

Richmond County School System Plan of Support

District Name: Richmond County School System	DES Name: Dr. Linda M. Priester
Date Started: August 2024	Length of DPS: 1 year

District Plan of Support Goal #1: Decrease the percentage of beginning learners in identified schools by 10 percentage points in ELA and Math as measured by GMAS (Elementary ELA from 59% to 49% and Elementary Math from 60% to 50%, Middle ELA from 60% to 50% and Middle Math from 72% to 62%, American Literature from 61% to 51%, and Algebra Connections and Concepts 86% to 76%). [Identified Schools GMAS Data.xlsx](#)

Identify Needs (In Consultation with DES)	District Action Steps	Resources	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsible	DES Action Steps to Support Implementation	Completion of Action Step
What are the specific needs for the identified school(s)?	What action steps will the district team implement to meet this goal?	What resources are needed to implement the action step?	What measurable goal will be established to show progress of implementation on this action step?	What measurable goal will be established to evaluate the impact of this action step on student performance?	Identify dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step?	What support will the DES implement to assist the district with implementation of the action step?	Was this action step completed? Attach final CIT agenda that documents completion.
Based on the 2024 GMAS content mastery data, there is a need to implement the RCSS Lesson Structure to increase student engagement in rigorous coursework.	1. The Academic Services Division will monitor the implementation of the RCSS Lesson Structure in ELA by conducting bi-monthly classroom observations using Cognia and GaDOE observation tools to increase student engagement in rigorous coursework.	Instructional Framework Lesson Structure District Instructional Resources Assessment Companion Guide Cognia myJourney portal Professional Learning Calendar InstructionalFramework-Book-new.pdf	100% of the teachers in the identified schools will implement the RCSS Lesson Structure in ELA as measured by Cognia eleot/Teacher Observation Tool and (TOT) and GaDOE observation tools and increase the number of Evident ratings on the eleot instrument (B2, B4 and D3), Teacher Observation Tool (L2, E1, and E4) and GaDOE Instructional Awareness Walk (CI-2 and CI-3). Establish baseline in September. eleot 2.0 tool.pdf	1. 80% of students will demonstrate growth on iReady Reading from BOY-MOY-EOY. 2. 80% of students will demonstrate growth on pre- and post-ELA Unit Tests. Data collection will be monitored and analyzed using the iReady platform. Unit Tests will be administered using Canvas Data collection will be monitored and analyzed after each Unit test	eleot walkthroughs: 09/05/24 10/01/24 11/05/24 01/09/25 02/05/25 03/05/25 TOT walkthroughs: 09/17/24 10/17/24 11/14/24 01/28/25 02/25/25 03/20/25 GaDOE Instructional Awareness Walks: September 2024	Director of Teaching and Learning ELA and Early Learning Coordinators Cross Functional Support Team	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/ feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks	

			Teacher-Observation-Tool-with-Descriptive-Actions.pdf SDI ATSI SWD Classroom Observation Form February 2024.docx Formative observation data collection will be monitored and analyzed using the eleot and Teacher Observation Tool reporting component in the Cognia myJourney platform. Data collection will be monitored and analyzed using GaDOE Instructional Awareness Walk.	administration using District-level tool	October 2024 November 2024 January 2025 February 2025 March 2025 Formative observation data collection will be monitored and analyzed using the eleot and Teacher Observation Tool reporting component in the Cognia myJourney platform.		Monitor both implementation measurable goal and the student progress measurable goal Hold monthly District CIT meeting with CIT members.	
Based on the 2024 GMAS content mastery data, there is a need to implement the RCSS Lesson Structure to increase student engagement in rigorous coursework.	2. The Academic Services Division will monitor the implementation of the RCSS Lesson Structure in Math by conducting bi-monthly classroom observations using Cognia and GaDOE Observation tools to increase student engagement in rigorous coursework.	Instructional Framework Lesson Structure District Instructional Resources Assessment Companion Guide Cognia myJourney portal Professional Learning Calendar InstructionalFramework-Book-new.pdf	100% of the teachers in the identified schools will implement the RCSS Lesson Structure in Math as measured by Cognia eleot/Teacher Observation Tool and (TOT) and GaDOE observation tools and increase the number of Evident ratings on the eleot instrument (B2, B4 and D3), Teacher Observation Tool (L2, E1, and E4) and GaDOE Instructional Awareness Walk (CI-2 and CI-3). Establish baseline in September. eleot 2.0 tool.pdf	1. 80% of students will demonstrate growth on iReady Math from BOY-MOY-EOY. 2. 80% of students will demonstrate growth on pre- and post-Math Unit Tests. Data collection will be monitored and analyzed using the iReady platform. Unit Tests will be administered using Canvas Data collection will be monitored and analyzed after each Unit test administration using District-level tool	eleot walkthroughs: 09/05/24 10/01/24 11/05/24 01/09/25 02/05/25 03/05/25 TOT walkthroughs: 09/17/24 10/17/24 11/14/24 01/28/25 02/25/25 03/20/25 GaDOE Instructional Awareness Walks: September 2024	Director of Teaching and Learning Math and Early Learning Coordinators Cross Functional Support Team	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/ feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks	

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There is a need for students to increase their English Language Proficiency.	3. The District ESOL Team will support PLCs of long-term English learners (5+) years monthly and observe and provide feedback to EL teachers bi-monthly based on the results of monthly progress monitoring of English language proficiency using Flashlight 360 in identified elementary schools and Summit K-12 in identified middle and high schools for long-term English Learners.	Flashlight 360 assessment data reports Summit K-12 program and assessment data reports	100% of the ESOL teachers in the identified schools will implement progress monitoring as evident on the Flashlight 360 and Summit K-12 data reports	80% of students will demonstrate growth as evident on Flashlight 360 and Summit K-12 and 20% of long-term English learners (students who have been in the ESOL program for 5+ years) in CSI, TSI, Tier 4 schools will meet the criteria to exit the ESOL program by the end of 2025	Monthly PLC meetings Bi-monthly EL observations	ESOL Program Specialist and Support Team	Attend and participate in walk throughs and provide feedback	
There is a need to establish collaborative planning norms and practices.	4. The Assistant Superintendents and District Improvement Specialists will monitor monthly using the GaDOE HIP Rubric for Collaborative Planning to ensure all teachers	Collaborative Planning Process Guide for SDE 2021.pdf High Impact Practices Implementation Rubric Collaborative Planning SDE 2021.pdf	80% of the grade level collaborative planning teams will score operational on two High Impact Practices using the GaDOE HIP Rubric for Collaborative Planning.	80% of students will demonstrate growth on pre- and post-ELA and Math Unit Tests	August 2024 September 2024 October 2024 November 2024 December 2024	Assistant Superintendents and District Improvement Specialists will monitor Director of Teaching &	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and	

	(including co-teachers) are planning effectively.		<p>Baseline to be established from the Spring 24 data collection; the two lowest areas will be targeted for the goal above.</p> <p>Fall Focus for Asst Walkthroughs: #3: Teachers analyze the GSE to clarify what students are expected to know, understand, and do.</p> <p>#5: Teachers create lesson plans that include clear, standards-based learning targets and define success criteria (student work, exemplars, rubrics.)</p>		<p>January 2025</p> <p>February 2025</p> <p>March 2025</p> <p>April 2025</p>	<p>Learning and Director of Professional Learning will co-facilitate the PL with GaDOE.</p>	<p>feedback discussions</p> <p>Provide resources/ feedback to district level reps on an as needed basis.</p> <p>Participate in monthly/quarterly learning walks</p> <p>Monitor both implementation measurable goal and the student progress measurable goal</p> <p>Hold monthly District CIT meeting with CIT members.</p>	
<p>There is a need to improve the implementation of Corrective Reading and Reading Mastery research-based instructional strategies with fidelity to increase academic achievement.</p>	<p>5. The Special Education Department will monitor the effective implementation of Corrective Reading (4-8) and Reading Mastery (K-3) strategies monthly using the Corrective Reading and Reading Mastery Instructional Walkthrough tools.</p>	<p>Corrective Reading and Reading Mastery Instructional Resources</p> <p>Corrective Reading and Reading Mastery Observation Checklists</p> <p>Cognia myJourney portal</p>	<p>100% of teachers will score an increase in the percentage of level 2 (Almost Always) ratings on the Corrective Reading Decoding Observation and Reading Mastery Observation Checklists</p>	<p>80% of students will demonstrate growth on iReady Reading from BOY-MOY-EOY</p>	<p>August 2024</p> <p>September 2024</p> <p>October 2024</p> <p>November 2024</p> <p>December 2024</p> <p>January 2025</p> <p>February 2025</p> <p>March 2025</p> <p>April 2025</p>	<p>Director of Special Education and Support Team</p>	<p>Attend and support the targeted support PL sessions</p> <p>Participate in cross functional team walk throughs and feedback discussions</p> <p>Provide resources/ feedback to district level reps on an as needed basis.</p> <p>Participate in monthly/quarterly learning walks</p>	

							<p>Monitor both implementation measurable goal and the student progress measurable goal</p> <p>Hold monthly District CIT meeting with CIT members.</p>	
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District Plan of Support Goal #2: During the 24-25 school year, we will increase post-high school readiness by increasing our graduation rate from 81% to 83%. The graduation rate at Cross Creek High will increase from 81.25% to 84.24%, Glenn Hills 74.65% to 77.65%, Hephzibah High 79.1% to 83.06%, Josey 72.3% to 78%, and Laney 72.02% to 75.02% from 2024 to 2025. (NOTE: Preliminary Data is listed)

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Increase the graduation rate for Cohort 25 by identifying and monitoring at-risk students	1. Student Support Services Division will monitor the use of USHA, Infinite Campus, Panorama and other data tools to identify and monitor students in Cohort 25 at-risk for not graduating	USHA Platform Infinite Campus Panorama Attendance Records Microsoft Office	100% of the schools will show evidence of using the data tools for identifying students at-risk for graduating as evidenced by the USHA reports	100% of students identified as at-risk for graduating will participate in monthly counseling conference sessions as measured by Counseling Logs	August 30, 2024 September 30, 2024 October 30, 2024 November 30, 2024 January 31, 2025 February 28, 2025	Director of Student Services Assistant Director of Student Services Accountability Coordinator MTSS Coordinator	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/feedback to district level reps on an as needed basis.	



					<p>March 31, 2025</p> <p>April 30, 2025</p> <p>May 31, 2025</p>		<p>Participate in monthly/quarterly learning walks</p> <p>Monitor both implementation measurable goal and the student progress measurable goal</p> <p>Hold monthly District CIT meeting with CIT members.</p>	
<p>There is a need to increase the graduation rate by providing individualized advisement, post-secondary planning, and building stronger relationships with at-risk students.</p>	<p>2.The Student Support Services Division personnel will conduct monthly visits to schools to monitor activities used to advise, track and support at-risk students based on individualized student goals for Cohorts 25, 26, 27, and 28.</p>	<p>USHA Platform</p> <p>Infinite Campus</p> <p>Panorama</p> <p>Attendance Records</p> <p>Microsoft Office</p> <p>Graduation Checklists</p> <p>Post-secondary Plans</p> <p>Goal Sheets</p> <p>Contact Logs</p>	<p>100% of the identified schools will receive monthly visits from district-level personnel to provide guidance and support addressing at-risk students for graduation as measured by a district-level student services personnel log</p>	<p>At least 25% of identified students will show improvement in one of the identified areas impacting their ability to graduate (attendance, credits, grades) to be on track for graduation as measured by USHA live reports</p>	<p>August 30, 2024</p> <p>September 30, 2024</p> <p>October 30, 2024</p> <p>November 30, 2024</p> <p>January 31, 2025</p> <p>February 28, 2025</p> <p>March 31, 2025</p> <p>April 30, 2025</p> <p>May 31, 2025</p>	<p>Director of Student Services</p> <p>Assistant Director of Student Services</p> <p>Student Services Coordinators</p>	<p>Attend and support the targeted support PL sessions</p> <p>Participate in cross functional team walk throughs and feedback discussions</p> <p>Provide resources/feedback to district level reps on an as needed basis.</p> <p>Participate in monthly/quarterly learning walks</p> <p>Monitor both implementation measurable goal and the student progress measurable goal</p> <p>Hold monthly District CIT meeting with CIT members.</p>	



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