

Richmond County School System Plan of Support

District Name: Richmond County School System	DES Name : Dr. Linda M. Priester
Date Started: August 2025	Length of DPS: 1 year

District Plan of Support Goal #1: By the end of the 2025-2026 school year, increase the percentage of students reading on grade level by at least 10 points in all identified schools and decrease the percentage of beginning learners in identified schools by 10% in Math as measured by GMAS (Elementary ELA from 49% to 59%, Middle ELA 44% to 54% and Literature and Composition II from 47% to 57% and Elementary Math from 53% to 43%, Middle Math from 64% to 54%, and Algebra C & C 77% to 67%). [2025 Identified Schools GMAS Data.xlsx](#)

Identify Needs (In Consultation with DES)	District Action Steps	Resources	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsible	DES Action Steps to Support Implementation	Completion of Action Step
What are the specific needs for the identified school(s)?	What action steps will the district team implement to meet this goal?	What resources are needed to implement the action step?	What measurable goal will be established to show progress of implementation on this action step?	What measurable goal will be established to evaluate the impact of this action step on student performance?	Identify dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step?	What support will the DES implement to assist the district with implementation of the action step?	Was this action step completed? Attach final CIT agenda that documents completion.
Based on the 2025 GMAS content mastery data, Annual Reviews, and FY26 School Improvement Plans (SIPs) there is a need to strengthen the monitoring and support of high-quality Tier 1 instruction to increase student engagement in rigorous coursework.	1.The Teaching and Learning Department will support and monitor the implementation of quality Tier 1 instruction in ELA and Math by conducting Rapid Coaching Cycles and bi-monthly classroom observations using Cognia and GaDOE observation tools to increase student engagement in rigorous coursework.	Instructional Framework Lesson Structure District Instructional Resources Assessment Companion Guide Cognia myJourney portal Professional Learning Calendar InstructionalFramework-Book-new.pdf	100% of the teachers in the identified schools will implement quality Tier 1 instruction strategies in ELA and Math as measured by Cognia eleot and GaDOE observation tools and increase the number of Evident ratings on the eleot instrument (B2, B4 and D3) and GaDOE Instructional Awareness Walk (CI-2 and CI-3). Notes Establish baseline in September. eleot 2.0 tool.pdf	80% of students will demonstrate growth on iReady Reading and Math from BOY-MOY-EOY. 80% of students will demonstrate growth in achievement levels from BOY to MOY to EOY as measured by ELA and Math DRC Beacon. 80% of students will demonstrate growth on NWEA MAP Reading and Math from BOY-MOY-EOY. 80% of students will demonstrate growth on pre- and post-ELA and	eleot walkthroughs: 09/04/25 11/06/25 02/05/26 03/05/26 GaDOE Instructional Awareness Walks: September 2025 October 2025 November 2025 January 2026 February 2026 March 2026 DRC Beacon:	Director of Teaching and Learning ELA, Math, and Early Learning Coordinators Cross Functional Support Team	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/ feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks	

			SDI ATSI SWD Classroom Observation Form February 2024.docx Formative observation data collection will be monitored and analyzed using the eleot and Teacher Observation Tool reporting component in the Cognia myJourney platform. Data collection will be monitored and analyzed using GaDOE Instructional Awareness Walk.	Math Unit Tests (<i>High School only</i>). Notes: Data collection will be monitored and analyzed using the iReady platform, NWEA MAP platform, and District-level tool. The DRC Beacon administration will follow the frequency below: Fall (Sep)-Full Battery ELA and Math Fall (Oct/Nov)-Testlets Progress Check 1 Spring (Jan/Feb)-Full Battery ELA and Math (Mock GMAS) Spring (Mar)-Testlets Progress Check 2 Data collection will be monitored and analyzed after each DRC Beacon administration for remediation and acceleration.	October 2025 November 2025 February 2026 April 2026 Notes Formative observation data collection will be monitored and analyzed using the eleot reporting component in the Cognia myJourney platform.		Monitor both implementation measurable goal and the student progress measurable goal Hold monthly during District CIT meetings with District CIT members.	
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	2. The Teaching and Learning Department and Special Education Department will monitor the effective use of DRC Beacon as a tool to monitor and support student content mastery using the Collaborative Planning Monitoring Tool.	DRC Beacon Collaborative Planning Monitoring Tool	100% of identified schools will implement DRC Beacon to monitor and support student mastery of academic content.	80% of students will demonstrate growth in achievement levels from BOY to MOY to EOY as measured by ELA and Math DRC Beacon.	October 2025 November 2025 February 2026 April 2026	Director of Teaching and Learning Assistant Director of Teaching and Learning Director of Special Education	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/ feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks Monitor both implementation measurable goal and the student progress measurable goal Hold monthly during District CIT meetings with District CIT members.	
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There is a need for students to increase their English Language Proficiency.	3. The District ESOL Team will observe and support EL teachers bi-monthly based on the results of monthly progress monitoring of long-term English Learners language proficiency using Flashlight 360 and Summit K-12 identified schools.	Flashlight 360 assessment data reports Summit K-12 program and assessment data reports	100% of ESOL teachers in identified schools will implement monthly progress monitoring using Flashlight 360 (5 th Grade) and Summit K-12 (6-12 Grades), as evidenced by program data reports.	80% of long-term English learners (students who have been in the ESOL program for 5+ years) students will demonstrate growth in English proficiency as Measured by Flashlight 360 and Summit K-12 data reports. 10% of long-term English learners (11 students who have been in the ESOL program for 5+ years) in identified schools will meet the criteria to exit the ESOL program by the end of 2026	Bi-monthly EL support visits Monthly progress monitoring of Flashlight 360 and Summit K-12	ESOL Program Specialist and Support Team	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/ feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks Monitor both implementation measurable goal and the student progress measurable goal Hold monthly during District CIT meetings with District CIT members.	
There is a need to establish collaborative planning norms and practices.	4. The Assistant Superintendents and District Improvement Specialists will monitor the implementation of the Achievement Level Descriptors to inform instructional decisions and collaborative planning monthly using the GaDOE HIP Rubric for Collaborative Planning to ensure all teachers (including co-teachers)	Collaborative Planning Process Guide for SDE 2021.pdf High Impact Practices Implementation Rubric Collaborative Planning SDE 2021.pdf Achievement Level Descriptors	80% of the grade level collaborative planning teams will score operational on two High Impact Practices using the GaDOE HIP Rubric for Collaborative Planning. 100% of identified schools will integrate Achievement Level Descriptors into instructional planning to	80% of students will demonstrate growth in achievement levels from BOY to EOY as measured by Math DRC Beacon.	August 2025 September 2025 October 2025 November 2025 December 2025 January 2026 February 2026 March 2026 April 2026	Assistant Superintendents District Improvement Specialists Director of Teaching & Learning	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/	

	are planning effectively focus areas HIP 3 and HIP 5.	Collaborative Planning Monitoring Tool	enhance data-driven decision making and support student learning needs as measured by collaborative planning walkthroughs. Notes Baseline to be established from the Spring 25 data collection; the two lowest areas will be targeted for the goal above.			Director of Professional Learning	feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks Monitor both implementation measurable goal and the student progress measurable goal Present data monthly during District CIT meetings.	
There is a need to increase the implementation of Corrective Reading and Reading Mastery research-based instructional strategies with fidelity to improve academic achievement.	5. The Special Education Department will monitor the effective implementation of Corrective Reading (4-8) and Reading Mastery (K-3) strategies monthly using the Corrective Reading and Reading Mastery Instructional Walkthrough tools.	Corrective Reading and Reading Mastery Instructional Resources Corrective Reading and Reading Mastery Observation Checklists Cognia myJourney portal	100% of teachers will score an increase in the percentage of level 2 (Almost Always) ratings on the Corrective Reading Decoding Observation and Reading Mastery Observation Checklists	80% of students will demonstrate growth on iReady Reading from BOY-MOY-EOY 80% of students will demonstrate growth on DRC Beacon 80% of students will demonstrate Corrective Reading Mastery	August 2025 September 2025 October 2025 November 2025 December 2025 January 2026 February 2026 March 2026 April 2026	Director of Special Education and Support Team	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/ feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks Monitor both implementation measurable goal and the student progress measurable goal	

							Hold monthly during District CIT meetings with District CIT members.	
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District Plan of Support Goal #2: During the 2025-2026 school year, we will increase post-high school readiness by increasing our graduation rate from 81% to 83%.

The graduation rate at Josey from 66.09% 2025 to 69.09% 2026 and Glenn Hills from 69.83% 2025 to 72.83% 2026.

Identify Needs (In Consultation with DES)	District Action Steps	Resources	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsible	DES Action Steps to Support Implementation	Completion of Action Step
What are the specific needs for the identified school(s)?	What action steps will the district team implement to meet this goal?	What resources are needed to implement the action step?	What measurable goal will be established to show progress of implementation on this action step?	What measurable goal will be established to evaluate the impact of this action step on student performance?	Identify dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step?	What support will the DES implement to assist the district with implementation of the action step?	Was this action step completed? Attach final CIT agenda that documents completion.
Increase the graduation rate for Cohort 26 by identifying and monitoring at-risk students	1. The High School Programming and Workforce Development Department and Student Services Department will monitor the use of USHA, Infinite Campus, Panorama, and other data tools to identify and monitor students in Cohort 26 at-risk for not graduating,	USHA Platform Infinite Campus Panorama Attendance Records Microsoft Office	100% of the schools will show evidence of using the data tools for identifying students at-risk for graduating as evidenced by the USHA reports	100% of students identified as at-risk for graduating will participate in monthly counseling conference sessions as measured by Counseling Logs	August 30, 2025 September 30, 2025 October 30, 2025 November 30, 2025 January 31, 2026 February 27, 2026 March 31, 2026 April 30, 2026 May 31, 2026	Director of High School Programming and Workforce Development Assistant Director of High School Programming and Workforce Development Director of Student Services MTSS Coordinator Accountability Coordinator	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/ feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks Monitor both implementation measurable goal	

							and the student progress measurable goal	
							Hold monthly during District CIT meetings with District CIT members.	
There is a need to increase the graduation rate by providing individualized advisement, post-secondary planning, and building stronger relationships with at-risk students.	2.The High School Programming and Workforce Development Department and Student Services Department will conduct monthly visits to schools to monitor activities used to advise, track, and support at-risk students based on individualized student goals for Cohorts 26, 27, 28, and 29.	USHA Platform Infinite Campus Panorama Attendance Records Microsoft Office Graduation Checklists Post-secondary Plans Goal Sheets Contact Logs	100% of the schools will show evidence of using the data tools for identifying students at-risk for graduating, as evidenced by the USHA reports.	At least 25% of identified students will show improvement in one of the identified areas impacting their ability to graduate (attendance, credits, grades) to be on track for graduation as measured by USHA live reports	August 30, 2025 September 30, 2025 October 30, 2025 November 30, 2025 January 31, 2026 February 27, 2026 March 31, 2026 April 30, 2026 May 31, 2026	Director of High School Programming and Workforce Development Assistant Director of High School Programming and Workforce Development Director of Student Services Student Services Coordinators	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/ feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks Monitor both implementation measurable goal and the student progress measurable goal Hold monthly during District CIT meetings with District CIT members.	
	3. District-level personnel (graduation goal champion) will monitor, provide guidance and support addressing at-risk students for graduation as measured by a district-level student services personnel log.	USHA Platform Infinite Campus Panorama Attendance Records	100% of the schools will show evidence of using the data tools for identifying students at-risk for graduating, as evidenced by the USHA reports.	At least 25% of identified students will show improvement in one of the identified areas impacting their ability to graduate (attendance, credits, grades) to be on track for graduation as measured by USHA live reports	August 30, 2025 September 30, 2025 October 30, 2025 November 30, 2025 January 31, 2026	Director of High School Programming and Workforce Development Assistant Director of High School	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions	

		Microsoft Office Graduation Checklists Post-secondary Plans Goal Sheets			February 27, 2026 March 31, 2026 April 30, 2026 May 31, 2026	Programming and Workforce Development Director of Student Services Student Services Coordinators	Provide resources/feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks Monitor both implementation measurable goal and the student progress measurable goal Hold monthly during District CIT meetings with District CIT members.	
	4. District-level personnel will increase monitoring and implementing strategies that address the needs of at-risk students for graduation.	Grade distributions (Progress Reports and Report Cards)	100% of the schools will show evidence of using the data tools for identifying students at-risk for graduating.	At least 25% of identified students will show improvement in one of the identified areas impacting their ability to graduate.	September 30, 2025 October 30, 2025 November 30, 2025 January 31, 2026 February 27, 2026 March 31, 2026 May 31, 2026	Director of High School Programming and Workforce Development Assistant Director of High School Programming and Workforce Development	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks Monitor both implementation measurable goal and the student progress measurable goal Hold monthly during District CIT meetings	

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District Plan of Support Goal #3: By the end of the 2025-2026 school year, the district will reduce chronic absenteeism by 10% from 32.13% to 22.13%.

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

Identify Needs (In Consultation with DES)	District Action Steps	Resources	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsible	DES Action Steps to Support Implementation	Completion of Action Step
What are the specific needs for the identified school(s)?	What action steps will the district team implement to meet this goal?	What resources are needed to implement the action step?	What measurable goal will be established to show progress of implementation on this action step?	What measurable goal will be established to evaluate the impact of this action step on student performance?	Identify dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step?	What support will the DES implement to assist the district with implementation of the action step?	Was this action step completed? Attach final CIT agenda that documents completion.
Decrease chronic absenteeism by identifying and monitoring at-risk students	1. The District Attendance Review Team will monitor the use of Attendance Review Teams, USHA, Infinite Campus, Georgia Insights, and other data tools to identify and monitor students at-risk for chronic absenteeism.	Attendance Review Team Georgia Insights USHA Platform Infinite Campus Attendance Records Microsoft Office	100% of the schools will show evidence of using the data tools for identifying students at-risk for chronic absenteeism as evidenced by the Georgia Insights, Infinite Campus, and USHA reports	At least 10% of students identified as at-risk for chronic absenteeism will show improvement in attendance as evidenced by Infinite Campus reports	August 30, 2025 September 30, 2025 October 30, 2025 November 30, 2025 January 31, 2026 February 27, 2026 March 31, 2026 April 30, 2026 May 31, 2026	Director of Student Services	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/ feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks Monitor both implementation measurable goal and the student progress measurable goal	

							Hold monthly during District CIT meetings with District CIT members.	
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District Plan of Support Goal #4: By the end of the 2025-2026 school year, the district will increase instructional leadership capacity in identified schools by providing refined coaching to 100% of first- and –second year principals and strengthening the support provided in the targeted induction program for all waiver and non-traditional teachers.

Identify Needs (In Consultation with DES)	District Action Steps	Resources	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsible	DES Action Steps to Support Implementation	Completion of Action Step
What are the specific needs for the identified school(s)?	What action steps will the district team implement to meet this goal?	What resources are needed to implement the action step?	What measurable goal will be established to show progress of implementation on this action step?	What measurable goal will be established to evaluate the impact of this action step on student performance?	Identify dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step?	What support will the DES implement to assist the district with implementation of the action step?	Was this action step completed? Attach final CIT agenda that documents completion.
Increase induction leaders and teachers' instructional and operational capacity in identified schools.	1. The Professional Learning Department will meet monthly to tailor the support provided to induction leaders and teachers.	Structured Debrief Teacher Survey Data	100% of new educators will implement the new learning from support sessions, coaching, and job embedded professional learning, as evidenced by observation data, lesson plans, and/or student work samples collected quarterly.	80% of students will demonstrate growth in iReady Math from BOY-MOY-EOY. 80% of students will demonstrate growth in achievement levels from BOY to EOY as measured by Math DRC Beacon. 80% of students will demonstrate growth on NWEA MAP Reading and Math from BOY-MOY-EOY. 80% of students will demonstrate growth on pre- and post-ELA and	September 2025 October 2025 November 2025 December 2025 January 2026 February 2026 March 2026 April 2026	Director of Professional Learning Director of Teaching and Learning Professional Learning Coordinator of Teacher Quality Facilitators of Teacher Quality Digital Learning Coordinator	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/ feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks	

				Math Unit Tests (<i>High School only</i>).		Digital Learning Specialists Content Coordinators Academic Coaches School Improvement Specialists	Monitor both implementation measurable goal and the student progress measurable goal Hold monthly during District CIT meetings with District CIT members	
Increase induction leaders and teachers' instructional and operational capacity in identified schools.	2. District-level personnel will increase the monitoring and implementation of coaching and strategies aligned to instructional leadership and operational effectiveness for Year 1 and Year 2 principals in identified schools.	Wallace PSI (B4) RCSS Profile of a Leader Handbook	100% of Year 1 and Year 2 principals receive documented coaching aligned to instructional and operational goals 80% Year 1 and Year 2 principals show measurable improvement in leadership practices based on observation and performance data by the end of the year	80% of students will demonstrate growth in iReady Math from BOY-MOY-EOY. 80% of students will demonstrate growth in achievement levels from BOY to EOY as measured by Math DRC Beacon. 80% of students will demonstrate growth on NWEA MAP Reading and Math from BOY-MOY-EOY. 80% of students will demonstrate growth on pre- and post-ELA and Math Unit Tests (<i>High School only</i>).	Wallace PSI (B4) Quarterly: September 2025 December 2025 March 2026 June 2026	Assistant Superintendents	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/ feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks Monitor both implementation measurable goal and the student progress measurable goal Hold monthly during District CIT meetings with District CIT members	

District Plan of Support Goal #5: By May 2026, each identified school with ratings less than three will improve its school climate rating by at least one star, as measured by the 2026 Georgia School Climate Star Rating. [2024 School Climate Ratings Federally Identified Schools.xlsx](#)

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Improve student discipline and increase stakeholder participation in climate surveys	1. The School Climate Department will provide quarterly coaching sessions to leaders of schools earning less than a 3-Star Georgia School Climate Rating to monitor the implementation of PBIS, in addition to the monthly PBIS Coaches Meetings.	PBIS Framework USHA Platform PBIS Walkthrough Tools Spotlight Infinite Campus GAMTSS Fidelity Tools	100% of the schools will participate in quarterly coaching sessions as evidenced by coaching session artifacts	Decrease in student discipline by 10% of as evidenced by Infinite Campus reports Increase in Spotlight usage Increased Georgia School Climate Star Ratings	October 2025 January 2026 March 2026 May 2026	Director of School Climate Coordinator of School Climate PBIS Program Administrator	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/ feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks Monitor both implementation measurable goal and the student progress measurable goal Hold monthly during District CIT meetings with District CIT members	
Improve student discipline and	2. The School Climate Department will utilize USHA and PBIS	USHA Platform	100% of the schools will show evidence of using data tools to improve	Decrease in student discipline by 10% of as	October 2025 January 2026 March 2026	Director of School Climate	Attend and support the targeted support PL sessions	

increase stakeholder participation in climate surveys	walkthroughs to monitor the improvement of student discipline and stakeholder perceptions.	PBIS Walkthrough Tools Spotlight Infinite Campus GAMTSS Fidelity Tools Georgia School Climate Survey Completion Protocol	school climate ratings, as evidenced by USHA Reports, PBIS Walkthroughs, Spotlight, and Infinite Campus	evidenced by Infinite Campus reports Increase in Spotlight usage Increase Georgia School Climate Star Rating	May 2026	Coordinator of School Climate PBIS Program Administrator	Participate in cross functional team walk throughs and feedback discussions Provide resources/ feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks Monitor both implementation measurable goal and the student progress measurable goal Hold monthly during District CIT meetings with District CIT members.	
	3. The School Climate Department will provide monthly discipline data reports to support schools in monitoring and tracking Tier I student discipline data.	USHA Platform Spotlight Infinite Campus	100% of schools will utilize the monthly reports to monitor and track Tier I student discipline	Decrease in student discipline by 10% of as evidenced by Infinite Campus reports Increase in Spotlight usage Increase Georgia School Climate Star Rating	August 2025 September 2025 October 2025 November 2025 December 2025 January 2026 February 2026 March 2026 April 2026 May 2026 June 2026	Director of School Climate Coordinator of School Climate PBIS Program Administrator	Attend and support the targeted support PL sessions Participate in cross functional team walk throughs and feedback discussions Provide resources/ feedback to district level reps on an as needed basis. Participate in monthly/quarterly learning walks Monitor both implementation	

							measurable goal and the student progress measurable goal Hold monthly during District CIT meetings with District CIT members	
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