

SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL: Haralson County High School Principal: Vic Coggins

NAME OF DISTRICT/SUPERINTENDENT:

Haralson County Schools/Dr. Jerry Bell

☐ Comprehensive Support School ☐ Targeted Support School ☒ Schoolwide Title I School ☐ Targeted Assistance Title I School ☐
Non-Title I School ☐ Opportunity School

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

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

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Superintendent _____	Date _____
Principal Supervisor _____	Date _____
Principal _____	Date _____
Title 1 Director _____	Date _____

Name	Position/Role	Signature
Vic Coggins	Principal	
Ben Hudson	Assistant Principal	
Dr. Jamie Finley	Assistant Principal	
Maegan Rutherford	CEO HCHS College and Career Academy	
Elena Schulenburg	College and Career Counselor	
Mandi Peavey	Counselor	
Kim Ivester	Counselor	
Janie Barkley	Science Teacher DC	
Joshua Lawler	Science Teacher	
Michael Clayton	ELA DC	
Jessica Bentley	ELA Teacher	
Julia Hollinshead	ELA Teacher	
Sara Limbaugh	Math DC	
Gale Brown	Math Teacher	
Ryan Diprima	Social Studies DC	

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Marcus Marena	Social Studies Teacher	
Melisa Holdbrooks	CTAE DC	
Lisa Warren	Health and PE DC	
Cheryl Smith	Foreign Language DC	
Amy Chastain	GAA	
Trey Staples	Media Specialist	

Planning Committee Members (SWP 8, 16)

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on __N/A_____.

Please indicate the programs that are consolidated in this plan: _____ Title I, Title II, Title III, Title IV, Title V-RLIS, and Title VI-B IDEA, and McKinney-Vento

School Designated as a Priority School _NO__(Yes or No)

School Designated as a Focus School _NO_ (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increase the number of students scoring at proficient and distinguished learner on the Georgia Milestones ELA/Reading and Math	Algebra I EOC Results Am. Lit EOC Results Data Buckets (Common Assessments) CCRPI Reports CCRPI Results HMH Growth Measure (Lexile)	Administrative Team Leadership Team School Governance Team Teachers Parents Community Members	Open House-Plans available & feedback solicited HCHS Website-Plans posted for review Title I Meetings Brochures- Parent Resource Center Plans on HCHS website Facebook Copies available upon request
Increase the number of students scoring at the Distinguished Learner in all content.	Am. Lit, Algebra I, Biology, and US History EOC results Data Buckets (Common Assessments) CCRPI Reports CCRPI Results HMH Growth Measure (Lexile)	Administrative Team Leadership Team School Governance Team Teachers Parents Community Members	Open House-Plans available & feedback solicited HCHS Website-Plans posted for review Title I Meetings Brochures- Parent Resource Center Plans on HCHS website Facebook Copies available upon request

SMART GOAL #1 ELA(Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Increase the number of students scoring at the proficient learner or better on the Georgia Milestones American Literature and Composition EOC by 3 percentage points, from 40.9% (FY21) to 43.9% for FY21.

(SWP 2, 7, 9, 10)

Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Evidence-based for any "programs" (i.e., Bookworms)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
All students All teachers Parents	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> P <input type="checkbox"/> R	<input type="checkbox"/> At least one performance essay based on reading passages per semester in all classes. <input type="checkbox"/> Professional Learning for all teachers on rubric/strategies/purpose for writing <input type="checkbox"/> Use data from quarterly common assessments to differentiate instruction in all ELA courses. <input type="checkbox"/> Assigning targeted students for Reading Enrichment before completing 9th Grade Literature. <input type="checkbox"/> Use Lexile measures to assist with differentiated education plans <input type="checkbox"/> Continue annotation and in-depth analysis of texts and other weekly close-reading activities <input type="checkbox"/> Implement professional learning for ELA department on research-based literacy and writing strategies <input type="checkbox"/> Continue analyzing and utilizing formative activities and tests to focus on all DOK levels <input type="checkbox"/> ELA department will continue weekly PLC sessions including data awareness discussions <input type="checkbox"/> Revisit vertical alignment for ELA curriculum (determine common terms like RACER and when each skill is taught, especially writing and research skills) <input type="checkbox"/> Partnering with Media Specialist to develop research skills progression <input type="checkbox"/> Learning Loss Plan for tutoring in all content areas offered after school.	*Writing rubrics and schedule of Perf Essays *Assessment Scores (Assignments, EOC, Pre/Post Tests, Edulastic, Common Assessments) *Lexile scores for every ELA student *Student Enrollment (identifying SWD, Resource, Honors/Gifted, Lexile, etc.) *Lesson Plans *Student work/assessment/grades *SLDS data *Professional learning sign-in sheets	School Leaders Demonstrate: *Knowledge and understanding of ELA curriculum and achievement level descriptors (ALD) Teachers Demonstrate: *Demonstrate appropriate knowledge and understanding of ELA curriculum, instructional practices, standards, ALD *Awareness of historical and current data for teachers and students. Students Demonstrate: *Increased rate of developing learners or higher on American Lit.	Review of lesson plans by administrators Classroom observations by administrators BLT meetings Monitor collaborative planning sessions	L4GA Grant Title I Funds Charter Funds Title V-B funds QBE funds IDEA funds Literacy Funds

Additional supports for accelerated or academically struggling students (Tiers 2-4):

- Resource classes
- Reading Enrichment class for targeted students in 9th Grade Literature
- Advanced Placement and dual enrollment courses

Professional learning to support the above goal and action steps:

- Support from instructional coaches with ongoing PL monthly
- Research-based Literacy and Writing Strategies

Family Engagement Implications:

- Continue to contact parents proactively when absences or grades indicate a need
- Use digital means of communication when possible, including Remind, Google Classroom parent invites, and email to keep parents in the loop
- Remind parents about the IC parent portal

SMART GOAL #2 Math (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Increase the number of students scoring at the proficient learner or higher on the Georgia Milestones Algebra I EOC by 3 percentage points, from 29.7% (FY21) to 32.7% (FY22).

(SWP 2, 7, 9, 10)

Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Evidence-based for any "programs" (ie. Bookworms)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
All students All Teachers	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R	<ul style="list-style-type: none"> Ongoing review of Unit Learning Plans and Common Assessments for all math courses Weekly Collaborative Planning for all math courses Continue implementation of differentiated, data-driven instruction including acceleration Continue Resource math class Math Department will have data awareness meetings after each course common assessment Increase focus and discussion of standards of mathematical practices in all math courses. Learning Loss Plan for tutoring in all content areas offered after school. 	*Unit Learning Plans *Common Unit Assessments *Collaborative planning agendas/sign-in sheets *Analysis of Student Data Collection (Data Bucket Spreadsheet) *Lesson plans *Student Enrollment in Resource classes	School Leaders Demonstrate Knowledge and understanding of curriculum and alignment to guide collaborative planning meetings. Data analysis tools to support teachers in using data to inform instruction. Teachers Demonstrate: Strategies and knowledge to use data to differentiate instruction. Knowledge and understanding of the alignment of subjects	*Review of lesson plans by administrators and department chair quarterly *Classroom observations by Administrators, Math Improvement Specialist monthly *BLT meetings monthly *Collaborative planning Sessions weekly *Regularly planned meetings with Math Improvement Specialist *Review of Data Buckets by administrators and	*Parent involvement funds *Title I *School improvement specialist contract fees *Charter funds *IDEA funds* *Math intervention specialist to support PL

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			*Professional learning agendas/sign-in sheets *EOC Milestones scores	both horizontally and vertically. Students Demonstrate: Engagement in the curriculum and improved assessment scores.	department chair quarterly	(salary and benefits) Title V-B
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Additional supports for accelerated or academically struggling students (Tiers 2-4):

- Resource classes for academically struggling students.
- Honors classes and Dual Enrollment classes for accelerating students

Professional learning to support the above goal and action steps:

- Ongoing PL with instructional coaches monthly.
- PL within the department to share knowledge on how to effectively use the technology available to enrich instruction..

Family Engagement Implications:

- Continue to contact parents through phone calls, emails, and positive note cards in regards to attendance, grades, and positive reinforcement.
- Encourage parents to use Infinite Campus to stay informed about their students' status.
- Teachers can keep students and parents informed electronically through Remind 101, Google Classroom, GoGuardian, and Infinite Campus.

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SMART GOAL #3 Social Studies (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Improve US History EOC scores by: (a) increasing the number of students scoring proficient learner or higher on the Georgia Milestones from 34.5% (FY21) to 44.5% (FY22) and (b) increasing the number of students scoring levels developing or higher from 69.5% (FY21) to 79.5% (FY22).

(SWP 2, 7, 9, 10)

Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Evidence-based for any "programs" (ie. Bookworms)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
All students ELA/Reading Teachers Parents	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R	<p>--Continue planning collaboratively, including at the department level to share instructional strategies..</p> <p>--Use standards in everyday instruction, and acquaint students with the standards</p> <p>--Use of USAtestprep and Edulastic to collect and interpret data.</p> <p>--Introduce reading at least 2 days a week into lessons.</p> <p>--Include at least bi-weekly writing components across department curriculums.</p> <p>--Continue integration between subjects including ELA, and STEAM, integrating standards from each subject that are common.</p> <p>--Strengthen PLC culture and practices.</p> <p>--Teachers will be aware of historical and current data and use this data to plan and effectively teach their subject matter.</p> <p>--Use data to differentiate material for students and address problem areas before the EOC.</p> <p>--Learning Loss Plan for tutoring in all content areas offered after school.</p>	<p>-Common Unit Assessments</p> <p>-Student Enrollment in Foundation/Support and Resource classes</p> <p>-EOC Milestones scores</p> <p>-Collaborative planning agendas/sign-in sheets</p> <p>-SLDS data</p> <p>-Lesson Plans</p> <p>-Team and individual Data Buckets</p> <p>-Data Analysis Sheets based on Data Buckets</p> <p>-Professional</p>	<p>School Leaders Demonstrate:</p> <p>-Knowledge and understanding of curriculum and achievement level Descriptors (ALD).</p> <p>Teachers Demonstrate:</p> <p>-Knowledge and understanding of Social Studies, instructional practices, ALD and standards</p> <p>-Data analysis</p> <p>Students Demonstrate:</p> <p>-Increased rate of proficient learner or higher on the US History and Econ EOCs.</p> <p>Parents Demonstrate:</p> <p>Knowledge of</p>	<p>Review of lesson plans by administrators weekly</p> <p>Classroom observations by Administrators monthly</p> <p>BLT meetings monthly</p> <p>Collaborative planning Sessions weekly</p> <p>Data review team quarterly</p> <p>Team meeting Bi-Weekly</p>	<p>USA Test Prep</p> <p>Edulastic</p> <p>Title I Funds</p> <p>Charter Funds</p> <p>Title V-B funds</p> <p>QBE funds</p> <p>IDEA funds</p> <p>School Improvement specialist contract fees</p>

			learning agendas/sign-in sheets	Social Studies curriculum		
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SMART GOAL #4 Literacy (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Increase schoolwide average Lexile Growth by 20 points over the course of the school year.

(SWP 2, 7, 9, 10)

Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Evidence-based for any "programs" (ie. Bookworms)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
All students ELA/Reading Teachers For Language teachers Parents	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R	<ul style="list-style-type: none"> - Administrators will complete a book study on Literacy Instruction with Disciplinary Texts. - Increased use of literacy strategies implemented in classroom reading assignments across content areas. - Foreign language classes will continue the integration of sustained silent, free reading a minimum of 2 times a week - Guided / close reading strategies employed in classroom reading activities with resources (rigorous texts, Common Lit, Newsela). - Sustained, silent reading activities in 9th grade literature classes 	<ul style="list-style-type: none"> -Collaborative planning agendas/sign-in sheets -Analysis of Student Data Collection -Professional learning agendas/sign-in sheets 	<p>Teachers Demonstrate: Strategies and knowledge to use data to differentiate instruction. Knowledge and understanding of the alignment of subjects both horizontally and vertically.</p> <p>-Knowledge and understanding of Curriculum</p>	<p>Review of lesson plans by administrators weekly</p> <p>Classroom observations by Administrators monthly</p> <p>BLT meetings monthly</p> <p>Collaborative planning Sessions weekly</p> <p>Data review team quarterly</p> <p>Team meeting Bi-Weekly</p>	<p>Title I Funds</p> <p>Charter Funds</p> <p>Title V-B funds</p> <p>QBE funds</p> <p>IDEA funds</p>

SMART GOAL #5 STEAM (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Increase the use of common STEAM strategies that facilitate critical thinking, collaboration, communication, and creativity in all science, math, fine arts, and CTAE classrooms.

(SWP 2, 7, 9, 10)

Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Evidence-based for any "programs" (ie. Bookworms)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
All science, math, fine arts, CTAE students Science, math, fine arts, CTAE teachers	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R	<ul style="list-style-type: none"> Students research STEAM careers. Implement professional learning opportunities for teachers. Monitor Facebook posts with timely announcements. Promote positive school activities through a variety of media--newspapers, FB, radio. Develop class activities and assessments focused on DOK levels 3 & 4. 	*Collaborative planning agendas *SLDS data *Lesson plans *Student work/assessment data *Professional learning sign-in sheets	School Leaders Demonstrate: *Knowledge and understanding of STEAM curriculum and achievement level descriptors Teachers Demonstrate: *Knowledge and understanding of STEAM curriculum, instructional practices, cross-cutting concepts, science and engineering practices, disciplinary core ideas, achievement level descriptors and standards	Review of lesson plans by administrators weekly Classroom observations by administrators monthly Collaborative planning sessions weekly	Title I Funds Charter Funds Title V-B funds QBE funds IDEA funds

				<p>*Use of data to meet student needs Students Demonstrate: *Increased scores on all EOCs and final exams</p>		
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SMART GOAL #6 EOPA's (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Increase the percent of students passing End of Pathway Assessments in Career, Technical, Agricultural Education classes from **68.86%** to **72%**.

(SWP 2, 7, 9, 10)

Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Evidence-based for any "programs" (ie. Book worms)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
All All Teachers Parents	<input type="checkbox"/> S <input type="checkbox"/> M <input checked="" type="checkbox"/> P <input type="checkbox"/> R	<ul style="list-style-type: none"> • Increase involvement in CTSOs by 6% over the next three years. We aim to achieve a 2% gain in CTSO membership each year over the three year period. • Increase the number of students earning an industry credential/passing an EOPA by 3%. <ul style="list-style-type: none"> o Professional learning opportunities for CTAE teachers including teacher externships o Explicitly teach test strategies o Review questions for EOPA daily o Celebration for passing EOPA o Provide retest opportunities after remediation o Utilize end of pathway practice assessments provided through each testing agency o Raise student awareness of the benefits of EOPA success by marketing all pathways and sharing success stories o Continue differentiated instruction 	*Assessment of and for learning *Pathway Enrollment *CTSO enrollment *EOPA scores *Collaborative planning agendas *Lesson plans *Student work/assessment *Student data *Professional learning logs	School Leaders Demonstrate: *Knowledge and understanding of CTAE program curriculum and core indicator data Teachers Demonstrate: *Knowledge and understanding of CTAE program curriculum, instructional practices, and tested domains *Use of data to meet student needs *Fall and spring program advisory board meetings *Increase active advisory board members *All CTAE teachers will plan and participate in either a cross-curricular (9-12) lesson/project or k-8 industry exposure	Monitor sign-in sheets for professional learning and collaborative meetings weekly Monitor weekly lesson plans monthly Complete formal and informal observations in the classroom monthly Provide cookout/ lunch for students passing the end of pathway assessment annually Provide certificates for successfully passing EOPA annually Students will earn a cord to wear at	Perkins Funds Local CTAE program accounts Title I Funds Charter Funds Title V-B funds QBE funds IDEA funds

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		<ul style="list-style-type: none"> Continue to expand upon the vertical alignment of CTAE in K-8 for career exposure, program recruitment, and soft skills training <ul style="list-style-type: none"> Continue to build business and industry partnerships within the community Invite business and industry professionals to be active participants in program area instruction (i.e. guest speakers and presentations) Implement strategies to engage non-traditional students and increase their participation in programs by 1% over the next two years. <ul style="list-style-type: none"> Use YouScience data from 8-11th graders to identify and guide students towards "best fit" pathways. Utilize YouScience to better align students with program areas and post secondary training according to aptitude and interests K-12 Improve students' knowledge of entry and exit points for selected careers; increase awareness of post-secondary options and expand offerings for students as evidenced by more students reporting that they plan to attend a post-secondary education that is not necessarily a 4-year degree program. <ul style="list-style-type: none"> We will use our yearly senior surveys to indicate students' post-secondary intentions as well as the enrollment in post-secondary education via the High School Feedback tab in SLDS to monitor the effectiveness of our strategies. We will aim to have at least 70% of the students take YouScience to enable teachers to better align instruction and guest speakers to the students' aptitudes and interests. 	<ul style="list-style-type: none"> *Professional learning sign-in sheets *Parent meeting sign in logs * Pictures *Social media 	<p>(i.e. expos, CTSO involvement, class visits, demonstrations)</p> <p>Students Demonstrate:</p> <ul style="list-style-type: none"> *Increased pass rate on EOPA *Increase employability skills *Increase YouScience participation <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> *Knowledge of CTAE curriculum 	<p>graduation based on passing their EOPA</p>	
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SMART GOAL #7 Student Health and Wellness (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Improve overall health and wellness for all students by increasing opportunities in personal fitness, athletics, and offering healthy snack options throughout the day. (SWP 2, 7, 9, 10)

Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Evidence-based for any "programs" (ie. Bookworms)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
All students	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R	-Engage students in physical activities that promote personal goal-setting	*Collaborative planning agendas	School Leaders Demonstrate: -Knowledge of H/PE standards	*Monitor weekly lesson plans monthly	Title V-B Funding
Personal Fitness Teachers	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R	-Demonstrate/model healthy life choices through instruction and conditioning activities	*Lesson plans * Pictures *Social media	Teachers Demonstrate: Knowledge of H/PE standards and curriculum requirements	*Complete informal observations of healthy snack options	
Foreign Language Teachers	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R	-Develop strength through stretching, calisthenics and weightlifting exercises to improve health of all students	*Check designated area for fresh fruit periodically		*Monitor equipment logs	
Parents		-Designate locations for healthy snack bowls and trays with fresh fruit for students to pick up as they choose	*Assess equipment monthly for quality to ensure student safety	Students Demonstrate: -Improves skill level for games/activities taught -improved health and conditioning awareness	*Monitor water stations of student use	
		-Water stations for students to refill water bottles throughout the day with clean water	*Logs for equipment inspection	Parents Demonstrate:		

				-Knowledge of H/PE curriculum and class goals		
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Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning	Estimated Cost, Funding Source, and/or Resources
Bookworm Curriculum	Monthly collaborative meetings July - April	Administrators Vic Coggins	Administrators All Teachers Academic Coach	TKES Observational Ratings MAPS Data Common Assessment Data Improved student scores on GMA	Books
Technology professional development by teacher leaders added to the HCHS teachers google classroom	Monthly September through May	Administrators Ms. Rutherford Dr. Finley	Administrators All Teachers Department Heads	Documentation of strategies used in lesson plans	None
Differentiation strategies professional development by teacher leaders added to the HCHS teachers google classroom	Monthly September through May	Administrators Ms. Rutherford Dr. Finley	Administrators All Teachers Department Heads	Documentation of strategies used in lesson plans	None
School Law professional development by teacher leaders added to the HCHS teachers google classroom	Monthly September through May	Administrators Ms. Rutherford Dr. Finley	Administrators All Teachers Department Heads	Documentation of strategies used in lesson plans	None

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Review of Pedagogy strategies professional development by teacher leaders added to the HCHS teachers google classroom	Monthly September through May	Administrators Ms. Rutherford Dr. Finley	Administrators All Teachers Department Heads	Documentation of strategies used in lesson plans	None
Current Issues in Education professional development by teacher leaders added to the HCHS teachers google classroom	Monthly September through May	Administrators Ms. Rutherford Dr. Finley	Administrators All Teachers Department Heads	Documentation of strategies used in lesson plans	None

Highly Qualified Staff

(SWP 3, 5)

All course are taught by professionally qualified staff. ☒ YES ☐ (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.

- Webpage dedicated to employment opportunities and links to school website
- School Webpage
- School social media ~ Facebook, Twitter, and Instagram
- New Teacher Support and Mentor Program