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: 12/4/25 (ongoing)

GOAL #1 Literacy	The percent of 10th grade students meeting or exceeding the ERW benchmark will increase from 88% to 90% as measured by the 2025-2026 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 2024 PSAT. 16% of students performed below the benchmark in Expression of Ideas and 16% of students performed below the benchmark in Standard English Conventions.	**Artifacts:** Administration of the PSAT **Artifact Summary:** The administration of the PSAT (2024) serves as a baseline and subsequent PSAT (2025) PSAT scores demonstrate student growth/performance 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 88% to 89% as measured by the 2025-2026 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.	PSAT Training included summary of PSAT components, example questions, and 2024 baseline scored. All PSAT training materials were created and implemented by department data team representatives.
	Collaborative Communities submit all Unit Planning Templates to the Trojan Toolbox to be accessed by all team members.	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 2025 administration of the PSAT.

GOAL #2 Math	The percent of 10th grade students meeting or exceeding the Math benchmark will increase from 67% to 72% as measured by the 2025-2026 PSAT.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Math teachers will integrate educational tools and resources (Khan Academy) throughout each unit to enhance instruction and provide additional practice opportunities for students who performed below the benchmark on the Geometry and Trigonometry portion of the PSAT. 37% of students performed below the benchmark on the Geometry and Trigonometry portion of the PSAT.	**Artifacts:** Administration of the PSAT **Artifact Summary:** The administration of the PSAT (2024) serves as a baseline and subsequent PSAT (2025) PSAT scores demonstrate student growth/performance in Geometry and Trigonometry.	**Evidence:** PSAT Data **Evidence Summary:** The percent of 10th grade students meeting or exceeding the Math benchmark decreased from 67% to 64% as measured by the 2025-2026 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 2024 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 Geometry and Trigonometry skills into content curriculum.
	Artifacts: Khan Academy Math Lessons **Artifact Summary:** Algebra teachers integrated Khan Academy lessons in the to be used in all math classes, grades 9-12.	**Evidence:** Khan Academy Performance Data **Evidence Summary:** Results from the Khan Academy Math lessons indicate an increased review of content and skills covered in the Geometry and Trigonometry component. Students answered practice questions to reinforce Geometry and Trigonometry skills.

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 2025 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.

2025 Student Outcomes for Goal #3:
2025 EOC Scores

SSP Goal Outcome Summary:
Results from the 2025 EOC Scores show the following:
Algebra:
Level 1 – decreased by 0.54%
Level 2 – increased by 1.89%

American Literature:
Level 1 – decreased 0.41%
Level 2 – decreased 0.37%

Biology:
Level 1 – increased 1.59%
Level 2 – increased 3.23%

US History:
Level 1 – decreased 1%
Level 2 – decreased 8.68%

Evidence:
2025 EOC Scores

Evidence Summary:

GOAL #3: 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.

Algebra	Level 1	Level 2	Level 3	Level 4
2024	3.80%	14.40%	45.60%	36.20%
2025	3.26%	16.29%	36.25%	44.20%

American Literature	Level 1	Level 2	Level 3	Level 4
2024	3.50%	15.60%	51.00%	29.80%
2025	3.09%	15.23%	49.79%	31.89%

Biology	Level 1	Level 2	Level 3	Level 4
2024	3.10%	12.20%	43.40%	41.30%
2025	4.69%	15.43%	42.97%	36.91%

US History	Level 1	Level 2	Level 3	Level 4
2024	3.30%	13.90%	44.50%	38.20%
2025	2.30%	5.22%	42.80%	49.69%

Provide a rationale/reason as to why any action step was not implemented.

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