is secured through West Georgia RESA and other RESA sites, as available and appropriate. KidsPeace Training Institute provides specialized professional development for staff. We will also utilize outside consultants who have expertise in addressing the identified staff development needs for the instructional staff at KidsPeace. Among the specific professional activities, the staff will participate in

- a) Close Reading,
- b) Analyzing, understanding, and using data to drive instruction
- c) Writing Process Interventions/Strategies
- d) Analyzing and understanding Edgenuity Reports

Specific enhancements to these professional development activities will include the following:

- All teachers and paraprofessionals participate in the district's annual staff development online survey. The survey gives each staff member the opportunity to identify professional needs. A request will be made to consider adding an item to the district's survey to permit designation of specialized topics.
- The psychologist and clinical staff will be used to provide specialized training needed for all educational staff.

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- Access Carroll County’s Instructional Coaches, Special Education Support Personnel, and Educational Technology to provide professional development on-site at KidsPeace School of Georgia. Services are available for assistance with IT, Graduation, Reading, and Math.
- Continue to attend RESA and district-sponsored professional development, when appropriate
- Provide on-site staff development opportunities through consultants and RESA.
- Collaborative Planning – provide guidance and support for teachers to effectively plan instruction together as an on-going professional development activity.
- Administration – Continue to participate in monthly Principals’ Meetings; In-School Special Education meetings, and relevant conferences/workshops.

We have aligned professional development with the State’s academic content and student academic achievement standards through professional learning opportunities provided by Carroll County schools as well as having professional development provided by KidsPeace based on the requirements of specific job responsibilities. The professional development will meet requirements of CCRPI and address academic achievement and classroom management. KidsPeace will also utilize the instructional coach from Carroll County to identify additional professional learning.

We have devoted sufficient resources to effectively carry out the professional development activities that address the root causes of academic problems. KidsPeace will use the funds made available through the school’s Title I as well as other funding, for the purpose of providing high-quality professional development for the teachers and administration. The Instructional coach will also work with teachers individually and collegially in all content areas grades 6-12, identifying strategies to meet specific identified needs. KidsPeace will also use services of the system level Technology Instructional Specialist to provide training and staff development in the utilization of newly purchased technology in order to leverage its use to promote increased student achievement.

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

- School administration and the school counselor provide training prior to all State standardized testing (Georgia Milestones and End of Course). When test scores are received, teachers are provided with interpretive information to ensure their understanding of the results, and provide them with knowledge necessary to communicate testing data to parents/legal guardians with fidelity. Teachers are also instructed on how to utilize results from diagnostic skills assessments completed on every student. This information assists in them providing instruction that is individualized and differentiated as well as for the development of strategies, interventions, and or accommodations, modifications, and goals and objectives for those student eligible for special education services and an IEP.

We have a *School Counselor* in development of academic activities regarding the achievement of individual students and the overall instructional program through the following ways.

- Academically
 - Assist the student placement in school courses by reviewing previous school records.
 - Assist the teacher to understand and utilize the services of the school.
 - Assist the student to develop learning skills
 - Assist the aren’t to understand the opportunities available to their children
- Coordinate with Administrators and School personnel.
 - Assist in the development and promotion of school transition/education opportunities.
 - Assist in the placement of student into groups appropriate for their education needs.
- Provide guidance services to assigned children.

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- Maintain liaison with the school of assigned children to enable the child to use their education effectively.

- **5. Strategies to attract highly qualified teachers to high-needs schools.**

We will provide instruction by teachers who meet the standards established by the state of Georgia.

Recruitment

- Provide a friendly, supportive work environment.
- Attend job fairs to recruit candidates who are a good match with KidsPeace student population.
- Post vacancies on www.TeachGeorgia.org, Carroll County School System website, and University of West Georgia website, and www.kidspeace.org.

Retention

In order to retain highly qualified teachers, KidsPeace

- Provides the opportunity for teachers to collaborate and connect with peer teachers both at KidsPeace and with other Carroll County Schools
- Offers opportunities to attend Professional Learning workshops for teachers in their areas of instruction, and for paraprofessionals in their areas of support.
- Utilizes available resource supports through Carroll County School System, such as Instructional Coaches and Special Education Facilitators to assist teachers, as needed.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by providing opportunities for their involvement in the process. Since many of the students enrolled at KidsPeace School of Georgia are in the custody of the Georgia Division of Family and Children Services (DFCS), Department of Juvenile Justice (DJJ), and/or are wards of the State, KidsPeace has limited to no guardian or parental involvement in students' education. Every effort will be made to involve students' parents/legal guardians in IEP meetings, parent/teacher conferences, and other academic activities such as Open House and Curriculum Review Days. When parents are prohibited from being involved with their children under court order, efforts will be made to use a Human Service Professional (HSP) to invite students' relatives who are approved for visitations. School staff will inform the community, the education staff, and parents/legal guardians of funding, student progress, school improvement, test scores, and other educational information through a variety of means including: website, newsletter, semi-annual school reports, and periodic e-mail correspondence. Feedback will be solicited from parents/guardians and partner agencies through annual surveys that may be mailed or launched on-line. An HSP will also be responsible for sending monthly summaries to placement agencies and guardians to describe progress and grades.

KidsPeace School of Georgia's Parent Involvement Plan and School-Home Compact documents (**included in the appendices**) outline ways that parents/guardians can be involved at KidsPeace and also serve to enlist their partnership in educating their child. KidsPeace School of Georgia involves parents in the development of the Parent Involvement plan by requesting input through a variety of activities. Parents offer ideas and suggestions in writing and updating the school's Title I Plan. The parent's input comes from their involvement in committees such as Title I Planning committee as well as individual parent input and surveys. Parent surveys are utilized after each event or activity to afford parents the opportunity to provide comments about events and activities. KidsPeace School of Georgia also addresses parent comments from the surveys in the spring. Most students enrolled at KidsPeace

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School of Georgia have *in loco parentis* representation among the residential staff, DFACS, and juvenile services. Information about parent involvement and the Parent Involvement Plan will be disseminated to parents/legal guardians during the student enrollment/admissions process.

KidsPeace School of Georgia shares information through the annual Title I Meeting after school hours, to inform parents/in locos parentis of their participation under Title I, by sharing a power point made available by the district Title I Director, which explains Title I, its requirements, and the parent's right to involvement. Another annual event is Open House at the school at which time parents are informed of the school's participation under Title I and in which an administrator explains Title I, its requirements, and parents' rights to be involved. We discuss ways to support learning through parent conferences, KidsPeace School of Georgia's Student Handbook, School Compacts, and facility brochure. Parent volunteers are not utilized in our school due to the student placement in the residential environment; however, in loco parentis, as appropriate, assist in decisions relating to the student's education and use of extracurricular time. An agenda sign-in sheet, indicating the parent and the students name will be kept on file.

Many KidsPeace students have disabilities. Documentation of correspondence sent to and received from parents/guardians is maintained in the student's educational file.

A letter will be sent to parents/legal guardians at the beginning of the school year informing them about their child's educational opportunities and the teacher's and paraprofessionals qualifications.

All parents/legal guardians will be invited to attend and participate in parental involvement activities held at KidsPeace. The parent involvement policy (**in the appendices**)

- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including a interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included
- Provide one Open House (meet the teacher) after Utilization Review Meeting

A copy of the approved Title I Schoolwide Plan will be available to parents, the public, and others within the Local Education Agency through:

- The Department of Teaching and Learning – will maintain a current copy of the plan and will also place it on the LEA's website in the Title I section;
- A statement that the plan exists and is available for review will be shown in KidsPeace Student Handbook on an annual basis; re: annual review opportunity of Title I Plan
- Parent Resource Area – A hard copy of the plan and/or notice of availability for review will be placed here.
- Principal Office – A hard copy of the plan and/or notice of availability for review
- Parent Involvement Coordinator – A hard copy of the plan and/or notice of availability for review

7.Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Transition plans for students entering KidsPeace from other middle schools or high schools and entering from private schools plus students entering our school throughout the school year are as follows:

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As a school that enrolls students with special needs usually under court order or by special arrangements with the Department of Human Services, the transition process used to bring students into and exit them from the school are prescribed as outlined below:

- i. Admissions Coordinator – handles student in-take including: acquiring signatures for compact and release of information consents.
- ii. Nursing assessments are completed within 24 hours of admission and physician assessment within 72 hours to determine health status.
- iii. Kids Development Specialists within the residential program orient students to living quarters (unit) and school process.
- iv. School staff review and/or access student data when available and provide them with a copy of the Student Handbook. Students review Handbook and Student Use Internet Policy form and discuss with teacher(s).
- v. Students are evaluated on Edgenuity to determine level of performance in order to receive appropriate instruction.
- vi. Transition from the school program occurs once services are satisfied and/or state (DJJ/DFACS) determines that the student is no longer in need of this level of care and can be “stepped down” to a less restrictive facility. Students may choose not to remain for continued care at age 18.
- vii. KidsPeace staff may also request that the students’ services be discontinued.
- viii. Students may remain in the school program through graduation under a service plan and IEP.
- ix. A formal transition plan is developed in conjunction with an IEP meeting for students prior to their 16th birthday. In some instances it is not possible to effectively transition students from the school program.

When it is necessary to assist students in transitioning to schools or districts outside of Carroll County, KidsPeace staff works closely with the referring agencies and/or parents/legal guardians to ensure that all paperwork and documentation are handled according to applicable state and federal laws.

8. Measures to include teachers in the decisions regarding the use of academic assessment described in Section 111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

All students enrolled in KidsPeace School of Georgia participate in the Carroll County School System testing program, which is governed by the Georgia Department of Education. Students in grades 6 - 12 will take the Georgia Milestones Assessment of Performance tests in the core subjects (Reading, English Language Arts, Mathematics, Science, and Social Studies). All tests are coordinated and administered under guidance of the Carroll County School System Director of Education and Testing. **Note:** *As the Georgia Department of Education designs and implements its College and Career Performance Readiness Index (CCPRI), KidsPeace School of Georgia will adhere to all changes regarding testing, consistent with other Carroll County Schools.*

KidsPeace School of Georgia staff utilizes state standardized test results and academic progress with regard to performance standards in the classroom to determine student progress. These reviews are ongoing with involvement from classroom teachers, principal, and parents/guardians who are involved with their child’s educational progress. Through these on-going reviews, KidsPeace staff identifies the need to revise the curriculum, lesson plans, scheduling of courses and/or testing, while still taking into consideration each student’s individual educational needs. Periodically staff members will be provided time for collegial planning when they will analyze individual student achievement and generate ideas and teaching strategies to assist students who are struggling with specific academic concepts.

KidsPeace teachers use a number of high quality academic assessments in addition to those identified by the state to determine student and program needs:

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- To determine student success on standards and progress being made toward meeting standards, and to inform teachers, parents, and students, teacher made tests, rubrics, and computerized assessments are used;
- To assist in diagnosing learning problems in the classroom- The Edgenuity Student Assessment, and psychological evaluation (if special education prior eligibility is indicated) results are used;
- To identify students who have difficulty learning, especially with regard to core subjects – Practice tests related to state required assessments are used, as well as additional assistance offered and/or tutoring provided for demonstrated needs.

Other measures used to ensure that teachers are involved in accessing and using assessment data to make decisions about students and programs include:

- Teachers are provided access to student data in Infinite Campus and the Student Longitudinal Data System.
- The Principal maintains data notebooks on all students' performance and makes notebooks accessible to teachers during planning meetings, and at other times as needed.
- Every teacher has capability of reviewing all Edgenuity diagnostic results and can run reports.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Students experiencing academic deficiencies as identified through ongoing assessment in ELA, reading, mathematics, science, social studies, and writing have additional learning opportunities. This includes after school tutoring, pull-out instruction (during summer school), one-on-one assistance from the teacher and/or paraprofessional, and flexible grouping, as needed. Teachers also implement differentiation strategies within the classroom as a result of ongoing assessments. This allows for small group, remediation, or accelerated learning to increase achievement. Other effective instructional strategies are RTI Interventions and strategies, the use of computer and web based programs, integration and use of technology, and the use of manipulatives, primarily in math. Students are also provided the opportunity to pursue credit recovery through Edgenuity.

A. Measures to Ensure Students' Difficulties are identified on a Timely Basis

Students entering the school are administered a diagnostic skills assessment, in order to ensure timely, appropriate delivery of instruction. Specific measures used to identify students' needs in a timely manner include:

- The administrator will meet with teachers to set student goals, discuss instructional concerns and ways to meet the needs of all learners.
- RTI – Leadership Team collects and reviews prior and current data on students and determines whether special education services are appropriate
- Student data is used at IEP meetings to be reviewed by the Team during the development of IEPs.
- Tutoring is available after school for struggling students through use of Title I funds.
- Teachers use the results of assessments to determine students' areas of need.

B. Provide Training for Teachers on the Identification of Weaknesses with Appropriate Assistance

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At KidsPeace, the faculty and staff understand that it is important to be able to recognize students' difficulties as early as possible so that they can receive timely interventions. To assist teachers in being able to detect difficulties the following professional learning activities will be offered:

- KidsPeace uses psychologist and other clinical staff to provide PL to teachers on social-emotional needs of students.
- The school will utilize Carroll County's Instructional Coaches and Special Education Support Staff.
- Differentiation of instruction will be revisited with teachers.
- Writing Process Interventions/Strategies
- Close Reading strategies will be provided to all teachers

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response: The following chart represents the integration of federal, state, and local services and programs.

Funding Source	Resources provided
FTE	Teachers, paraprofessional and, other staff, instructional materials and supplies, software, transportation
Title I	Paraprofessionals, Tutors, Instructional supplies/materials (including calculators) additional reading materials and bookcases, LCD Projectors, Apple TV, Computer Accessories, Promethean Board and, Professional Learning & Collegial Planning and supplement for our Title I Parent Coordinator.
Title II	Professional Learning Opportunities- KidsPeace does not receive Title II funds specifically but does have the opportunity to participate in professional learning activities that are funded using Title II funds with the Carroll County School System.
Title III	Specifically for ELL students – instructional materials and supplies, technology, teachers, software. KidsPeace does not currently have any identified ESOL students but if an ESOL student were to enroll in KidsPeace, that student would receive appropriate ESOL services.
IDEA	Specifically for IDEA students - instructional materials and supplies, technology, teachers, software. Questions concerning qualification for receipt of these services is being researched.
SPLOST	KidsPeace has not received any SPLOST resources
Residential Facility Grant	Teachers, Paraprofessionals, Counselor, Digital Projector, Edgenuity On-Line Curriculum Licenses, Projector Screens..

10c. Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

KidsPeace School of Georgia does not receive funding from the School to Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, or the National and Community Service Act of 1990.

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11. Description of how individual student assessment results and interpretation will be provided to parents.

Provision of Individual Student Assessment Results to “Parent”

A variety of mechanisms exist to ensure that results of individual student assessments are provided to parents/guardians. Mechanisms include:

- Weekly Interdepartmental meetings are used to discuss assessment results with in parentis locos.
- Edgenuity automatically emails a progress report to in parentis loco
- Quarterly academic progress reports are sent to DFCS and DJJ contacts.
- As appropriate, Legal Guardians are provided access to their child’s assessment data through pass code access to Infinite Campus.
- Daily reports are sent by teachers to HSP, unit staff, and Community Service Individuals (CSI) to communicate classroom behavior issues and concerns.

KidsPeace Human Services Professionals (HSP) are used as liaisons to guardians/parents and serves as a primary contact for the dissemination of confidential information such as individual student assessment results. HSPs are responsible for:

- a) Maintaining contacts between placement agencies and KidsPeace School of Georgia.
- b) Sending monthly summaries to placement agencies and guardians to describe progress and grades.

An explanation of each test administered by KidsPeace is contained in the student handbook which parents/guardians receive. If a parent wishes, they may contact the Principal to arrange a phone or face-to-face conference regarding the results.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

The state of Georgia collects and disaggregates achievement and assessment data on students in Georgia through the state testing program. The GaDOE provides individual assessment results and an interpretive guide for mandated state tests.

Student performance on Edgenuity is disaggregated by the program.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

The state of Georgia has assured the validity and reliability of the tests used by the Georgia Department of Education. Edgenuity has assured the validity and reliability of the tests through their program.

14. Provisions for public reporting of disaggregated data.

The College and Career Readiness Performance Index (CCRPI) reports are available to the public on the website of the Georgia Department of Education. The KidsPeace Schoolwide Plan is available on the Carroll County School District’s website. KidsPeace will utilize several means of reporting disaggregated data to the public including:

- Media release of results through KidsPeace Corporate Public Relations Department;

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- Provide annual data update presentations to selected groups, including the faculty and Leadership Team.

15. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

The 2018-2019 KidsPeace Schoolwide Plan was developed during the Fall of the FY19 school year to be implemented during the FY19 school year.

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

The Schoolwide Planning participants were Louis Shagawat, Executive Director, and KidsPeace National Centers of Georgia, Inc.; Linda D. Cook, Interim Principal; Debra Barton, In Parentis Loco, Sharon Wagner, Teacher; Tenecia Allen, Jordan Austin, Amanda Odhiambo, and Nicole Shaver Health Services Professionals, Tom UpChurch, Local Board of Associates Community Representative. Kay Morgan and Pam Johnson, Title I Consultant, was available throughout the process of writing the FY19 Schoolwide Plan to provide assistance as needed. The team met on July 27, August 31, and September 1, 2016, to finalize the Title I Schoolwide Plan for the FY 19 school year.

17. Plan available to the LEA, parents, and the public.

Although KidsPeace School of Georgia does not have a website at this time, a copy of the approved Title I Schoolwide Plan will be available to parents, the public, and others within the Local Education Agency through:

- The Department of Teaching and Learning – will maintain a current copy of the plan and will also place it on the LEA’s website in the Title I section;
- KidsPeace Principal’s Office – hard copy
- Parent Coordinator’s Office – hard copy
- Parent Resource Area – A hard copy of the plan and/or notice of availability for review will be placed at KidsPeace School of Georgia in Bowdon, GA.

18. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Currently, the KidsPeace School of Georgia does not have a significant percentage Of parents whose primary language is not English. If that changes, the Schoolwide Plan will be translated into that language.

19. Plan is subject to the school improvement provisions of Section 1116.

The Schoolwide Plan for KidsPeace School of Georgia is subject to the School Improvement Provisions of Section 1116 as amended by Georgia’s ESEA Waiver approved by the United States Education Department.

**KidsPeace School of Georgia
Title I Schoolwide Plan**

**Evidence Based Research
FY19 Federal Program Expenditures
*Federal Program***

Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
		Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	
Reduced Class Size	All Content Areas			x		
Tutoring / Extended Learning Time	All Content Areas	x				Edgenuity
Professional Learning	Math	X				Rock Eagle Math Conference
Computer programming	All Content Areas			x		Edgenuity

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.

Interim Principal

Date

Title I Specialist

Date of Approval

Director of Federal Programs

Date

Superintendent

Date

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Rock Eagle Math Conference
Ed.eric.gov

The Rock Eagle GCTM Math Conference is conducted each year in mid-October. This year, I attended sessions based on the theme of Embracing Productive Struggle. I attended 6 sessions and two keynote speaker sessions. My six sessions were: Desmos Classroom Activities, Writing in Math Class, Algebra 2 Activities, Set the Stage to Engage, Developing Authentic Learning in Middle School Students and 5 minute Journal Prompts. The two keynote speakers were Matt Larson – former NCTM President and James Tanton, Ambassador for MAA.

The sessions that were very provoking were “Desmos Activities” and Set the Stage to Engage. Desmos Activities were set up and taught upon return to campus the following week. The presenter showed math teachers the different activities available through the Desmos online program which is free. In “Set the Stage to Engage” the teacher talked about a book by John Hattie – *Visible Learning*. The presenter gave information about the meta-analysis conducted by Mr. Hattie looking at the multitude of learning methods, styles, strategies that have trended in Education in the past 10 to 15 years and determined which strategies showed the most growth in students.

Mr. Larson addressed the history of math programs throughout history and how even though the names have changed, teachers are still teaching “how, why and when” of mathematics. Students need to know how to do the math, when to do the math and why one method is preferred, or more appropriate, in specific situations. That statement was my epiphany of the conference.

This year is my fourth year attending the GCTM conference. It is often a challenge to find sessions applicable to online learning programs at a psychiatric facility.
Sharon Wagner...

Edgenuity Help Center offers webinars to assist in many areas of study. The assistance is offer through its Document Library and Video Library. This information can be accessed at: https://help.edgenuity.com/Managing_Enrollments/Student_Enrollments/Additional_Activities_Feature
Research on Blended Learning by R.Marc Broderson Marzano Reach supports Blended Learning (In Appendix)

KidsPeace uses an onsite Tutor to assist all KidsPeace students all content areas of studies based on the students individual needs along with Edgenuity.

Once the personalized learning path has been determined, students complete a variety of lesson activities that reinforce the skills not yet mastered. Students have an additional opportunity to test out of these

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assigned skills lessons. This Pretesting help article will explain this feature in further detail and is enabled on all math, science, and social studies virtual tutor courses.

Quiz Attempts

By default, students have two opportunities to demonstrate mastery on the lesson quizzes. The setting for fail attempts (or retakes) can be customized by the teacher; the Assessment Options help article explains how to customize this setting in more detail.

Automatic Progression

To prevent students from getting stuck along the way through their learning path, Automatic Progression is enabled on the tutor courses. This option will accept the highest score on the lesson quiz and record it as the student's grade, even if the score does not meet the passing threshold as set by the teacher.

https://help.edgenuity.com/Getting_Started/Virtual_Tutors/Virtual_Tutor- Course_Options

Reduced Classroom size

The ratio in the classroom is one teacher and paraprofessional per classroom per ten students.