



School Improvement Plan

2021 – 2024

General Improvement Plan Information	
School	Hannan Elementary Magnet Academy
Principal	Lisa Whitaker 2020-2021/Dr. LaShonda Milledge-Miller 2021
SIP Team Lead	Dr. LaShonda Milledge-Miller and Lisa Whitaker
Grades Served	K-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 checked="" 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
Lisa Whitaker/ LaShonda Milledge Miller	Principal
LaShonda Milledge-Miller	Assistant Principal or Dean
Rebecca Talley	Academic Coach
Tiffany Richardson	Teacher
Catherine Hernandez	Teacher
Louise Lopez	SWD Teacher (when applicable)
Paula Murphy	SWD (when applicable)
Theo Talbert	Paraprofessional
Carolyn Bingham	Family Engagement Representative
Shawwna Worrell	Teacher
Nick Jones	Teacher
Courtney Deyampert	Teacher
Christina Chartier	Teacher
Heather Jordan	Teacher/Counselor
	RESA (SI schools only)

ADDITIONAL TEAM MEMBERS

Name	Position
Pastor Terrance Evans	Greater Ward Chapel/Partner in Education

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

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OUR SCHOOL MISSION

Our mission is to inspire and equip all students to achieve unlimited potential.

OUR SCHOOL VISION

The MCSD is a beacon of educational excellence where all are known, valued, and inspired.

OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Tier 1 Instruction	<ul style="list-style-type: none"> • MTSS processes • Understanding the Standards/Pacing • Gradual Release of Instruction • Data-driven decisions • Understanding diverse needs of learners • Building relationships 	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. Parental and Community Involvement to create a positive climate for all	<ul style="list-style-type: none"> • Lack of opportunities • Needing more partners from the community • Needing more parental support and resources 	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
3.		<input type="checkbox"/> Instructional <input type="checkbox"/> Climate
4.		<input type="checkbox"/> Instructional <input type="checkbox"/> Climate

IMPORTANT

As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last AdvancED review.

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN	
Overarching Needs	Improvement Plan Goals
1. Provide leadership development	1. By July 2022, MCSD will have implemented the first 3 tiers of its leadership development program (Aspiring Principal cohort, Assistant Principals, 1 st & 2 nd year Principals) and developed the next tier (all Principals) for FY 2023 implementation as well as provide pertinent leadership development training in alignment with the district's mission and vision.
2. Address individual student needs	2. By July 2022, 100% of teachers will implement evidence-based Tier 1 instructional strategies through the standards-based classroom framework with 80% of teachers implementing them effectively as measured by student achievement across content areas and student Lexile scores as well as progress on individual school improvement plans. 3. 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 as measured by status reports, walk-throughs and survey feedback.
3. Monitor progress (<i>applies to all 4 goals</i>)	4. By July 2023, all MCSD schools will implement Multi-Tiered System of Supports (MTSS) at a "Developing" level or higher as measured by the School MTSS Fidelity of Implementation Rubric.
4. Create a Culture of Kindness	5. By July 2022, MCSD will increase awareness of and adherence to the district's Mission, Vision and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and a reduction in office discipline referrals.

ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)	
Powerful Practices	
1.	The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents.
2.	The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization.
3.	The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness.
Opportunities for Improvement	
1.	Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis.
2.	Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners.
3.	Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth.
4.	Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery.
Improvement Priorities	
1.	Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth.
2.	Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff.

2021 – 2024 OVERARCHING NEEDS & GOALS

District Overarching Need	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	SIP Goal (SMART process goal, not an outcome goal)
Tier 1 Instruction	By May 2024, 100% of teachers will have consistently implemented effective Tier 1 instruction in ELA and Math through data-driven decisions, as evidenced through progress monitoring with at least 85% effectiveness.
Parental and Community Involvement to create a positive climate for all	By May 2024, 85% of parents will participate in at least two school-based activities in ways that enhance and support students' achievement.

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
Create student data notebooks		All students	QBE, Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Students Teacher admin	Monthly (August-December)	Selected student data notebooks will be brought to PLCs weekly Weekly admin walk throughs	Not Progressing at Expected Rate
Intended Outcomes:		Students will become involved and owners in their progress monitoring.					
Teachers will create teacher data notebooks		All Students and teachers	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Teachers	Monthly (August-December)	Weekly PLCs per grade level Monthly checks for status of the class profile sheets	Not Progressing at Expected Rate
Intended Outcomes:		Teachers will regularly monitor class progress to plan lessons for remediating and accelerating to meet students' needs.					
School-wide lesson plan template		All Teachers	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D	Teachers (K-2 Math/Reading/Writing)	Monthly (August-December)	Weekly Lesson plan turned in each Friday	Progressing at Expected Rate

			Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney- Vento Perkins	(3-5 Departmentalized Planning based on subjects taught as well as writing) Admin Academic Coach			
	Intended Outcomes:						
Teachers will use Pre/Post Assessments to drive data driven decisions.		All teachers	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney- Vento Perkins	Teachers will use pre/post data to measure student growth on targeted standards and unit assessments Admin Academic Coach	Monthly (August- December)	Data notebook checks monthly	Not Progressing at Expected Rate
	Intended Outcomes:						
							Choose an item.
	Intended Outcomes:						
							Choose an item.
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
Create student data notebooks		All students	QBE, Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Students Teacher admin	Monthly (January-May)	Selected student data notebooks will be brought to PLCs weekly Weekly admin walk throughs	Not Progressing at Expected Rate
	Intended Outcomes:	Students will become involved and owners in their progress monitoring.					
Teachers will create teacher data notebooks		All Students and teachers	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Teachers	Monthly (January-May)	Weekly PLCs per grade level Monthly checks for status of the class profile sheets	Not Progressing at Expected Rate
	Intended Outcomes:	Teachers will regularly monitor class progress to plan lessons for remediating and accelerating to meet students' needs.					
School-wide lesson plan template		All Teachers	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D	Teachers (K-2 Math/Reading/Writing)	Monthly (January-May)	Weekly Lesson plan turned in each Friday	Progressing at Expected Rate

			Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney- Vento Perkins	(3-5 Departmentalized Planning based on subjects taught as well as writing) Admin Academic Coach				
	Intended Outcomes:	Teachers will use a common template to plan for differentiated lessons.						
Teachers will use Pre/Post Assessments to drive data driven decisions.		All teachers	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney- Vento Perkins	Teachers will use pre/post data to measure student growth on targeted standards and unit assessments Admin Academic Coach	Monthly (January-May)	Data notebook checks monthly	Not Progressing at Expected Rate	
	Intended Outcomes:	Data will be used to drive instruction.						
	Intended Outcomes:							Choose an item.
	Intended Outcomes:							Choose an item.
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

FALL 2021

Goal:	By May 2024, 100% of teachers will have consistently implemented effective Tier 1 instruction in ELA and Math through data-driven decisions, as evidenced through progress monitoring with at least 85% effectiveness.						
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	
	Intended Outcomes:					Progress Monitoring Method, Frequency & Artifacts	Status
Planning instruction around specific standards and objectives through the use of pacing guides and priority standards with gradual release delivery		Teachers and students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Teachers Academic Coach Admin	Monthly (August-December)	<ul style="list-style-type: none"> Lesson plans turned in weekly Board configuration in classrooms Walk-Throughs 	Not Progressing at Expected Rate
	Intended Outcomes:	Students will have consistent opportunities to work on grade appropriate assignments.					
PLCS conducted regularly analysis of benchmark data, plan/share lessons, discuss student work, and engaging in instructional conversations		Teachers and students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Teachers Academic Coach Admin	Monthly (August-December)	<ul style="list-style-type: none"> PLCs weekly Data notebooks Student work PLC meeting minutes 	Progressing at Expected Rate
	Intended Outcomes:	Establishing strong core instruction where students do most of the thinking in the lesson.					

Conduct various ongoing formative assessments to inform instruction		Teachers and students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Teachers Academic Coach	Monthly (August-December)	<ul style="list-style-type: none"> Unit and Benchmark standards/assessment data Pre/Post Assessments Daily checks for understanding in lesson plan Regular progress monitoring 	Not Progressing at Expected Rate
	Intended Outcomes:	Using pre/post data to measure student mastery.					
Establish flexible grouping in the classroom		Teachers and Students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Teachers	Monthly (August-December)	<ul style="list-style-type: none"> Walk Throughs for Differentiated groups Monitor lesson plans for differentiation 	Not Progressing at Expected Rate
	Intended Outcomes:	Differentiate instruction the needs of our learners.					
Utilize Benchmark screeners quarterly to inform instruction		Teachers	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Teachers Academic Coach Admin	Monthly (August-December)	<ul style="list-style-type: none"> Universal Screener data monitored regularly Data shared with families and in PLCs 	Progressing at Expected Rate
	Intended Outcomes:	Measure growth, mastery, and areas of concern for students.					
Provide appropriate interventions as		Teachers and Students	Title I, Part A Title I, Part A SIG Title I, Part	Teachers Title 1 Support	Monthly (August-December)	<ul style="list-style-type: none"> Universal and Benchmark Data used 	Not Progressing at Expected Rate

needed to students			C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins			<ul style="list-style-type: none"> Monitoring the MTSS process Ongoing conversations with teacher, families, and admin for learners Title 1 Support Instruction 	
	Intended Outcomes:	Being mindful of data to be able to close student gaps.					
<p>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.</p> <ul style="list-style-type: none"> 							

SHORT TERM ACTION PLAN

Spring 2022

Goal:	By May 2024, 100% of teachers will have consistently implemented effective Tier 1 instruction in ELA and Math through data-driven decisions, as evidenced through progress monitoring with at least 85% effectiveness.						
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	
	Intended Outcomes:					Progress Monitoring Method, Frequency & Artifacts	Status
Planning instruction and instruction around specific standards and objectives through the use of pacing guides and priority standards with gradual release delivery		Teachers and students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Teachers Academic Coach Admin	Monthly (January - May)	<ul style="list-style-type: none"> Lesson plans turned in weekly Board configuration in classrooms Walk-Throughs 	Not Progressing at Expected Rate
	Intended Outcomes:						
PLCS conducted regularly analysis of benchmark data, plan/share lessons, discuss student work, and engaging in instructional conversations		Teachers and students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Teachers Academic Coach Admin	Monthly (January-May)	<ul style="list-style-type: none"> PLCs weekly Data notebooks Student work PLC meeting minutes 	Progressing at Expected Rate
	Intended Outcomes:						
Conduct various ongoing		Teachers and students	Title I, Part A Title I, Part A	Teachers Academic Coach	Monthly (January-May)		Not Progressing at Expected Rate

formative assessments to inform instruction			SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins			<ul style="list-style-type: none"> Unit and Benchmark standards/assessment data Pre/Post Assessments Daily checks for understanding in lesson plan Regular progress monitoring 	
	Intended Outcomes:	Using pre/post data to measure student mastery.					
Establish flexible grouping in the classroom		Teachers and Students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Teachers	Monthly (January-May)	<ul style="list-style-type: none"> Walk Throughs for Differentiated groups Monitor lesson plans for differentiation 	Not Progressing at Expected Rate
	Intended Outcomes:	Differentiate instruction the needs of our learners.					
Utilize Benchmark screeners quarterly to inform instruction		Teachers	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Teachers Academic Coach Admin	Monthly (January-May)	<ul style="list-style-type: none"> Universal Screener data monitored regularly Data shared with families and in PLCs 	Progressing at Expected Rate
	Intended Outcomes:	Measure growth, mastery, and areas of concern for students.					
Provide appropriate interventions as needed to students		Teachers and Students	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A	Teachers Title 1 Support	Monthly (January-May)	<ul style="list-style-type: none"> Universal and Benchmark Data used Monitoring the MTSS process 	Not Progressing at Expected Rate

			Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins			<ul style="list-style-type: none"> • Ongoing conversations with teacher, families, and admin for learners • Title 1 Support Instruction 	
	Intended Outcomes:	Being mindful of data to be able to close student gaps.					
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

Fall 2021

Goal:	By May 2024, 85% of parents will participate in at least two school-based activities in ways that enhance and support students' achievement.						
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
Conduct monthly parent opportunities and quarterly training workshops for parents to participate in at the school to help with student achievement.		Parents Teachers Students	Title 1 Set Aside Parenting Meeting	Parent Liaison Teachers Admin	Monthly August-December	Agendas from Parent Workshops Sign In Sheets	Not Progressing at Expected Rate
	Intended Outcomes:	Increase parental involvement and teacher/parent relationships and communication.					
Volunteer opportunities will be provided to families.		Parents Teachers Students Stakeholders	Title 1 Set Aside Parenting Meeting	Parent Liaison Admin Teachers	Monthly August-December	Sign-up Sheets Sign In Sheets for school activities/functions	Not Progressing at Expected Rate
	Intended Outcomes:	Increase parental involvement and a welcoming environment.					
Utilize parent liaison to conduct family interest surveys quarterly.		Parents Parent Liaison	Title 1 Set Aside Parenting Meeting	Parent Liaison Admin	Monthly August-December	Survey Data	Progressing at Expected Rate
	Intended Outcomes:	Assess parental needs and wants for planning activities for families.					
Increase parent usage of items from the parent resource room.		Parents Parent Liaison	Title 1 Set Aside Parenting Meeting	Parent Liaison Teachers	Monthly August-December	Parent Resource Check out Log	Not Progressing at Expected Rate
	Intended Outcomes:	Resources will be checked out and used to assist with learning at home.					
Recruit additional partners in education through marketing and meet quarterly with local school council.		Teachers Parent Liaison Stakeholders	Title 1 Set Aside Parenting Meeting	Parent Liaison Admin Teachers	Monthly August-December	PIE documentation	Not Started
	Intended Outcomes:	Grow our partners in education and enrichment opportunities for the school and students.					
Weekly communication will be provided to		Teachers Parent Liaison Admin	Title 1 Set Aside Parenting Meeting	Parent Liaison Admin Teachers	Monthly August-December	Teacher Newsletters Website	Not Progressing at Expected Rate

<p>families through websites, newsletters, and ongoing parent/teacher/admin conferences to monitor student progress at tier 1 during progress reports each quarter.</p>	<p>Intended Outcomes:</p>	<p>Provide ongoing consistent communication to families about student academic learning and Hannan Happenings.</p>	<p>Hannan Happenings</p>	
<p>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.</p>				
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SHORT TERM ACTION PLAN

Spring 2022

Goal:	By May 2024, 85% of parents will participate in at least two school-based activities in ways that enhance and support students' achievement.						
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
Conduct monthly parent opportunities and quarterly training workshops for parents to participate in at the school to help with student achievement.		Parents Teachers Students	Title 1 Set Aside Parenting Meeting	Parent Liaison Teachers Admin	Monthly January-May	Agendas from Parent Workshops	Not Progressing at Expected Rate
	Intended Outcomes:	Increase parental involvement and teacher/parent relationships and communication.				Sign In Sheets	
Volunteer opportunities will be provided to families.		Parents Teachers Students Stakeholders	Title 1 Set Aside Parenting Meeting	Parent Liaison Admin Teachers	Monthly January-May	Sign-up Sheets Sign-In Sheets for school activities/functions	Not Progressing at Expected Rate
	Intended Outcomes:	Increase parental involvement and a welcoming environment.					
Utilize parent liaison to conduct family interest surveys quarterly.		Parents Parent Liaison	Title 1 Set Aside Parenting Meeting	Parent Liaison Admin	Monthly January-May	Survey Data	Progressing at Expected Rate
	Intended Outcomes:	Assess parental needs and wants for planning activities for families.					
Increase parent usage of items from the parent resource room.		Parents Parent Liaison	Title 1 Set Aside Parenting Meeting	Parent Liaison Teachers	Monthly January-May	Parent Resource Check out Log	Not Progressing at Expected Rate
	Intended Outcomes:	Resources will be checked out and used to assist with learning at home.					
Recruit additional partners in education through marketing and hold quarterly meetings with local school council.		Teachers Parent Liaison Stakeholders	Title 1 Set Aside Parenting Meeting	Parent Liaison Admin Teachers	Monthly January-May	PIE documentation	Not Started
	Intended Outcomes:	Grow our partners in education and enrichment opportunities for the school and students.					
Weekly communication will be provided to		Teachers Parent Liaison Admin	Title 1 Set Aside Parenting Meeting	Parent Liaison Admin Teachers	Monthly January-May	Teacher Newsletters Website	Not Progressing at Expected Rate

<p>families through websites, newsletters, and ongoing parent/teacher/admin conferences to monitor student progress at tier 1 during progress reports each quarter.</p>	<p>Intended Outcomes:</p>	<p>Provide ongoing consistent communication to families about student academic learning and Hannan Happenings.</p>	<p>Hannan Happenings</p>	
<p>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.</p>				
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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	MTSS/Tier 1 Instruction ELA New Adoption (ELA teachers only) Part 1: Cultural Awareness and PBIS Overview	<p>By May 2024, 100% of teachers will have consistently implemented effective Tier 1 instruction in ELA and Math through data-driven decisions, as evidenced through progress monitoring with at least 85% effectiveness.</p> <p>By May 2024, 85% of parents will participate in at least two school-based activities in ways that enhance and support students' achievement.</p>	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Agendas; sign in sheets; student data
PD Day #2	Part 2: Cultural Awareness/PBIS/CICO MTSS Check In Personalized Learning PD (Lead by Academic Coach)	<p>By May 2024, 100% of teachers will have consistently implemented effective Tier 1 instruction in ELA and Math through data-driven decisions, as evidenced through progress monitoring with at least 85% effectiveness.</p> <p>By May 2024, 85% of parents will participate in at least two school-based activities in ways that enhance and support students' achievement.</p>	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins	Agendas; sign in sheets; student data

<p>PD Day #3</p>	<p>MTSS Check In PBIS Refresher Part 3: Cultural Awareness Personalized Learning PD</p>	<p>By May 2024, 100% of teachers will have consistently implemented effective Tier 1 instruction in ELA and Math through data-driven decisions, as evidenced through progress monitoring with at least 85% effectiveness.</p> <p>By May 2024, 85% of parents will participate in at least two school-based activities in ways that enhance and support students' achievement.</p>	<p>Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins</p>	<p>Agendas; sign in sheets; student data</p>
<p>Additional PD</p>				

YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2022-2023				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	MTSS/Tier 1 Instruction Cultural Awareness/PBIS Overview/CICO	<p>By May 2024, 100% of teachers will have consistently implemented effective Tier 1 instruction in ELA and Math through data-driven decisions, as evidenced through progress monitoring with at least 85% effectiveness.</p> <p>By May 2024, 85% of parents will participate in at least two school-based activities in ways that enhance and support students' achievement.</p>	<p>Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins</p>	Agendas; sign in sheets; student data
PD Day #2	Cultural Awareness/PBIS/CICO MTSS Check In Personalized Learning PD/Data driven decisions	<p>By May 2024, 100% of teachers will have consistently implemented effective Tier 1 instruction in ELA and Math through data-driven decisions, as evidenced through progress monitoring with at least 85% effectiveness.</p> <p>By May 2024, 85% of parents will participate in at least two school-based activities in ways that enhance and support students' achievement.</p>	<p>Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins</p>	Agendas; sign in sheets; student data

<p>PD Day #3</p>	<p>MTSS Check In PBIS Refresher Cultural Awareness Personalized Learning PD</p>	<p>By May 2024, 100% of teachers will have consistently implemented effective Tier 1 instruction in ELA and Math through data-driven decisions, as evidenced through progress monitoring with at least 85% effectiveness.</p> <p>By May 2024, 85% of parents will participate in at least two school-based activities in ways that enhance and support students' achievement.</p>	<p>Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins</p>	<p>Agendas; sign in sheets; student data</p>
<p>Additional PD</p>				

YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2023-2024				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	MTSS/Tier 1 Instruction Cultural Awareness/PBIS/CICO	<p>By May 2024, 100% of teachers will have consistently implemented effective Tier 1 instruction in ELA and Math through data-driven decisions, as evidenced through progress monitoring with at least 85% effectiveness.</p> <p>By May 2024, 85% of parents will participate in at least two school-based activities in ways that enhance and support students' achievement.</p>	<p>Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins</p>	Agendas; sign in sheets; student data
PD Day #2	Cultural Awareness/PBIS/CICO MTSS Check In Personalized Learning PD-data driven decisions	<p>By May 2024, 100% of teachers will have consistently implemented effective Tier 1 instruction in ELA and Math through data-driven decisions, as evidenced through progress monitoring with at least 85% effectiveness.</p> <p>By May 2024, 85% of parents will participate in at least two school-based activities in ways that enhance and</p>	<p>Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins</p>	Agendas; sign in sheets; student data

		support students' achievement.		
PD Day #3	<p>MTSS Check In/CICO</p> <p>PBIS Refresher</p> <p>Cultural Awareness</p> <p>Personalized Learning PD</p>	<p>By May 2024, 100% of teachers will have consistently implemented effective Tier 1 instruction in ELA and Math through data-driven decisions, as evidenced through progress monitoring with at least 85% effectiveness.</p> <p>By May 2024, 85% of parents will participate in at least two school-based activities in ways that enhance and support students' achievement.</p>	<p>Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins</p>	<p>Agendas; sign in sheets; student data</p>
Additional PD				

REQUIRED QUESTIONS FOR ALL SCHOOLS

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).

Teachers and staff participated in our Staff Leadership Retreat. Parents participated in our surveys and our Local School Council. In addition, our current partners in education participated in Local School Council to give feedback as well.

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.

PBIS will continue to be implemented school-wide. Tier 2 teams and interventions will be utilized with students needing additional supports.

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

TBD- Possibly 2nd Chance Works

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.

Transition workshops and meetings are held for rising 6th graders. Our hope is to have 5th graders visit the middle school during the 2022-2023 school year.

At this time, we do not have PreK. We are open to allowing PK sites to visit our classrooms.

Middle Schools Only

Describe how the school will support, coordinate and integrate services with elementary schools, including strategies for 5th grade students in the transition from elementary school to middle school.

Also, describe what supports and/or services will be put into place to support 8th grade students in their transition to high school.

REQUIRED QUESTIONS FOR TITLE I SCHOOLS

Describe how the school will ensure that enrolled low-income and minority students are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.

Teacher Support Coaching will continue to be implemented. Cultural awareness training will be given to address some of our student concerns. In addition, training will be provided to teachers to support our students in these needs.

Rigorous instruction will be encouraged in the classroom in efforts to move more of our traditional students into the magnet and high achieving classrooms.

Provide a general description of the Title I instructional program being implemented. Specifically define the content areas to be addressed and the strategies to be utilized to address the identified needs of the most at-risk students in the school. Include any services being provided for homeless students or any students living in group homes.

We currently have 4 Title 1 Teachers at Hannan. They are assigned to specific grade levels to support the work. Students are recommended and identified based on data, then served consistently each week. Data is collected and monitored to track student growth of content standards.

We will continue to work with district office to support the needs of our students that are homeless through our close partnership with McKinney Vento and shelters.