

*For each School Strategic Plan goal, identify progress on any action steps.  
 Provide data to support the impact/implementation.  
 Implementation artifacts and evidence for impact should align to the SSP.*

**School Name: HILLGROVE HIGH SCHOOL**

**Monitoring Date: January 15, 2026**

**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).**

**Action Step(s)**

**Summary of Artifacts Indicating Implementation  
 (See SSP)**

**Data Summary of Evidence Indicating Impact  
 (See SSP) Include progress toward goals**

<p>All teachers will implement instructional strategies for vocabulary and content related assessments (V.I.T.A.s) each quarter per unit.</p> <ul style="list-style-type: none"> <li>• CCCs will create a record of effective strategies implemented during each quarter.</li> <li>• The literacy team will share out successful strategies and results as measured by the data during faculty meetings.</li> </ul>	<p><b><u>Artifact:</u> Vocabulary in Text Assessments (VITAs)</b></p> <p><b><u>Artifact Summary:</u></b>        VITA data was used to identify individual and group vocabulary needs, inform instructional planning, and guide targeted interventions. This artifact aligns with SSP goals by promoting evidence-based practices, data-driven instruction, and improved access to grade-level content through strengthened academic vocabulary skills.</p>	<p><b><u>Evidence:</u> VITA Assessment Grades in Synergy</b></p> <p><b><u>Evidence Summary:</u></b>        Analysis of student responses highlights growth in vocabulary acquisition and reading comprehension, while also identifying areas requiring continued support.        VITA assessment grades recorded in Synergy serve as evidence of student progress in vocabulary development and comprehension within academic texts. This evidence was used to monitor individual and group performance over time, identify trends, and adjust instruction and interventions accordingly. The consistent entry and review of VITA grades in Synergy demonstrate data-driven decision-making and ongoing progress monitoring aligned with SSP goals.</p>
	<p><b><u>Artifact:</u> VITA Data Document</b></p> <p><b><u>Artifact Summary:</u></b>        The VITA Data Document serves as a structured tool for collecting and analyzing vocabulary assessment data across the semester. Teachers submit the document four times per semester, beginning with a benchmark assessment followed by monthly VITA data updates. This artifact demonstrates systematic progress monitoring of students' vocabulary development and comprehension within texts. The collected data is used to identify trends, measure growth from the benchmark, and inform instructional adjustments and targeted interventions. The VITA Data Document supports consistency across classrooms, promotes data-informed collaboration, and aligns with SSP goals by ensuring ongoing monitoring and responsiveness to student learning needs.</p>	<p><b><u>Evidence:</u> 80% Schoolwide Goal</b></p> <p><b><u>Evidence Summary:</u></b>        The school met and exceeded the established 80% goal for vocabulary proficiency. This is working!        The VITA Data Document provides evidence that the school met and exceeded the established 80% goal for vocabulary proficiency. Analysis of the submitted benchmark and monthly VITA data shows a schoolwide average of 83% on teacher-created VITA assessments. This data demonstrates consistent implementation of vocabulary instruction and effective use of progress monitoring to support student learning. The results reflect collective instructional alignment and indicate positive impact on students' vocabulary development across content areas.</p>

**Artifact: PL Pathway (Effective Vocabulary Strategies)****Artifact Summary:**

*Effective Vocabulary Strategies* serves as a key artifact demonstrating progress toward our SSP goals related to instructional improvement and literacy development. This pathway was intentionally designed and facilitated by teacher leaders within the school, reinforcing a distributed leadership model and ensuring that professional learning is grounded in classroom practice.

**Evidence: Implementation of Vocabulary Strategies****Evidence Summary:**

Administrative walkthroughs and formal observations conducted throughout the first semester provide evidence of the implementation of effective vocabulary strategies across classrooms. During instructional rounds, administrators consistently observed teachers applying strategies emphasized in the Professional Learning Pathway, including explicit instruction of academic vocabulary, use of content-specific word walls, structured opportunities for students to use new vocabulary in speaking and writing, and intentional pre-teaching of key terms aligned to lesson objectives.

Observation notes and walkthrough data indicate increased consistency in vocabulary instruction across content areas, with teachers embedding vocabulary strategies within daily lessons rather than as isolated activities. In multiple classrooms, students were observed accurately using academic and discipline-specific vocabulary during discussions, collaborative tasks, and written responses, demonstrating transfer of instruction to student practice.

This evidence supports progress toward SSP goals by confirming that professional learning is translating into observable instructional practice. Administrative monitoring of implementation ensures fidelity to the professional learning focus and provides ongoing feedback to teachers, reinforcing continuous improvement in vocabulary instruction schoolwide.

<b>GOAL #2</b> <b>Math</b>	<b>Increase proficiency levels 3 &amp; 4 from 4.5% to 10% for EL population on the Algebra I EOC.</b>
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<b>Action Step(s)</b>	<b>Summary of Artifacts Indicating Implementation (See SSP)</b>	<b>Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals</b>
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. 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.

Artifacts:

- Targeted Intervention Lesson Plans
- EL Push-In Service Schedules
- Formative Assessment Data
- Summative Assessment Data
- Faculty Meeting Agendas and Minutes

Artifact Summary:

The artifacts demonstrate implementation of targeted instructional strategies aligned to improving EL student proficiency in Algebra. Lesson plans and intervention materials show a consistent focus on multi-step problem solving across Foundations of Algebra and Algebra I courses. EL push-in schedules and collaboration documentation confirm instructional support is being provided during core mathematics instruction. Faculty meeting records show ongoing monitoring and discussion of EL student progress using formative and summative data. While the Algebra I EOC has not yet been administered, early indicators from course performance highlight areas of need, as evidenced by fall semester Foundations of Algebra outcomes.

Evidence:

- **Current EOC Status**  
  
Algebra I EOC has **not yet been administered**, so no proficiency data is currently available.
- **Baseline Performance Data**
  - Fall semester Foundations of Algebra data indicates **7 out of 18 EL students failed**, signaling a need for intensified interventions.
- **Implementation Evidence**
  - Teachers are implementing targeted, unit-based interventions focused on multi-step problem solving.
  - EL push-in services are actively occurring in Foundations of Algebra and Algebra I classes.
- **Monitoring and Collaboration**
  - Department chair and EL teacher regularly share EL student performance data at faculty meetings using formative and summative assessments.

Evidence Summary:

Although Algebra I EOC proficiency data is not yet available, baseline course performance data reveals significant instructional need among EL students, with 39% (7 of 18) failing Foundations of Algebra in the fall semester. In response, targeted interventions centered on multi-step problem solving have been implemented across Algebra courses, supported by EL push-in services. Ongoing collaboration between the department chair and EL teacher ensures EL student progress is monitored through formative and summative assessments and instructional

		adjustments are made accordingly. These actions establish a foundation for improved performance in advance of the Algebra I EOC administration.
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<b>GOAL #3</b> <b>School Selected</b>	<b>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.</b>
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<b>Action Step(s)</b>	<b>Summary of Artifacts Indicating Implementation (See SSP)</b>	<b>Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals</b>
<p>All homeroom teachers will implement consistent discussions and teachings centered around the district Expect Respect program for anti-bullying.</p>	<p><b>Artifact:</b> Four Expect Respect bullying prevention lessons.</p> <p><b>Artifact Summary:</b>            We implemented multiple initiatives during the 2025–2026 school year to support student well-being and increase awareness of mental health resources.</p> <p>There has been increased collaboration with students regarding respect and treatment of others. The survey results will be compared and shared with stakeholders as we continue to monitor progress of this goal.</p>	<p><b>Evidence:</b> GADOE School Cognia Student Data</p> <p><b>Evidence Summary:</b>            We are currently awaiting district-released 2025–2026 GADOE School Cognia Student Climate survey data to compare student perceptions of respect and well-being to the 2024–2025 school year and determine percentage increases or decreases in student responses.</p>

	<p><b><u>Artifact:</u></b> Sources of Strength Support Team</p> <p><b><u>Artifact Summary:</u></b>          The Sources of Strength team pushed into health classrooms to provide direct support related to mental health awareness, positive peer relationships, generosity activities, and identifying trusted adult and peer mentors. These proactive supports contributed to a positive school climate.</p>	<p><b><u>Evidence:</u></b> Behavioral Data</p> <p><b><u>Evidence Summary:</u></b>          Behavioral data supports the effectiveness of these efforts, as there were no written referrals for bullying or harassment from September through December 2025.</p>
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*Provide a rationale/reason as to why any action step was not implemented.*

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc...
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