

Richmond County School System

CIT Meeting

February 18, 2025

Meeting notes: Generated by AI (reviewed and edited by Dr. Priester)

[26.02.18 District CIT Meeting Participants sign-in sheets.pdf](#)

[26.02. 18 District CIT Meeting-Richmond County.pptx](#)

[26.02.18 District CIT Data Presentation DRC Beacon and NWEA MAP BOY vs MOY-Richmond.pptx](#)

- **Mid-Year Data Review and Analysis:** Mrs. Ponder led the team through a comprehensive review of mid-year data, including MOY, BOY, DRC Beacon, and NWEA MAP results, highlighting areas of progress and identifying persistent challenges across the district.
  - **Data Presentation Structure:** Mrs. Ponder and Dr. Young explained the structure of the data presentation, detailing how reading and math data are displayed for each school, with performance bands and arrows indicating student movement between proficiency levels from fall to winter.
  - **Use of DRC Beacon Platform:** The team discussed how instructional tools within the DRC Beacon platform are being used by teachers and academic coaches to inform next steps and strategies, with coaching cycles supporting the implementation of these tools.
  - **Monitoring TSI Schools:** Dr. Young clarified that TSI schools, identified in late December and January, are being closely monitored and are currently administering the full battery of assessments, which explains the absence of fall data for these schools.
  - **NWEA MAP Data Insights:** The group reviewed NWEA MAP data, comparing student performance across quintiles between fall and winter, and discussed the importance of tracking progress relative to peer groups within the district.
  - **Disaggregation for Students with Disabilities:** In response to a question, the team confirmed that it is possible to disaggregate data for students with disabilities at specific schools, ensuring targeted analysis and support.
- **Graduation Records and Transcript Audit:** Dr. Mabry provided an update on the district's pivot to auditing graduation records, transcripts, and withdrawal documentation, outlining the process, findings, and immediate corrective actions for high schools.
  - **Audit Process Overview:** The team conducted a detailed audit of cohort 2026 students' transcripts, regardless of grade level, reviewing every course and making necessary corrections to ensure students are on track for graduation.
  - **Red Flag Reporting:** A red flag report was generated for each school, identifying issues from both transcripts and academic checklists, with discrepancies such as missing checklists or multiple checklists per student flagged for immediate action.
  - **Immediate Interventions:** Schools received guidance on corrective actions, including enrolling students in after-school or Saturday programs to recover credits, leveraging additional funding available to CSI-status schools.

- **Withdrawal Record Verification:** Dr. Smith and Dr. Byrd assisted in auditing withdrawal records, ensuring proper documentation and coding for students who transferred out, and resolving discrepancies through direct outreach and record triangulation.
- **Next Steps and Accountability:** Administrators are required to establish regular meetings to review missing students, submit resolution reports for audit findings, and ensure timely graduation through ongoing monitoring and accountability measures.
- **Self-Assessment and Continuous Improvement Consensus:** Dr. Priester and Dr. Young facilitated a district-wide self-assessment using the GSCI framework, with teams reviewing and rating areas previously identified as 'emerging,' discussing evidence, and reaching consensus on current status and next steps.
  - **Self-Assessment Process:** Teams were assigned specific areas of the self-assessment, focusing on those rated 'emerging' in 2025, and were instructed to review evidence, discuss ratings, and record consensus responses for district-wide calibration.
  - **Delivering Quality Instruction:** Multiple groups discussed the lack of consistency in lesson planning and instructional framework implementation, identifying the need for a district-wide lesson plan template, explicit teaching strategies, and improved monitoring.
  - **Refining Instructional Systems:** Teams noted progress in developing instructional frameworks but highlighted the need for better monitoring tools, calibration sessions, and consistent use of co-teaching models and collaborative planning across all schools.
  - **Consensus Building:** After extensive discussion, the district reached consensus on ratings for each area, with most groups agreeing that while frameworks and expectations exist, consistent implementation and monitoring remain areas for growth.
- **Leadership, Instruction, and Support Systems Evaluation:** Teams evaluated district performance in cultivating leadership, ensuring high-quality instruction, driving improvement efforts, and supporting student needs, referencing evidence and identifying both operational strengths and areas still emerging.
  - **Cultivating and Distributing Leadership:** The group rated leadership distribution as operational, citing regular director meetings, advisory groups, and inclusive decision-making processes involving multiple stakeholders, including parents and staff.
  - **Ensuring High-Quality Instruction:** The team rated this area as emerging, acknowledging the existence of instructional frameworks and onboarding processes but noting inconsistent implementation and a need to reinvigorate focus on these practices.
  - **Driving Improvement Efforts:** The district was rated operational in using intentional processes such as 90-day status reviews, Eleot walkthroughs, and school improvement planning, with an emphasis on establishing baseline practices for all schools.
  - **Supportive Learning Environment:** Teams discussed the implementation of MTSS, PBIS, and mental health supports, agreeing that while structures are in

place and operational, consistency and clarity in district-wide processes and monitoring are ongoing needs.

- **Action Planning and Accountability for Sustained Improvement:** Dr. Young, Dr. Priester and Dr. Welch emphasized the urgency of addressing persistent 'emerging' areas, building capacity across all schools, and implementing strong accountability and support systems to ensure consistent, district-wide improvement.
  - **Addressing Persistent Challenges:** The CIT team acknowledged that several areas have remained at the 'emerging' level for multiple years and committed to developing immediate action plans to address these gaps, particularly in non-identified schools.
  - **Building Capacity and Consistency:** Discussions highlighted the need for all schools, not just those identified for support, to engage in best practices such as collaborative planning, data monitoring, and use of instructional frameworks to prevent future identification.
  - **Accountability and Monitoring:** Dr. Welch stressed the importance of consistent monitoring and accountability at every level, urging leaders to align actions with expectations and to model and support effective practices throughout the district.
  - **Preparation for Next Year:** Dr. Welch tasked leaders with planning for the upcoming year by identifying necessary resources, professional development, and structural changes during the summer, ensuring readiness for implementation before the new school year.
  - **Reflective Practice and Early Planning:** Dr. Welch encouraged the team to use reflective practices to assess needs and begin the school improvement process earlier, rather than waiting for final data, to proactively address areas for growth and enhance student outcomes.

#### Follow-up tasks:

- **Self-Assessment Submission:** Submit the self-assessment by the February 27th deadline, ensuring all required information and focus on areas still rated as emerging are addressed. (Dr. Young and Dr. Priester)
- **Lesson Plan Consistency:** Develop and enforce a district-wide lesson plan template that includes all required instructional components and ensure consistent use across all schools. (Teaching and Learning)
- **Monitoring Instructional Framework Implementation:** Create and implement a monitoring tool to calendarize expectations for schools, including frequency of data checks and student-led conferences, and use it to inspect and monitor instructional framework implementation. (CIT Team)
- **Special Education Co-Teaching Model Implementation:** Reintroduce and ensure consistent use of the co-teaching model one-pager that aligns co-teaching strategies with each lesson segment (opening, work session, closing) in special education classrooms. (Special Education Team)
- **Baseline Support for All Schools:** Identify and define the baseline level of support and planning that every school in the district should receive, regardless of identification status, and communicate this to all schools. (CIT Team)

- **Artifact Collection for Ratings:** Collect and submit supporting artifacts for each area rated as operational or emerging in the self-assessment to meet submission requirements. (Designated leads (as shared by Dr. Young))
- **Behavior Coach Effectiveness Tool:** Develop and implement an effectiveness tool for behavior coaches and provide additional professional learning or focus sessions to ensure administrators understand how to utilize behavior coach support. (CIT Team)