



School Improvement Plan 2025 - 2026



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 (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☐	Free/Reduced meal application
☒	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	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 Edgenuity 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) and also provide teachers training on small group instructions in an online setting.
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 by the end of the 2025-2026 school year on the Georgia Milestones by 3% in all content areas.

Action Step # 1

Action Step	Implement an instructional framework that specifies Activation strategies, Tier 1 instructional period and differentiation period daily.
Funding Sources	Title I, Part A 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
Method for Monitoring Implementation	Walk-throughs and observations
Method for Monitoring Effectiveness	Student Grades
Position/Role Responsible	Teacher and Administrator
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)?	
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Action Step # 2

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
Method for Monitoring Implementation	Teacher observation
Method for Monitoring Effectiveness	Grades/Milestones scores Number of students returning to home school
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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Action Step # 3

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 I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Teacher observation, Edgenuity, Study Island, and Administrative observation
Method for Monitoring Effectiveness	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 # 4

Action Step	Provide after school tutoring and summer school opportunities for additional support as well as implement tutoring expectations for virtual students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Student Sign In Sheets
Method for Monitoring Effectiveness	Milestone scores
Position/Role Responsible	administrators and teachers
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	Continue to align online software to the standards in all core subject areas and HS curriculum pacing guides, as well as elective subject areas.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Administrator walk throughs and observations, TKES and LKES evaluation systems
Method for Monitoring Effectiveness	Milestone scores/Number of students returning to home school

Action Step # 5

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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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 school counseling program to support individualized student needs. Develop a monitoring system to ensure students participate in counseling program. Services include: GAP/Vashti partnership
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
Method for Monitoring Implementation	Administrators, Teachers, Counselors
Method for Monitoring Effectiveness	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 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
Method for Monitoring Implementation	Sign-in sheets Administrator observation
Method for Monitoring Effectiveness	behavior data, PBIS data report on ABC data
Position/Role Responsible	Administrators, teachers, counselors, staff, MTSS Coordinator
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
Method for Monitoring Implementation	Administrators and teachers Student conferences and goal setting
Method for Monitoring Effectiveness	Milestone scores/ grades/ behavior data Behavior notebooks for each student
Position/Role Responsible	Administrators, teachers, SPED director, MTSS Coordinator
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

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	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 of school of origin. 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
Method for Monitoring Implementation	Academic progress and behavior progress. ABC data reports and behavior notebooks
Method for Monitoring Effectiveness	data of students returning to school of origin vs. returning to RC
Position/Role Responsible	Administration
Timeline for Implementation	Quarterly

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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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 and teaching behavioral expectations
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 2025-2026 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 instructional framework that engages/supports students in each class period along with conveying and enforcing 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
Method for Monitoring Implementation	Review our behavior reports. Regular communication to parents on behavior expectations as well as the data of their own child's behavior. BIP, as needed.

Action Step # 1

Method for Monitoring Effectiveness	behavior data
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 •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 The addition of a behavioral interventionist would help greatly in this process
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
Method for Monitoring Implementation	Review of behavior reports. Regular communication of teacher to parents on behavior expectations as well as the data of their own child's behavior.

Action Step # 2

Method for Monitoring Implementation	Rewards/Recognition for students demonstrating positive behaviors throughout the year.
Method for Monitoring Effectiveness	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 daily attendance among students.
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
Method for Monitoring 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.
Method for Monitoring Effectiveness	grades attendance reports
Position/Role Responsible	Administrator, attendance clerk and teachers

Action Step # 3

Timeline for Implementation	Yearly
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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	Communicate expectations for instruction and teaching and 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
Method for Monitoring Implementation	Regular walkthroughs
Method for Monitoring Effectiveness	grades
Position/Role Responsible	Administrator
Timeline for Implementation	Weekly

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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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 accustomed to traditional lecture and instruction may need new strategies to deliver information and integrate technology into the instructional framework.
Root Cause # 3	Teachers lack specific knowledge/training in Edgenuity, MTSS, and MAP.
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. •Continue to use Chromebooks for technology integration. •Use digital platforms for more online instructional content. •Conduct multiple professional learning sessions centered on use of online software for instruction and goguardian 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
Method for Monitoring Implementation	Administrators, Digital Learning Specialist, observations as required by TKES. Digital Learning Specialist conduct sessions each nine weeks period.

Action Step # 1

Method for Monitoring Implementation	Administrators, Teachers, Counselors monitor parent contact numbers. Sign-in sheets Administrator TKES Observations and Walkthroughs, Workshop personnel follow-up
Method for Monitoring Effectiveness	grades
Position/Role Responsible	Administrators, Teachers, Counselors / secondary curriculum director
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	Continue to align Edgenuity online program to the standards in all core subject areas and system curriculum pacing guides, as well as elective subject areas. •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 N/A

Action Step # 2

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Weekly review of student online assignments and assessments. Administrator walk throughs and observations.
Method for Monitoring Effectiveness	grades
Position/Role Responsible	Administrators and Teachers
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 # 3

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
Method for Monitoring Implementation	Implementation of PBIS. Administrator walk throughs and observations. Perception surveys

Action Step # 3

Method for Monitoring Effectiveness	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)?

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 planning for post secondary outcomes (jobs, continuing education, etc.)
Root Cause # 3	Parents need workshops on managing student behaviors
Root Cause # 4	Parents need workshops 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 on instructional software, academic expectations, and other technology we use. We plan to have multiple meeting times to help accommodate parents and encourage participation.
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	Sign-in sheets and agenda for parent workshops Perception surveys
Method for Monitoring Effectiveness	improved student success on grades, behavior, and 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
Method for Monitoring Implementation	Weekly reminds from teachers and school on upcoming programs and progress.
Method for Monitoring Effectiveness	Improved student success on grades, behavior, and attendance.
Position/Role Responsible	Administrators, Teachers, Counselors
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 # 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 - Teachers implement ways to establish a rapport with students - Implement 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
Method for Monitoring Implementation	Regular communication with students and parents regarding their attendance, academic progress, and expectations. Perception surveys
Method for Monitoring Effectiveness	Improved student success on grades, behavior, and attendance.
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
Method for Monitoring Implementation	Monthly attendance and behavior reports Perception surveys BEE partner recognition
Method for Monitoring Effectiveness	Improved student success on grades, behavior, and attendance.
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

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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3. REQUIRED QUESTIONS

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

Required Questions

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).	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.
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.	All of our low-income and minority children are served equally by professionally 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.
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).	Instructional strategies and programs which coordinate with and support the regular program 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. 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 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. 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 individual remediation on a weekly basis. 4. Supplemental instructional activities to be offered: 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.
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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.	1.Method to ensure that students with the greatest need are selected to receive services (including description of multiple selection criteria) 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, and formative and summative teacher assessments. Point values were assigned to specific qualifying areas. The selection criteria and point values are shown in the following matrix:				
	Title 1 Targeted Assistance Selection Criteria Matrix				
		QUALIFYING CRITERIA AND POINT VALUE			
	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			
	MTSS (Academic)		Tier 2	Tier 3	
	IEP	Passing			Additional Assistance Needed
	504	Passing			Additional Assistance Needed
	ESOL	Passing			Additional Assistance Needed
	Virtual	Passing			Additional Assistance Needed
	Edgenuity Progress	On-Target	10 percent below target	11-20 percent below target	More than 20 percent below target
	A total score of 45 points or higher indicates the Title I eligibility (E). Ineligible students will be classified by (NE). Under special circumstances, students who do not have at least 45 points, but are recommended to be eligible by the administration are classified as (ER) in the database. 2. Provisions to serve all eligible children, including Migrant, ESOL, Virtual/Homestudy students with special circumstances, and Homeless All enrolled students will be considered for Title I Target Assistance. Based on the selection criteria, qualifying students will be served in any or all of the subject areas of writing, ELA, math, science, and social studies/history. Migrant, ESOL, Virtual/Homestudy students with special circumstances, (Virtual/Homestudy students are students who may need to work from home due to medical conditions or temporary home circumstances which render in-school attendance impractical), teen parents, homeless students, and subject specific "needs additional assistance" students will be automatically served through Title I.				

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	NA
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.	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 and Bishop Hall guidance counselors and Southwest Regional Technical College Admissions Director for dual enrollment opportunities.
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.	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.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	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.
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