



School Improvement Plan

2024 – 2026

General Improvement Plan Information	
School	Hardaway High School
Principal	Maurdrice McNeill
Grades Served	9-12
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
<input checked="" type="checkbox"/> Community Eligibility Provision (CEP)	
<input 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 checked="" 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
Maurdrice McNeill	Principal
Redmond, Erika Gandy, Kelvin Smith, Larkin	Assistant Principal or Dean
Karen Spradlin	Academic Coach (Title I & COF schools only)
	Teacher
	Teacher
	SWD Teacher
	ESOL Teacher (when applicable)
Lauren Breaux	Paraprofessional
Loretta Person	Family Engagement Representative (Title I & COF schools only)
Andrea Stinson	Parent
	Parent
Aiden Culpepper	Student (HS only)
	Student (HS only)
	Business/Community Partner
	Business/Community Partner
	GaDOE (CSI & TSI schools only)
	RESA (CSI & TSI schools only)

ADDITIONAL TEAM MEMBERS

Name	Position

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

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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 accreditation review.

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN	
Overarching Needs	Improvement Plan Goal Focuses
1. Address individual student needs – clearly defined and communicated learning targets with success criteria (to students and families)	1. Tier 1 Instruction 2. MTSS
2. Personalized Professional Development for All	3. Employee development
3. Increase family, community & staff engagement to build trusting relationships – market resources through community outreach, website, social media, mass notifications	4. Culture of Kindness

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.

OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. We have identified the need to make education relevant and for daily success in school to provide interventions for their behavior that will be conducive to their educational success.	<ul style="list-style-type: none"> ● family support ● limited knowledge ● better communication (teacher and parent/teacher and student) 	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
2. We have identified the need to develop interventions to support GMAS Testing (Growth) to assist the implementation of the MTSS in leveraging student data while supporting successful instruction.	<ul style="list-style-type: none"> ● Attendance ● Lexile scores 	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
3. We have identified the need to develop interventions to support the Reading/Lexile Level to assist the implementation of the MTSS in leveraging student data while supporting successful instruction.	<ul style="list-style-type: none"> ● Practical ● consistent interventions for support 	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
4. We have identified the need to continue implementing trust in the culture and climate of the school to assist in building relationships with parents and students to address the zoning and attendance issues that continue to create an educational gap for many students who are constantly absent or tardy to school.	<ul style="list-style-type: none"> ● Student attendance or tardy to school based on transportation as well as lack of attendance to school, is based on home life responsibilities. 	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate

2023 – 2026 OVERARCHING NEEDS & GOALS	
District Overarching Need	SIP Goal
School Overarching Need	SIP Academic/Instructional Goal (SMART process goal, not an outcome goal)
Hardaway High School will address and focus on the “Whole Child”. In doing so the school will address each student individual needs with clearly defined and communicated learning targets that will be successful for the student learning criteria. The school will utilize MTSS frameworks, PLC’s and various other PD’s to ensure teacher success in implementing instruction that will coincide with the school’s and district's Mission and Vision statements. Finally, the school will continue strengthening its family, community, and staff engagement to build necessary relationships.	Create a professional learning community in which 100% of teachers play a central role in identifying and developing the direction to improve student academic growth based on ongoing data analysis and implementation of research-based strategies.

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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).

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.

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.

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.

High Schools Only

Describe how the school will support, coordinate and integrate services with middle schools, including strategies for 8th grade students in the transition from middle school to high school.

Also, describe what supports and/or services will be put into place to support 12th grade students in their transition to college or career.

Hardaway High School integrates incoming 8th graders with an “Incoming Freshman Mixer” during May of their final spring middle school semester; they meet with the administration as well as the Family Coordinator and receive an overview of Hardaway High School academically, athletically, and information on any organizations that are offered that they may be interested in. Then there is a “Freshman Meet & Greet” during the verification period during the summer before the school year starts which allow parents and students to ask questions in a forum and then get an overview of the school expectations with the administration, academic expectations with the counseling department, IB expectations with IB department, athletic expectations with the athletic director as well tour the school with their new schedule. Throughout the course of the year administration and counseling department have grade-level meetings once every nine weeks to continue providing support and discussing school news and concerns with that particular grade level. These meetings, with additional counseling department meetings with our 12th-grade students, assist them in preparing and transitioning towards their college or career after graduation.

REQUIRED QUESTIONS FOR TITLE I & COF 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.

Hardaway High School will continue to implement and utilize a Multi-Tiered System of Support (MTSS) with fidelity to support evidence-based Tier 1 instruction that will meet the needs of every multi-tiered learner in the school. Teachers will be hired specifically for that content area needed position for the school and they will be supported, monitored, and strengthened with continuous resources from PLCs, PDs, etc., to ensure they have the necessary training needs that will utilize their instruction for every multi-tiered learning student.

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.

Hardaway High School is continuously providing necessary resources to implement instructional support to meet the needs of our at-risk students and continued services for any student identified as McKinney-Vento or in a group home. Some of these various programs are:

- CICO

- PBIS
- 2nd Chance Works
- Restorative Behavioral Circles
- Parent Coordinator

CICO will be implemented to ensure every student has a teacher (s) supporting and assisting in improving their academic and behavioral success. Check In Check Out (CICO) will be used daily and weekly to monitor at-risk students with evidence-based intervention.

PBIS will continue to be implemented to monitor evidence-based practices to support the students' success and encourage all students to stay positively engaged while continuing to develop and improve behavioral, social, emotional, and academic outcomes here at Hardaway.

2nd Chance Works is a district-supported program that is utilized here at Hardaway to that assist in empowering our students and their families by educating them and providing accountability regarding their being successful in school behavior and academically.

Restorative Behavioral Circles is a district-supported program utilized here at Hardaway to assist students in understanding about making better behavioral decisions and teach students and their families about the importance of effective communication. RBCs are utilized after a behavioral infraction has occurred or a situation is going to lead to a behavioral infraction by a student (s).

Parent Coordinators continue to be utilized here at Hardaway to support the student body, staff, school leadership team, parent associations, community groups, and parent advisory councils to engage families and involve them in school communities. The coordinator also ensures that any needs of the student and family are met to ensure the success of the child behavior and academically.