Comprehensive Needs Assessment
2024 - 2025 District Report

Richmond County

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.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Malinda Cobb
Multiple Program(s)	Federal Programs Director	Angeline Andrews-Milton
Multiple Program(s)	Curriculum Director	Kinesha Ponder
Multiple Program(s)	School Leader (#1)	Eric Lewis
Multiple Program(s)	School Leader (#2)	Carl Robinson
Multiple Program(s)	Teacher Representative (#1)	Krystin Garrett
Multiple Program(s)	Teacher Representative (#2)	Terri Green
McKinney-Vento Homeless	Homeless Liaison	Crystal Palmer
Neglected and Delinquent	N&D Coordinator	Angelina Tate
Rural	REAP Coordinator	Does not receive REAP funding
Special Education	Special Education Director	Tracy Wright
Title I, Part A	Title I, Part A Director	Angeline Andrews-Milton
Title I, Part A	Family Engagement Coordinator	Angeline Andrews-Milton
Title I, Part A - Foster Care	Foster Care Point of Contact	Crystal Palmer
Title II, Part A	Title II, Part A Coordinator	Angeline Andrews-Milton and Erica Chavous
Title III	Title III Director	Angeline Andrews-Milton
Title IV, Part A	Title IV, Part A Director	Angeline Andrews-Milton
Title I, Part C	Migrant Coordinator	Jessica Castro

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Dr. Andrea Roberts
Multiple Program(s)	Testing Director	Dr. Larina Thomas
Multiple Program(s)	Finance Director	Suzanne Lentz
Multiple Program(s)	Other Federal Programs Coordinators	Erica Chavous and Angelina Tate

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	CTAE Coordinator	Nanette Barnes
Multiple Program(s)	Student Support Personnel	Dr. Aronica Gloster
Multiple Program(s)	Principal Representatives	Dr. Shawnda Spruill and Sherri Darden
Multiple Program(s)	High School Counselor / Academic Counselor	Sonya Weaver
Multiple Program(s)	Early Childhood or Head Start Coordinator	Vanessa Darling
Multiple Program(s)	Teacher Representatives	Krystin Garrett, Patrice Joshua, and Terri Green
Multiple Program(s)	ESOL Teacher	Dr. Merofier Marshall
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	NA
Multiple Program(s)	ESOL Coordinator	Jessica Castro
21st CCLC	21st CCLC Program Director	Jennifer Branch
21st CCLC	21st CCLC Site Coordinator or Data Specialist	Kimkeesha Bryant
Migrant	Preschool Teacher	Dr. Aronica Gloster
Special Education	Student Success Coach (SSIP)	Krystal Holmes
Title II, Part A	Human Resources Director	Dr. Melissa Shepard
Title II, Part A	Principal Supervisors	Dr. Shontier Barnes, Dr. Andrea Roberts, Marcus Allen, Nathan Benedict, and Dr. Donald Mason
Title II, Part A	Professional Learning Coordinators	Glenda Collingsworth and Lezettra Saunders
Title II, Part A	Bilingual Parent Liaisons	Jessica Castro
Title II, Part A	Professional Organizations	NA
Title II, Part A	Civil Rights Organizations	Rev. Melvin Ivey
Title II, Part A	Board of Education Members	Charlie Walker and Shawnda Griffin
Title II, Part A	Local Elected/Government Officials	Garnett Johnson
Title II, Part A	The General Public	Starla Stallings, Natalie Herrington, Quetittia Bullock, and Quantrell Hearst
Title III	Refugee Support Service Staff	NA
Title III	Community Adult ESOL Providers	Shaneca Middleton
Title III	Representatives from Businesses Employing Non-English Speakers	NA
Title IV, Part A	Media Specialists/Librarians	Velvetta Tanksley
Title IV, Part A	Technology Experts	Dr. Owen Fletcher
Title IV, Part A	Faith-Based Community Leaders	Rev. Vanessa Stanley

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.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Denzel Howard
Multiple Program(s)	Private School Officials	Brenda McCreary and Dr. Mayreather Willis
Migrant	Out-of-School Youth and/or Drop-outs	Dr. Larina Thomas
Title I, Part A	Parent Representatives of Title I Students	Wesley Brown, Charlene Lofton, Leah Oundo, Mikibu Crawford, Kimberly Norris
Title I, Part A - Foster Care	Local DFCS Contacts	Charlotte Denson
Title II, Part A	Principals	Dr. Shawnda Spruill and Carl Robinson
Title II, Part A	Teachers	Krystin Garrett
Title II, Part A	Paraprofessionals	Tabitha Mikel
Title II, Part A	Specialized Instructional Support Personnel	Miranda Johnson
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Dr. Debbie Alexander
Title III, Part A	Parents of English Learners	Leah Oundo

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Dr. Debbie Alexander
Multiple Program(s)	Technical, College, or University Personnel	Shaneca Middleton, Starla Stallings, Natalie Herrington, Quetittia Bullock, Quantrell Hearst
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Mikibu Crawford
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Migrant PAC Members	
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	
Migrant	Local Health Department Representatives	
Migrant	ABAC MEP Consortium Staff	
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	
Special Education	Parents of a Student with Disabilities	
Special Education	Parent Mentors	
Title II, Part A	School Council Members	Kimberly Fletcher Bowden; Aletha Snowberger

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The Stakeholder group includes Principals, Parents, Teachers, Paraprofessionals, Counselors, Students, School Councils, Local Politicians, Religious Leaders, Higher Education, Social Services, Community Members, and District Leadership. The group represents schools of all grade levels, locations, and demographics. A group of around 100 stakeholders was invited to give feedback on system goals, initiatives, and action steps.

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?	The Stakeholder group reviewed pertinent data and were given opportunities to participate in two forums (one online and one in-person) to provide input and feedback via surveys. They reviewed system data, discussed gaps, and gave feedback on suggested initiatives.

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 District Performance Standard (GDPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capcity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.33
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.22
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.17
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.06
3. Instructional Strategies:The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.08
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.01
5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.01
8. Academically Challenging Environment:The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.02
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

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 District Performance Standard (GDPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	✓
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data- driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision-making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, buy may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.33
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.33
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.22

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.17
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	1.83
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.17
7. Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.44
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.22
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.16
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

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 District Performance Standard (GDPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.17
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	1.83
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.17
7. Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.44
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.22
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge:The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.15
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.16
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.09
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

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 District Performance Standard (GDPS). 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

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem- solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.33
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.22
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.09
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

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 District Performance Standard (GDPS). 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

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	✓
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.33
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.33
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.22
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.17
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	1.83
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.17
7. Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.44
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.22
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge:The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.15
2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.06
3. Instructional Strategies:The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.08
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.01
5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.01
7. Positive Learning Environment:The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.15
8. Academically Challenging Environment:The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.02
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.16
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.09
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

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]	The Richmond County School System uses data from several different surveys to garner stakeholder input. The Georgia Health Climate Survey measures how students in grades 3-12 feel about their safety at school and the climate of the building. School staff complete the Georgia Health Climate Survey, as well. Surveys are also sent to parents to gauge how they feel about instruction and the school. Spanish versions of surveys are available for ELL students and ELL parents. Teachers and administrators participate in the Learning Forward surveys to determine areas of need in professional development.

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?")	Students felt safe overall in their schools. They believe that they are supported in school. A higher percentage of Middle School students do not think that students treat each other with respect. This number decreases in high school. The highest percentage for stress according to students is the demands of school work and performance.

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)	The Richmond County School System uses several types of process data. We have sign-in sheets for activities, attendance numbers, participation numbers for parent meetings, workshops, and events. Our schools host special activities for learning such as Math and Science nights, Reading competitions, and Academic events for students. Our Learning Management System (Canvas) generates reports to show the number of sign-ins, the number of courses completed, the tools used, and page views.

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?")	We use this data to determine interest in certain activities and also to see if test scores increase as a result of the events. The Learning Management System information helps us to gauge student engagement and to determine the effectiveness of our 1:1 initiative.

What achievement data did you use?	The Richmond County School System uses a variety of data including Georgia Milestones, iReady, NWEA MAP, our internal Content Mastery Assessments, and School Climate data to help make decisions.

What does your achievement data tell you?	The Richmond County School System continues to work on increasing the number of students reading on grade level. Literacy is vitally important and our data tells us that we have more work to do in all grades. Areas of numeracy must also be addressed and more students need to master the standards as assessed on the Georgia Milestones.

What demographic data did you use?	The Richmond County School System uses a variety of demographic data from Georgia Milestones, iReady, NWEA MAP, and other internal measurements.

What does the demographic data tell you?	The Richmond County School System serves students from a vast number of demographics. Whether analyzing racial demographics, economically disadvantaged students, English Language Learners, or students with special needs, it is understood that many students fall into several demographics. The system has analyzed all preliminary demographic 2024 Georgia Milestones data it is understood that instructional decisions to address the needs of all demographics must be addressed. We must continue increasing the number of students reading on grade level as well as increasing numeracy achievement.

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?	Data from the Georgia Milestones Assessments reveal that over the last five years (excluding COVID years), our students' scores trend below the State average. Student content mastery and teachers tailoring research-based Tier 1 and Tier 2 instructional strategies is a need. Leaders will need to continue recruit and retain qualified teachers, ensure tiered professional learning, and monitor performance with feedback.
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?	With half of our leaders having less than 5 years of experience, we have to ensure leader support. We have Leadership Coaches, Leadership induction, a Principal's Playbook (with monthly instructions by grade level), Administrator's Meetings and monthly Professional Learning. One area of weakness is the effective use of data to make decisions. The Data Reviews and Analysis Resources are provided to support leaders with data-driven decision-making.
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 Richmond County School System will continue to utilize the Learning Forward Survey to review trends and standard averages over time. This information shows us the need for data-driven instruction, the need for peer observations, and teacher input in decision-making. We have to ensure that our teachers with the least amount of experience feel supported. This will help with teacher retention.
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?	Each school is required to have a School Council with parents and community members represented. They have at least two meetings per year and gather input for making school decisions. Schools also have parent meetings to gather input and to inform. There are parent nights, open houses, extra-curricular events, and schoolwide celebrations. At the system level, parents and community members are invited to participate in surveys, stakeholder meetings, and events. Parent portal logins, website instructions for parents, social media posts, shoutpoint calls, and newsletters for parents and community are

Strengths and Challenges Based on Trends and Patterns

	just a few of the ways that the System ensures that parents and community members stay informed.

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?	Based on the Georgia Health Climate survey and Learning Forward survey, our students and teachers feel mostly supported. It is important to note that schools have a mentoring program for new teachers and that there is a Teachers As Advisors program to make sure that students have an adult to go to when needed. Schools also participate in PBIS activities to recognize positive behaviors, implement interventions, and encourage students to make good decisions.

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?	All schools within the Richmond County School System qualify for the Community Eligibility Program. We ensure that our students have breakfast and lunch. Many of our students have a backpack program at their school and some schools offer free lunch in the summer. The Richmond County School System purchased devices for all students and for the ones most in need, they were able to receive a wireless access device from Verizon.

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?	The Richmond County School System is committed to student achievement and success. It is placed as the top pinnacle of the Strategy Map. Our data shows that our students are performing below State average on the Georgia Milestones. Some concerns are that the students are coming to school not prepared for Kindergarten, parents are not reading to students at home, and students are not taking the tests as seriously as they should. Since Literacy affects all areas of learning, the Richmond County School System has created steps to improve literacy such as having all teachers take a course on how to teach literacy across the curriculum.

IDEA - Special Education

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	Teachers will be trained throughout the school year on effective goal writing and specific strategies for data collection. Program Specialists will also be trained in various data collection techniques which can be

IDEA - Special Education

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.

	shared with teachers in their respective schools as specific needs arise. Teachers in low incidence programs, Special Education Department Chairs, and Special Education Teachers in Residence will participate in monthly meetings to address instruction, data collection, and the provision of services based on data outcomes. Program Specialists will meet with school-based special education teachers to disseminate information on various topics related to the use of data collection in the decision-making process for students with disabilities.
	We will offer behavior management support through the Emory Autism Center. The Center will provide behavioral strategies to support students with Autism. In addition to this, Emory will unpack the eligibility category and discuss the comorbidities of Autism. LRE will be ensured by the Special Education Director and Coordinators through continuous training via weekly Program Specialist staff meetings. IEP teams, when considering placement changes, will be required to use data in determining the need for a more restrictive or less restrictive environment. IEP teams will be given written guidelines for transitioning students to more restrictive placements. These procedures will be reviewed with Program Specialists who will redeliver the information to each of their school locations.
	The LEA offers a continuum of services for students with disabilities. These services include the general education classroom with age appropriate non-disabled peers through consultation, co-teaching, collaboration and supportive services from a special education paraprofessional. In addition to this, services outside of the general education classroom for individuals or small groups, separate day school program, home-based instruction, residential placement in-state or out-of-state, and hospital/homebound.
	General education teachers are provided copies of accommodations, modifications, and BIPs for the students they teach at the beginning of the school year and are provided updated information as IEP meetings occur throughout the school year. Teachers must sign to indicate they have received these documents. General education teachers and administrators are provided the opportunity to participate in the development of the IEP by contributing input for accommodations and modifications. As a team member in GO IEP, teachers have access to the IEPs for the students they teach, and Administrators have access to the IEPs for all special education students in their respective building.

IDEA - Special Education

> 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.

Challenges	In order to improve the provision of a free and appropriate public education, we continue to address the impact of negative behavior in the social and learning environments. We continue to provide professional learning and coaching to staff who are struggling with student behaviors, and Behavior Coaches work with students and staff where data shows behavior is a deterrent to learning. We offer training to teachers, paraprofessionals, and parents in schools/programs for specific concerns and needs, with additional training and support from the Emory Autism Center. We will continue to meet with individual administrative teams where high incidents of in-school and out-of-school suspensions are reported. The Special Education Director ensures the provision of FAPE through weekly meetings with the Special Education Coordinators and Special Education Program Specialists in which training is provided in the development and implementation of eligibilities and IEPs, as well as a weekly review of the discipline data. The Special Education Director provides training on general supervision to designated building level LEA administrators at the beginning of each year. The Special Education Director also ensures FAPE through weekly meetings with the Special Education Coordinators to review data related to academic achievement, discipline, and attendance patterns of students with disabilities. The Special Education Leadership Team reviews this information and areas of concern with Special Education Program Specialists during weekly meetings in order to address the identified concerns. The Special Education Director works with other departments to develop support strategies which can be used in schools who need intensive support to improve the provision of FAPE.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	The LEA utilizes the Canvas platform to deliver instruction and professional learning. In addition, Instructional Specialists funded with Title I are assigned to each school to provide ongoing support and professional learning. The LEA also provides extensive training for teachers to help with instructional strategies that target students performing below grade level. The schools in the district utilize Title I funding to provide supplemental resources, extended learning, additional school staff and tutoring to students. The LEA has programs like Reaching Potential through Manufacturing that support overage

Title I - Part A - Improving Academic Achievement of Disadvantaged

	high school students. Title I and Title IV support the county's Student Success Center where students can receive resources from the parent center, get mental health support and take care of personal needs. Richmond County is a 1:1 district and the integration of personalized learning. has been enacted. Schools use Title I funds to support technological needs.

Challenges	Data shows that many of our students are two or more grade levels behind and performing below grade level. In order to provide catch up growth, we must incorporate specific individualized and personalized instruction, as well as promote student agency.

Title I, Part A - Foster Care

Strengths	The LEA has been working with DFACS to maintain an active list of students in Foster Care who attend RCSS schools. School support teams (counselors, social workers) are made aware of students in Foster Care to provide additional supports. The LEA has a transportation plan for students in Foster Care that is updated annually through a collaborative effort with DFACS. Regular consultation and collaboration regarding students in Foster Care occurs between the DFACS Education Support Monitor and the System-level Foster Care Liaison/ Point of Contact to help ensure that students are in the MTSS/RtI process, if needed, and are able to take advantage of tutoring provided through DFACS. Additionally, the district has outlined a Foster Care plan to screen for educational impacts of trauma in order to assist students.

Challenges	We are working to build consistency in the utilization of screening and development of Trauma-Informed Educational Support (TIES) plans for students in Foster Care. Broader education about services for students in foster care is needed, including providing professional development to all staff focused on sensitivity and the needs of this population. Students in Foster Care continue to struggle to take advantage of traditional programs to aid students in closing achievement gaps due to frequent moves and inconsistency in the assessment of student needs and matching interventions. We continue to try to strengthen the connection between schools and families with students in Foster Care.

Title I, Part A - Parent and Family Engagement

Strengths	In regards to parental engagement, parents have a variety of venues to engage; district website, conferences, Parent Nights, monthly training; Parent Universities; Shout Point Notification System; DoJo; Remind 101; Infinite Campus Parent Portal; and Community Partners.

Challenges	Challenges include: Parents inability to use technology to assist students at home; Low parent attendance at educational school functions; Schools inability to get resources to needy families; low attendance from parent on when schools offer training on how to assist with homework resources; inconsistent communication between the home and school.

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	Although the Richmond County School System (RCSS) has a small migrant population, the district has procedures in place to ensure that their needs are identified and addressed. Use of the Occupational Survey, as well as ensuring the school personnel are aware of the requirements to identify students who are migrant, are two important actions. The information is integrated into the registration process, both electronically and via paper. The Migrant Educational Program Contact or designee reviews the school district registration package quarterly to ensure that the most up-to-date Occupational Survey is being utilized.
	The MEP Contact ensures that school registration personnel are reminded to send all Occupational Surveys to the Student Services Department for processing. Surveys of families who are identified as migrant are submitted to the Consortium Regional Office in a timely fashion.
	When a migrant student is identified in Richmond County, the MEP coordinates with ABAC's Migrant Education Consortium Specialist, school administrators, school social workers, school counselors, the Early Learning Coordinator and the Pre-K Facilitator, as appropriate, to ensure provision of supplemental academic and support services and outreach activities for migratory pre-school children, out-of-school youth and dropouts and their families.
	To assist with drop-outs and out-of school youth, the RCSS utilizes a robust system to try to track the whereabouts of all students, including migrant students, ensure proper coding in Infinite Campus (SIS) and connect them with supports that would enable them to earn their diploma. A stringent process is used to ensure that all students with a

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

	"u" code for "unknown" are identified and that efforts are made to verify their whereabouts, encourage return to school and/or validate their status. Students at risk of drop out are referred to appropriate educational resources, such as the RCSS Performance Learning Center, the RPM program, E-school, Job Corps, and the Back-on-Track Adult Education Program. In addition to teachers and administrators, one of the main emphases of the work of School Social Workers is to try to connect with students who miss many days of school and help them to return or create a plan for their success.

Challenges	For the small number of migrant enrollees, English Language proficiency is a great academic need.

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	The LEA does not receive funding of the Title I, Part D Programs for Neglected or Delinquent Children.

Challenges	Runaway youth are difficult to identify and track. Students entering in and exiting Juvenile Justice Programs have very little collaborative transitional supports. In addition, students at risk for dropping out of school are often under-identified due to their behavioral problems and schools not utilizing MTSS/RTI with fidelity to intervene prior to students being sent to Tribunal historically. The MTSS Coordinator has worked with schools to streamline their processes and implement the MTSS Framework.

Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title II, Part A funds."

Strengths	The analysis and synthesis of data and reports to discover and construct a gap analysis is one of the professional capability trends and patterns recognized. Collaboration was also noted as a prominent theme. The system has become more adaptable in meeting the demands of staff in order to ensure that they are properly trained to aid in student achievement. The trainings are planned and held on a regular basis to ensure that all employees have equal access and opportunity. Traditional face-to-face training, as well as asynchronous and synchronous learning choices, are offered to accommodate employees' various demands and schedules. Continuous data review and collaboration are crucial trends and patterns that will aid in the identification of student, teacher, and leader needs. Our nontraditional and certified teachers, receive specialized professional learning and support by Mentors, Lead Mentors provide support to 1styear teachers, Instructional Coaches, Professional Learning Facilitators for Teacher Quality and Mentors are under Human Resources-Teacher Development), Digital Learning Specialists through our Teaching & Learning Department. Digital Learning Specialist fall under Academic Services-Professional Learning Department and ongoing certification support Our new administrators participate in professional learning and have an experienced mentor to support them through their first year. We continue to monitor our data and update.

Challenges	Retaining highly effective teachers and leaders.

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).
● If the LEA receives Title III, Part A funds, describe the strengths and challenges ofboththe ESOL and Title III, Part A language instruction educational programs.

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).
● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	All English Learners (ELs) in the Richmond County School System are offered ESOL services, with only 2% of families choosing to waive ESOL services. The ESOL classes provide language support to help students increase their English language proficiency in listening, speaking, reading, and writing. ELs participate in classes that utilize techniques, methodology, and special curriculum designed to explicitly teach ELs about the English language. The curriculum materials provided by the district support English language development. Title III, Part A funds are used to purchase personalized learning software programs to help students develop English language proficiency. When used with fidelity, Lexia Core5 is an effective program for our elementary English learners.

Challenges	Hiring and retaining certified ESOL teachers has been a struggle. Our student numbers are growing much faster than our allotted number of teachers. Additionally, it is difficult support general education teachers with adequate training and resources. Two of the personalized learning software programs purchased with Title III, Part A funds are not proving to be effective. Teachers do not use NYC English because of problems with the recording features in the program which make working in the program difficult for students. On the other hand, Lexia PowerUp is not being used consistently with middle school students. Therefore, we have not gathered reliable data that demonstrates program effectiveness.

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	The LEA has a process in place to identify students experiencing homelessness at the point of registration. Additionally, resources are provided to support these students (i.e. transportation, school supplies, referrals to agencies, assistance with records, food, clothing, etc.) The LEA employs a Homeless Liaison. Title IV Part A grant funds enable the LEA to employ an Outreach SSW for Students Experiencing Homelessness to help with case management and awareness. Tutors are provided for students living in shelters with Mckinney-Vento Grant funds. Additionally, the LEA has purchased two 5-8 passenger

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

	vehicles solely for the transport of students experiencing homelessness so that they can begin attending school immediately after registration.

Challenges	One challenge is the potential under-identification of unaccompanied minors due to a lack of awareness and cultural sensitivity, fear of stigmatization experienced by students and families which deters self-reporting and an increased need for outreach. Providing transportation in a timely manner to meet McKinney Vento Act guidelines continues to be a challenge, due heavily to bus driver shortages. Consistent and effective monitoring of the academic, behavioral and attendance data for this specific subpopulation to provide adequate supports is challenging.

Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title IV, Part A funds."

Strengths	Professional learning on instructional strategies is a system-wide focus for all content areas, along with MTSS and personalized learning supports. Based on professional learning data, all school leaders are participating in monthly sessions focused on instructional leadership, planning and assessment and organizational management. Professional learning is provided to the Instructional Specialists to improve and support them with coaching. Literacy Specialist, Numeracy Specialist, Early Learning Coordinator, Behavior Coaches, Academic Coaches, Instructional Specialists, Professional Learning Facilitators for Teacher Quality and Digital Learning Specialists are essential in supporting these efforts.

Challenges	Currently, there is a gap between classroom instruction and achievement results. In the initial review of observation data, daily instructional strategies and implementation of the curriculum do not seem to align with the rigor of the state assessments therefore, ongoing support is needed from the Literacy Specialists, Numeracy Specialists, Early Learning Coordinator, Academic Coaches, Instructional Specialists, and Behavior Coaches. Provide continuous support to our students and families who are in need in a timely manner, therefore the Success Center Program Administrator and the Outreach Social Worker will continue to work collaboratively to ensure that needs are met to support academic success of all students.

Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title IV, Part A funds."

Title I,Part A - Equitable Access to Effective Educators

Strengths	We have expanded our efforts to recruit high-quality teachers by partnering with our local university to support student teachers and implementing our Grow Your Own program. We also increased our presence in the virtual arena and re-branded our recruitment platform to reach more qualified candidates. We offer various incentives to support our recruitment efforts. These include stipends for new certified employees, stipends to fully certified teachers to teach in our lowest performing schools and two retention bonuses. Our nontraditional teachers, receive specialized professional learning through our Teaching & Learning Department. and ongoing certification support. Our new administrators participate in professional learning and have an experienced mentor to support them through their first year. We continue to monitor our data and update.

Challenges	Recruiting and retaining professionally certified teachers. Today, there are so many career avenues for college students and less are selecting the education field. Our local university enrollment continues to drop. In analyzing the data, classroom management and leadership support continue to be the two areas of concern. We have supports in place at the district level and continue to review data and update our support plan. Our support includes professional learning, mentoring, and additional positions to educate the whole child. Some of these positions include behavior health counselors, MTSS Coordinator and reflection room support. Although we have increased our leader retention rate to 88.84%, we have 67.6% inexperienced leaders. Our next steps are to continue our partnership with the GOSA.

Title V, Part B - Rural Education

Strengths	At this presence time Richmond County does not utilize Title V, Part B funds. However, if awarded students will be identified and resources will be provided.

Challenges	At this presence time Richmond County does not utilize Title V, Part B funds. However, if awarded students will be identified and resources will be provided.

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	Student content mastery
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	Retaining highly effective teachers and leaders
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 3

Overarching Need # 3

Overarching Need	Graduating students in a 4 year cohort to be college or career ready.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Although this is somewhat of a data point, our graduation rate is a major concern. It is ranked 3rd because some parts of this are focused on data clean-up.

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 - Student content mastery

Root Cause # 1

Root Causes to be Addressed	Teacher Content Knowledge
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Instructional Planning and Student Engagement
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness

Root Cause # 2

Impacted Programs	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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders 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	Non-traditional teachers
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders 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 - Retaining highly effective teachers and leaders

Root Cause # 1

Root Causes to be Addressed	Professional Learning for Pedagogy
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders 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	School Climate
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 2

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Lack of Support
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders 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 - Graduating students in a 4 year cohort to be college or career ready.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Poor Academic Performance
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders 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	Poor Attendance
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Root Cause # 2

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Lack of Accessibility to Career Development Opportunities
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders 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	

District Improvement Plan
2024 - 2025

Richmond County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Richmond County
Team Lead	Lloydette Young
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately) 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 Title I, Part A Parent and Family Engagement set-aside Title I, Part A School Improvement 1003 (a)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student content mastery
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Instructional Planning and Student Engagement
Root Cause # 2	Teacher Content Knowledge
Root Cause # 3	Non-traditional teachers
Goal	During the 24-25 school year, we will increase student content mastery in tested subject areas on the Georgia Milestones by 5%.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	3 5 6 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Create and then monitor implementation of a Richmond Ready canvas course (Literacy embedded module) for newly hired teachers and all teachers (K-5) will participate in the Literacy Academy. This course will give strategies and best practices for reading, speaking, and writing across all subject areas.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Teachers successfully completing Richmond Ready (Literacy embedded module) will receive a certificate. Teachers completing the Literacy Academy will have documentation of completion on their Georgia Learns transcripts. Strategies will be monitored through walkthrough observations.
Method for Monitoring Effectiveness	Electronic certificates Transcripts Observations and feedback
Position/Role Responsible	Director of Teaching and Learning Director of Professional Learning Director of Teacher Development Director of Special Education Content Coordinators Early Learning Coordinator Program Specialists/Administrators School Leaders Literacy Specialists Literacy Support Coaches Academic Coaches Special Education Instructional Coaches Lead Instructional Specialist
Evidence Based Indicator	Moderate

Timeline for Implementation	Others : Throughout the year for new hires. Literacy Academy through June 2025

Does this action step support the selected equity intervention?	Yes

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)?	CSRA RESA offers supplemental support for literacy in the schools and also through courses offered. The Augusta-Richmond County Library has partnered with the school system to make acquiring resources easier with a PLAY card. The GA Learns learning management system from the Georgia Department of Education will be used for self-paced online professional learning.

Action Step # 2

Action Step	Provide professional learning aligned to instructional expectations to support content knowledge and best practices for all content areas (pedagogical knowledge). Professional Learning Facilitators for Teacher Quality, MTSS Facilitators, Digital Learning Specialists, Principal Learning Consultant, Early Learning Coordinator, Numeracy and Literacy Specialists, Literacy Support Coaches, Behavior Coaches, Success Center Program Administrators, Academic Coaches, Content Coordinators, Program Specialists/Administrators and Instructional Specialists are needed to support coherent instruction and content knowledge.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A
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	Professional Learning Packets (Sign-in Sheets, Agendas, Surveys, Handouts, Walkthroughs, etc.) Logic Models Data Team Reports Canvas Course Reports
Method for Monitoring Effectiveness	Instructional Effectiveness walkthroughs Cognia eleot Walkthroughs and Teacher Observation Tools
Position/Role Responsible	Professional Learning Facilitators Content Coordinators Program Specialists/Administrators MTSS Facilitators

Action Step # 2

Position/Role Responsible	Digital Learning Specialist Principal Learning Consultant Lead Instructional Specialist Instructional Specialists Behavior Coaches Special Education Instructional Coaches Special Education Program Specialists Success Center Program Administrator Early Learning Coordinator Literacy and Numeracy Specialists Literacy Support Coaches Academic Coaches ESOL Program Specialist
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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)?	CSRA RESA supports the Richmond County School System by observing teachers and providing feedback.

Action Step # 3

Action Step	Instructional Specialists, Digital Learning Specialists, Academic Coaches, Content Coordinators, Program Specialists/Administrators Professional Learning Facilitators for Teacher Quality, and Leaders will support teachers with integrating instructional strategies (and digital learning) to increase content mastery and student engagement. Use Cognia eleot Walkthroughs and Teacher Observation Tools and provide feedback.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Packets (Sign-in Sheets, Agendas, Surveys, Handouts, Walkthroughs, etc.) Logic Models Data Team Reports School Support Forms
Method for Monitoring Effectiveness	Cognia eleot Walkthroughs and Teacher Observation Tools Student Achievement Data (GMAS) Panorama data (Student Efficacy and Growth Mindset Data)

Action Step # 3

Position/Role Responsible	School Leaders
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

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)?	CSRA RESA supports the Richmond County School System by observing teachers and providing feedback.

Action Step # 4

Action Step	Utilize the Learning Management System to provide professional learning, digital learning, and personalized learning. Follow up with walkthroughs for effective use of strategies and instruction using the Cognia eleot and Teacher Observation Tools.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Canvas Analytics Cognia eleot Walkthroughs and Teacher Observation Tools Data
Method for Monitoring Effectiveness	Canvas Analytics Cognia eleot Walkthroughs and Teacher Observation Tools Reports
Position/Role Responsible	Director of Professional Learning Director of Teaching and Learning Early Learning Coordinator Academic Coaches Digital Learning Coordinator Digital Learning Specialists Lead Instructional Specialist Instructional Specialists Special Education Instructional Specialists Principal Learning Consultant
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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)?	N/A

Action Step # 5

Action Step	Utilize student agency and digital learning strategies that are developmentally appropriate to increase student engagement.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A
Subgroups	N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Number of Devices Issued to Students Software Programs Available (NWEA MAP, Beanstack, Tanium, Canvas, Seesaw, iReady, NearPod/Flocabulary, Brain Pop Jr., Imagine Learning (Edgenuity), and Fundations, Lexia, Flashlight 360, and Ellevation) Student-led Conferences Digital Portfolios and/or Student Data Notebooks Student Surveys Cognia eleot Walkthroughs
Method for Monitoring Effectiveness	Analytics reports from software products Student Survey Data Cognia eleot Walkthrough Reports
Position/Role Responsible	Coordinator of Digital Learning Early Learning Coordinator Literacy and Numeracy Specialist ESOL Program Specialist
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

Action Step # 5

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)?	N/A

Action Step # 6

Action Step	Provide literacy/math instructional materials and offer extended learning programs and summer school for students who are at risk of failing core content courses and/or courses required for graduation.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A
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	Progress Monitoring Online Platform Assessments
Method for Monitoring Effectiveness	Graduation Rates Pass Failure Rate Report Card Grades
Position/Role Responsible	District Leaders MTSS Coordinator Digital Learning Coordinator Principal Learning Consultant School Leaders Teachers Counselors ESOL Program Specialist Federal Program Specialist
Evidence Based Indicator	Promising

Action Step # 6

Timeline for Implementation	Others : Throughout the school year and in June-July

Does this action step support the selected equity intervention?	No

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)?	N/A

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Retaining highly effective teachers and leaders
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Professional Learning for Pedagogy
Root Cause # 2	Lack of Support
Root Cause # 3	School Climate
Goal	During the 24-25 school year, we will increase the number of highly effective teachers and leaders retained in RCSS by 3%.

Equity Gap

Equity Gap	Teachers with provisional or emergency certification

Content Area(s)	ELA Mathematics Science Social Studies Other : Electives
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Sustain the induction support program to provide a tiered system of support for teachers and leaders.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Packets (Sign-in Sheets, Agendas, Surveys, Handouts, Walkthroughs, etc.) Logic Models School Support Form Coaching Logs Mentor Logs Technical Assistance Documentation Schedules Listing of Teachers and Assigned Support Leader Induction Programs Professional Learning Course Offerings Monthly Meetings
Method for Monitoring Effectiveness	Walkthroughs Progress Monitoring Data Logic Models
Position/Role Responsible	Director for Teacher Development Director of Professional Learning Director of Teaching and Learning Director of Special Education Coordinator of Leader Quality Special Education Coordinators Special Education Program Specialists Special Education Instructional Specialists Professional Learning Facilitators for Teacher Quality Lead Mentors Mentors Lead Instructional Specialist Academic Coaches
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Monthly

Action Step # 1

Does this action step support the selected equity intervention?	Yes

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)?	N/A

Action Step # 2

Action Step	Implement the mentor program to provide consistent support for teachers and leaders to include partnerships with CSRA RESA and universities to increase the percentage of professionally qualified teachers/leaders.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	N/A
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Packets (Sign-in Sheets, Agendas, Surveys, Handouts, Walkthroughs, etc.) Logic Models Monthly Summary Documents with Artifacts Induction/Non-traditional Teacher Syllabus Canvas Logs Mentor Support (email correspondences, Teams, etc.)
Method for Monitoring Effectiveness	Logic Models Survey Data Walkthroughs Vacancy Reports from Human Resources
Position/Role Responsible	Director of Professional Learning Director of Teacher Development Director of Special Education Coordinator of Leader Quality Special Education Coordinators Professional Learning Facilitators for Teacher Quality Lead Mentors

Action Step # 2

Position/Role Responsible	Mentors Instructional Specialists Special Education Instructional Specialists
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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)?	CSRA RESA will help to monitor and give feedback to new teachers in their Alternate Education Program.

Action Step # 3

Action Step	Monitor the progress towards certification for non-traditional teachers on a pre-established timeline.
Funding Sources	N/A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Number of non-traditional teachers and list of progress towards certification
Method for Monitoring Effectiveness	Certification Progress
Position/Role Responsible	Human Resources Leadership

Action Step # 3

Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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)?	N/A

Action Step # 4

Action Step	Provide teachers and leaders with professional learnings and interventions aligned to instructional expectations to support content knowledge and best practices for all content areas.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Professional Learning Packets (Sign-in Sheets, Agendas, Surveys, Handouts, Walkthroughs, etc.) Logic Models MTSS meetings minutes Listing of Support for Schools Evaluations Checklists

Action Step # 4

Method for Monitoring Effectiveness	Walkthroughs Progress Monitoring Data Logic Models Academic Data Teacher/Student Observations Monitoring Reports
Position/Role Responsible	Director of Teaching and Learning Director of Professional Learning Director of Special Education Coordinator of Leader Quality Content Coordinators Early Learning Coordinator Professional Learning Facilitators for Teacher Quality MTSS Coordinator Instructional Specialist Lead Instructional Specialist Special Education Instructional Specialists Academic Coaches Numeracy and Literacy Specialists Digital Learning Specialist ESOL Program Specialist Special Education Program Specialist
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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)?	N/A

3.2 Overarching Need # 2   63

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Graduating students in a 4 year cohort to be college or career ready.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Poor Academic Performance
Root Cause # 2	Poor Attendance
Root Cause # 3	Lack of Accessibility to Career Development Opportunities
Goal	During the 24-25 school year, we will increase post-high school readiness by increasing our graduation rate from 81% to 83%.

Action Step # 1

Action Step	Develop and implement procedures/activities/meetings/trainings to inform parents/families about graduation requirements (to include regular and alternative diplomas requirements, GMAS requirements).
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent Guidelines Examples of Communications
Method for Monitoring Effectiveness	Reports
Position/Role Responsible	Assistant Director of Student Services Director of Special Education Senior Coordinator for Special Education Services School Leadership Counselors
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Action Step # 1

Does this action step support the selected equity intervention?	Yes

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)?	N/A

Action Step # 2

Action Step	Increase the student participation rates and use of results from PSAT8 and YOU Science.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Number of Logins into the Systems
Method for Monitoring Effectiveness	Reports Analytics
Position/Role Responsible	Director of Student Services Assistant Director of Student Services Coordinator of Assessment and Research Coordinator of Community and Family Engagement Counselors
Evidence Based Indicator	Moderate

Action Step # 2

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

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)?	N/A

Action Step # 3

Action Step	Utilize MTSS Framework to support student achievement (to include early identification).
Funding Sources	Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student Meetings /Conferences Sign-in Sheets Logs of Support Services (Referrals, Wrap-Around Services, etc.) Logic Models MTSS Reports

Action Step # 3

Method for Monitoring Effectiveness	Graduation Rate Logic Models Monthly Reports Post-Secondary Student Plans FASFA Completion Data for Eligible Students
Position/Role Responsible	Student Services Leadership District MTSS Coordinator District MTSS Specialists Outreach Social Worker Wrap Around Services Program Administrator
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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)?	N/A

Action Step # 4

Action Step # 4

Action Step	Increase the use of Panorama and SEL Curriculum to identify and address social and emotional barriers.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Logins to Panorama and SEL Harmony
Method for Monitoring Effectiveness	Number of Referrals Graduation Cohort Data Analytics from SEL and Panorama
Position/Role Responsible	Director of Student Services Assistant Director of Student Services Coordinator of Support Services School Leadership Counselors
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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)?	N/A

Action Step # 5

Action Step	Utilize PBIS, Bullying Prevention, and Spotlight to increase the supportive learning environment in the school.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Training Documentation Agendas for Meetings Screenshots from Website/Flyers
Method for Monitoring Effectiveness	Number of Discipline Referrals
Position/Role Responsible	Director of School Climate PBIS District Coordinator PBIS Program Administrator School Leadership PBIS Coaches
Evidence Based Indicator	Moderate

Action Step # 5

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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)?	N/A

Action Step # 6

Action Step	Utilize a systematic advisement process to support student learning and post-secondary planning (to include drop-out prevention information).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	TAA Plans Meeting Agendas Schedules for Advisement
Method for Monitoring Effectiveness	Graduation Cohort Data Academic Plans Data from Infinite Campus Student Surveys
Position/Role Responsible	Assistant Director of Student Services School Leadership

Action Step # 6

Position/Role Responsible	Counselors
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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)?	N/A

Action Step # 7

Action Step	Provide literacy/math instructional materials and offer extended learning programs and summer school for students who are at risk of failing core content courses and/or courses required for graduation.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 7

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Progress Monitoring Online Platform Assessments
Method for Monitoring Effectiveness	Graduation Rates Reports
Position/Role Responsible	District Leaders MTSS Coordinator Digital Learning Coordinator Principal Learning Consultant ESOL Program Specialist Federal Program Specialist School Leaders Teachers Counselors
Evidence Based Indicator	Promising

Timeline for Implementation	Others : Throughout the school year and in June-July

Does this action step support the selected equity intervention?	Yes

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)?	N/A

3.3 Overarching Need # 3   72

Action Step # 8

Action Step	Increase the number of Fine Arts, World Language, and Advanced Studies enrollments, EOPA passage rate, and CTAE Pathway Completers.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Course Enrollments Monthly Department Pathway Completer Reports
Method for Monitoring Effectiveness	Pass / Failure Rate Monthly Department Pathway Completer Reports Graduation Rate
Position/Role Responsible	District Leaders Director of Teaching and Learning Director of CTAE CTAE Coordinators World Language and Fine Arts Program Coordinator Advanced Studies Program Administrator School Counselors
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

Action Step # 8

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)?	N/A

Action Step # 9

Action Step	Intensify the implementation of cohort tracking and provide supports to increase the percentage of students with IEPs graduating from high school with a regular diploma.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Course Enrollments Reports Academic Plans Data from Infinite Campus
Method for Monitoring Effectiveness	Pass / Failure Rate Graduation Rate
Position/Role Responsible	Director of Special Education Special Education Coordinators Special Education Program Specialists Special Education Case Managers Principals School Counselors
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Action Step # 9

Does this action step support the selected equity intervention?	Yes

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)?	CSRA RESA offers supplemental support for special education through courses offered.

4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	The Richmond County School System ensures that all work is aligned to the 5-Year Strategic Plan including the ongoing coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs. To ensure input from all RCSS Stakeholders is garnered, families, community-based organizations, school system staff/leaders, local government representatives/agencies are invited to a variety of sessions to discuss strengths, weaknesses, opportunities and threats during our Comprehensive Needs Assessment Committee Meetings. To ensure family members and stakeholders that represent the English Learner (EL) community are included the RCSS ESOL Program Specialist invites each school based EL teacher and our EL parents to the sessions and secures an interpreter as needed. Our EL families, stakeholders and teachers are contacted by email and phone to help create and review the Strategic Plan. Our Strategic Plan incorporates aspects of the whole child from their academic performance and skills to their social/emotional skills, as well as their physical and emotional safety. For each Goal Area and Performance Objective, a series of initiatives and action steps are developed for the Strategic Plan.
	Schools align their School Improvement Plans to the Strategy Map and focus on their unique school's needs outlined in their comprehensive needs assessment to accomplish and support the school system's initiatives. The RCSS has a list of state identified CSI, TSI, and ATSI schools. RCSS does not prioritize Title II Part A funding at the school level because these schools receive financing through Title I Part A and Title I School Improvement (1003A) funding. All RCSS schools will utilize consolidated funding. This process was implemented FY 24 school year. Consolidation will allow more spending flexibility as the school system regularly collaborates with community agencies/community partnerships, and transition services for children served across all federal programs to ensure equity and access for all students. Positive Behavioral Intervention and Supports (PBIS) has been implemented in all schools to promote a positive school climate.
	Departments in the school system also create improvement plans that use Key Performance Indicators (KPIs) to track their progress. The department plans are created to carry out the Strategic Plan's aims and actions and to provide any additional support that the schools may require, as outlined in their School Improvement Plans. The coordination of services and supports for all students and subgroups is coordinated and focused on parts of the whole child, as every level of the school system creates improvement plans based on the school

Coordination of Activities

| | system's 5-year Strategic Plan. The 5-year cycle for the current Strategic Plan ends in 2025.

All Title Grants were merged into one department called Federal Programs in 2021-2022 to ensure close coordination of Title programs. FY 25 The Accountability and Federal Programs Departments have merged. The Accountability and Federal Programs Department works closely with the Special Education Department, Teaching and Learning Department, Professional Learning Department, Teacher Development Department, and Student Services Department to ensure that research-based materials and programs are used to serve kids from all demographics, including those who are homeless, in foster care, English learners, and children with disabilities. The system employs a Lead Social Worker and additional School Social Workers who serve our Homeless, Foster and Migrant Children. They work specifically with families experiencing homelessness to identify and address needs. Routine training is also provided to all school personnel on the identification of students experiencing homelessness and the referral process for securing additional supports to better ensure the success of the students Also, Social Workers with the Department of Family and Children Services ensure that students in foster care are identified and supported. Special Education Coordinators and Pre-School Team Members collaborate with lead teachers and parents on ways to support SWDs. RCSS IDEA coordinators collaborate with stakeholders to ensure that students with disabilities schedules and curriculum align to IEP goals.   Collaboration and communication are ongoing throughout the year via Teams, Virtual Open House, letters, emails, calls and/or text messages. The lead teacher provides parental training on IEPs, manifestations, initial eligibility, evaluations, and dismissals. In order to serve identified at-risk students in grades 6-12, the system hired Counselors with grant funds. They focus on individual student academic program planning, social-emotional counseling, advocating for wrap-around services, communicating with parents and community partners, and collaborating with teachers to help with student achievement. RCSS has community-based partnerships that have a relevant and demonstrated expertise in programs and activities in each of the Title IV, Part A three focus areas (Well-rounded, Safe and Healthy, and Effective Use of Technology). These partnerships include The BASICS, Child Find, and Early Head Start. RCSS trains and monitors volunteers to support school system and school initiatives. Additional support for high schools includes 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 Dual Enrollment opportunities by partnering with several local colleges (Augusta University, Augusta Technical College, Georgia Military |

Coordination of Activities

	College, etc.) High school students have opportunities to take classes on the college campus, at their local high school, or virtually. Students are made aware of these opportunities via their school counseling programs and utilization of the GA Futures website. Given the high importance of parental and family support in student accomplishment, substantial attention is paid to parent, family, and community participation. Participation procedures are in place to allow stakeholders to participate in the yearly budget and SIP amendments. RCSS policies and School-Parent Compacts are in place at schools to outline how parents, students, and teachers will work together to ensure all our students reach grade-level standards. The compacts are jointly developed annually based on feedback from all stakeholders. Schools host a range of programs to help parents and volunteers better understand how to help students achieve their full potential outside of the classroom. In addition, Parent Resource Fairs are held to provide parents with instructional resources and support. Additional services are available to assist children and their families beyond the school day. RCSS provides wrap-around services. The Golden Harvest Food Bank's backpack program ensures RCSS students have food outside of school hours. The Department of Health provides assistance to our students and their families. Tutors and parent engagement courses are also provided at community centers using federal monies. Tutoring services are currently accessible to homeless students in surrounding shelters. The system also works with the Department of Family and Children Services (DFCS) to help students in foster care find tutoring. To promote regular attendance and academic accomplishment, the system uses inter-departmental collaboration and coordination with community transportation agencies to provide transportation for the homeless or foster care kids.

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	The RCSS Human Resources and the Accountability and Federal Programs Departments collaborate to ensure that children enrolled in Title 1 schools are not served at disproportionately higher rates by ineffective, out-of-field, or inexperienced teachers. We consistently review the School Improvement Dashboard equity data, which includes data factors about teacher effectiveness, experience, and background provided at the system and school level. We concentrate on identifying disparities, assessing system-level and school-level systems and programs that may have contributed to these injustices, and then adopt strategies/activities to alleviate those inequities. Our district improvement plan, which includes an equity component and improvement goals, addresses 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

Serving Low Income and Minority Children

	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. 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 panels.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	Professional development and learning are data-driven. Data from various sources enables us to make well-informed judgments on professional development and learning to improve student outcomes. The district improvement plan, school improvement plans, professional learning plans, professional learning goals, common formative and summative assessments, performance assessments, observations, work samples, performance indicators, and portfolios are all examples of possible sources. This information is utilized to develop tiered instructional improvement plans that are in line with the school system's strategic plan and priorities. System-level layered, tiered, and differentiated professional learning is provided to ensure that professional development is continuous and job-embedded. Based on the needs indicated through the data sources stated above, professional development is provided to all levels of professionals, including principals, assistant principals, instructional specialists, teachers, and classified personnel. Face-to-face, blended, and online modalities are used to offer professional learning during collaborative planning, and school and system-level professional learning days. Within the school system, ongoing layered professional learning is provided to ensure that we create the necessary leadership ability for those who support professional development. Professional development lead by our Teaching and Learning Departments, Professional Learning Department, and Teacher Development Department covers a range of topics including curriculum, content, pedagogy, instructional planning, research-based instructional strategies, differentiated instruction, assessment strategies, assessment uses, rigor, positive learning environment, using data to inform instruction, induction support, and digital learning. Instructional Specialists at the system-level supports schools to ensure that professional learning is sustained and tracked. Most schools employ school-based Instructional Specialists. Professional learning within the school system is aligned with state standards, the school system's strategy map, system-level initiatives, and district improvement goals in compliance with ESSA. A layered model is used to ensure that it is sustained. During job-embedded professional learning, teachers and leaders engage in collaborative planning and professional learning communities to improve their skills and practices, enhancing student

Professional Growth Systems

	outcomes. The data sources described above are examined and used regularly to determine if system-level and school-level activities are resulting in improved teacher and student growth. To ensure that the strategies are being executed, these data sources are monitored using a variety of approaches, including quarterly reports and monthly walkthroughs of classes.

PQ – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]	Yes

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: 1. for all teachers (except Special Education service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). [All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]	Certification is waived for all teachers except Special Education service area in alignment with the student's IEP.

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	The minimum professional qualifications required for teachers in the Richmond County School System is a bachelor's degree and a Clearance Certificate.

State and Federally Identified Schools

State and Federally Identified Schools

| Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds. | The Richmond County School System is committed to supporting schools identified as needing improvement. According to GaDOE's January 2024 list, in Richmond County twenty-four schools are on the state's identified needs improvement list: CSI Tier IV – two schools, CSI – 14 schools, TSI – one school, and ATSI – seven schools. Terrace Manor Elementary appears on the identified needs list as one of the 14 CSI schools, however the school was closed during school consolidation and did not operate during the 2023-2024 school year. Federally identified schools also receive support from CSRA RESA and GaDOE's Office of School and District Improvement. During 2023, an extensive study was conducted to offer schools more robust instructional programming and maximum use of facilities. Our Comprehensive Facilities Plan, school closures for the 2024-2025 school year include Merry Elementary which appears on the ATSI needs list and Spirit Creek Middle School which appears on the CSI list. Langford Middle School will merge with Tutt Middle School during the 2024-2025 school year as a new facility will be built for Langford Middle School. System-level additional support is provided for these schools using a multi-pronged approach. For our CSI schools, the system has organized principal supervision under our newly designed leveled Assistant Superintendents approach to intensify the personalized support to the identified schools. For the 2024-2025 school year, Assistant Superintendents will provide leveled support. Two Assistant Superintendents will serve elementary schools, one Assistant Superintendent will serve middle school, one Assistant Superintendent will serve high school, and a fifth Assistant Superintendent will support Student Services. One Assistant Superintendent of Elementary Administrative Services I will work closely with a District Improvement Specialist to manage, supervise, and lead the school improvement work for the assigned schools. The other Assistant Superintendent of Elementary Administrative Services II will work closely with the Coordinator of School Effectiveness and Principal on Special Assignment to support principals, with planning for improvement and monitoring progress for the assigned schools. The Assistant Superintendent of Middle School Administrative Services and the Assistant Superintendent of High School Administrative Services will work closely with the District Improvement Specialist to manage, supervise, and lead the school improvement work for the assigned schools. The Accountability and Federal Programs Department supports and helps lead the school improvement work within the system in collaboration with many other departments within the school system to provide collective support for needs improvement schools. The Accountability and Federal Programs Department provides support in reviewing and analyzing school data – both academic, demographic, and perception. The Accountability and Federal Programs Department assists identified schools as they monitor and support the work of the school improvement plan. This department also ensures that there are policies in place to engage parents and the community in the education process. The Coordinator of School Effectiveness and the three District |

State and Federally Identified Schools

	School Improvement Specialist serve all identified schools. Priority is given to the schools with the most need – the CSI and CSI Tier IV. The Special Education Department helps the schools with schedules, professional learning and monitoring of student progress. The Teaching and Learning Department provides instructional guidance, resources, professional learning, and support for the teachers and leaders. The Student Services Department promotes student achievement and preparation by fostering educational excellence and ensuring equal access. This department ensures that our students have the resources they need to be successful. All departments within the school system work jointly to support schools on the "needs improvement" list. The school system prioritizes funds for all identified schools. One of the four Professional Learning Coordinators for Teacher Quality is assigned to work primarily with CSI identified schools. Our school system employs a District MTSS (Multi-Tiered System of Support) Coordinator and four District MTSS Specialists.
	The system provides support for school principals and leadership teams as they create budgets to sustain and support the school improvement plan. The system has prioritized the needs of CSI schools and assists school-based teams with the focus of improving instruction. For the CSI schools, the system has invested in in-depth professional learning and training for a comprehensive system for observing and providing feedback to teachers that honors and rewards them for how well they instruct their students. Schools are supported with feedback from system-level several on-site visits each month. They also have access to all school system resources and support. Many of these schools have been identified due to the needs of their special education population, and for this reason the Special Education Department will work closely to support these schools. The school system sets aside protected time to work with school leaders and teachers to create school improvement plans for the upcoming school year. The three-day professional learning and workshop results in deep data analysis where schools uncover the root causes and overarching needs to develop informed goals for the FY 25 school year. Feedback will be provided to each school on the strengths and areas for improvement, and time will be given to each school team school improvement plan revisions and enhancement. Monitoring the progress of each school's improvement plan with monthly status checks, 60-day reviews and 120-day reviews is a system-level commitment. Updates on school improvement progress are reported to the Richmond County School Board two times each year.

CTAE Coordination

| Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. | The Career, Technical, and Agricultural Education Department's mission and function is to assist students in becoming career and college ready. Students are given opportunities for work-based learning and academic rigor to improve their knowledge and abilities in preparation for the workforce. Students are also given technical skills that are relevant to their coursework and career interests. The CTAE Department will focus on attracting students to non-traditional programs and ensuring that they receive the necessary support to complete their degrees. Exposure to careers connected to the pathway and employability skills training for current in-demand sectors and occupations will be provided. Promotional materials will be created to showcase a variety of non-traditional professional paths and opportunities.

CTAE lessons will be designed to integrate math, ELA and/or science that align with real world application. Various lessons will be created in collaboration with core curriculum teachers to allow for cross curriculum instruction. GADOE CTAE, in conjunction with the Georgia Department of Labor, is preparing Georgia's students for their next step after high school--college, beginning a career, registered apprenticeships, or the military. Richmond County's CTAE pathway course offerings, and the new Educating Georgia's Future Workforce initiative, leverage partnerships with industry and higher education to ensure students have the skills they need to thrive in the future workforce. The CTAE Department offers students more than 30 career pathways within the 17 Georgia Career Clusters. Some of our experiential learning opportunities includes the following: an Aviation partnership with Bush Field Regional Airport where students explore careers in aviation, see the behind-the-scenes operations and engage in hands-on aviation-related experiences; the Marion E. Barnes Career Center is a skilled trades center that provides opportunities for students to obtain skills in the area of the construction and cosmetology pathways; the Cyber Academy of Excellence is open to students attending our traditional and magnet high schools who wish to pursue Cybersecurity Training as well as seek Industry Certification; and the Reaching Potential Through Manufacturing (RPM) is a partnership between the Richmond County School System and Textron Specialized Vehicles where at-risk students are able to complete school work while working in a paid position for the company. In addition, the CTAE Department has collaborated with the local Chamber of Commerce for the 6th annual Students2Work program. In this program, various local business partners provide work experience opportunities for students during the summer which can result in academic credit.

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 |

CTAE Coordination

	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 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 a chance for students to learn about requirements and what to expect in high school, begin building 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. During the 2023-24 school year, 6th and 7th grade students began attending Junior Achievement Discovery Center of the CSRA which provides students with real-life experiences centered around the economy, business, budgeting, and financial literacy to prepare them for life beyond high school and to make them aware of post-secondary opportunities. This venture is in collaboration with Columbia County School System.

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	To decrease class/school removal time, the school system is working with school staff to offer a variety of supports and strategies. Schools were provided with Spotlight, a positive behavior intervention and support system within Infinite Campus. 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. The school system employs Behavior Coaches to work with students, parents, teachers and school administrators to implement effective practices aimed at increasing instructional time and reducing removals from class. System-level 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. System-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. The District MTSS Coordinator works closely with schools on processes to ensure that teachers and school administrators provide students with needed support increasing student outcomes. Student engagement and agency is an effective way to negate discipline issues. One form of engagement is ensuring students have the technology in the classroom to enhance learning.
	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 system with the remaining schools implementing "Essential Features of School Wide Behavior 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 System 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 System-level PBIS Leadership Team also hosts meetings with all stakeholders to analyze system-wide discipline data trends and create Action Plans based on data outcomes.

4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Instructional Program

Required Questions

Middle and High School Transition Plans

Describe how the district 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 interests and skills.	The school system will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to post-secondary education as follows: The CTAE Department will continue to 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 continue to ensure visits by high school representatives to the feeder middle schools to share with our 8th grade students information about the various career pathways, facilitate 8th grade tours to high schools, and continue to host Career Days/Fairs for both middle and high school students. During the master 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 the middle school and 8th graders to visit high school. All high schools will also 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 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.

Middle and High School Transition Plans

	During the 2023-2024 school year, RCSS students attended the Junior Achievement program for 6th and 7th grade students to provide them real-life experiences to prepare them for life beyond high school and to make them aware of post-secondary opportunities.

Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	The Richmond County School System hosts 56 Bright from the Start Pre-K classrooms. Six of these sites are a partnership with Head Start. All classes utilize the research-based and Georgia Early Learning Development Standards (GELDS) linked Teaching Strategies Creative Curriculum.
	In the spring of each school year, incoming kindergartners from early childhood programs and childcare centers are invited to come in and register for the upcoming school year; during this time, students are also given a kindergarten readiness screener to get a baseline and help identify potential needs for early intervention. In the spring, our Pre-K teachers are encouraged to work with students on transitions and other kindergarten readiness skills to prepare them for the kindergarten setting in their local zoned schools.
	At the beginning of each year, each Pre-K class holds a parent orientation to engage with families and explain the importance of Georgia Pre-K in relation to their child's overall development and the importance of good attendance, and many other topics. Parents of kindergarten students also attend orientation.
	Under the leadership of the Literacy for Learning, Living and Leading in Georgia Grant (L4GA), the Phonological Awareness Literacy Screening and the Peabody Picture Vocabulary Test (PPVT 5thEdition) are administered three times per year to select Pre-K four-year-olds that attend daycare and RCSS Pre-K classes. The results of these assessments are shared with system-level support staff, teachers, administrators, and parents to support our early learners. They are used to monitor student progress, identify strengths and weaknesses, plan instruction, and plan for appropriate and effective student placement in kindergarten groups and classes.
	In addition, all kindergarten students and their parents receive a parent handbook at the beginning of the year; these research-based books offer parenting tips and other information to assist with the transition to kindergarten. The counselors also offer advice for preparing pupils for kindergarten; this advice may be linked to reading suggestions or tips on creating effective rituals and routines that will aid with transition. Kindergarten teachers spend the first two weeks of school assisting students in overcoming their fears and other social-emotional topics. For all schools, the school system will provide targeted professional learning for Pre-K and K teachers on social-emotional concerns

Preschool Transition Plans

	through consultant Emily Ruben; consultant Carol Tilley with Learners Advantage provides support on engaging instruction and classroom management training to address behavioral concerns. In addition to the required training from Bright from the Start, routine training for the selected L4GA Pre-K teachers and paraprofessionals is also provided; topics include early literacy, early numeracy, phonological awareness, and other domains linked to the GELDS. The L4GA Grant also provides students with books and literacy supplies three times a year. Teachers receive classroom resources and publications and professional development in early literacy and writing education. Finally, L4GA grants support preschool field trips; these trips allow students to participate in culturally appropriate and relevant experiences. Richmond County Schools, in partnership with the CSRA RESA, supports The Basics. This is a nationwide initiative to support early literacy and engagement for birth to 5-year-olds. Parents receive training and materials to support their young children prior to the start of formal schooling. This community program includes free, age-appropriate books for families, games and activities to engage young children in the family, and bi-weekly emails of tips and reminders for parents. A recent grant from Georgia Power also funds many schools within our district to participate in the Dolly Parton Imagination Library. Through a variety of community and school-based parent engagement events, families are able to register babies through 4-year-olds to receive a free monthly book appropriate for the child. These books are sent to the registered homes until the child reaches age 5. Through bi-weekly texts and other communication, The Basics supports parents in sharing these books effectively with their children. We also partner with Reach Out and Read. This program trains many of our local pediatricians and pediatric nurses to share age-appropriate books with parents during medical visits. The medical staff is trained to model for parents how to share books with their young children. This Early Learning is a priority for our school system. For the 2024-2025 school year, additional system-level support personnel have been hired to support schools. An additional Literacy Specialist and additional Numeracy Specialist have been hired.

Title I, Part A - Targeted Assisted Schools Description

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	The RCSS has one Title I targeted assistance school eligible to receive an allocation. This targeted assisted school is a residential neglected facility. Each Title I targeted-assistance site in consultation with parents, administrators, pupil services personnel and RCSS leaders will create a plan to assist the site and local educational agency to meet its responsibility to provide services to all identified students to allow them the opportunity to meet the state's challenging academic achievement standards. Detailed programmatic and fiscal records will be maintained to document how Title I, Part A funds are spent on activities and services for only Title I, Part A participating students, their parents, and the teachers of the identified students. Children are identified by the school in collaboration with The Departments of Accountability and Federal Programs and Student Services as failing, or most at-risk of failing, to meet the Georgia Department of Education's challenging student academic achievement standards on the basis of a multiple, educationally related criteria. The objective criteria established by the LEA and the school (leadership team and assistance from the parents/guardian if applicable) include a diagnostic screener and report card grades. The requirement of "multiple" means that selection of students must be based on at least two, if not more, criteria. The term "educationally related" means that there must be an academic component to the criteria. The term "objective" means that the criteria must not be based on teacher judgment or other subjective means. However, for Kindergarten through second grades, developmentally appropriate measures may include a parent and/or teacher checklists.

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	In RCSS, all but two schools are Title I school-wide schools. One magnet school is not Title I and there is one Targeted Assistance School (TA school). There are two special-program sites set-up for alternative routes in education. In addition to the one TA school, there are two programs for children living in local institutions for neglected or delinquent children in the school system. The task of system leaders is to establish instructional expectations and provide equitable resources for all RCSS schools/students. Title I funds supplement instructional programs and needs in the Title I school-wide schools and targeted assistance schools. The Instructional Improvement Plan at Title I schools is built around the RCSS Model of Instruction and addresses the needs of the lowest performing students and those students assessed to be at risk for not meeting state academic standards. The system provides a written, modern curriculum and continues to monitor and adjust the curriculum as needed. The components include the written, taught, and tested curriculum. The written component focuses on providing a written, challenging, and modern curriculum to all students of Richmond

Title I, Part A – Instructional Programs

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County. The taught component of the Instructional Improvement Plan focuses on establishing and communicating clear instructional expectations to all teachers.

Tiered instructional supports are provided to Title I schools based on their needs identified in school improvement plans, classroom observations, and teacher feedback surveys. Instructional expectations are in place for all teachers in ELA and Math grades K-8, as well as grades 9-12. The support may include computer based instructional programs that are aligned to the state curriculum, tutors to provide additional support to students at-risk of not meeting standards, additional staff, instructional resources and professional development. In the tested component, RCSS provides the resources for teachers and administrators to accurately monitor the achievement levels of their students and the ability of teachers to analyze the data from those assessments to inform their instruction. The tested component includes implementation of a universal screener for grades 9-12, assessment policies and procedures, and a data dashboard integrated with Canvas.

Also, the RCSS Accountability and Federal Programs and Special Education Departments work closely with the TA School's (which also serves the N&D students) participating students' teachers to provide cooperative support in the instruction of skills and concepts being taught in the school's curriculum. The school's TA program is designed to provide instructional support to raise the participating students' achievement in reading and math. Participating students and their teachers are equipped with instructional resources, calculators, leveled guided reading books, and various evidence based instructional software/programs to reinforce mastery of Georgia standards. ESOL and migratory students receive services as soon as they enroll in a Title I school and eligibility is determined. The ESOL program serves English Language Learners through a variety of delivery models. RCSS provides language acquisition instruction and serve the students in push-in and pull-out delivery models. ESOL teachers provide general education teachers with WIDA CAN DO Descriptors to guide classroom instruction and assessment based on levels of English proficiency. The homeless Title I set-aside funds provide materials, supplies, and other educational support for students identified as homeless. There are three N&D facilities. One is a residential facility and serves students through a TA program. After an initial consultation opportunity for the 2023-24 school year, one neglected program (Broken Shackle) opted out to receive funds. The opportunity to was offered for the 2024-2025 school year as well, and Broken Shackle opted not to receive funds. Residents of the third facility, Leading Everyone to Success, are invited to participate in tutoring offered by the school system. School supplies will be provided as requested to support instruction.
General and federal funds are used to ensure that professional development is sustained. Professional learning is provided to all levels of professionals such as principals, instructional specialists, teachers, and classified employees based on needs identified through the data

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Title I, Part A – Instructional Programs

	sources and personnel working with TA students are included in system-level professional learning opportunities. The targeted assistance schools and program leaders are offered the opportunity to participate in professional learning based on N&D needs as well. Professional learning is delivered during collaborative planning, school and system-level professional learning days using face-to-face, blended, and online methods.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	Although the Richmond County School System (RCSS) has a small migrant population, the school system has procedures in place to ensure that their needs are identified and addressed. The RCSS includes the Occupational Survey as part of the Student Registration Process. Schools are given a paper version of the survey, which was included in the Online Registration platform. The Migrant Educational Program Contact or designee will review the school system's registration package quarterly to ensure that the most up-to-date Occupational Survey is being utilized. The MEP Contact will ensure that school registration personnel are reminded to send all Occupational Surveys to the Student Services Department for processing. Surveys of families who are identified as migrant will be submitted to the Consortium Regional Office.

Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe:ul 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the	When a migrant student is identified in Richmond County, the MEP will coordinate with ABAC's Migrant Education Consortium Specialist, school administrators, school social workers, school counselors, the Early Learning Coordinator and the Pre-K Facilitator, as appropriate, to ensure provision of supplemental academic and support services and outreach activities for migratory pre-school children, out-of-school youth and dropouts and their families. The RCSS MEP will work with the Student Services and the Information Technology Departments to coordinate timely submission of student data requested by the MEP Specialist at the Consortium for upload into to Migrant Student Information Exchange program. Additionally, the MSIX will be utilized to help facilitate transition of incoming migrant students into the RCSS.

Title I, Part C – Migrant Supplemental Support Services

identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

| Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity | The school system's Transition Facilitator will lead each high school in conducting comprehensive transcript reviews for all high school students to make certain they are on track for graduation. These transcript reviews will be conducted at the beginning of each semester with applicable stakeholders participating. The school system's Transition Facilitator will provide staff training and support to ensure compliant and effective Transition Plans and Summary of Performance documents. The Facilitator will provide separate modules for high and low incidence staff, focusing on the needs of these respective students. This training will be conducted with each school. In addition, the transition facilitator will review each student's transition plan in the school system. If corrections are necessary, follow up will be conducted with the individual teacher. The school system works with the community agencies, Vocational Rehabilitation, and Georgia Department of Behavioral Health and Developmental Disabilities, to support the transition of students into the community for post-secondary opportunities. The agencies participate in IEP meetings and provide parents and teachers with resources and trainings. In conjunction with transition, both Community Based Instruction (CBI) and Community Based Vocational Instruction (CBVI) programs support graduation rate outcomes, as well. Students are exposed to various job sites in the community and skills obtained at each support students with post-secondary outcomes including graduation and future employability. Finally, our high school students will participate in the High School High Tech program which supports graduation. The students in this program are exposed to academic skills and career experiences that allow them to learn how to meet the demands of the current workforce. Data shows the services provided by this program reduce the dropout rate of students with disabilities. Edgenuity is a platform used in the school system to provide students with grade/credit recovery opportunities. The program is used throughout the school system. This program is available for use at all schools and is available to students with disabilities to earn credit towards graduation. The Special Education Director will monitor implementation with fidelity through reviewing post-secondary survey data, transition plan system-level indicators, and holding monthly meetings with the district's Transition Facilitator. A measure for the program's success is the percentage of students engaged in meaningful post-secondary activities. |

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings	The Special Education Department has developed a process to transition students into the school system and conduct evaluations before their third birthday. The department will continue to collaborate with BCW leadership to ensure service coordinators are able to schedule and assist parents with the evaluation process if the parent desires. The Special Education Preschool Team will continue to collaborate with Head Start, to improve access to screenings, and evaluations for the three and four-year-old students they serve. To remove barriers for parents in getting children to the evaluations, the evaluation teams will continue to go on-site to evaluate students who indicated concerns from screenings held at Head Start locations. Procedures will continue to be refined to improve the process and practices for each member of the referral intake and evaluation team and IEP teams for initial eligibility meetings. The improvements to date have increased the referrals that results in child find and identification of preschool students with developmental delays. The Special Education Preschool Team will continue to work with schools to support the identification and evaluation of school system-based Lottery Pre-K and Head Start collaborative programs. The Special Education Preschool Team will continue to train and support the Creative Curriculum implementation through ongoing coaching. The preschool special education team will also continue monthly training and support meetings throughout the year. The Special Education Preschool Team will continue the weekly coaching session by making themselves available by virtual means for teachers to access. All these meetings continue to develop preschool settings for children with more significant needs that are developmentally appropriate and deliver evidence-based strategies with fidelity. Community-based teachers will also provide on-site coaching and support to community-based programs which serve our special needs preschoolers, such as childcare facilities, faith-based programs, and Head Start. The Special Education Preschool Team is supervised by the coordinator for low incidence students who provides oversight. A designated Program Specialist is responsible for monitoring all activities of the preschool special education program, including due process procedures, instruction, and serving as LEA in IEP meetings. The preschool education department also has a facilitator responsible for providing instructional and behavioral coaching for teachers of special education preschool students. This person is responsible for parent training, which has been scheduled throughout the year, and will be held virtually at this time. The facilitator will work with the Program Specialist to develop teacher training, as well. The preschool department has developed a preschool evaluation team responsible for screenings and evaluations. The preschool administrative assistant works with the evaluation team to receive and process all referrals promptly.

IDEA Performance Goals:

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<td>The Special Education Director and Coordinator have developed duties and responsibilities for each member of the preschool department. The school system offers a full continuum of services for preschool special education students. Services are provided in homes, childcare facilities, faith-based programs, and Head Start programs, both off and on school system site locations. The school system has redesigned separate class models to allow students to receive services part-day or all day. It also allows students to participate in natural environments for most of their day and be transported to school-based location to receive intensive interventions. Students may come one day a week to five days a week. Guiding questions have been developed to guide teams in making child-centered appropriate placements. Guiding Questions for Preschool Services and Supports:

●   How old is the child?

●   Is the student medically fragile?

●   Is the child experiencing global delays?

●   What typically developing peer setting, if any, is the child participating in?

●   How do the delays impact interactions with peers and adults? What is this child's natural setting?

●   Does the child have any "school skills"? (i.e. attention to an adult activity for at least 2-3 minutes, follow a simple routine)

●   In what setting can the goals and objectives best be addressed, considering the response to previous questions, to promote generalization?

●   What related services and supports will the child require to participate successfully in the least restrictive environment?

●   What are the parents'/guardians' ideas regarding placement and services?</td>
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IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	The LEA offers a continuum of services for students with disabilities. These services include the general education classroom with age-appropriate non-disabled peers through consultation, co-teaching, collaboration and supportive services from a special education paraprofessional. In addition to this, services outside of the general education classroom for individuals or small groups, separate day school program, home-based instruction, residential placement in-state or out-of-state, and hospital/homebound. General education teachers are provided copies of accommodations, modifications, and BIPs for the students they teach at the beginning of the school year and are provided updated information as IEP meetings occur throughout the school year. Teachers must sign to indicate they have received these documents. General education teachers and administrators are provided the opportunity to participate in the development of the IEP by contributing input for accommodations and modifications. As a team member in GO IEP, teachers have access to the IEPs for the students they teach, and Administrators have access to the IEPs for all special education students in their respective building. In order to improve the provision of a free and appropriate public education, we continue to address the impact of negative behavior in the social and learning environments. We continue to provide professional learning and coaching to staff who are struggling with student behaviors, and Behavior Coaches work with students and staff where data shows behavior is a deterrent to learning. We offer training to teachers, paraprofessionals, and parents in schools/programs for specific concerns and needs, with additional training and support from the Emory Autism Center. We will continue to meet with individual administrative teams where high incidents of in-school and out-of-school suspensions are reported. The Special Education Director ensures the provision of FAPE through weekly meetings with the Special Education Coordinators and Special Education Program Specialists in which training is provided in the development and implementation of eligibilities and IEPs, as well as a weekly review of the discipline data. The Special Education Director provides training on general supervision to designated building level LEA administrators at the beginning of each year. The Special Education Director also ensures FAPE through weekly meetings with the Special Education Coordinators to review data related to academic achievement, discipline, and attendance patterns of students with disabilities.

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	Program Specialists continuously monitor IEP and Re-evaluation dates and timelines for each school they serve via GO IEP reports. A Coordinator will provide written documentation to Program Specialists monthly of upcoming lapse dates for IEPs and Re-evaluations in each of their schools to create a system of checks and balances ensuring date compliance. A Coordinator will spot check IEPs and Reevaluation Data Reviews monthly for compliance, as well. After any IEP meeting, the student's case manager must complete a Student Data Record (SDR) which will outline student demographics, meeting type, changes to service time and new date information. The SDR will be sent to the Special Education department to provide another layer of checks and balances for compliance and FTE purposes. The Special Education Department will use the Transition Facilitator to evaluate transition plans and provide feedback to special education teachers before holding an annual review which requires transition to be addressed. Any noncompliance incident will be addressed with the teacher involved and the specific school's Program Specialist. Expectations for future compliance will be shared via written documentation. If a pattern of noncompliance becomes apparent, a Coordinator will inform the school's principal, as well as the Special Education Director. In such cases, the Special Education Department will require the teacher to participate in further professional learning to target compliance. The school's principal may, at his or her discretion, place the teacher on a professional development plan. Program Specialists and Special Education Teachers will participate in professional learning throughout the school year following our theme of "The Year of Data Collection". Scheduled professional learning dates will cover specific topics related to using data collection to develop legally defensible IEPs. Additionally, Program Specialists, Special Education teachers, and Support Personnel will participate in professional learning via the school system's Canvas platform where they will be required to participate in "Data! Data! Data Collection!". This course will cover information such as legislation regarding data collection, progress monitoring, determining baselines, and analyzing individual student data. Weekly department meetings will include instruction on various aspects of the IEP and Re-evaluation process, compliance topics, and legal updates. These professional learning opportunities will focus on targeted subjects to improve overall compliance within the school system. Behavior Coaches, Instructional Coaches, Department Chairs, Teachers in Residence, Low Incidence teachers, PreK, and related service providers will participate in professional learning opportunities monthly during scheduled meeting dates. Each meeting will focus on specific needs or areas of concern for each respective group; however, topics of compliance will always be addressed. The Special Education Director and Coordinators work together to ensure compliance by developing a system of checks and balances, such as reviewing the GO IEP dashboard weekly, to establish the framework which

IDEA Performance Goals:

	guarantees timeline compliance. By building layers of support, special education department staff, teachers, related service providers, and support personnel are given an environment where they can be successful. Professional learning opportunities not only build capacity, but also target areas of need.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and ProgrammingLEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Overarching Need: #1
	Action Step: 5
	New
	Name/Description of Activity
	Software-NWEA Map - The NWEA Map diagnostic is administered in grades 9-12. It is a computer adaptive test designed to measure student growth and achievement levels in English Language Arts and Mathematics. The diagnostic measures what students know and what they are ready to learn next. Teachers utilize the data to drive instructional planning and enhance the personalized learning experiences for all students.
	Software - Beanstack is a web-based app that can be found on Launchpad. This program allows schools and students to track reading and participate in reading challenges designed by the school and the district. The program provides leaders with the ability to track your school's reading, a tool to motivate students to read, and provide insights into your school's reading habits
	Overarching Need: 1
	Action Steps: 1-4
	Continuing from previous year
	Name/Description of Activity:
	Travel and stipends for teachers to participate in professional learning to assist them in developing curriculum materials and lesson plans which facilitate the implementation of the district improvement plan in the area of literacy; conducts workshops & training sessions with all teachers to increase knowledge of literacy, numeracy and research-based strategies for successful implementation into the instructional program.
	Student and Teacher Materials - books, ink, pens, classroom libraries, classroom supplies to support instruction. Test Prep/Study Guides for PSAT and SAT.
Overarching Need: 1

Title IV, Part A – Activities and ProgrammingLEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

	Action Steps: 6 Overarching Need: 3 Action Steps: 7 Provide literacy/math instructional materials (Title I and Title IV) and offer extended learning programs (Title I) for students who are at risk of failing core content courses and/or courses required for graduation. Measurable Goals/Intended Outcomes: During the 24-25 school year, we will increase student content mastery in tested subject areas on the Georgia Milestones by 5%. During the 24-25 school year, we will increase the number of highly effective teachers and leaders retained in RCSS by 3%. During the 24-25 school year, we will increase post-high school readiness by increasing our graduation rate from 81% to 83%.

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Overarching Need: 1 Action Steps: 2, 3 Continuing from previous year Name/Description of Activities: (Supportive Learning Environment) Salary and benefits for the RCSS Success Center Program Administrator. The Success Center Administrator works at a center that houses a variety of community resources and offers wraparound services to assist students with tutoring, food, drug addiction, domestic violence, and mental/physical health needs. The administrator operates the center daily for RCSS students to use for academic assistance. (Supportive Learning Environment) Salary and benefits for RCSS System-level Behavior Coach Specialists collaborate with various schools within the Richmond County School System to assess develop and implement behavioral interventions for students with severe behavior problems that impact academic and attendance from prekindergarten through high school. Behavior Specialists provides professional learning and coaching for teachers and leaders. (Coherent Instruction and Family and Community Engagement) Additional pay and FICA for Super Stops not the program. These funds

Title IV, Part A – Activities and ProgrammingLEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

	will be used to compensate Richmond County employees (counselors) teach parents and students strategies to prevent substance use and preventive measures in physical and emotional violence using the Super Stops program outside of their workday. (Coherent Instruction) The Serenity Health Counselor provides counseling and support sessions to help improve the physical and psychological safety of students. Provides relief of emotional and psychological barriers to learning and increase academic performance and problem-solving skills. The counselor will provide services that address social-emotional learning, mental health wellness, resilience, and positive connection between students and adults. Overarching Need: 3 Action Step: 3 Continuing from previous year Name/Description of Activities (Family & Community Engagement) Salary and benefits for the Outreach Social Worker to improve coordination between community service organizations government agencies housing shelters schools and the school district to best meet the needs of homeless foster and migrant students. Plan and assist homeless foster migrant students and their families with transportation school supplies emergency clothing. Overarching Need: 1 Action Step: 5 New Name/Description of Activity: Tanium-Endpoint security management tool for desktops, laptops, and servers to guard against threats (July 2024 - June 2025) Measurable Goals/Intended Outcomes: During the 24-25 school year, we will increase student content mastery in tested subject areas on the Georgia Milestones by 5%. During the 24-25 school year, we will increase the number of highly effective teachers and leaders retained in RCSS by 3%

Title IV, Part A – Activities and ProgrammingLEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

	During the 24-25 school year, we will increase post-high school readiness by increasing our graduation rate from 81% to 83%.

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Overarching Need: 1
	Action Step: 5
	Continuing from previous year
	Name of Activity/Description of Activity:
	Purchase Impact Cloud subscription (Software used for professional development by RCSS teachers. It provides "right-on-time" professional learning inside of Canvas plus a series of online courses designed to support and strengthen hands on experiences while teaching. Offers teachers access to specifics on how to use Canvas in an LMS platform along with pedagogical best practices for online and blended learning.)
	Overarching Need: 1
	Action Step: 5
	Continuing from previous year
	Name/Description of Activity:
	Canvas: Impact Cloud subscription (Software used for professional development by RCSS teachers. It provides "right-on-time" professional learning inside of Canvas plus a series of online courses designed to support and strengthen hands on experiences while teaching. Offers teachers access to specifics on how to use Canvas in an LMS platform.
	Measurable Goals/Intended Outcomes:
	During the 24-25 school year, we will increase student content mastery in tested subject areas on the Georgia Milestones by 5%.
	During the 24-25 school year, we will increase the number of highly effective teachers and leaders retained in RCSS by 3%
	During the 24-25 school year, we will increase post-high school readiness by increasing our graduation rate from 81% to 83%.

Title IV, Part A – Activities and ProgrammingLEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Overarching Need: 1 Action Step: 5 Continuing from previous year Name/Description of Activity: iPads and laptops for teacher and student use Measurable Goals/Intended Outcomes: During the 24-25 school year, we will increase student content mastery in tested subject areas on the Georgia Milestones by 5%. During the 24-25 school year, we will increase the number of highly effective teachers and leaders retained in RCSS by 3%. During the 24-25 school year, we will increase post-high school readiness by increasing our graduation rate from 81% to 83%.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	The Accountability and Federal Programs Department partners with other RCSS Departments and will conduct meetings with stakeholders each semester to discuss the progress of all federal grants, including Title IV, Part A supported activities and effectiveness. Agendas, PowerPoints, sign in sheets and meeting notes will be collected as evidence. The Richmond County School System values the ideas and input of our stakeholders. There are several different advisory groups who offer input and suggestions about the system's mission and continuous improvement process. The Strategic Planning Committee is made up of parents, community members/businesses, local government representatives, school staff, and system staff. These groups work together to review the needs assessment, focus on strengths and opportunities to discuss various subgroups to ensure equity and access for all students. Other groups collaborate with the Richmond County School System on the actual day-to-day work such as carrying out the action steps of the school improvement plan. Such agencies include Augusta University, Department of Family and Children's Services, Department of Health, Department of Juvenile Justice, Community Mental Health agencies, religious groups, and various others who come together to support our students.

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	
	Student Achievement
	EI-1 TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY, STUDENT SUPPORTS, AND INTERVENTIONS
	Intervention Effective – Maintain Activities/Strategies

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Currently we have 43% of students reading on grade level and 35% of students on grade level for math based on End of Year iReady Diagnostic Results. Last year, we had 30% of students reading on grade level and 30% of students on grade level for math based on End of Year iReady Diagnostic Results. According to FY24 Preliminary EOG Data, 20% of third grade students were Proficient or Higher in ELA. In fifth grade, 27% of the students were Proficient or Higher in EL and 18% were Proficient or Higher in Science. In eighth grade, 25% of the students were Proficient or Higher in ELA, 3% were Proficient or Higher in Science and 13% were Proficient or Higher in Social Studies. Based on Preliminary EOC Data, 20% of the students were Proficient or Higher in American Literature and Composition, 17% were Proficient or Higher in Biology and 12% were Proficient or Higher in U.S. History. RCSS graduation rate of 78.0% is 6.4% below the state average. Mathematics data will not be available until September 2024 due to a new assessment and standard setting. The following actions steps were implemented: ● Provided students with instructional resources that are aligned to

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

	the standards. ● Instructional Specialists and Lead supported teachers and students with integrating instructional strategies. ● Built capacity to ensure families have access to learning opportunities and resources that support student achievement. ● Administered Content Mastery Assessments to monitor student progress/mastery of the Georgia Standards of Excellence. ● Provided courses that include a rigorous curriculum. ● Developed a parent/family capacity to communicate promotion and graduation requirements. ● Increased the student use of PSAT8, YouScience and GA Futures. ● Utilized MTSS Framework to identify needs and provide support. The Richmond County School System is expecting our 2024 Georgia Milestones and Graduation Rates to increase.

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	
	Teacher Retention
	EI-5 Support the Retention of Effective Teachers & Effective School Leaders
	Intervention Effective – Maintain Activities/Strategies

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Leadership changes within the school system has continued at a rate higher than the state average for the past several years. The percentage of system school leaders who were identified as inexperienced for FY24 was 61.7% versus FY23–67.6%. The data is similar for FY22–62.1% and FY21–63.6%. Leader retention was higher for FY24 was 88.84% compared to the state average of 88.3% and FY23 was 79.19% compared to the state average of 86.68%. The system data is for FY22–89.8% and FY21–89.21%. This data indicates the continued need for a structured mentoring and support program for school leaders. Teacher changes have also continued at a higher rate than state averages. The percentage of inexperienced teachers in FY23 was

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

	38%. This is an increase in the percentage of inexperienced teachers from FY 22 which was 39%, FY21–39% and in FY20–35%. Teacher retention for F 24 was 80.0% compared to the state average of 90.08%, FY2– 82% compared to the state average of 89.21%. The data is similar for FY22–87% and FY21–86%. This data indicates the need for an enhanced teacher induction program and support of teachers, which was implemented FY24. The following actions steps were implemented: ●divdivul ●divdivul ● Implemented the revised Induction Support Program to provide a tiered system of support. ● Created a waiver program for teachers that are not enrolled in a teacher education program. ● Revised the mentor program to provide consistency in school support for teachers. ● Provided Leader Quality Coaches to support Induction Principals. ● Provided monthly professional learning opportunities to support leader development. ● Partnered with GADOE to participate in GA Teacher Provider Retention Program. ● Provided a timeline to non-traditional teachers during their onboarding. ● Partnered with CSRA RESA and GA TAPP to create RCSS Cohort Y1/Y2 for Non-Traditional Teachers. ● Hired Employee Recruitment and Retention Specialists ● Built Teacher and Leader Capacity to collaborate with families to support students' learning and healthy development both at home and school. ● Provided PBIS Framework Principles for effective classroom management. ● Utilized Behavior Coaches to support highly effective learning environments. The Richmond County School System is expecting our 2024 retention rate to increase from the 2023 retention rate.

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	Based on the data (iReady, ITBS, IOWA Test, Easy CBM, NWEA Map) trends, our private school students scores were below average in reading and mathematics. The students need to master the content and our teachers need to rethink their instructional strategies. Therefore, the following interventions and strategies are necessary to improve student achievement: Content area supplemental materials and professional learning, instructional software, parental engagement resources, extended learning programs, technology, and tutors.

Title II, Part A	According to observational data and teacher surveys, it's evident that our private school teachers need individualized professional learning in understanding the curriculum, subject content, pedagogical knowledge and the needs of students. The private school teachers need support with implementing effective strategies, selecting researched based resources. Professional learning centered on student achievement (books, registration, and travel expenses)

Title III, Part A	None of the participating private schools participate in Title III

Title IV, Part A	Technology/technology supplies, instructional materials/software, professional learning, extended learning programs and tutors Books for students to use to practice the reading, math, social studies and science skills they are being taught during whole group, small group, and 1:1 instruction.

Title IV, Part B	No participating private schools

Title I, Part C	No participating private schools

IDEA 611 and 619	N/A