



School Improvement Plan 2022 - 2023



Thomas County
The Renaissance Center for Academic and
Career Development

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Thomas County
School Name	The Renaissance Center for Academic and Career Development
Team Lead	Todd Creech
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the number of students reaching mastery in Odysseyware courses
Root Cause # 1	Many students perform below grade level academically. Teachers strive to personalize instruction based on students different proficiency levels. (Differentiation)
Root Cause # 2	Some students struggle to maintain their academic progress in the regular classroom. (Provide after school tutoring)
Root Cause # 3	Students attend classes inconsistently. (Attendance)
Root Cause # 4	Students enter throughout the school year in different units of the curriculum. (Curriculum Alignment)
Goal	The Renaissance Center For Academic and Career Development will improve the percent of students scoring proficient or better on the Georgia Milestones by 3% in all content areas.

Action Step # 1

Action Step	Provide After School Tutoring and Summer School opportunities for additional support.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	Student Sign-in Sheets
Success Criteria for Impact on Student Achievement	Milestone Scores
Position/Role Responsible	Principal and teachers
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	TBD
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Action Step # 2

Action Step	Continue to align Odysseyware online program to the standards in all core subject areas and HS curriculum pacing guides, as well as elective subject areas.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Administrator walk throughs and observations. TKES and LKES Evaluation systems.
Success Criteria for Impact on Student Achievement	Milestone scores/ Number of students returning to home school
Position/Role Responsible	Teachers and Administrator
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Continue to utilize technology to improve classroom instruction
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	On-going professional learning for teachers.
Success Criteria for Impact on Student Achievement	Student Grades
Position/Role Responsible	Teacher and Administrator
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Provide interventions to students as needed for additional academic support. These interventions will include student conferences, small group instruction, one-on-one instruction, Study Island, iReady, and math manipulatives.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Teacher observation, Odysseyware, Study Island, and Administrative observation
Success Criteria for Impact on Student Achievement	Grades/ Milestone scores
Position/Role Responsible	Teacher and Administrator
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Implement conference schedule for teachers to discuss progress and set goals with students to teach students to monitor their progress toward goal completion
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	Teacher observation
Success Criteria for Impact on Student Achievement	Grades/Milestones scores Number of students returning to home school

Action Step # 5

Position/Role Responsible	Teacher and Administrator
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure supportive/caring environment by providing mental/emotional support for students.
Root Cause # 1	Parents and students lack information pertaining to mental/emotional health. (GAP/Vashti Counseling)
Root Cause # 2	Students are more willing to "buy into" or work with teachers that are invested in them. (Student/Teacher Relationships)
Root Cause # 3	Students lack the ability to express emotions in an appropriate way which can lead to verbal or physical aggression towards peers and adults. (GAP/Vashti)
Goal	The school staff will provide a comprehensive system of support to assist students with their mental/emotional needs.

Action Step # 1

Action Step	Implement guidance counseling program to support individualized student needs. Develop a monitoring system to insure students participate in counseling program. Services include: oGAP/Vashti partnership oWeekly Gathering Meetings
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Administrators, Teachers, Counselors
Success Criteria for Impact on Student Achievement	Milestone scores and behavior data
Position/Role Responsible	Administrators, Teachers, Counselors
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	RC staff will participate in professional learning pertaining to building positive relationships between teachers, students, and parents. (Positive Behavioral Intervention Training, video, counseling presentation, etc.) Professional learning will also be provided on MTSS (multi-tiered support services)
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Sign-in sheets Administrator observation
Success Criteria for Impact on Student Achievement	behavior data
Position/Role Responsible	Administrators, teachers, counselors, staff
Timeline for Implementation	Yearly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Implement MTSS to address academic and disciplinary deficiencies.
Funding Sources	Title I, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Administrators and teachers
Success Criteria for Impact on Student Achievement	Milestone scores/ grades/ behavior data
Position/Role Responsible	Administrators and teachers
Timeline for Implementation	Yearly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Continue to implement guidance counseling program to support individualized student needs. Services include: oPupil services, graduation planning, scheduling oCollege/career planning oIntegration of vocational technical education programs oGAP/Vashti partnership
Funding Sources	IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Administrators, Teachers, and Counselors
Success Criteria for Impact on Student Achievement	graduation rate/grades
Position/Role Responsible	Administrators, Teachers, and Counselors
Timeline for Implementation	Yearly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Implement transition plan for students exiting Renaissance Center and returning to their respective home school. Transition plan will consist of exit meeting with student, parent, RC administrator, and administrator for TCCHS or TCMS. Help students plan for transition by monitoring their own progress on attendance, behavior and grades.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Academic progress and behavior progress.
Success Criteria for Impact on Student Achievement	data of students returning to home school vs. returning to RC
Position/Role Responsible	Administration
Timeline for Implementation	Quarterly

Action Step # 5

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reduce percentage of students engaging in off-task behaviors through motivational strategies.
Root Cause # 1	Students do not associate negative consequences with acting out behaviors (need BIP).
Root Cause # 2	Students engage in off-task behaviors.
Root Cause # 3	Students lack the ability to express emotions in an appropriate way which can lead to verbal or physical aggression towards peers and adults resulting in office referrals.
Goal	The Renaissance Center for Academic and Career Development will reduce disciplinary referrals for ISS and OSS by 3% by 2022-2023 school year. Rationale: Time on task has a high relation to student achievement. Having fewer student behavior referrals contributes to the success of the school program.

Action Step # 1

Action Step	Teach expected behaviors, monitor transitions and implement the school code of conduct with fidelity.
Funding Sources	Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Review or behavior reports. Regular communication to parents on behavior expectations as well as the data of their own child's behavior. BIP, as needed.
Success Criteria for Impact on Student Achievement	behavior data

Action Step # 1

Position/Role Responsible	Teachers and Administrator
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	School Leadership Team monitors trends in student discipline <ul style="list-style-type: none"> •Develop ways to establish an inviting learning environment that welcomes and encourages families into the school •Regular communication to families about individual student behavior and the school expectations •Ongoing adjustments made based on behavior data •Recognition for positive student behavior
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Review of behavior reports. Regular communication to parents on behavior expectations as well as the data of their own child’s behavior. Rewards/Recognition for students demonstrating positive behaviors throughout the year.

Action Step # 2

Success Criteria for Impact on Student Achievement	PBIS implementation
Position/Role Responsible	Teachers and Administrator
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Promote regular attendance
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Review of attendance reports Regular communication to parents on attendance expectations as well as the data of their own child's attendance. Rewards/Recognition for students attaining good attendance throughout the year.
Success Criteria for Impact on Student Achievement	grades
Position/Role Responsible	Administrator, attendance clerk and teachers
Timeline for Implementation	Yearly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Monitor classroom instruction with walkthroughs and TKES
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Regular walkthroughs
Success Criteria for Impact on Student Achievement	grades
Position/Role Responsible	Administrator
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Engage teachers in needed professional learning in curriculum and technology.
Root Cause # 1	Small staff requires teachers to teach multiple subjects during the same instructional period.
Root Cause # 2	Teachers lack experience engaging students in the use of technology to demonstrate learning.
Root Cause # 3	Teachers lack specific knowledge/training in Odysseyware, MTSS, and iReady.
Goal	Continue the use of smart technologies to organize and deliver course materials, instruction and communication, and offer opportunities to participate in embedded-professional learning.

Action Step # 1

Action Step	<p>Utilize technology efficiently.</p> <ul style="list-style-type: none"> •Continue to use Chromebooks for technology integration. •Use digital platforms for more on-line instructional content. •Conduct multiple professional learning sessions centered on use of technology in the classroom. •Use technology to increase contact and communication with all stakeholders. •Provide instructional technology for use with student assessment and differentiated instruction
Funding Sources	Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 1

Success Criteria for Implementation	Administrators, Digital Learning Specialist, observations as required by TKES. Digital Learning Specialist conduct sessions each nine weeks period. Administrators, Teachers, Counselors monitor parent contact numbers. Sign-in sheets Administrator TKES Observations and Walkthroughs, Workshop personnel follow-up
Success Criteria for Impact on Student Achievement	grades
Position/Role Responsible	Administrators, Teachers, Counselors
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Align curriculum with TCMS and TCCHS. <ul style="list-style-type: none"> •Professional learning for instructional strategies for direct instruction in literacy and numeracy •Blended learning • Curriculum alignment meetings with middle school and high school teachers
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 2

Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Weekly review of student online assignments and assessments. Administrator walk throughs and observations.
Success Criteria for Impact on Student Achievement	grades
Position/Role Responsible	Administrators and Teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Professional learning on differentiation.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Administrator walk throughs and observations.

Action Step # 3

Success Criteria for Impact on Student Achievement	grades
Position/Role Responsible	Administrators and teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Professional learning on school climate and student motivation. Student conferencing and goal setting.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Implementation of PBIS. Administrator walk throughs and observations.
Success Criteria for Impact on Student Achievement	grades
Position/Role Responsible	Administrators and teachers
Timeline for Implementation	Yearly

Action Step # 4

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Promote family engagement to support academic achievement.
Root Cause # 1	Parents need communication on ways to be involved and support school based programming.
Root Cause # 2	Parents need learning sessions on managing student behaviors
Root Cause # 3	Parents need learning sessions on planning for post secondary outcomes (jobs, continuing education, etc.)
Root Cause # 4	Parents need learning sessions on supporting academics
Goal	The Renaissance Center for Academic and Career Development will engage families and community members to effectively support student achievement.

Action Step # 1

Action Step	Host parent workshops
Funding Sources	Title I, Part A Title I, Part C
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Sign-in sheets and agenda for parent workshops
Success Criteria for Impact on Student Achievement	family attendance
Position/Role Responsible	Administrator and Teachers
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Develop staff capacity to engage and effectively communicate with families by using Remind. Set expectations for staff communication with parents about academic progress and behavior.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Administrators, Teachers, Counselors
Success Criteria for Impact on Student Achievement	survey
Position/Role Responsible	Administrators, Teachers, Counselors
Timeline for Implementation	Yearly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	School Leadership Team develops an ongoing relationship with students and parents <ul style="list-style-type: none"> • Teachers consider ways to establish a rapport with students • Consider ways to establish an inviting learning environment that welcomes and encourages families into the school • Regular communication to families about attendance, academic progress, and the school expectations.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Regular communication with students and parents regarding their attendance, academic progress, and expectations.
Success Criteria for Impact on Student Achievement	survey
Position/Role Responsible	Administrator and Teacher
Timeline for Implementation	Yearly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Engage with community partners to promote student motivation and positive school climate.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Monthly attendance and behavior reports
Success Criteria for Impact on Student Achievement	survey
Position/Role Responsible	Administrators, Teachers, and Counselors
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>In developing this plan, feedback was used from surveys completed by teachers and parents. Input was also given from staff members (teachers, paraprofessionals, parent involvement coordinator, stakeholder groups) and the Assistant Superintendent for Federal Programs in making revisions of this plan. Stakeholders were invited to review SIP, Family Engagement Plan and the Compact. SIP is available for review in the main office and posted on the school website.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All of our low-income and minority children are served equally by highly qualified, in-field, experienced teachers. Each teacher participates in professional learning and goes through a thorough evaluation process (TKES) throughout the year to maintain their credentials. Mentor teachers are provided for incoming teachers at the RC.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Instructional strategies and programs which coordinate with and support the regular program</p> <p>1. Grades and/or subject areas to be served: The Renaissance Center for Academic and Career Development will serve Targeted Assistance students in grades five through twelve in the subject areas of writing/ELA, math, science and social studies/history.</p> <p>2. Instructional strategies to be used: Instructional strategies will include hands-on-activities, interactive modules, and the development of critical thinking skills, and test-taking strategies. In the subject area of writing/ELA, teachers will employ short story and essay reading circles, silent reading, current media related to student interests and academics, and Smart board material for group and individual reading. Teachers from the Renaissance Center will test for reading comprehension to adjust instruction. In the subject areas of math, science, and social studies/history, teachers will employ small group activities, math manipulatives in grades 5-8, project-based activities, and conduct frequent formal and informal assessments. Technological resources will be made available to reinforce student comprehension, to include computer assisted instruction, internet access, and Smart board technology.</p> <p>3. Scheduling model(s) to be used: Students will be assigned to courses based on credit completion in grades 5-12. Targeted students will receive additional support in class with their core subject teachers as well as group and</p>

	<p>individual remediation on a weekly basis.</p> <p>4. Supplemental instructional activities to be offered:</p> <p>In an attempt to help students graduate and be equipped to extend their education or to enter the work force, the Renaissance Center is providing the opportunity for students to attend after school tutoring and summer school. Students who are struggling academically or who have been unsuccessful in the regular school environment are encouraged to attend after school tutoring Tuesdays and Wednesdays from 2:30-4:30 PM. In addition, students working from home may contact their teachers as needed via email. Dedicated teachers will assist students in English/language arts, math, science, or social studies/history; teaching new material, remediating, and reinforcing prior knowledge. Many of our students have difficulty performing in the regular school setting, and the night classes offer smaller learning settings with fewer distractions and more individual attention. It is also a support system for the students who are "virtual/home study" and for students who desire to accelerate graduation from high school.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>1.Method to ensure that students with the greatest need are selected to receive services (including description of multiple selection criteria)</p> <p>The process for identifying Title I targeted assistance students will be based on a needs based point system in consideration of being previously retained in a grade, special education needs, Lexile scores, previous EOG on EOC scores, PSAT scores, and formative and summative teacher assessments.</p> <p>Point values were assigned to specific qualifying areas. The selection criteria and point values are shown in the following matrix:</p>				
	<p>Title 1 Targeted Assistance Selection Criteria Matrix</p>				
		<p>QUALIFYING CRITERIA AND POINT VALUE</p>			
	CATEGORY	0 points	5 points	10 points	15 points
	Retention	Never Retained	Per number of times retained		
	Math	On or above grade level	Per grade level(s) behind		
	ELA	On or above grade level	Per grade level(s) behind		
Lexile	Proficient/Advanced (on or above grade level)	Basic (below grade level)	Below Basic (more than 3 years below grade level)		
EOC/EOG Scores	Proficient Learner Distinguished	Developing Learner	Beginning Learner		

		Learner			
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>NA</p>
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<p>6. If applicable, 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: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>To facilitate effective transitions for students from middle grades to high school and from high school to post secondary education, we emphasize positive student behavior, appropriate social skills, and completion of state required curriculum for high school graduation credits. In addition for students transitioning out of high school for post secondary or career opportunities, we coordinate with the TCCHS guidance counselors and Southwest Regional Technical College Admissions Director for dual enrollment opportunities.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Behavior intervention strategies will be used to reduce the number of times students are removed from the classroom. These intervention strategies will include positive re-direction, student/teacher conference, teacher/student/parent conference, time out, lunch detention, after school detention, WHY TRY (social/emotional skills) and positive behavior incentives.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>SIP goals and actions are monitored at the school level quarterly and by the district each semester. Local and state data reports are combined with observations and survey data to monitor and adjust continuous improvement efforts. The SIP covers a one-year period and is developed in coordination with other Federal, State and local services, resources and Programs.</p>
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