

Richmond County School System
District CIT Meeting (11.19.25)
DES: Dr. Linda Priester
Point of Contact: Dr. Lloydette Young
Superintendent: Dr. Malinda Cobb

Participants: [25.11.19 RCSS District CIT Meeting Sign-in Sheets.pdf](#)
[25.11.19 RCSS District CIT Data Review-CIT Meeting.pdf](#)
[25.11.19 District CIT presentation.pptx](#)

Meeting minutes (generated by AI)

Dr. Priester welcomed everyone to the meeting. Dr. Tommy Welch, the new Deputy Superintendent for School Improvement, was introduced to the team and shared a few comments. Dr. Cobb, School Superintendent, was unavailable for comments due to other commitments.

Meeting minutes (generated by AI)

- **Data Analysis for School Improvement:** Dr. Priester and Dr. Young led the team in a comprehensive review of school performance data, focusing on content mastery, progress, closing gaps, graduation rate, and readiness, with contributions from Linda and other team members to identify areas for support and improvement.
 - **Distribution of Data Artifacts:** Dr. Young provided participants with folders containing recaps of previous SIT meetings, observation summaries, and detailed performance data for each identified school, including breakdowns by students with disabilities and English language learners.
 - **Analysis of Performance Metrics:** The team examined whether schools met the 2023 cut scores for various metrics, discussed gains or losses in percentage points, and highlighted the importance of looking beyond aggregate scores to analyze subgroup performance.
 - **Actionable Data and Reflection:** Participants were instructed to use the data to reflect on past actions, assess their effectiveness, and determine whether to continue or revise strategies, with a focus on sustaining growth or addressing declines.
 - **Clarification of Cut Score Usage:** It was clarified that the 2023 cut scores were used due to the absence of updated scores and explained how to interpret cases where schools met cut scores but still showed negative growth.
- **Development and Monitoring of Action Plans:** Dr. Priester facilitated the creation and review of action plans based on data analysis, emphasizing accountability for previously identified 'heroic steps' and outlining expectations for follow-up and reporting on implementation.
 - **Review of Previous Action Steps:** Dr. Priester reviewed action steps from prior meetings, such as developing practice opportunities for writing, identifying model classrooms, planning interventions for ELP students, and increasing parent education on absenteeism, and set expectations for reporting on their completion.

- **Accountability and Follow-Up:** Dr. Priester announced plans to send out a checklist of action items for October, requesting updates on completion status and reasons for any uncompleted tasks, to ensure ongoing accountability.
- **Urgency and Goal Setting:** Dr. Priester stressed the urgency of implementing action plans within the limited time before state testing, aiming to improve school performance even if not all schools exit the support list.
- **Group Share-Outs and Targeted Strategies:** The *Goal Champions* shared their observations and proposed targeted strategies to address issues such as attendance, content mastery, support for English learners, and teacher capacity.
 - **Attendance and Parent Engagement:** Dr. Gloster and her team identified student attendance as a critical issue, discussed strategies such as home visits and parent communication, and highlighted ongoing efforts to address chronic absenteeism through school visits and attendance teams.
 - **Instructional Support and Data Monitoring:** Mrs. Ponder and her team emphasized the importance of monitoring data (e.g., iReady, DRC Beacon), goal setting with students, and using instructional resources and achievement level descriptors to ensure rigorous instruction and track student progress.
 - **Support for English Learners:** Ms. Castro discussed actions included supporting teachers with strategies for English learners, leveraging AI tools like Magic School, and providing data training to help schools filter and analyze Beacon data for this subgroup.
 - **Teacher and Leader Capacity Building:** Mrs. Saunders discussed efforts to support new and non-traditionally certified teachers through monthly monitoring, collaborative planning, and leveraging technology and partnerships to build content and pedagogical knowledge.
- **Special Education and High School Interventions:** Dr. Thomas and the special education group outlined targeted interventions for high school students, including lesson plan enhancements, collaborative planning, classroom coaching, and the use of progress monitoring tools.
 - **Lesson Planning and Accommodations:** The group delivered professional learning on lesson plan templates that incorporate SCI and accommodations, aiming to improve instructional quality for students with disabilities. (Dr. Thomas)
 - **Classroom Observation and Coaching:** Instructional coaches were tasked with visiting classrooms and participating in collaborative planning to ensure fidelity to instructional expectations and pacing. (Dr. Thomas)
 -
 - **Progress Monitoring Tools:** The group advocated for the use of platforms like Progress Learning (formerly USA Test Prep) to provide real-time data for small group instruction and reteaching. (Dr. Thomas)
 -
 - **Model Classrooms and Program Specialists:** Model classrooms were identified for peer observation, and program specialists were directed to take a more active role in modeling and coaching, beyond their IEP meeting responsibilities. (Dr. Thomas)

- **Graduation Rate and Transition Support:** Ms. Reynolds and team members discussed the need to align efforts to improve graduation rates, focusing on monitoring student progress, supporting transitions, and implementing credit recovery programs.
 - **Monitoring At-Risk Students:** Teams are tracking students' progress each grading period, especially those at risk of falling off track for graduation and implementing supports to prevent drop-offs.
 - **Transition Support for 9th Graders:** A focus was placed on supporting 9th grade transitions through initiatives like transition academies, recognizing the importance of this year for long-term success.
 - **Credit and Grade Recovery:** Schools are encouraged to implement intentional credit and grade recovery programs, ensuring opportunities for reassessment and relearning are available to students.
- **School Climate and Engagement Initiatives:** Ms. Courtney Bell and the school climate team reviewed ongoing efforts to improve school climate, including increasing survey participation, implementing a new fidelity tool, and conducting check-in visits to monitor engagement and expectations.
 - **Survey Participation and Timing:** Efforts are underway to increase staff, student, and parent participation in perception surveys, with strategic planning around survey timing and communication of their purpose.
 - **Implementation of Fidelity Tool:** A new state fidelity tool is being used to assess school operations in academics, well-being, and behavior, with facilitators supporting teams in honest self-assessment and goal setting.
 - **Check-In Visits and Observations:** Fall check-in visits focus on the visibility of expectations, staff engagement, and student behavior, with follow-up support offered to teams needing additional planning assistance.
 - **Foundational Environment for Instruction:** The team emphasized the necessity of a settled school environment as a prerequisite for effective instruction and deeper levels of student support.

Follow-up tasks:

- **Monthly Action Item Follow-Up:** Send out a checklist of the heroic steps/action items committed to for October and request updates on their completion status, including reasons for any incomplete items and needed support. (Dr. Priester)
- **Data Access for English Learner Monitoring:** Obtain access to Beacon data to enable filtering and monitoring of English learner progress. (Ms. Castro)
- **Professional Learning Scheduling:** Explore solutions for scheduling professional learning (PL) sessions for English learner support on days that do not conflict with legal compliance and program training sessions for teachers. (Ms. Castro)