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: Lassiter High School

Monitoring Date:

GOAL #1 Literacy	The percent of 10th grade students meeting or exceeding the ERW benchmark will increase from 82% to 87% as measured by the 2024-2025 PSAT

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
English, Science, Social Studies, and World Language teachers will integrate instructional strategies throughout each unit to align the curriculum with the knowledge and skills identified as areas of weakness in the ERW portion of the 2023 PSAT. 21% of students performed below the benchmark in Expression of Ideas and 26% of students performed below the benchmark in Standard English Conventions.	**Artifacts:** Administration of the PSAT **Artifact Summary:** The administration of the PSAT (2023) serves as a baseline and subsequent PSAT (2024) PSAT scores demonstrate student growth/performance in Expression of Ideas and Standard English Conventions	**Evidence:** PSAT Data **Evidence Summary:** The percent of 10th grade students meeting or exceeding the ERW benchmark increased from 82% to 88% as measured by the 2024-2025 PSAT.

	Artifacts:	Evidence:
	PSAT Trainings	Training Materials
	CCC Meeting Documents	CCC Template – Unit Reflection
	Artifact Summary:	**Evidence Summary:**
	All CCC and PSAT presentations provided to teachers are digitally stored and accessible in the Trojan Toolbox. Collaborative Communities submit all Unit Planning Templates to the Trojan Toolbox to be accessed by all team members.	PSAT Training included summary of PSAT components, example questions, and 2023 baseline scored. All PSAT training materials were created and implemented by department data team representatives. All CCC's submitted documentation answering the following questions: (1) How did this unit support the school's three SSP goals? (2) Could this unit be improved to support the school's SSP goals? Answers from CCCs indicate regular integration of Expression of Ideas and Standard English Convention skills into content curriculum.
	Artifacts:	**Evidence:**
	PSAT Lessons with School Counselors	Lesson Materials Student Log-In Feedback
	Artifact Summary:	**Evidence Summary:**
	School counselors led lessons with all 9th and 10th grade students to link PSAT score reports to Khan Academy and review PSAT resources (SAT Suite Bank of Questions (SSBQ)).	All 9th and 10th grade students created college board accounts, learned how to access and read PSAT score reports, and completed practice questions found in the SSBQ. Feedback from students indicated an impact on their preparedness for the October 2024 administration of the PSAT.

GOAL #2 Math	The percent of 10th grade students meeting or exceeding the Math benchmark will increase from 64% to 69% as measured by the 2024-2025 PSAT

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
9th and 10th grade content area teachers will integrate educational tools and resources (Delta Math) throughout each unit to enhance instruction and provide additional practice opportunities for students who performed below the benchmark on the Algebra portion of the PSAT. 30% of students performed below the benchmark on the Heart of Algebra portion of the PSAT	**Artifacts:** Administration of the PSAT **Artifact Summary:** The administration of the PSAT (2023) serves as a baseline and subsequent PSAT (2024) PSAT scores demonstrate student growth/performance in Heart of Algebra.	**Evidence:** PSAT Data **Evidence Summary:** The percent of 10th grade students meeting or exceeding the Math benchmark increased from 64% to 67% as measured by the 2024-2025 PSAT.
	Artifacts: PSAT Trainings CCC Meeting Documents **Artifact Summary:** All CCC and PSAT presentations provided to teachers are digitally stored and accessible in the Trojan Toolbox. Collaborative Communities submit all Unit Planning Templates to the Trojan Toolbox to be accessed by all team members.	**Evidence:** Training Materials CCC Template – Unit Reflection Documentation **Evidence Summary:** PSAT Training included summary of PSAT components, example questions, and 2023 baseline scored. All PSAT training materials were created and implemented by department data team representatives.

		All math CCC's submitted documentation answering the following questions: (1) How did this unit support the school's three SSP goals? (2) Could this unit be improved to support the school's SSP goals? Answers from math CCCs indicate regular integration of Heart of Algebra skills into content curriculum.
	Artifacts: Delta Math Lessons **Artifact Summary:** Algebra teachers created lessons in the Delta Math platform to be used in all math classes, grades 9-12.	**Evidence:** Delta Math Performance Data **Evidence Summary:** Results from the delta math lessons indicate an increased review of content and skills covered in the Heart of Algebra component. Students watched embedded review videos and answered practice questions until mastery was achieved.

GOAL #3 **School Selected**	The percentage of Beginning Learners and Developing Learners will decrease by 5% in each EOC content area within the next academic school year as measured by EOC achievement scores

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals

EOC content area teachers will integrate educational resources and instructional strategies throughout each unit to mirror the knowledge and skills assessed on the EOC. Teachers will provide targeted interventions and remediation strategies in specific domains that are identified as areas of weakness on the 2024 EOC	**Artifacts:** CCC Meeting Templates **Artifact Summary:** Collaborative Communities will submit all Unit Planning Templates to the Trojan Toolbox.	**Evidence:** CCC Meeting Documentation Weekly CCC Form **Evidence Summary:** CCC documents submitted to the Trojan Toolbox indicate an integration of resources and strategies aimed to mirror the knowledge and skills assessed on the EOC. Question 3 template documentation identifies specific students in need of targeted interventions and remediation strategies, and the support provided to those students.
	Artifacts: Unit Planning Templates **Artifact Summary:** Teachers will document all EOC strategies in the Question 1 Template in the Trojan Toolbox during the instructional planning process.	**Evidence:** Unit Planning Documentation **Evidence Summary:** Unit Planning documentation submitted by CCCs indicates that all collaborative communities continue to integrate EOC content and domains and progress monitor in EOC content areas, document using the Trojan Toolbox templates, and review results for improvement.

	Artifacts:	**Evidence:**
	Unit Assessments	Unit Assessment Data
	Artifact Summary:	
		Evidence Summary:
	Results from formative and summative assessments used to monitor student progress throughout the implementation period. Teachers will reflect on EOC curriculum alignment when analyzing data submitted in the Question 2 Template in the Trojan Toolbox	Teachers recorded all common formative assessment data in the Question 2 template. Teachers will use student end-of-semester grades to progress monitor against EOC blueprint. Identify domains, content, and targets for remediation and enrichment and/or reteaching during second semester.