Comprehensive Needs Assessment
2023 - 2024 School Report

Thomas County
The Renaissance Center for Academic and Career Development

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Todd Creech
Team Member # 2	Teacher (Math)	Heather Peppers
Team Member # 3	Teacher (SpEd)	Alfred Bell
Team Member # 4	Teacher (Science)	Tammy Simmons
Team Member # 5	Teacher (Language Arts)	Kimsey Hodge
Team Member # 6	Parent Involvement Coordinator	Melissa Flowers
Team Member # 7		

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Physical Education Teacher/FCA	Bill Wilhelm
Team Member # 2	Teacher (Social Studies)	Mrs. Wright
Team Member # 3		
Team Member # 4		
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Chasity Lane
Stakeholder # 2	Parent	Parent
Stakeholder # 3		
Stakeholder # 4		
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders are able to provide meaningful feedback through: ● parent surveys ● teacher surveys ● monthly leadership team meetings ● parent involvement meetings 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. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Coherent Instruction Data

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	✓
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	✓
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	✓
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	✓
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	We examined surveys from teachers and parents, as well as PAC meeting results.

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	Continue to work on curriculum alignment. Continue with after school tutoring program and summer school program to help/enable students to meet their learning goals. Parents need training to provide academic, social, and emotional support.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Teacher perception and district office feedback Rate of Students returning to home school

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	There is still a need to increase communication with parents. Monitor school improvement plans throughout the year.

What achievement data did you use?	Georgia Milestones EOG & EOC, ITBS and CogAT tests and universal screeners in math and reading (iReady and AIMSweb Plus).

What does your achievement data tell you?	We need to continue working on the vertical alignment Data shows below grade level skills for most students. 3% of our students score in the proficient range or above.

What demographic data did you use?	Enrollment Data Attendance Data Discipline Data

What does the demographic data tell you?	Our enrollment (Middle School--7 students and High School --55 Students) data fluctuates throughout the year with the arrival of new students and the return of students back to their home schools. The average length of enrollment for middle school students is approximately 90 days. The average length of days for a high school student is approximately 135 days. Small student enrollments limit the number of faculty, which must be split/balanced between middle school and high school. The average number of students per grade level ranges from 3-18. Special Ed makes up approximately 37% of our enrollment.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The Leadership Team discussed the challenges of curriculum alignment and the implementation of MTSS (multi-tiered system of supports). We recognize the need to continue to work with the middle school and the high school to align the curriculum to assist students who are moving between schools. Monitoring students' academic progress and communicating with parents are important to the academic success of students.
Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The Leadership Team recognizes the need to have positive relationships between students and staff. These relationships will help students to "buy into" the program and be more successful. Positive communication with parents is a vital part of this process. The analysis of data must continue in monitoring student academic achievement. The principal will utilize walkthroughs as a way to monitor student engagement and as a way to build relationships with all stake holders.
Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The Leadership Team recognizes the need to take advantage of professional development opportunities (technology, vertical alignment, Odysseyware and differentiation). With the addition of new staff members to The Renaissance Center, professional learning will be needed for routines and procedures.
Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The Leadership Team discussed the lack of parent involvement even though multiple opportunities are provided to the parents. Many students and parents enter the Renaissance Center with a negative perception/attitude towards our school; however, many of those parents/students end up saying that their time at the Renaissance Center was a positive experience. Although most students are happy to return to their home schools after completing their time here, there have been students who have requested to stay here for a longer period. One challenge that we have to address is the times of our meetings so that we

Strengths and Challenges Based on Trends and Patterns

	can get more participation.

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The Leadership Team recognizes the need to provide mental health counseling through GAP and to support character education through the Gathering program. Although our students are required to have some form of mental help support not all participate. The team also recognizes that many of our students are using a Behavior Intervention Plan (BIP); however, there are some gaps in this process, especially with students assigned to the Renaissance Center. While schools agree that there are weaknesses with the vertical alignment of academics within the school system and are attempting to correct those weaknesses, we continue to receive students into our school who need an updated BIP. Just as academics are an integral part of a smooth transition between schools, the MTSS process of documenting behavior related issues is important. The Leadership Team recognizes the benefits of the after school tutoring program in providing additional support, as needed, for those who are struggling academically.

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Our enrollment data fluctuates throughout the year with the arrival of new students and the transitioning of students back to their home schools. The number of SWD subgroup continues to increase (now at around 50%) and continues to struggle to demonstrate mastery on the Milestones (EOG & EOC). There is a need to learn instructional strategies and behavior management skills to promote student success.

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Milestone Passing rates (proficient or better) are low in all grades and subjects. 3% of the students at the Renaissance Center scored proficient or above in math and ela. Curriculum planning needs to focus on grade appropriate rigor and differentiation.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

> Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the **Identifying Need webinar** for additional information and guidance.

Strengths	The Leadership Team identified multiple strengths including: Backpack Buddies, GAP, Health Clinic, ,Clothing Closet, Free Breakfast/Lunch, and the continuation of services and interventions for a smooth transition to/from home schools.

Challenges	The Leadership Team identified multiple challenges including: increased number of SWD, lack of FBA's and BIP's for incoming students, and the negative perception of students and parents towards the Renaissance Center at the time of admission. Variety of instructional needs and behavioral difficulties presented by most students represent a significant challenge. Our virtual students are also a challenge in that we have a hard time getting them to work while at home. Many fall behind during their time on virtual which sets them back in returning to their homeschool.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Increase the number of students reaching mastery in Odysseyware courses
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	• Continue after school tutoring program • Continue the summer remediation program • Continued professional learning

Overarching Need # 2

Overarching Need	Ensure supportive/caring environment by providing mental/emotional support for students.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	• GAP/Vashti Services • Gathering meetings (Character Ed & self-esteem) • Continue working on student/teacher relationships • Support students as they transition to RC • Prepare students for successful return to their home school

Overarching Need # 3

Overarching Need	Reduce percentage of students engaging in off-task behaviors through motivational strategies.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	- Continue working on student/teacher relationships. - Continue GAP/Vashti Services - Provide "cool down" area (Time-out) - Increase parent communication/contact - Implement a working PBIS system

Overarching Need # 4

Overarching Need	Engage teachers in needed professional learning in curriculum and technology.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	- Training in Odysseyware for all staff. - Updated teacher work stations.

Overarching Need # 5

Overarching Need	Promote family engagement to support academic achievement.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	5

Overarching Need # 5

Additional Considerations	- Host Family Workshops - Parent-Teacher Conferences - Continue GAP/Vashti Services

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Increase the number of students reaching mastery in Odysseyware courses

Root Cause # 1

Root Causes to be Addressed	Many students perform below grade level academically. Teachers strive to personalize instruction based on students different proficiency levels. (Differentiation)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Students enter throughout the school year in different units of the curriculum. (Curriculum Alignment)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 2

Impacted Programs	Title I, Part A - Parent and Family Engagement Program
	Title I, Part C - Education of Migratory Children
	Title I, Part D - Programs for Neglected or Delinquent Children
	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Others :

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Students attend classes inconsistently. (Attendance)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education
	School and District Effectiveness
	Title I - Part A - Improving Academic Achievement of Disadvantaged
	Title I, Part A - Foster Care Program
	Title I, Part A - Parent and Family Engagement Program
	Title I, Part C - Education of Migratory Children
	Title I, Part D - Programs for Neglected or Delinquent Children
	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Others :

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	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.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 4

Impacted Programs	IDEA - Special Education
	School and District Effectiveness
	Title I - Part A - Improving Academic Achievement of Disadvantaged
	Title I, Part A - Foster Care Program
	Title I, Part A - Parent and Family Engagement Program
	Title I, Part C - Education of Migratory Children
	Title I, Part D - Programs for Neglected or Delinquent Children
	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Others :

Additional Responses	

Overarching Need - Ensure supportive/caring environment by providing mental/emotional support for students.

Root Cause # 1

Root Causes to be Addressed	Students are more willing to "buy into" or work with teachers that are invested in them. (Student/Teacher Relationships)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education
	School and District Effectiveness
	Title I - Part A - Improving Academic Achievement of Disadvantaged
	Title I, Part A - Foster Care Program
	Title I, Part A - Parent and Family Engagement Program
	Title I, Part C - Education of Migratory Children
	Title I, Part D - Programs for Neglected or Delinquent Children
	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Others :

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Parents and students lack information pertaining to mental/emotional health. (GAP/Vashti Counseling)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	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)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Overarching Need - Reduce percentage of students engaging in off-task behaviors through motivational strategies.

Root Cause # 1

Root Causes to be Addressed	Students engage in off-task behaviors.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	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.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Students do not associate negative consequences with acting out behaviors (need BIP).
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Overarching Need - Engage teachers in needed professional learning in curriculum and technology.

Root Cause # 1

Root Causes to be Addressed	Teachers lack specific knowledge/training in Odysseyware, MTSS, and iReady.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	Teachers will receive Odyesseyware training.

Root Cause # 2

Root Causes to be Addressed	Small staff requires teachers to teach multiple subjects during the same instructional period.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Teachers lack experience engaging students in the use of technology to demonstrate learning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Overarching Need - Promote family engagement to support academic achievement.

Root Cause # 1

Root Causes to be Addressed	Parents need workshops on managing student behaviors
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Parents need workshops on supporting academics
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Parents need learning sessions on planning for post secondary outcomes (jobs, continuing education, etc.)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	Parents need communication on ways to be involved and support school based programming.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

School Improvement Plan
2023 - 2024

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)	
	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 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) 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 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	On-going professional learning for teachers.
Method for Monitoring Effectiveness	Student Grades
Position/Role Responsible	Teacher and Administrator Secondary curriculum director.
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)?	

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)?	

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, Odysseyware, 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)?	

Action Step # 4

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

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	principal 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)?	TBD

Action Step # 5

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 I, Part A Title II, 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

Action Step # 5

Method for Monitoring Effectiveness	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)?	

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 ensure 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
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)?	

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
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
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)?	

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 and teachers Assistant superintendent for SPED
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)?	

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 orgin. 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 orgin 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)?	

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 2023-2024 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
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.
Method for Monitoring Effectiveness	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)?	

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
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. Rewards/Recognition for students demonstrating positive behaviors throughout the year.

Action Step # 2

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)?	

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
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)?	

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
Method for Monitoring Implementation	Regular walkthroughs
Method for Monitoring Effectiveness	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)?	

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	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 oddesseyware 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 II, 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

Action Step # 1

Method for Monitoring 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
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)?	

Action Step # 2

Action Step	Continue to align Odysseyware 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 II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 2

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A
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	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)?	

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 II, 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 # 3

Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Implementation of PBIS. Administrator walk throughs and observations. Perception surveys
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 workshops 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 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 Odysseyware 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)?	

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	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)?	

Action Step # 3

Action Step	School Leadership Team develops an ongoing relationship with students and parents • 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
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)?	

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

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)?	

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 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.

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 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. 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, PSAT 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
OW 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; andIncreased 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 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.

School Parent and Family Engagement Plan
The Renaissance Center for Academic and Career Development
School Year 2023-2024
Revision Date 4/25/2023

In support of strengthening student academic achievement, **The Renaissance Center** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The Renaissance Center agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If requested by parents, the school will schedule opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:
- Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

  (A) Parents play an integral role in assisting their child's learning;
  (B) Parents are encouraged to be actively involved in their child's education at school;
  (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
  (D) Other activities are carried out, such as those described in Section 1116 of the ESSA.

<u>DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS</u>

JOINTLY DEVELOPED

<u>The Renaissance Center</u> will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- *A school-based Parent Advisory Council meets regularly with the principal and district leaders to provide input and suggestions on improvement plans.*

- *Parent surveys are conducted several times each school year to allow all parents to provide input and feedback. Parents and community stakeholders are involved in the annual comprehensive needs assessment that takes place during the spring of each school year.*

- *Each spring and summer, parents from each grade level are invited to participate in meetings to plan, review and improve programs included in the School Improvement Plan, Family Engagement Plan, and to jointly develop a School-Parent Compact. Parents may request additional meetings by contacting the school principal or the school parent involvement coordinator. The Parent Involvement Coordinator will update, at least annually, the School Family Engagement Plan based on parent and faculty input to meet the changing needs of parents and the school.*

- *Electronic copies of the Family Engagement Plan and Parent Compact are distributed to families on the first day of school (or upon enrollment) in the back to school packet of materials. An electronic copy of the School Improvement Plan is distributed each year by September 1. Each of the three plans is posted on the school and district website by September 1 of each school year. Parents can request printed copies be sent home by responding to the school generated flyer, or by emailing the parent involvement coordinator.*

- *If the schoolwide program under section 1114(b) is not satisfactory to the parents of participating children, the principal will submit any parent comments to the Assistant Superintendent for Federal Programs of Thomas County Schools.*

ANNUAL TITLE I MEETING

<u>The Renaissance Center</u> will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

- *A school-specific annual Title I meeting will be held within the first month of school to inform parents of the requirements of Title I and the school's participation. Parents will be informed of their rights under Title I. The Title I meeting presentation will be posted on the Parent Involvement webpage. For the 2023-2024 school year, the Title I meeting will be conducted in August and posted on the webpage. An announcement will be sent home.*

COMMUNICATIONS
The Renaissance Center will take the following actions to provide parents of participating children the following:

- Timely information about the Title I programs.

- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.

- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:
    - *Electronic copies of the Family Engagement Plan and Parent Compact are distributed to families on the first day of school (or upon enrollment) in the back to school packet of materials. An electronic copy of the School Improvement Plan is distributed each year by September 1. Each of the three plans is posted on the school and district website each school year. A careful review process including parents, school, and district leaders is completed each summer to ensure that required plans are written in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand by involving parents in the editing process.*
    - *Meetings will be offered at various times, such as morning and afternoon sessions whenever practical. Meetings will be provided in formats aligned to meet needs of our parents. Home visits often provide a chance to review meeting details, develop parent capacity, and solicit feedback. Parents may request alternative meeting formats by contacting the school parent involvement coordinator directly.*
    - *School-based parent involvement coordinators are able to provide assistance with transportation or childcare if such issues present a barrier to participation in school events. These services may be scheduled by contacting the parent involvement coordinator directly.*

SCHOOL-PARENT COMPACT
The Renaissance Center will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

- *Parent surveys are conducted several times each school year to allow all parents a chance to provide input and feedback on programs implemented under schoolwide Title I plans, Family Engagement Plans, and or School-Parent Compacts.*
- *Each spring and summer, parents are invited to participate in meetings to plan, review and improve programs included in the School Improvement Plan, Family Engagement Plan, and to jointly develop a School-Parent Compact. Parents may request additional meetings by contacting the school principal or the school parent involvement coordinator.*
- *The Parent Compact is specifically linked to school and district improvement goals and contains specific information on the shared responsibility of parents, teachers, and students to develop*

grade appropriate skills and master the challenging state academic standards. The Parent Compact includes ways parents can support their children academically.

RESERVATION OF FUNDS
If applicable, **The Renaissance Center** will take the following actions to involve the
parents of children served in Title I, Part A schools in decisions about how the one percent
of Title I, Part A funds reserved for parent and family engagement is spent by:

- *Parent surveys are conducted several times each school year to allow all parents to provide input and feedback on how the district will spend the required 1% set aside for parent and family engagement. For the 2023-2024 school year, parent input directed the district to continue to provide a parent involvement coordinator for each Title I school. The value of this service exceeds the required 1% set-aside, and therefore satisfies this requirement. Parents who wish to suggest additional activities are offered the chance to provide input via surveys and meeting attendance throughout the school year.*

COORDINATION OF SERVICES
The Renaissance Center will, to the extent feasible and appropriate, coordinate and integrate
parent and family engagement programs and activities with other Federal, State, and local programs,
including public preschool programs, and conduct other activities, such as parent resource centers,
that encourage and support parents in more fully participating in the education of their children by:

- *District and school-based parent involvement coordinators implement plans to coordinate services and meeting times among schools and programs available in Thomas County. Each year area daycares, including Head Start and faith-based organizations are invited to tour Hand-In-Hand Primary in the spring enrollment season.*

- *The Renaissance Center will coordinate and integrate Parent and Family Engagement strategies in Title I Part A with Parent and Family Engagement strategies under other programs. Parent and Family Engagement activities at the system level are coordinated with the Early Intervention Program (EIP), Migrant Program, English to Speakers of Other Languages Program (ESOL), Special Education, and our Preschool Program. In addition, Parent and Family Engagement activities are coordinated with community wide programs such as Family Connections, HeadStart, Thomasville Community Resource Center, Business Education Exchange Partnerships (B.E.E.), and Hands On Thomas County.*

- *School and district facilities are used by community groups allowing the community to become familiar with the structure and programs provided by the Thomas County School District.*

- *The district coordinates open house and orientation activities to provide support to students and families as they transition between elementary, middle, high schools and on to post-secondary education. The district coordinates services to ensure students and families benefit*

from early childhood programs, college and career readiness programs, and parent resources available in the community.

BUILDING CAPACITY OF PARENTS
<u>**The Renaissance Center**</u> will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:
- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging state academic standards;
- Providing parents with individual student academic assessment results and interpretation of those results;
- Providing materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement;
- Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
  - the Georgia Standards of Excellence,
  - the State and local academic assessments including Georgia Milestones and alternate assessments,
  - the requirements of Title I, Part A,
  - strategies parents can use to support their child's academic progress, and how to partner with teachers to support their child's academic achievements.

- *Each school conducts an annual Title I meeting that reviews the details of the Title I program and provides families with information and resources to learn more about the state's academic standards.*

- *Parent involvement coordinators at each school conduct family engagement workshops to present materials and strategies parents and family members can use to support their child's academic achievements, such as literacy training and using technology (including the harms of copyright piracy) to foster parent and family engagement. Additional topics will include information about academic assessments, curriculum requirements, and strategies to support their children academically. Title I schools will plan parent workshops based on survey results and parent requests as time and expertise allow. Parents are provided a handbook at the beginning of each school year that describes and explains the school curriculum. Written information and parent workshops are provided to explain assessments used to measure student progress and proficiency. Open houses and parent nights are held each year.*

- *Each school hosts curriculum nights and or family workshops at which the curriculum in use is explained, and forms of academic assessments and achievement expectations are presented.*

BUILDING CAPACITY OF SCHOOL STAFF
The Renaissance Center will provide training to educate teachers, specialized Instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

- *The Renaissance Center will, with the assistance of its parents, provide staff development concerning, the value of parental contributions, how to effectively engage parents, how to build ties between home and schools, and communicating in language parents can understand.*
- *Parent coordinators will solicit parent assistance in designing and implementing staff development with teachers and administrators.*
- *System federal programs staff and school level parent involvement coordinators provide professional learning opportunities and printed material throughout the school year for administrators, faculty, and staff to develop an understanding of the value of parental involvement. Parent involvement coordinators maintain a page on the school website to share information about outreach methods that are effective in establishing partnerships between families and schools. Certified and classified school personnel are encouraged to include parents as equal partners in the education process. Learning opportunities are not limited to local events but may include participation in regional, state, or national conferences.*
- *Parent coordinators will encourage school staff to respond to parent request for parent and family engagement activities.*
- *Parent coordinators will provide training on how to communicate in formats, to the extent practicable, in a language that parents can understand.*

The Renaissance Center will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by: (Parent requests reported at System PAC meeting in March 2023)

- *Making technology resources available for parent use via parent resource rooms;*
- *Providing parent workshops on use of technology resources to support student achievement and monitoring student performance workshops on internet use and online student safety;*
- *Continuing family workshops on ways to provide academic support, share academic resources, and online resources;*
- *Scheduling alternative sessions to give multiple options for parents to attend;*
- *Offering translation services at family workshops;*
- *Communicating goals to all stakeholders and continue to solicit input; and*
- *Including curriculum-related updates in parent meetings.*

STANDARDS AND ACTIVITIES for 2023-2024

Standard I: Parenting: Helping all families establish home environments to support children as students.

Activity/Strategy	Timeline	Completion Evidence	Person/Parties Responsible
School Improvement Planning meeting	Spring 2024	School Improvement Plan sign-in sheets	Principal Parent Involvement
Workshops Parent orientation, school introduction, volunteer orientation	Ongoing	Sign in sheets Workshop evaluation	Principal Parent Involvement Coordinator Asst. Supt. for Federal Programs
Title I Parent meeting	Fall 2023	Meeting agenda	Principal Parent Involvement Coordinator
Parent surveys	Spring 2024	Survey results	Principal Parent Involvement Coordinator
Family Engagement Policy and Parent Compact revision	Spring 2024	Revised copy available in front office and on the school's webpage	Principal Parent Involvement Coordinator
GAP Workshop for parents	Fall 2023	Workshop sign-in sheets	Principal Parent Involvement Coordinator
Home Visits	Ongoing	Document visit and results of visit on Home Visit form	Parent Involvement Coordinator

Standard II: Communication: Provide parents/guardians with appropriate information regarding programs and services.

Activity/Strategy	Timeline	Completion Evidence	Person/Parties Responsible
Renaissance Center parent and student orientation meeting	Ongoing	Signed parent and student orientation check list	Principal
Flyers/letters for special activities and workshops	Ongoing	Mailed to parents/guardians	Parent Involvement Coordinator

Open House/Intake meeting	August 3-4, 2023	Sign-in sheet	Parent Involvement Coordinator
Remind	Ongoing	Signed parent and student orientation check sheet	Parent Involvement Coordinator
Odysseyware parent profile	Ongoing	Signed parent and student orientation check sheet	Principal
Odysseyware parent workshop	Ongoing	Sign-in sheets	Principal

Standard III: Volunteering: Recruit and organize parent/guardians help and support.

Activity/Strategy	Timeline	Completion Evidence	Person/Parties Responsible
Volunteers for workshop	Ongoing	Attendance (roster) and volunteer hours	Parent Involvement Coordinator
Volunteer Orientation	Fall	Train volunteer Sign-in sheet	Parent Involvement Coordinator

Standard IV: Learning at Home: Provide information and ideas to families to help students at home with homework and other curriculum-related activities, conferences, and planning.

Activity/Strategy	Timeline	Completion Evidence	Person/Parties Responsible
Renaissance Center Parent and student orientation meeting	Ongoing	Parent and student orientation Sing-in log	Principal
Parent resource room materials	Ongoing	Check-in/check-out forms	Parent Involvement Coordinator
Parent conferences (including IEP, and MTSS meetings)	Ongoing	Sign-up conference document number of and date of parent conferences attended	Teachers Parent Involvement Coordinator
School websites and teacher websites	Update monthly	Parent access to each method of communication	Teachers Parent Involvement Coordinator Technology Coordinator

Standard V: Decision Making: Include parents in school decision, developing parent leaders and representatives.

Activity/Strategy	Timeline	Completion Evidence	Person/Parties Responsible
Parent Advisory Council (PAC) System and School Level meetings	Fall/Spring meetings	Meeting minutes sign-in sheets	Parent Involvement Coordinator Parent Advisory Council
Parent compact revision meetings	Spring 2024	Agenda, sign-in sheets, Compacts	Parent Involvement Coordinator
Parent conferences (including IEP, and MTSS meetings)	Ongoing	Sign-up for conference document number of and date of parent conferences attended	Teachers Parent Involvement Coordinator
Family Engagement Plan revision meetings	Spring 2024	Agenda, sign-in sheets, Family Engagement Plan	Parent Involvement Coordinator
Policy revision meeting for Title I School Improvement Plan, and the Targeted Assistance Plan	April and Summer 2024	Policy, sign-in sheets, SIP, Targeted Assistance Plan	Parent Involvement Coordinator
School Council meetings	Four times a year, TBA	Meeting minutes	Principal Parent Involvement Coordinator

Standard VI: Collaborating with the Community: Utilize resources and services from the communities to strengthen school programs, family practices and student learning.

Activity/Strategy	Timeline	Completion Evidence	Person/Parties Responsible
BEE Partners and Volunteer Appreciation	Spring 2024	Attendance (roster	Principal Parent Involvement Coordinator
Family Connections meetings	As scheduled	Collect information from community businesses/ Organizations, parents	Parent Involvement Coordinator

Standard I: Parenting: Help families establish home environments to support children as students.

1. Parent resource room materials	4. Family Engagement workshops
2. Parent orientation workshop	5. Volunteer orientation
3. Parent conferences as needed	

Standard II: Communication: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

1. Family Engagement news on website	7. Annual Title I meeting
2. Advertise restaurant nights	8. Volunteer orientation
3. Family Engagement Policy online	9. Open house events
4. Odysseyware Parent workshop	10. Phone calls about absent students
5. Flyers and calendar for special activities	11. Remind, emails, academic progress reports
6. School programs and policies workshop, meet and greet	

Standard III: Volunteering: Recruit and organize parent help and support group.

1. Workshops	3. Volunteer Orientation
2. School events	

Standard IV: Learning at Home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, conferences, and planning.

1. Parent and student orientation meeting	3. School website and teacher websites
2. Parent conferences as needed	

Standard V: DECISION MAKING: Include parents in school decisions, developing parent leaders and representatives.

1. School Improvement Plan revision meetings	6. Parent conferences as needed
2. Family Engagement Plan revision meetings	7. School Council meetings
3. Parent Compact revision meetings	8. Fall and Spring District Parent Advisory Council
4. Parent Advisory Council meetings	
5. BEE Boosters meetings	

Standard VI: COLLABORATING WITH COMMUNITY: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning development.

1. BEE and volunteer appreciation	3. Community support services workshops
2. Thomas County Library, Literacy Fair	