

Richmond County School System District CIT Meeting

August 20, 2025

2:00 PM

Dr. Linda M. Priester, DES



Agenda

Welcome and Introductions

End-of-the-Year Reflections

Review of GSCI District Self-Assessment

School Level Annual Reviews

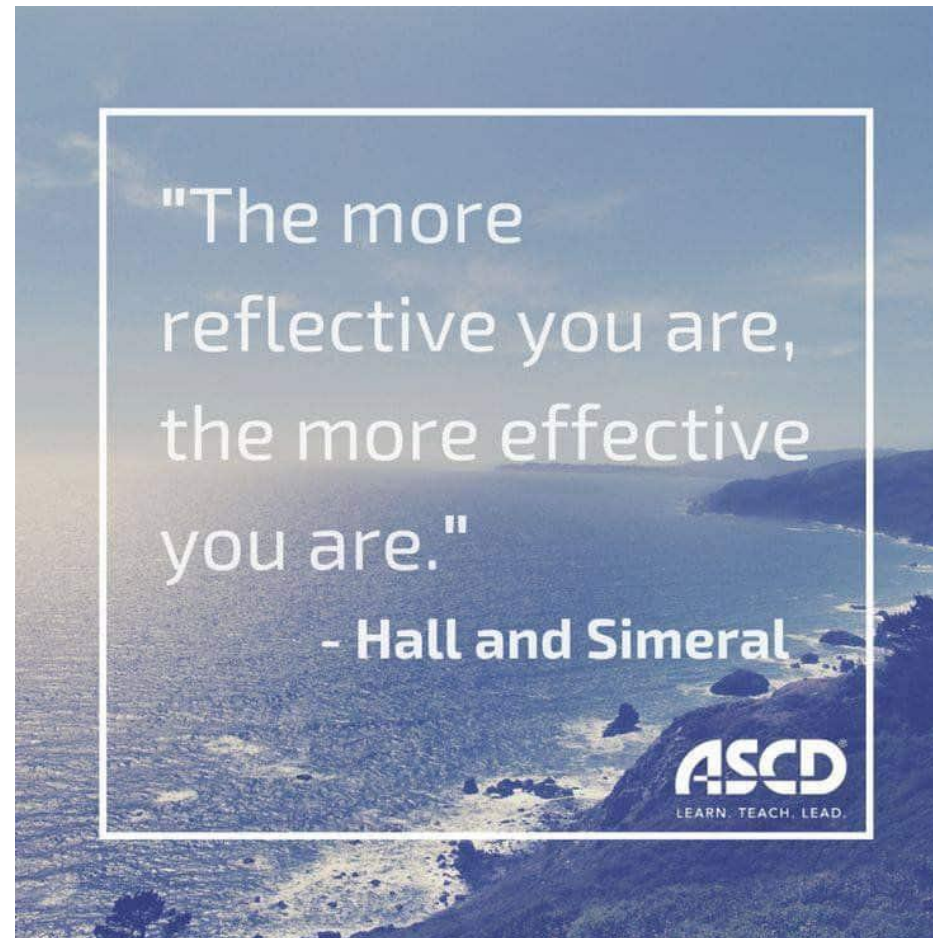
FY26 Recommended District Plan of Support Goals

2025 – 2026 District Plan of Support for the Identified Schools

FY25 School Improvement Funds

Next Steps

End-of-the-Year Reflections



Let's reflect

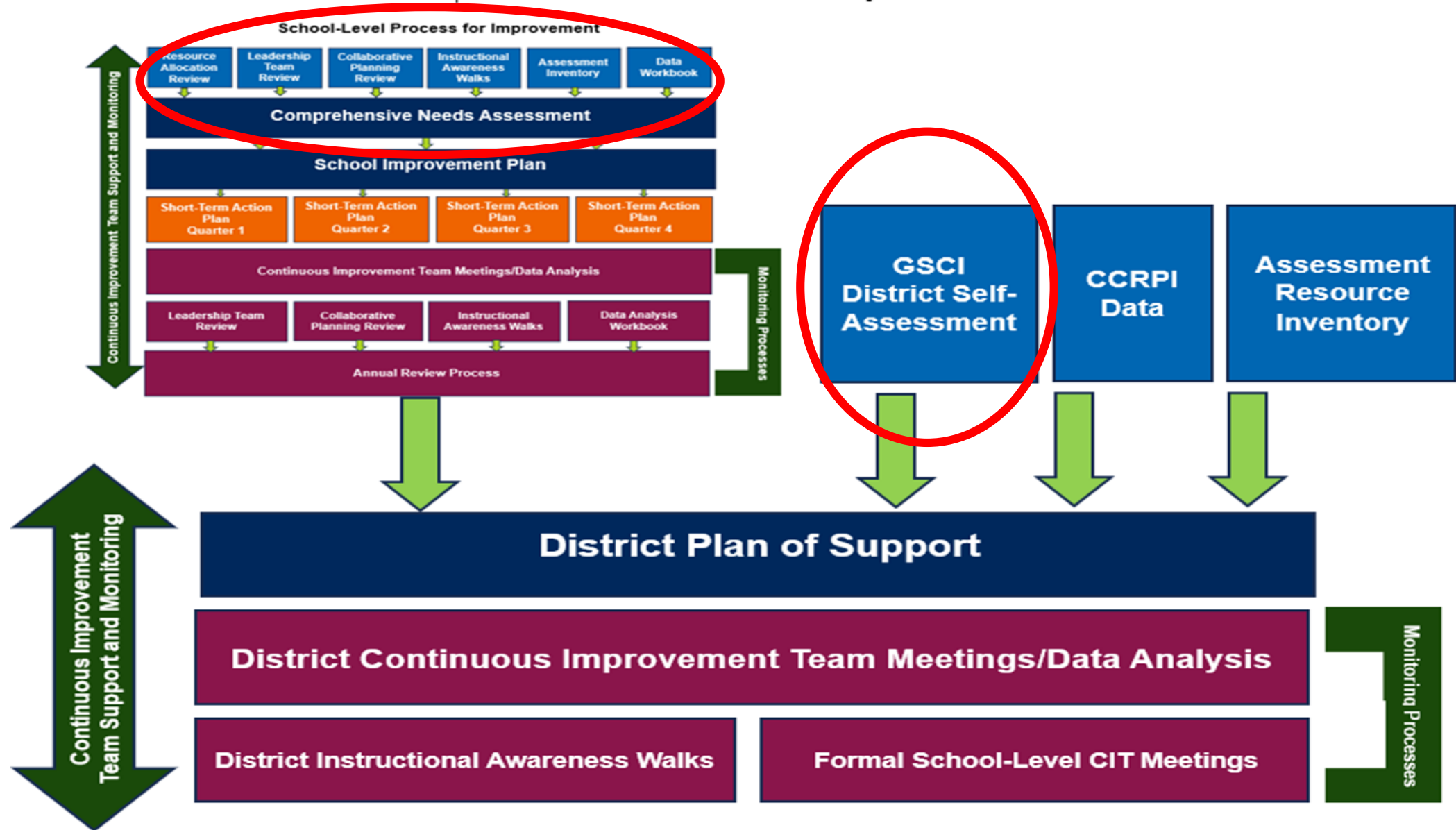
Turn and Talk

What are some things that worked last school year?

What are some things that did not work last school year?

In your current role, what can you do differently to improve student outcomes?

District Processes for Improvement



GSCI District Self-Assessment

The **purpose** of this tool is to support districts in **evaluating** their current **structures and processes alignment to Georgia's Systems of Continuous Improvement (GSCI)** and **identify** areas of **strength and opportunity** to be addressed in their **continuous improvement work**.



Richmond County GSCI Self-Assessment Results

Coherent Instruction System – The major system of the complex school/district organization that articulates and guides the what and how of instruction.

- **CI-1 Planning for Quality Instruction – Operational**
- **CI-2 Delivering Quality Instruction – Emerging**
- **CI-3 Monitoring Student Progress – Operational**
- **CI-4 Refining the Instructional System – Emerging**

Effective Leadership System – A major system of the complex school organization that sets the direction for the school, ensures that the school's staff is capable of meeting that direction, and makes sure the organization functions according to its mission.

- **EL-1 Creating and Maintaining a School Climate and Culture Conducive to Learning – Operational**
- **EL-2 Cultivating and Distributing Leadership – Emerging**
- **EL-3 Ensuring High Quality Instruction in All Classrooms – Emerging**
- **EL-4 Managing the School and Its Resources – Operational**
- **EL-5 Driving Improvement Efforts – Emerging**

Supportive Learning Environment System – A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning.

- **SLE-2 Developing and monitoring a multi-tiered system of supports –Emerging**

GSCI Compiled RCSS Summary of Self-Assessment and Next Steps- Richmond County.docx



School Level Self-Assessments

[2025 CSI Identified Elementary Schools Annual Reviews Partners Support Requested \(1\).docx](#)

Putting it All Together



FY26 Recommended District Plan of Support Goals

| | |
|----|--|
| 1. | By the end of the 2025-2026 school year, the district will increase instructional and leadership capacity in identified schools by providing refined coaching to 100% of first- and second-year principals and strengthening a targeted induction program for all waiver and non-traditional teachers. The program will focus on high-leverage instructional practices and classroom management, with progress monitored through walkthrough calibration data and teacher retention rates. |
| 2. | By the end of the 2025-2026 school year, the district will lead a comprehensive review and revision of all district-created Common Formative Assessments (CFAs) to ensure alignment with the rigor and intent of state standards. This process will be led by district content coordinators and include teacher feedback, item analysis, and validation protocols. Their effectiveness will be evaluated through teacher surveys, performance trends, and alignment checks during instructional walks and planning sessions. |
| 3. | By the end of the 2025-2026 school year, the district will reduce chronic absenteeism by 10% by launching a district-wide attendance monitoring system that tracks the weekly attendance rate by school, grade level, and student subgroups. |
| 4. | By May 2026, each identified school with ratings less than three will improve its school climate rating by at least one star, as measured by the 2026 Georgia School Climate Star Rating, by implementing district-supported strategies focused on improving student discipline and increasing stakeholder participation in climate surveys. The district will provide coaching to school leaders quarterly to support the implementation and monitoring of these strategies. |
| 5. | By the end of the 2025–2026 school year, the district will increase the percentage of students reading on grade level by at least 10 points in all identified schools, by strengthening Tier I instruction with a focus on Lexile, providing embedded coaching in evidence-based reading strategies, and monitoring progress quarterly using common formative assessments and walkthrough data. |

Data Supporting Additional Goals

[RCSS Attendance Report for CCRPI 6 2 2025 Identified Schools.docx](#)

[2024 School Climate Ratings Federally Identified Schools.xlsx](#)

District Plan of Support

2025-2026 District Plan of Support -
Richmond County-Final.docx

FY26 School Improvement Funds

FY26 Allocations:

The State Board of Education has approved funding for the FY26 Title I, Part A, 1003 School Improvement allocations.

| Identification | Allocation |
|-------------------------|------------|
| CSI | \$125,000 |
| CSI for Graduation Rate | \$50,000 |
| CSI Alternative | \$50,000 |
| CSI Tier IV Schools | \$150,000 |
| TSI | \$50,000 |
| ATSI | \$75,000 |

Resources

[GaDOE-ELA-Instructional-Framework](#)

[Revised Lesson Study 8.7.25.docx](#)

[Navigating-Mathematics-Resources-Roadmap \(1\)](#)

GADOE Inspire

Math Learning Plans

UPAR (Universal Protocol for Accommodations in Reading)

ALDS (Achievement Level Descriptors)

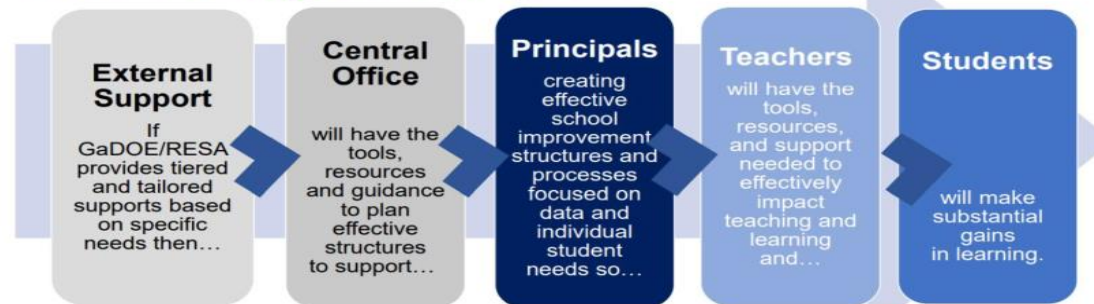
GMAS Blueprints

Right Now Resources

Putting it ALL Together

Making the Connection

School Improvement - Theory of Action and Change for Impact



Federal Identifications Timeline

| Year 1 | Year 2 | Year 3 |
|--|---|---|
| <ul style="list-style-type: none">• CSI List identified in January 2024• ATSI List identified in January 2024• TSI List identified in January 2024 | <ul style="list-style-type: none">• CSI List continued<ul style="list-style-type: none">○ CSI Exit-Graduation• ATSI List continued• New TSI List identified in January 2025 | <ul style="list-style-type: none">• CSI List continued<ul style="list-style-type: none">○ CSI Exit-Graduation• ATSI List continued• New TSI List identified in January 2026 |

We are here

The new cycle of identification for CSI, TSI, and ATSI begins using 2026 CCRPI data.

One Common Goal

100% of the Identified Schools
Must Exit Federal Identification
in January 2027 (2025-26
Academic Year)



Offering a holistic education to **each and every child** in our state.



Remarks: Dr. Malinda Cobb, Superintendent

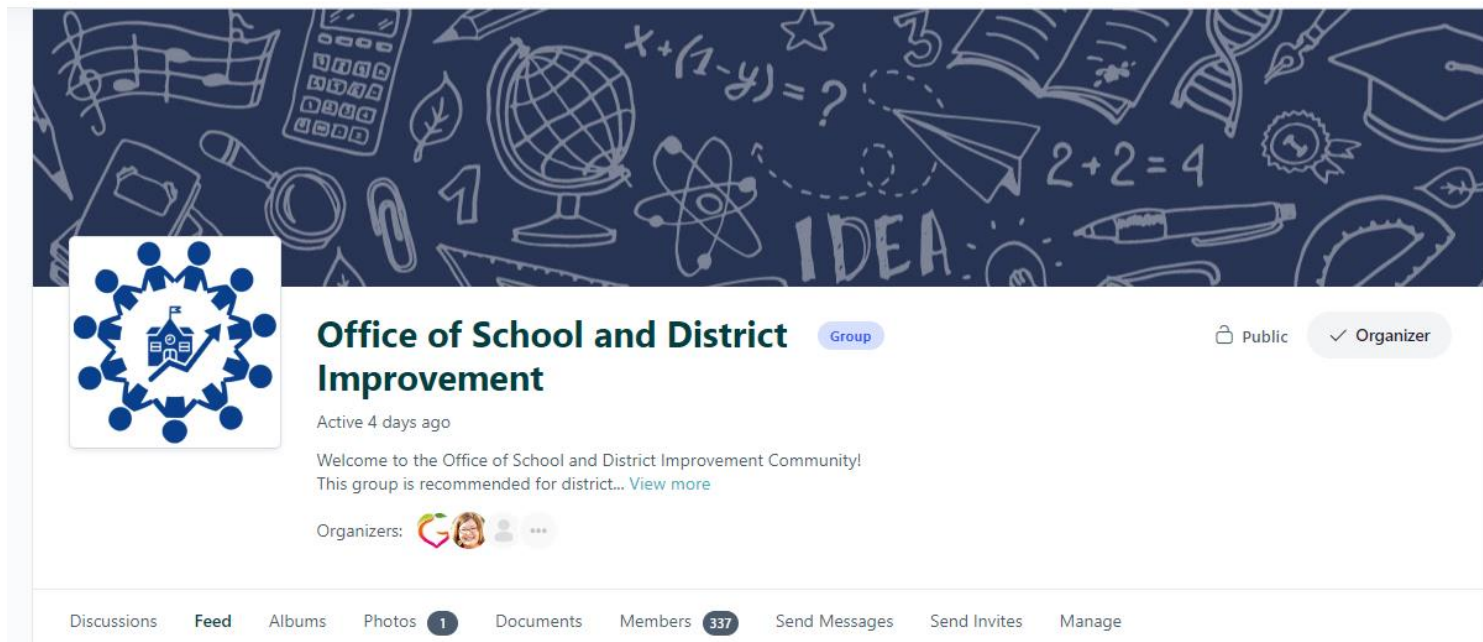




Questions / Comments

GaDOE Community

Join our group to discuss common problems of practice, share resources among colleagues across the state, and provide essential information to support district and school improvement efforts. [Office of School and District Improvement](#)



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