



School Improvement Plan

2021 – 2024



General Improvement Plan Information	
School	Clubview Elementary
Principal	Teresa Lawson
SIP Team Lead	Jessica Lusano
Grades Served	PK-5
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
<input type="checkbox"/> Community Eligibility Provision (CEP)	
<input checked="" type="checkbox"/> Free/Reduced Meal Application	
Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box	
<input type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately)	
<input type="checkbox"/> Consolidated Funds (State/Local and Federal Funds are Consolidated)	

TEAM MEMBERS

The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Schools must ensure they are incorporating a paraprofessional in the process.

Name	Position
Teresa Lawson	Principal
Cathleen Heider	Assistant Principal
Jessica Lusano	Teacher, Kindergarten
Adam Jones	Teacher, 1 st
Cindy Rankin	SWD Teacher (when applicable)
NA	ESOL Teacher (when applicable)
Claire Herndon	Paraprofessional
Mary Rodenberry	Parent
Jennilyn Reynolds	Parent
Melonese Close, PIE	Business/Community Partner
Nancy Williams, PIE	Business/Community Partner

ADDITIONAL TEAM MEMBERS

Name	Position
Kim Schorr	IB Coordinator
Kimberly Clements	Teacher, PK
Lara Allan Lasseter	Teacher, 2 nd
Beth Carlisle	Teacher, 3 rd
Kaylee Brooks	Teacher and 504 Coordinator
Lori Carson	Teacher, 4 th
Amberly Fahnestock	Teacher, 5 th
Adrianna Smith	Teacher, Specials
Lisa East	Counselor and MTSS Chair
Shea Hurst	Media Specialist

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?

Multiple surveys to stakeholder groups, regular Leadership Team meetings, Local School Council meetings. PTA meetings

CLUBVIEW MISSION

The mission of Clubview School is to inspire and equip students to become life-long learners who exhibit the attributes of the IB Learner Profile and to achieve unlimited potential as international-minded citizens in our global society.

IBO MISSION

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Strong writing skills	School-wide expectations, schedule time, purpose, approach	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. PBIS consistency	Knowledge, commitment, time, data-driven	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate

2021 – 2024 OVERARCHING NEEDS & GOALS

District Overarching Need	District SIP Goal
Address individual student needs	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.
School Overarching Need	School SIP Goals (SMART process goal, not an outcome goal)
Develop strong writing skills	By May 2024, 100% of teachers will have writing performance tasks embedded within each of the six IB units of inquiry as measured by IB unit planners and student writing products.
Strengthen PBIS consistency	By May 2022, 100% of faculty and staff will actively participate in PBIS training and implementation as measured by data meetings, walkthroughs, and teacher surveys.

**SHORT TERM ACTION PLAN
FALL 2021**

Goal: By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Utilize model classrooms for peer observations in order to promote teacher understanding of data-driven instruction.	Strong; observation checklist	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	Principal, AP, teachers	October – December 2021	Observation checklist	Choose an item.
	Intended Outcomes:	Expanding the knowledge of the staff and to focus on individual teacher needs, build a professional community, and build a collective efficacy.					
Review data-driven decision making with Trailblazers.	Strong; PD documentation	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	Principal, AP, teachers	August – October 2021	PD documentation	Choose an item.
	Intended Outcomes:	Review and renew data-driven decision making.					
Introduce data-driven decision making to new faculty members.	Strong; PD documentation	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	Principal, AP, teachers	August – October 2021	PD documentation	Choose an item.
	Intended Outcomes:	Introduce data-driven decision making to new members and assign a mentor to each member in order to provide support.					
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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SHORT TERM ACTION PLAN
Spring 2022

Goal:	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
The Trailblazers will implement one lesson in their classroom based on the model built by Core Team.	Strong; observation checklist and/or lesson notes	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	Principal, AP, teachers	January – March 2022	Checklists, anecdotal notes	Choose an item.
	Intended Outcomes:	To ensure fidelity to the program					
Mentors and mentees meet to review progress and provide support as needed.	Strong; meeting notes	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	Principal, AP, teachers	January – May 2022	PD documentation	Choose an item.
	Intended Outcomes:	To amplify strengths and identify weaknesses					
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
<ul style="list-style-type: none"> GA RESA – AS2 							

**SHORT TERM ACTION PLAN
FALL 2021**

Goal: By May 2024, 100% of teachers will have writing performance tasks embedded within each of the six IB units of inquiry as measured by IB unit planners and student writing products.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Teachers and IB coordinator will collaborate to add writing performance tasks to IB planners.	Strong; IB planners	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	IB Coordinator, teachers	August – December 2021	GMAS data, IB planners, rubrics, work samples	Choose an item.
	Intended Outcomes:	Students will make gains towards proficiency in the area of writing.					
Teachers and IB coordinator will review ELA standards written in all IB planners and integrate new reading series.	Strong; IB planners	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	IB Coordinator, teachers	August – December 2021	GMAS data, IB planners, rubrics, work samples	Choose an item.
	Intended Outcomes:	To align curriculum and increase student achievement					
Students will publish a piece of writing to submit to an intended external audience for review or feedback. (PTA Reflections)	Strong; student writing	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	Teachers	November – December 2021	Student writing artifacts	Choose an item.
	Intended Outcomes:	To promote writing and increase recognition of student writing					
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
<ul style="list-style-type: none"> PTA 							

**SHORT TERM ACTION PLAN
SPRING 2022**

Goal: By May 2024, 100% of teachers will have writing performance tasks embedded within each of the six IB units of inquiry as measured by IB unit planners and student writing products.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Students will publish a piece of writing to submit to an intended external audience for review or feedback. (Young GA Author)	Strong; student writing	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	Principal, AP, teachers, RESA	February – March 2022	Student writing artifacts	Choose an item.
	Intended Outcomes:	To promote writing and increase recognition of student writing					
Teachers and IB coordinator will collaborate to add writing performance tasks to IB planners.	Strong; IB planners	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	IB Coordinator, teachers	January – May 2022	GMAS data, IB planners, rubrics, work samples	Choose an item.
	Intended Outcomes:	To increase access of IB aligned writing performance tasks					
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
<ul style="list-style-type: none"> • CF-RESA 							

**SHORT TERM ACTION PLAN
FALL 2021**

Goal: By May 2022, 100% of faculty and staff will actively participate in PBIS training and implementation as measured by data meetings, walkthroughs, and teacher surveys.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
New teachers will be introduced to PBIS and create a classroom matrix, routines and procedures, and rewards system.	Strong; artifacts and walkthrough observations	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	PBIS team, teachers	August 2021	Classroom matrix, PBIS team meeting agenda and notes, SWIS	Choose an item.
	Intended Outcomes:	Physical products will be posted in classrooms.					
Classroom teachers will explicitly teach rules and expectations in each location according to the matrix.	Strong; observation and walkthroughs	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	Principal, AP, PBIS team, teachers	August 2021	Pre-written lesson plans for each location, SWIS	Choose an item.
	Intended Outcomes:	Teachers will have a functional understanding of PBIS expectations in order to instruct students on school-wide appropriate behaviors.					
Administrators, teachers, and students will implement school-wide rules and expectations.	Strong; observation and walkthroughs	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	Principal, AP, teachers	August – December 2021	PBIS team meeting agenda and notes, SWIS	Choose an item.
	Intended Outcomes:	Teachers will have a functional understanding of PBIS expectations in order to instruct students on school-wide appropriate behaviors.					
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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**SHORT TERM ACTION PLAN
SPRING 2022**

Goal:	By May 2022, 100% of faculty and staff will actively participate in PBIS training and implementation as measured by data meetings, walkthroughs, and teacher surveys.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Administrators, teachers, and students will implement school-wide rules and expectations.	Strong; observation and walkthroughs	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	Principal, AP, teachers	January – May 2022	PBIS team meeting agenda and notes, SWIS	Choose an item.
	Intended Outcomes:	Teachers will have a functional understanding of PBIS expectations in order to instruct students on school-wide appropriate behaviors.					
Teachers and staff will complete assigned PBIS training modules.	Strong; PD documentation	Economically disadvantaged, race, ethnicity, homeless, minority students with disabilities	II-A, IV-A	Principal, AP, PBIS team, teachers	January – May 2022	SAS & TFI	Choose an item.
	Intended Outcomes:	Teachers will have a functional understanding of PBIS expectations in order to instruct students on school-wide appropriate behaviors.					
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	<ul style="list-style-type: none"> • Data Review (from 2020-21) <ul style="list-style-type: none"> ○ Achieve 3000, STAR, GMAS, Lexia, IXL • PBIS Modules/Framework • Personalized Learning – Data-driven Instruction • Review of IB components • HMH training 	All goals are addressed.	II-A, IV-A	IB planners Walkthroughs TKES Surveys Agendas Minutes PL walkthroughs SST referrals
PD Day #2	<ul style="list-style-type: none"> • Data Review (from Fall 2021) <ul style="list-style-type: none"> ○ Achieve 3000, STAR, GMAS, Lexia, IXL • PBIS Modules/Framework • Personalized Learning – Data-driven Instruction • Review of IB components • HMH training 	All goals are addressed.	II-A, IV-A	IB planners Walkthroughs TKES Surveys Agendas Minutes PL walkthroughs SST referrals
PD Day #3	<ul style="list-style-type: none"> • Data Review (from Spring 2021) <ul style="list-style-type: none"> ○ Achieve 3000, STAR, GMAS, Lexia, IXL • PBIS Modules/Framework • Personalized Learning – Data-driven Instruction • Review of IB components • HMH training 	All goals are addressed.	II-A, IV-A	IB planners Walkthroughs TKES Surveys Agendas Minutes PL walkthroughs SST referrals
Additional PD				

YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2022 – 2023				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	<ul style="list-style-type: none"> • Data Review (from 2021-22) <ul style="list-style-type: none"> ○ Achieve 3000, STAR, GMAS, Lexia, IXL • PBIS Modules/Framework • Personalized Learning – Data-driven Instruction • Review of IB components • HMH training 	All goals are addressed.	II-A, IV-A	IB planners Walkthroughs TKES Surveys Agendas Minutes PL walkthroughs SST referrals
PD Day #2	<ul style="list-style-type: none"> • Data Review (from Fall 2022) <ul style="list-style-type: none"> ○ Achieve 3000, STAR, GMAS, Lexia, IXL • PBIS Modules/Framework • Personalized Learning – Data-driven Instruction • Review of IB components • HMH training 	All goals are addressed.	II-A, IV-A	IB planners Walkthroughs TKES Surveys Agendas Minutes PL walkthroughs SST referrals
PD Day #3	<ul style="list-style-type: none"> • Data Review (from Spring 2023) <ul style="list-style-type: none"> ○ Achieve 3000, STAR, GMAS, Lexia, IXL • PBIS Modules/Framework • Personalized Learning – Data-driven Instruction • Review of IB components • HMH training 	All goals are addressed.	II-A, IV-A	IB planners Walkthroughs TKES Surveys Agendas Minutes PL walkthroughs SST referrals
Additional PD				

YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2023 – 2024				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	<ul style="list-style-type: none"> • Data Review (from 2022-23) <ul style="list-style-type: none"> ○ Achieve 3000, STAR, GMAS, Lexia, IXL • PBIS Modules/Framework • Personalized Learning – Data-driven Instruction • Review of IB components • HMH training 	All goals are addressed.	II-A, IV-A	IB planners Walkthroughs TKES Surveys Agendas Minutes PL walkthroughs SST referrals
PD Day #2	<ul style="list-style-type: none"> • Data Review (from Fall 2023) <ul style="list-style-type: none"> ○ Achieve 3000, STAR, GMAS, Lexia, IXL • PBIS Modules/Framework • Personalized Learning – Data-driven Instruction • Review of IB components • HMH training 	All goals are addressed.	II-A, IV-A	IB planners Walkthroughs TKES Surveys Agendas Minutes PL walkthroughs SST referrals
PD Day #3	<ul style="list-style-type: none"> • Data Review (from Spring 2024) <ul style="list-style-type: none"> ○ Achieve 3000, STAR, GMAS, Lexia, IXL • PBIS Modules/Framework • Personalized Learning – Data-driven Instruction • Review of IB components • HMH training 	All goals are addressed.	II-A, IV-A	IB planners Walkthroughs TKES Surveys Agendas Minutes PL walkthroughs SST referrals
Additional PD				

REQUIRED QUESTIONS

In developing this plan, briefly describe how the school sought advice from various stakeholders (ex. teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and other stakeholders).

Faculty and staff surveys, student surveys, family surveys, Leadership Team meetings, Personalized Learning Team meetings, PBIS Team meetings

Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.

Through implementation of PBIS, the school will support efforts to reduce overuse of disciplines practices that remove students from the classroom. Using the major and minor infraction flowchart will allow this to occur in all classrooms for all students.

Describe any continuing and/or new Title IV-A funded activities and programming, including objectives and intended outcomes, planned for supporting:

- Well-rounded educational opportunities for all students
- Safe and healthy students
- Effective use of technology by students

IB PYP, PBIS, Personalized Learning, IB Exhibition, 1:1 student device, community engagement through speakers, experts in the field, artists in residence, student field trips, inclusion of community partners in programming, SEL training including Capturing Kids Hearts

Elementary Schools Only

Describe how the school will support, coordinate and integrate services with early childhood programs at the school level, including strategies for assisting pre-school children in the transition from early childhood education programs to the elementary school.

Also, describe what supports and/or services will be put into place to support 5th grade students in their transition to middle school.

The school identifies PK students who may benefit from summer learning opportunities and promotes those opportunities for students and their families. Resources are sent home to families in order to better prepare them for entering elementary school. The school host parent informational meetings before school begins. The school publishes operational details and expectations via email, social media, newsletters and website for all families. Young learners will begin the school year one day earlier than older students. The school holds 5th grade transition meetings. The school will collaborate with middle schools and encourage tours. A community group known as Teen Advisors is invited into the school to work with 5th grade students in order to prepare them for the transition to middle school.

