

Renaissance Center for Academic and Career Development

2025-2026 Title I Targeted Assistance Plan

1. Instructional strategies and programs which coordinate with and support the regular program

a. Grades and/or subject areas to be served

The Renaissance Center for Academic and Career Development will serve Targeted Assistance students in grades six through twelve in the subject areas of writing/ELA, math, science and social studies/history.

b. 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, 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.

c. Scheduling model(s) to be used

Students will be assigned to courses based on credit completion in grades 9-12. Targeted students will receive additional support in class with their core subject teachers as well as group and individual remediation on a weekly basis.

d. 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, Wednesdays, and Thursday from 2:30-4:30 PM. In addition, student working virtually may contact their teachers as needed via email to set up a time to come into the school. 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 offers 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.

2. 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 I Targeted Assistance Selection Criteria Matrix					
	QUALIFYING CRITERIA AND POINT VALUE				
CATEGORY	0 Points	5 Point	5 Points	10 Points	15 Points
Over Age for Grade Level	Age appropriate for grade level	Per year age is over grade level			
Lexile Score	High, on grade level, no assistance needed		Some, may benefit from additional assistance	Low, needs additional assistance	
EOC Scores	Passed, no assistance needed	Failed, per content area			
IEP	Passed, no assistance needed				Needs Additional Assistance
504	Passed, no assistance needed				Needs Additional Assistance
ESOL	Passed, no assistance needed				Needs Additional Assistance
Virtual/Home Study Program	Passed, no assistance needed				Needs Additional Assistance

A total score of 30 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 30 points, but are recommended to be eligible by the administration are classified as (ER) in the database.

3. 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.

4. Provisions for instruction by professionally qualified staff and strategies used to provide professional learning opportunities

Instructional personnel who meet the LEA definition of professionally qualified will be employed. The training will include, but are not limited to professional learning in the area technology for digital learning, Georgia Standards or Excellence, and student engagement. All faculty members will participate in professional learning offered by Thomas County School District or RESA.

5. Strategies planned to increase the level of parental involvement based on the LEA parental involvement policy

Strategies planned to increase parental involvement included, but are not limited to increased positive calls to parents, parent meetings, individual parent/student conferences, and increased participation in district-wide Title I parent meetings, and open house events.

6. Procedures used to coordinate Title I resources with other resources to enable all students to meet state performance standards

Results from the assessment program will be utilized to identify students failing to achieve mastery of content in writing, reading, math, science, and/or social studies/history. In content areas, Targeted Assistance students will receive concentrated instruction from the teacher. Students will be provided an opportunity to participate in afterschool tutoring that will provide them with additional academic support in their efforts of achieving mastery of state performance standards.

7. Process for ongoing review of progress of participating students and for revision of program to meet the needs of these students

The Renaissance Center will review student progress of all Title I Targeted Assistance identified students in the following manner:

- Computer based assessment (Edgenunity, GA Virtual, iReady)
- Review student grades, classroom assessments, and teacher feedback
- Student/Parent conference
- Progress report issued every four weeks of a grading period
- The matrix will be updated after each grading period, and Title I eligibility reviewed /adjusted based on student grades.

8. Procedures for annual assessment of students

The summative assessments are used annually to measure student progress. These include but are not limited to the Georgia Milestone End-of-Grade for 6-8 and Georgia Milestone End-of-Course for grades 9-12 associated course of the following:

- Algebra I
- United States History
- Biology
- American Literature and Composition