



School Improvement Plan 2024 - 2025



Richmond County
Tobacco Road Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Richmond County
School Name	Tobacco Road Elementary School
Team Lead	Sherrilyn Marshall
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase Reading Proficiency
Root Cause # 1	Students need additional support and instruction in basic literacy skills including vocabulary, informational text, and writing.
Root Cause # 2	Teachers need professional development on differentiation and the implementation of effective reading strategies.
Goal	By Spring 2025, grades 3-5 will increase their academic achievement in ELA by implementing effective instructional strategies to increase the percentage of students scoring proficient and distinguished from 16% to 26% as measured by the Spring EOG Georgia Milestones Assessment.

Action Step # 1

Action Step	Teachers will participate in collaborative planning and professional learning to enhance instructional strategies.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Collaborative, peer observations and ongoing professional learning.
Method for Monitoring Effectiveness	Various observation tools TKES
Position/Role Responsible	Marshall, Willis, Grant, and Williams
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	Students will participate in schoolwide intervention block to help support individual reading goals.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Ongoing professional learning and student progress monitoring.
Method for Monitoring Effectiveness	TKES, observations
Position/Role Responsible	Marshall, Willis, and Grant
Timeline for Implementation	Weekly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase Math Proficiency
Root Cause # 1	Based on iReady data we need to increase student performance in numbers and operations, geometry, and measurement.
Goal	By Spring 2025, grades 3-5 will increase their academic achievement in Math by implementing effective instructional strategies to increase the percentage of students scoring proficient and distinguished from 14% to 24% as measured by the Spring EOG Georgia Milestones Assessment.

Action Step # 1

Action Step	Teachers will participate in colloaborative planning to increase mastery of mathematical concepts.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	various assessment data, I Ready, formative assessments
Method for Monitoring Effectiveness	TKES, various observation tools
Position/Role Responsible	Marshall, Willis, and Blakely
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	Teachers will utilize GaDoe math frameworks, learning plans, and resources to develop lessons.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Various assessment data
Method for Monitoring Effectiveness	TKES, walkthroughs, peer observations
Position/Role Responsible	Marshall, Willis, and Blakely
Timeline for Implementation	Weekly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Create a Positive Climate and Culture
Root Cause # 1	Decrease in student behavior incidents, increase in positive teacher/student interactions and inconsistent PBIS practices
Root Cause # 2	Lack of parent and community involvement from stakeholders
Goal	During the 2024-2025 school year, we will increase the positive behavioral referrals in Spotlight from 65% to 75%.

Action Step # 1

Action Step	Continue to utilize the Ron Clark House System to increase positive relationships and behavioral expectations.
Funding Sources	Title I, Part 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs Ron Clark App
Method for Monitoring Effectiveness	Ron Clark App PBIS Matrix Spotlight
Position/Role Responsible	Teachers, PBIS Team and Coach
Timeline for Implementation	Monthly

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)?	Transformation Methodist Church
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Action Step # 2

Action Step	Students will participate in PBIS lessons, House Mixers, and Service projects.
Funding Sources	Title I, Part 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs Teacher Observations
Method for Monitoring Effectiveness	Behavior Referrals, Walkthroughs
Position/Role Responsible	Teachers, PBIS Team and PBIS Coach
Timeline for Implementation	Monthly

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

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

Action Step	Schoolwide celebrations to promote positive behavior, student attendance, and academic achievement.
Funding Sources	Title I, Part 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs Teacher Observations
Method for Monitoring Effectiveness	Ron Clark App System
Position/Role Responsible	Teachers, PBIS Team and PBIS Coach
Timeline for Implementation	Monthly

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

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

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3. REQUIRED QUESTIONS

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Input was received from stakeholders during face-to-face meetings held in the spring along with surveys that were shared with all stakeholders. In June of 2024, the Leadership Team worked together to review last year's plan and the data (including Stakeholder surveys) for this year's plan. All Leadership Team members were involved in the evaluation of data (Annual State assessments, local screeners, local tests for mastery, and other pertinent data points). The plan will be brought back to the school for all faculty and staff to review and to share input. The plan will then be shared with school stakeholders for feedback.</p>
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<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The Human Resources and Federal Programs Departments of the Richmond County School System collaborate to ensure that children enrolled in Title 1 schools are not served at disproportionately high rates by ineffective, out-of-field, or inexperienced instructors. We will look at the School Improvement Dashboard equity data, which includes data factors about teacher effectiveness, experience, and background provided at the district and school level. We concentrate on identifying disparities, assessing district and school systems and programs that may have contributed to these injustices, and then adopt strategies/activities to alleviate those inequities. Our district improvement plan, which will include an equity component and improvement goals, will address the observed gaps. In addition, we assist school leaders in the scheduling process by giving statistics to help them make the best scheduling decisions for student achievement. To recruit elite talent, we conduct various career fairs, offer a virtual fair, attend college and university fairs, and use technology avenues. We also operate our Grow Your Own initiative in collaboration with our local university's Teach Richmond program. Stipends are available in high-need areas. We also used a PQ ESSA automated software to offer certification information, out-of-field status, and teacher suggestions for specific courses. The department of communication assists schools with branding and provides professional development to school interview panel.</p>
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<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be</p>	<p>We will be continuing with a mandatory intervention time (W-I-N time), utilizing software that is prescriptive, analyzing assessment and intervention data, and providing PL opportunities in addition to a constant focus on mathematics and increasing mathematical thinking in all students. We will also continue our partnership with RISE Augusta to provide daily intervention for students who are on the cusp of being on grade level. Our MTSS Coordinator will work with teachers to analyze data, determine specific interventions and evidence based practices to increase student achievement, accountability, and agency.</p>
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provided for students living in local institutions for neglected or delinquent children (if applicable).

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.

Targeted assistance schools may use funds received only for programs that provide services to eligible children identified as having the greatest need. In the event the district gets a targeted assistance school in the future, each targeted assistance Title I school will create a plan to assist the school and local educational agency to meet its responsibility to provide services to all identified students in the targeted-assistance program to allow them the opportunity to meet the state's challenging academic achievement standards.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>RCSS preschool students are exposed to Georgia's Bright from the Start Curriculum and the Head Start Curriculum. In the Spring of each year preschool children from early childhood programs and daycare centers visit the elementary schools. Preschoolers have an opportunity to visit and observe the school's prekindergarten and kindergarten classes. Near the end of the school year around the month of March, Pre-K students participate in a Kindergarten Round-Up which assesses them on kindergarten skills. A kindergarten orientation is also scheduled. Daycare Pre-K four-year olds in Head Start and RCSS Pre-K students are assessed three times per year using the Phonological Awareness Literacy Screening (PALS). Additionally, twice per year, four-year-olds at identified Head Start and RCSS PreK sites, are assessed using the Peabody Picture Vocabulary Test (4th edition) (PPVT-4). To ensure a smooth transition to RCSS schools, the results of these assessments are provided to teachers, administrators and parents, and are used to track student progress, identify strengths and weakness, plan instruction, and plan for student placement in Kindergarten groups and classes. A handbook for parents is provided to all Kindergarten students and parents. The book provides transition suggestions for both parents and students. Counselors provide ideas to ready students for Kindergarten, including reading suggestions and rituals and routines that would support a successful transition. Kindergarten teachers spend the first two weeks of school helping with easing student anxiety. Counselors provide support for each class as well. The district also provides regular training for Pre-K teachers and paraprofessionals on needed topics such as early literacy. This would be in addition to the regular training provided by Georgia's Bright from the Start. Students receive books three times per year. Teachers receive instructional materials and books for their classrooms along with professional learning on early literacy and writing instruction. Lastly, L4GA funds also help fund field trips for preschool age students in addition to field trips provided by Bright from the Start thus providing opportunities for students to travel beyond the confines of their neighborhoods and participate in culturally relevant experiences.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and increased student access to early college, high school, or dual or concurrent enrollment opportunities or</p>	<p>The CTAE Department will work closely with the Student Services Department to ensure middle school students (8th grade) and high school students (10th grade) are assessed using YouScience. This performance measure will help identify interests, natural talents, and aptitudes to assist the students in selecting a high school pathway that aligns to individual student data. Additionally, we will ensure visits by high school representatives to the feeder middle schools to share information about the various career pathways with 8th grade students, facilitate 8th grade tours to high schools, and continue to host Career Days/Fairs for both middle and high school students. During the master</p>
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<p>career counseling to identify student interest and skills.</p>	<p>scheduling process, the schools are asked to schedule a feeder school visit from one grade level to the next to assist in making informed course selections. For example, schools coordinate opportunities for 5th graders to visit middle school and 8th graders to visit high school. All high schools are strongly encouraged to host a Freshman Orientation. This is an opportunity for students to learn about requirements and what to expect in high school, as well as begin to build community with their fellow classmates and reduce anxiety related to this transition. RCSS provides Dual Enrollment opportunities by partnering with several local colleges (Augusta University, Augusta Technical College, Georgia Military College, etc.) High school students have opportunities to take classes on the college campus, at their local high school or virtually. Students and parents will refer to the School Choice guide to help make the best decisions for their future. Students are made aware of these opportunities via their school counseling programs and utilization of the GAFutures website. Additional support for high schools will include recruiting business and industry partners to provide work-based learning opportunities for career awareness and exposure through Job Shadowing and Manufacturing Days, attendance/participation in the Skills Challenge and college tours through the high schools' CTSOs (Career Technical Student Organization). A new program recently approved by the Board of Education is with the Richmond County Fire Department to help seniors take the Fire Department's entrance exam. RCSS also provides summer opportunities in the Students2Work partnership to provide high school students opportunities to work in career areas of their choice, based in part on YouScience results.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>In an effort to decrease class/school removal time, the district is working with school staff to offer a variety of supports and strategies. When students need time to calm down, a reflection or calming room may be used. This would include soft lighting and calming music or sounds. PE may include Yoga and breathing exercises to help students control themselves. Behavior Coaches were hired to work with students, parents, teachers and school administrators to implement effective practices aimed at increasing instructional time and reducing removals from class. District staff also partners with the Emory Autism Center, RESA, and GLRS for professional learning, modeling, and coaching in schools and programs where the data demonstrates elevated challenges with student behavior. District level Instructional Specialists are also working closely with teachers and school administrators to improve delivery of engaging instruction and alternative methods for managing classroom behavior for our students with disabilities as well as other student subgroups. MTSS Facilitators are working closely with teachers and school administrators to help students get the assistance that they need. Student engagement is an effective way to negate discipline issues. One form of engagement is ensuring that students have the use of technology within the classroom. In addition, RCSS is investing in Positive Behavior Interventions and Supports (PBIS), for all students. The PBIS Framework is being implemented in 31 schools across the district, with the remaining schools implementing "Essential Features of School Wide Behavior</p>
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	<p>Expectations, through the lens of PBIS". The expectation is that over time, with training and coaching, all RCSS schools will implement the PBIS Framework. A PBIS District Data Team in the Office of School Climate regularly monitors discipline data for all schools and student subgroups, communicates with various stakeholders, including community members and members of the Department of Juvenile Justice, and work collaboratively with the CSRA RESA School Climate Specialist, to provide professional learning and coaching, to administrators, coaches and teachers. The PBIS Coaches (each PBIS School has a coach), attend monthly meetings with PBIS Coordinator to monitor discipline practices, receive professional learning, and collaborate and action plan around best practices. The PBIS Schools hold monthly PBIS Team meetings to solve problems around discipline data and action plans to ensure continued positive outcomes. A minimum of two times a year, the District PBIS Leadership Team also hosts meetings with all stakeholders to analyze system-wide discipline data trends and create Action Plans based on data outcomes.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>The Richmond County School System is committed to a continuous improvement cycle for System and School Improvement Planning. In this cycle, the system and schools review data and determine areas of greatest need through a comprehensive needs assessment. Then, root causes are examined, and initiatives are developed. The School Improvement Plan is evaluated at 60 days and 120 days. The Richmond County School System Leadership Team reviews data points and determines if the SIP (School Improvement Plan) goals are progressing. If goals are not progressing, the RCSS Leadership Team offers support to help the school move forward. At the end of the year, the school's Leadership Team will use State Assessment data and other pertinent data to determine if goals were met. One key component to examining this data is breaking it down to the student's names – not just looking at percentages or sub-groups. Knowing exactly who to target and how to intervene is critical in this process. The Continuous Improvement Cycle allows schools to determine if the schoolwide program has been effective based on student achievement data and to help determine if new initiatives and action steps need to be taken</p>
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