



School Improvement Plan 2019 - 2020



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	Renaissance Center
Team Lead	Richard Potter

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in all academic areas.
Root Cause # 1	Teachers struggle to personalize instruction based on students different proficiency levels. (Differentiation)
Root Cause # 2	Students enter throughout the school year in different units of the curriculum. (Curriculum Alignment)
Root Cause # 3	Students attend classes inconsistently. (Attendance)
Root Cause # 4	Some students struggle to maintain their academic progress in the regular classroom. (Provide after school tutoring)
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 by the 2020-2021 school year.

Action Step # 1

Action Step	Provide After School Tutoring and Summer School opportunities for additional support.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Student Sign-in Sheets
Position/Role Responsible	Principal and teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in	TBD
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Action Step # 1

What partnerships 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 curriculum in all core subject areas and HS curriculum pacing guides, as well as elective subject areas.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A 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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Administrator walk throughs and observations. TKES and LKES Evaluation systems.
Position/Role Responsible	Teachers and Administrator
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	
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Action Step # 2

What partnerships 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 I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins 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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	On-going professional learning for teachers.
Position/Role Responsible	Teacher and Administrator
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits,	
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Action Step # 3

<p>What partnerships 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

2.2 OverarchingNeed # 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	Students are more willing to "buy into" or work with teachers that are invested in them. (Student/Teacher Relationships)
Root Cause # 2	Parents and students lack information pertaining to mental/emotional health. (GAP Counseling)
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)
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. Services include: oGAP partnership oWeekly Gathering Meetings
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership

Action Step # 1

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Administrators, Teachers, Counselors
Position/Role Responsible	Administrators, Teachers, Counselors
Timeline for Implementation	Yearly

What partnerships 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. (book study, video, counseling presentation, etc.) Professional learning will also be provided on MTSS (multi-tiered support services)
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 2

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign-in sheets Administrator observation
Position/Role Responsible	Administrators, teachers, counselors, staff
Timeline for Implementation	Yearly

What partnerships 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 Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Administrators and teachers
Position/Role Responsible	Administrators and teachers
Timeline for Implementation	Yearly

What partnerships 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 partnership
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Administrators, Teachers, and Counselors
Position/Role Responsible	Administrators, Teachers, and Counselors
Timeline for Implementation	Yearly

What partnerships 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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student behavior
Root Cause # 1	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.
Root Cause # 2	Students engage in off-task behaviors.
Goal	The Renaissance Center for Academic and Career Development will reduce disciplinary referrals for ISS and OSS by 3% by 2020-2021 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	Implement the school code of conduct with fidelity.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins 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

Action Step # 1

Method for Monitoring Implementation and Effectiveness	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.
Position/Role Responsible	Teachers and Administrator
Timeline for Implementation	Yearly

What partnerships 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"> •Consider 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 student positive behavior
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 2

Subgroups	Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	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.
Position/Role Responsible	Teachers and Administrator
Timeline for Implementation	Yearly

What partnerships 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 OverarchingNeed # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide professional learning
Root Cause # 1	Teachers and students lack specific knowledge/training in instructional programs.
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	Utilize technology efficiently. <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 I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins 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

Action Step # 1

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	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
Position/Role Responsible	Administrators, Teachers, Counselors
Timeline for Implementation	Yearly

What partnerships 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 I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins

Action Step # 2

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
Method for Monitoring Implementation and Effectiveness	Weekly review of student online assignments and assessments. Administrator walk throughs and observations.
Position/Role Responsible	Administrators and Teachers
Timeline for Implementation	Yearly

What partnerships 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

2.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Parent involvement
Root Cause # 1	Parents need professional learning on supporting academics
Root Cause # 2	Parents need professional learning on managing student behaviors
Root Cause # 3	Parents need professional learning on planning for post secondary outcomes (jobs, continuing education, etc.)
Root Cause # 4	Parents need communication on ways to be involved and support school based programming.
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
Method for Monitoring Implementation and Effectiveness	Sign-in sheets and agenda for parent workshops
Position/Role Responsible	Administrator and Teachers
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	
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Action Step # 1

What partnerships 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.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins 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
Method for Monitoring Implementation and Effectiveness	Administrators, Teachers, Counselors
Position/Role Responsible	Administrators, Teachers, Counselors
Timeline for Implementation	Yearly

What partnerships with IHEs,	
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Action Step # 2

What partnerships 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	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins 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
Method for Monitoring Implementation and Effectiveness	Regular communication with students and parents regarding their attendance, academic progress, and expectations.

Action Step # 3

Position/Role Responsible	Administrator and Teacher
Timeline for Implementation	Yearly

What partnerships 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	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A 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
Method for Monitoring Implementation and Effectiveness	Monthly attendance and behavior reports

Action Step # 4

Position/Role Responsible	Administrators, Teachers, and Counselors
Timeline for Implementation	Yearly

What partnerships 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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