DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS
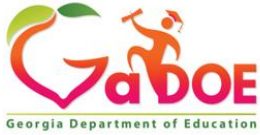
NAME OF SCHOOL: Belair K-8 School
PRINCIPAL: Josh Workman

NAME OF DISTRICT: Richmond County School System

SUPERINTENDENT: Dr. Kenneth Bradshaw

☐ *Comprehensive Support and Intervention*   ☐ *CSI Alternative*   ☐ *Targeted Support and Intervention*   ☐ *Promise*

☒ *Schoolwide Title 1 School*   ☐ *Targeted Assistance Title 1 School*   ☐ *Non-Title 1 School*

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:
Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Federal Programs Director _____ Date _____

Revision Date: _____8/15/21_____   Revision Date: _____   Revision Date: _____

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Belair K-8 School				
Principal:	Josh Workman				
Date Last Revised:		Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve Early literacy and numeracy skills

Initiative 1-Literacy (SMART Goal):	During the 2021-2022 school year, we plan to increase school-wide student literacy by 5% on the EOY iReady Benchmark.

Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rational	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
iReady Teacher Toolbox intervention materials will be implemented through the instructional period and through the RtI process for students K-8.	https://www.curriculumassociates.com/products/i-ready/meets-essa-evidence-based-requirements	Level 3	Carolyn Lewis, Instructional Coach	iReady Growth Monitoring, RtI and Diagnostic Data	2021-2022 School Year	Teacher Toolbox	District Funded
IXL Resources will be implemented to differentiate instruction for Math, ELA, Science and Social Studies.	https://www.ixl.com/ESSA/ESSA-Research-Report.pdf	ESSA Tier 2	Administration	iReady Data/GMAS/Report Card Data	2021-2022 School Year	IXL Program	General Budget
Belair Extended Learning Program with students that are two grade levels or more below in math and reading.	https://ies.ed.gov/ncee/pdf/20094056.p	Level 3	Josh Workman, Principal	iReady Data/GMAS Data	2021-2022 School Year	iReady/Teacher Created Assessments	Title I

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	df						
A school wide Literacy Café program will be Implemented with Accelerated Reader to promote reading and book checkout.	https://doc.renlearn.com/KMNet/R61323.pdf http://www.bwgriffin.com/gsu/courses/edur7130/readings/Nunnery_et_al_2006.pdf	Level 4	Tonya Mckinnie, Media Specialist	Accelerated Reader and Circulation Data	Each Quarter	Accelerated Reader	General Fund
A paraprofessional will be assigned to 1st grade in order to support fluency, comprehension, and vocabulary mastery.	https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf	Level 3	LaTasha Goodman, Assistant Principal	iReady Data/GMAS/ Report Card Data	Each Day of the 21-22 School Year	Teacher/Paraprofessional materials chosen from iReady/IXL/Teacher Created Material	Title I
For retention purposes, new teachers will participate and be supported through the school based "Flight Club" mentorship program to improve each teachers capacity related to the ten TKES standards.	N/A	N/A	Frankie Wright, Assistant Principal	TKES Evaluations	Meetings Every Month	*Teach Like a Champion* Text	General Fund

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Belair K-8 School							
Principal:	Josh Workman							
Date Last Revised:		Strategy Map Goal	Student Achievement and Success	Strategy Map Performance Objective:		Improve Early literacy and numeracy skills		

Initiative 2-Math (SMART Goal):	During the 2021-2022 school year, we plan to increase school-wide student numeracy by 5% on the EOY iReady Benchmark.							

Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rational	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
iReady Teacher Toolbox intervention materials will be implemented through the instructional period and through the RtI process for students K-8.	https://www.curriculumassociates.com/products/i-ready/meets-essa-evidence-based-requirements	Level 3	Carolyn Lewis, Instructional Coach	iReady Growth Monitoring, RtI and Diagnostic Data	2021-2022 School Year	Teacher Toolbox	District Funded
Belair Extended Learning Program with students that are two grade levels or more below in math and reading.	https://ies.ed.gov/ncee/pdf/20094056.pdf	Level 3	Josh Workman, Principal	iReady Data/GMAS Data	2021-2022 School Year	iReady/Teacher Created Assessments	Title I
Belair will partner with The Boys and Girls Club	https://ies.ed	Level 4	Principal,	Student iReady/IXL	2021-2022	SPARK Resources, Report Cards,	Parent

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Great Futures Before and After-School Program (Includes the use of SPARK STEM resources).	.gov/ncee/pdf/20094056.pdf		Instructional Specialist and Teachers	Reports, Report Card Data	School Year	iReady/IXL Data	Stakeholder Funded
IXL Resources will be implemented to differentiate instruction for Math, ELA, Science and Social Studies.	https://www.ixl.com/ESSA/ESSA-Research-Report.pdf	ESSA Tier 2	Administration	iReady Data/GMAS/ Report Card Data	2021-2022 School Year	IXL Program	General Budget
For retention purposes, new teachers will participate and be supported through the school based "Flight Club" mentorship program to improve each teacher's capacity related to the ten TKES standards.	N/A	N/A	Frankie Wright, Assistant Principal	TKES Evaluations	Meetings Every Month	*Teach Like a Champion* Text	General Fund

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Belair K-8 School						
Principal:	Josh Workman						
Date Last Revised:			Strategy Map Goal Area:	Operational Effectiveness	Strategy Map Performance Objective:	Regularly review and monitor policies and procedures for effectiveness.	
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	During the 2021-2022 school year, we plan to decrease the number of students with six or more unexcused absences by 10 % schoolwide.						

Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
An incentive program will be implemented to recognize and celebrate consistent attendance at school. Students will be rewarded with an incentive party for exemplary attendance. Students will also be recognized during the Semester 1 Awards Day in December.	n/a	n/a	Rischa Sturgis, Assistant Principal	Improved School-wide attendance	Each 9 weeks of 2021-2022 School Year	Stickers, School Supplies, Incentives etc.	General Fund
An Attendance Review Team will review and monitor school level attendance data in order to reinforce good attendance.	n/a	n/a	Rischa Sturgis, Assistant Principal	Monthly USHA/Weekly IC/Checkmate Attendance Data Reports	Each 9 weeks of 2021-2022 School Year	Paper, Office Supplies, etc.	General Fund
Administrators and teachers will work collaboratively with our school social worker to communicate supportive interventions/complete attendance contracts with parent stakeholders.	n/a	n/a	Josh Workman, Principal	SWARM Referrals, Quarterly	2021-2022 School Year	Paper, Office Supplies, etc.	General Fund

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				Counselor Reports, Attendance Data			
The Checkmate Attendance System will be used to track, notify and monitor student tardiness and absences	n/a	n/a	Rischa Sturgis, Assistant Principal	Attendance Reports, IC Attendance Records	Each 9 weeks of 2021-2022 School Year	Checkmate Software	General Budget

2021-2022 SCHOOL IMPROVEMENT PLAN

Georgia Milestones Performance Measures (with unit of measure)	Baseline (2018-2019)	Actuals (2019-2020)	Target Year 1 (2020-2021)	Actuals Year 1 (2020-2021)	Target Year 2 (2021-2022)	Actuals Year 2 (2021-2022)	Target Year 3 (2022-2023)	Actuals Year 3 (2022-2023)	Target Year 4 (2023-2024)	Actuals Year 4 (2023-2024)	Target Year 5 (2024-2025)	Actuals Year 5 (2024-2025)
Increase the percentage of students reading on grade level by Grade 3 (Proficient or above Reading)	31%	-	32%	22%	32%							
Increase the percentage of students scoring Proficient or above on the Grade 4 iReady Math	29%	-	30%	25%	30%							
Increase the percentage of students scoring Proficient or above on the Grade 5 iReady Reading	32%	-	33%	21%	33%							
Increase the percentage of students scoring Proficient or above on the Grade 5 iReady Math	27%	-	28%	13%	28%							

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific PL Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of PL	Evidence/Data of Impact on Student Learning
Initiative #1 & #2	Teachers and Staff Members will receive iReady training by members of the Curriculum Associates Team.	Fall and Spring Semesters of SY 21-22	No Cost for Training	Carolyn Lewis, Instructional Coach Josh Workman, Principal	Data PLC meetings with grade levels by administrative team	iReady growth monitoring and diagnostic data
Initiative #3	Teachers will receive PL and a guidance document to provide consistency for proper coding, communication protocols, and documentation of tardiness and absences.	Beginning of the SY 21-22	No Cost for Training	Rischa Sturgis, Assistant Principal	Attendance Data	Increase student attendance
Initiative #1 & #2	Teachers will receive IXL Training Sessions	Fall and Spring Semesters of SY 21-22	No Cost for Training	Latoya Grubbs, Middle School Teacher	IXL	iReady Diagnostic Data
Initiative #1 & #2	K-3 Teachers will receive follow-up training with instructional specialist on Fundations	Fall and Spring Semesters of SY 21-22	No Cost for Training	Carolyn Lewis, Instructional Coach	Data PLC meetings with grade levels by administrative team and instructional coach	Classroom Observations and student data.
Initiative #1 & #2	Teachers will receive ongoing PL opportunities in STE(A)M education through Belair staff members who have received their endorsements.	Fall and Spring Semesters of SY 21-22	No Cost for Training	STE(A)M Team	Admin and STE(A)M Team Walk-throughs and instructional rounds	Classroom Observations

School Name:

Date:

Planning Committee Members

Name	Position/Role	Signature
Josh Workman	Principal	
Rischa Sturgis	Assistant Principal	
Jamie Davis	Teacher	
Phyllis Johnson-Porter	Teacher	
Yolanda Bouyer	Teacher	
Margaret McKie	Teacher	
Juanda Kendrick	Teacher	
Wesley Usry	Teacher	
Angela Joannides-Schamber	Teacher	
Carolyn Lewis	Family Facilitator	
Farris Hudson	Teacher	
Tonya Mckinnie	Parent	
Ashley Brown	Parent	
Selicea Widbee	Parent	
	Student (9th-10th)	
	Student (11th-12th)	

Note** All parents are invited and more students are encouraged to participate in the schoolwide planning process.

Title I Schoolwide Program

1. **Comprehensive Needs Assessment – Section 1114(b)(6)**
   The Schoolwide Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Please enter the completion date for this year's Comprehensive Needs Assessment.

   07/01/2021

2. **Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)(I-V)**

   Address the reform strategies the school will implement to meet the school needs:

   a) Describe how such strategies will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

Economically Disadvantage:	Literacy Café, Extended Learning Program, Literacy Nights, STE(A)M Nights, Academic Clubs, Boys and Girls Club Scholarships
ESOL:	Literacy Café, Extended Learning Program, Literacy Nights, STE(A)M Nights, and Academic Clubs
Race/Ethnicity/Minority:	Literacy Café, Extended Learning Program, Literacy Nights, STE(A)M Nights, and Academic Clubs
Students with Disabilities:	Literacy Café, Extended Learning Program, Literacy Nights, STE(A)M Nights, and Academic Clubs

   b) Describe how such strategies will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

   The programs above provide additional teaching and learning opportunities outside the classroom for our student's enrichment. These opportunities no only help support academic progress, but they also help support students social-emotional learning.

   c) Describe how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include -

   i. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

Students are given the opportunities to share their feeling and emotions throughout these programs. Teachers and school personnel help to identify students in need of SEL support and provide counseling, social worker services, MFLAC

    ii.   preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

We will hold school-wide career Days each semester. Our Counseling staff will complete interest inventories on students to find appropriate career pathways. We offer High School credit courses to our 7th and 8th grade students to prepare them for opportunities in postsecondary institutions.

    iii.   implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C 1400 et seq.);

We will be collaborating with district staff to implement PBIS initiatives that will promote a positive climate and culture for all students. We will also have an Extended Learning Program for students that test below grade level in Reading and Math.

    iv.   professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

We will have training sessions with Curriculum Associates to introduce the iReady Teacher Toolbox. Belair administration will meet with teacher as needed to give feedback for growth as it relates to TKES evaluations. Teachers will have PL for Foundations and trainings in STEM education and to learn the IXL program.

    v.   strategies for assisting preschool children in the transition from early childhood education, from elementary childhood to middle school, and from middle school to high school.

We will hold Pre-K transition nights and an orientation for Kindergarten. Pre-K students also have the opportunity to grow through the opportunities provided within the Boys and Girls Club before and after-school program.

3. **Evaluation of the Schoolwide Plan - 34 C.F.R. § 200.26**

a.) Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. How will you monitor the implementation of the School Improvement Plan? In addition to the State's annual assessments, what other indicators will you use to measure academic achievement?

> We will hold monthly Leadership meeting where we will review action steps and collaborate on adjustment that are necessary. In addition, the school administration and instructional coach will collaborate on a weekly basis to discuss the monitoring and implementation of the SIP as it relates to actions steps and student academic data.

b.) Review the previous year's School Improvement Plan. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

> We plan to revise the 2020-2021 SIP to include specific action steps that will target students who show deficits in literacy and numeracy and ensure that students maintain regular attendance.

c.) Describe how the Schoolwide plan will be revised, as necessary, based on the regular monitoring to ensure continuous improvement of students in the schoolwide program.

> The administration will survey the faculty/staff for input and buy-in. The review of student data will also drive the revision of the SIP. In addition, the SIP will be reviewed each month in our leadership team meetings.

4. **ESSA Requirements to include in your Schoolwide Plan - Section 1116 (b)(1)**
   Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Please enter the revision date for the Parent and Family Engagement Policy.

> 4/16/21

5. **Schoolwide Plan Development – Section 1114(b)(1-5)**

   a.) The Schoolwide Plan is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Please enter your initials to acknowledge this statement. JW

   b.) The Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including

JW

administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Please enter your initials to acknowledge this statement.

c.) The Schoolwide Plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Please enter your initials to acknowledge this statement.

> JW

d.) The Schoolwide Plan is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. How is the School Improvement Plan made available?

> We will post our School Improvement Plan on our webpage as well as place the information on our Facebook page and in our main office area.

e.) The Schoolwide Plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

Funding Source:	How funds will be used
Federal Funds: Title I Funds Include any Title I paid employee and everything you plan on purchasing this year.	Monies will be used to implement an Extended Learning Program, funding of a school counselor with Parent Facilitator duties, a 1st grade literacy paraprofessional, and educational resources such as 1:1 computer devices and peripherals.
State Funds:	Funds will be used for professional learning.
Reduced Class Size (If applicable)	EIP Self-contained classes grade K-3
School Improvement Grant (If applicable)	
Local Professional Learning Funds	District coordinates activities
Grants	

Funding Source and Resources provided:

- FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
- Title II-Professional Learning Opportunities.
- Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
- IDEA - Specifically for IDEA students - instructional materials and supplies,

technology, teachers, paraprofessionals, software.

- Carl D Perkins - N/A
- EIP - Teachers for identified EIP students
- McKinney Vento - Services for Homeless students
- Title I - instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE   instruction.

Written Rationale
(Dependent on ESSA Evidence Level)

All interventions, programs, strategies, activities, software, staff, etc. must include the evidence-based level in the SIP and budget/justification.

ESSA recognizes four levels of evidence:
1. **Strong**: evidence from at least 1 well-designed and well-implemented experimental study
2. **Moderate:** evidence from at least 1 well-designed and well-implemented quasi-experimental study
3. **Promising:** evidence with a well-designed and well-implemented correlational study with statistical controls for selection bias.
4. **Written Rationale:** evidence building based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes inside the school for which it was written.

The following links can be utilized for evidence:
http://www.bestevidence.org/search.cfm
https://ies.ed.gov/ncee/wwc/
https://evidenceforessa.org
https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

If an action step in the SIP does not have an evidence level of Strong, Moderate, or Promising, the Rationale must be written in the forms below.

Rationale #1	
Initiative:	
Action Step:	

Current Research to Support this Action Step					
Expected Results					
How will Success be Measured?					
Data Points	Beginning of Year		Goal		Actual	
Status Checkpoint Dates:					
End-of-Year Results and Reflection					

2021-2022 SCHOOL IMPROVEMENT PLAN

Rationale #2	
Initiative:	
Action Step:	

Current Research to Support this Action Step						
Expected Results						
How will Success be Measured?						
Data Points	Beginning of Year		Goal		Actual	
Status Checkpoint Dates:						
End-of-Year Results and Reflection						

2021-2022 SCHOOL IMPROVEMENT PLAN

Rationale #3	
Initiative:	
Action Step:	

Current Research to Support this Action Step							
Expected Results							
How will Success be Measured?							
Data Points	Beginning of Year		Goal		Actual		
Status Checkpoint Dates:							
End-of-Year Results and Reflection							