

School Name: HILLGROVE HIGH SCHOOL
Date: MAY 15, 2025 – Resubmission June 12, 2025

GOAL #1 Literacy	Increase Literacy skills with a focus on vocabulary using schoolwide vocabulary strategies as measured by a pass rate of 80% or greater per unit per class on teacher-created content related common formative assessments known as (Vocabulary In Text Assessment – V.I.T.A).
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
All teachers will implement instructional strategies for vocabulary and content related assessments (V.I.T.A.s) each quarter per unit. <ul style="list-style-type: none"> • CCCs will create a record of effective strategies implemented during each quarter. • The literacy team will share out successful strategies and results as measured by the data during faculty meetings. 		Performance Target: 100% of our teachers will implement content related vocabulary strategies and assessments per unit by May 2026.
		Implementation <i>(include person responsible):</i> The WHY behind the goal: We focused on Key Ideas and Details the past 2 years and in the Below Target category we went from 32% to 22% over 4 administrations of the EOC. Success in that domain was evident, however Vocabulary Acquisition needs attention to keep the literacy focus growing. Our Below Target in Vocab is steadily ascending from 26% to now 32%. Therefore, we have a vocabulary school wide goal. August: <ul style="list-style-type: none"> • Provide training (conducted by district personnel) on how to effectively implement vocabulary strategies Within the 1st 10 days of school. • Literacy team members will observe, model and provide support to teachers on strategy implementation each quarter. September – December: FOR EACH UNIT <ul style="list-style-type: none"> • Teachers will implement diagnostic vocabulary assessment at the beginning of each unit. The CCC will decide on a minimum of 5 focus words per unit.

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- Teachers will implement vocabulary instructional strategies.
- Teachers will conduct a VITA (Vocabulary in Text Assessment).
- Teachers will evaluate data at end of each unit to measure progress.

Mid-year Review will determine if adjustments are needed.

January – May: FOR EACH UNIT

- Teachers will implement diagnostic vocabulary assessment of at the beginning of each unit. The CCC will decide on 5 focus words per unit.
- Teachers will implement vocabulary instructional strategies.
- Teachers will conduct a VITA (Vocabulary in Text Assessment).
- Teachers will evaluate data at end of each unit to measure progress.

Artifacts:

- VITAs (Vocabulary In Text Assessments) – Common Formative Assessments
- CCC minutes

Progress Monitoring:

- Admin walkthrough data.
- Admin/CCC collaborations regarding data and progress.
- CCC Log documentation.
- Mid-year review of goal progress.

Performance Target:
Implementation *(include person responsible)*:
Artifacts:

Progress Monitoring:

GOAL #2
Math

Increase proficiency levels 3 & 4 from 4.5% to 10% for EL population on the Algebra I EOC.

Action Step(s)

Start Date

 What is the desired outcome of the action step?
 How will the action step be implemented?
 What artifacts will be used to show implementation?
 What evidence will be used to progress monitor the outcome?

All Foundations of Algebra and Algebra I teachers will implement targeted interventions centered around multi-step problem solving per unit.

- Implement an EL push in class for Foundations of Algebra and Algebra I
- Math Department Chair, EL coordinator and/or Admin will share progress of EL student performance at faculty meetings as measured by formative and summative data.

Performance Target: All teachers of EL students in Foundations of Algebra/Algebra I will implement targeted interventions for the EL students they teach per unit.

Implementation (*include person responsible*):

The WHY behind the goal: The EL level 3 & 4 scores dropped from 35.3% in 2024 to 4.5% in 2025.

Preplanning:

- Data review meeting to identify students that require targeted intervention by name based on current scores.

October:

- Provide training from EL coordinator on how to create and implement targeted interventions for the EL population.

September – December: FOR EACH UNIT

- The teacher will address student weaknesses through differentiation and allow intervention, reteaching and reassessing.
- The math teachers will conduct a targeted Hawk Hour block for student receiving EL services per week.

Mid-year Review will determine if adjustments are needed.

January - May: FOR EACH UNIT

- The teacher will address student weaknesses through differentiation and allow intervention, reteaching and reassessing.
- The math teachers will conduct a targeted Hawk Hour block for students receiving EL services per week.

Artifacts:

- Hawk Hour interventions. Students will be assigned by teacher.
- CCC minutes specifying intervention plan for EL student groups.
- Formative Assessments.

Progress Monitoring:

- Admin walkthroughs.
- Admin/CCC collaborations regarding data and progress.
- Mid-year review of goal progress.

Performance Target:
Implementation *(include person responsible)*:
Artifacts:

Progress Monitoring:

GOAL #3
School Selected

Increase student well-being and mental health support awareness as measured by percentage increases and decreases in the GADOE school climate survey results for the 2025-2026 school year as compared to the 2024-2025 report.

Action Step(s)
Start Date

What is the desired outcome of the action step?
 How will the action step be implemented?
 What artifacts will be used to show implementation?
 What evidence will be used to progress monitor the outcome?

All homeroom teachers will implement consistent discussions and teachings centered around the district Expect Respect program for anti-bullying.

Performance Target: All homeroom teachers will foster discussions surrounding the Expect Respect strategies/videos and/or real-life scenarios with the homeroom classes once per month.

Implementation *(include person responsible)*:

The WHY behind the goal: The data from the GADOE climate survey and the student feedback in the student advisory council revealed that we need to incorporate more structure in student well-being.

Preplanning:

- Teachers will receive a training/refresher on Expect Respect and the strategies for student success regarding student well-being and school climate.
- Teachers will receive an understanding of the SSP Goal regarding school climate the expectation per month will be detailed and explained. The why behind this goal will be supported with the climate data from GADOE. Areas of concern have percentages at 20% or greater.

August:

- Students will receive a training on Expect Respect strategies during the first 3 weeks of school. Each session will be 1 hour.

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- Homeroom teachers will conduct class discussions/scenarios of how to cope and respond to uncomfortable situations/moments that impact student experiences once per month. Vocabulary words will be incorporated in this discussion.

September – December:

- Homeroom teachers will conduct class discussions/scenarios of how to cope and respond to uncomfortable situations/moments that impact student experiences once per month. Vocabulary words will be incorporated in this discussion.

Mid-year Review will determine if adjustments are needed.

January – May:

- Provide update at faculty meeting on status and progress and use of strategies.
- Homeroom teachers will conduct class discussions/scenarios of how to cope and respond to uncomfortable situations/moments that impact student experiences once per month. Vocabulary words will be incorporated in this discussion.

Artifacts:

- Expect Respect Resources
- Student Feedback

Progress Monitoring:

- Discipline Data
- Mediation Discussions

Performance Target:
Implementation *(include person responsible):*

Artifacts:**Progress Monitoring:****Final Notes****Principal Signature****Assistant Superintendent**