

LASSITER HIGH SCHOOL STRATEGIC PLAN 2026-2027
School Name:

Lassiter High School

Date:

May 15, 2026

GOAL #1
Literacy

The percentage of 10th grade students meeting or exceeding the ERW benchmark will increase from 89% to 90% as measured by the 2026-2027 PSAT.

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?

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 2025 PSAT. 12% of students performed below the benchmark in Craft and Structure and 15% of students performed below the benchmark in Standard English Conventions.

Performance Target: All 10th grade English, Science, Social Studies, and World Language content area teachers will integrate Evidence-Based Reading and Writing (ERW) instructional strategies during all units.

Implementation (include person responsible):

August – Conduct training with English, Science, Social Studies, and World Language teachers. Training will review PSAT benchmarks and identified areas of weakness as well as outline goals, responsibilities, and timelines.

Establish Collaborative Communities of teachers to review, align, and enhance curriculum and instructional strategies in the following content areas: English, Science, Social Studies and World Languages.

Collaborative Communities will:

- Examine PSAT results to identify specific trends and common errors in Craft and Structure and Standard English Conventions.
- Collect and analyze student work samples to further understand challenges and misconceptions.
- Gather insights from teachers about perceived student difficulties and instructional gaps.

September – Counseling 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)).

September and October – Collaborative communities will develop and implement lesson plans and instructional activities that incorporate best practices and instructional strategies for teaching Craft and Structure and Standard

English Conventions within the content area curriculum. Collaborative communities will focus on interactive and student-centered approaches.

October 16 – Administer PSAT to all 10th graders. Utilize instructional money to pay for all 9th graders. Encourage 11th graders to pay for test, with a goal of 80% registration.

November through May – Collaborative communities continue to integrate PSAT-strategies and progress monitor in all content areas, document using the Trojan Toolbox templates, and review results for improvement in the areas of Craft and Structure and Standard English Conventions.

December – Collect digital PSAT results. Disaggregate and distribute data in a format that is useful for teachers, data team, and community stakeholders.

January – Examine targeted areas to monitor effectiveness of content-area integration. Review and analyze PSAT data with the school Data Team for identified ERW strengths and weaknesses to assess ongoing performance targets and action steps.

January/February – Host a full-day Data Team Workshop for content area teachers to review ERW PSAT data and develop content area presentations on how to utilize available PSAT resources and how to integrate areas of weakness into the English, Science, Social Studies, and World Languages curriculum. Develop lesson plans and instructional activities that incorporate best practices and instructional strategies for ongoing identified areas of weakness.

March – Deliver presentations to all English, Science, Social Studies, and World Languages teachers to review PSAT benchmarks and ongoing identified areas of weakness as well as outline goals, responsibilities, and timelines.

April – May – Utilize Professional Learning funds for Summer Strategy Planning. Develop integration plan for 2027 – 2028 school year

Artifacts:

PSAT Data – Baseline (2023) and subsequent PSAT (2026) PSAT scores that show student performance in Craft and Structure and Standard English Conventions.

PSAT Training Documentation – All CCC and PSAT presentations provided to teachers will be digitally stored in the Trojan Toolbox.

CCC Meeting Documentation – Collaborative Communities will submit all Unit Planning Templates to the Trojan Toolbox including Unit Assessment Data.

	Unit Planning Documentation – Teachers will document all ERW PSAT-strategies in the Question 1 Template in the Trojan Toolbox during the instructional planning process. Assessment Data – Results from formative and summative assessments used to monitor student progress throughout the implementation period. Teachers will reflect on ERW PSAT curriculum alignment when analyzing data submitted in the Question 2 Template in the Trojan Toolbox. Student Work Samples – Examples of student writing that demonstrate progress in Craft and Structure and Standard English Conventions. Student work with integrated ERW PSAT-skills and teacher feedback that highlights specific improvements or areas needing further development. Progress Monitoring: The school data team will review content area ERW integration strategies in preparation for the upcoming October 15 PSAT The building leadership team will oversee redelivery of content area ERW integration training as part of the August 17 Digital Learning Date. Content area CCCs will analyze results from formative and summative assessments to monitor student progress in the identified ERW areas of weakness. This data will be used to guide instructional practices throughout the implementation period. The building leadership team will review submitted Trojan Toolbox artifacts at the end of the first six-week grading period to monitor the integration of ERW PSAT strategies. The toolbox includes all unit assessment data for each department. As part of the DLD agenda (August, Oct, Dec and March), teachers will complete a self-reflection and written narrative on their PSAT instruction practices within their classroom. Outcomes and progress will be discussed at the monthly data team meeting.
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GOAL #2 Math	The percentage of 10th grade students meeting or exceeding the Math benchmark will increase from 64% to 69% as measured by the 2026-2027 PSAT.
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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?
Math 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 Geometry and Trigonometry portion of the PSAT. 36% of students performed below the benchmark on the Geometry and Trigonometry portion of the PSAT.	August 2026	Performance Target: All 10th grade Math teachers will utilize Delta Math to integrate PSAT-aligned instructional strategies during all units, focusing on Geometry and Trigonometry. Implementation <i>(include person responsible):</i> August – Conduct training with Math teachers. Training will review PSAT benchmarks and identified areas of weakness as well as outline goals, responsibilities, and timelines. Establish Collaborative Communities of teachers to review, align, and enhance curriculum and instructional strategies in all math courses. Collaborative Communities will: - Examine PSAT results to identify specific trends and common errors in Geometry and Trigonometry - Collect and analyze student work samples to further understand challenges and misconceptions. - Gather insights from teachers about perceived student difficulties and instructional gaps. September- Counseling lessons with all 10th grade students to link PSAT score reports to Khan Academy and review PSAT resources (SAT Suite Bank of Questions (SSBQ)). September and October – Collaborative communities will develop lesson plans and instructional activities that incorporate best practices and instructional strategies for teaching Algebra within each math curriculum. Collaborative communities will focus on interactive and student-centered approaches as well as the use of Delta Math as a digital resource and assessment tool. October 15 – Administer PSAT to all 10th graders. Utilize instructional money to pay for all 9th graders. Encourage 11th graders to pay for test, with a goal of 80% registration. November through May – Collaborative communities continue to integrate and progress monitor PSAT-strategies in all content areas, document using the Trojan Toolbox templates, and review results for improvement in the Geometry and Trigonometry. December – Collect digital PSAT results. Disaggregate and distribute data in a format that is useful for teachers, data team, and community stakeholders.

January – Examine targeted areas to monitor effectiveness of content-area integration. Review and analyze PSAT data with the school Data Team for identified Math strengths and weaknesses to assess ongoing performance targets and action steps.

January/February – Host a full-day Data Team Workshop for content area teachers to review Math PSAT data and develop content area presentations on how to utilize available PSAT resources and how to integrate areas of weakness into the Math curriculum. Develop lesson plans and instructional activities that incorporate best practices and instructional strategies for ongoing identified areas of weakness.

March – Deliver presentations to all English, Science, Social Studies, and World Languages teachers to review PSAT benchmarks and ongoing identified areas of weakness as well as outline goals, responsibilities, and timelines.

April – May – Utilize Professional Learning funds for Summer Strategy Planning. Develop integration plan for 2027 – 2028 school year.

Artifacts:

PSAT Data – Baseline (2023) and subsequent PSAT (2026) PSAT scores that show student performance in Geometry and Trigonometry

PSAT Training Documentation – All CCC and PSAT presentations provided to teachers will be digitally stored in the Trojan Toolbox.

CCC Meeting Documentation – Collaborative Communities will submit all Unit Planning Templates to the Trojan Toolbox.

Unit Planning Documentation – Teachers will document all Math PSAT-strategies in the Question 1 Template in the Trojan Toolbox during the instructional planning process.

Assessment Data – Results from formative and summative assessments used to monitor student progress throughout the implementation period. Teachers will reflect on Math PSAT curriculum alignment when analyzing data submitted in the Question 2 Template in the Trojan Toolbox.

Student Work Samples – Examples of student work that demonstrate progress in Geometry and Trigonometry. Student work with integrated PSAT-skills and teacher feedback that highlights specific improvements or areas needing further development.

	Progress Monitoring: The school data team will review content area ERW integration strategies in preparation for the upcoming October 15 PSAT The building leadership team will oversee redelivery of content area ERW integration training as part of the August 17 Digital Learning Date. Content area CCCs will analyze results from formative and summative assessments to monitor student progress in the identified ERW areas of weakness. This data will be used to guide instructional practices throughout the implementation period. The building leadership team will review submitted Trojan Toolbox artifacts at the end of the first six-week grading period to monitor the integration of ERW PSAT strategies. The toolbox includes all unit assessment data for each department. As part of the DLD agenda (August, Oct, Dec and March), teachers will complete a self-reflection and written narrative on their PSAT instruction practices within their classroom. Outcomes and progress will be discussed at the monthly data team meeting.
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GOAL #3 School Selected	The percentage of Beginning Learners and Developing Learners will decrease by 1% in each EOC content area within the next academic school year as measured by EOC achievement scores.	
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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?
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	August 2025	Performance Target: EOC content area teachers will integrate educational resources and instructional strategies that mirror the skills assessed on the EOC.
		Implementation (include person responsible): August – EOC Collaborative Communities of teachers will review, align, and enhance curriculum and instructional strategies that mirror skills assessed in the EOC.

domains that are identified as areas of weakness on the 2025 EOC.

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EOC Collaborative Communities will:

- Examine EOC results to identify specific trends and common errors in specific domains
- Collect and analyze student work samples to further understand challenges and misconceptions.
- Gather insights from EOC teachers about perceived student difficulties and instructional gaps.
- Progress monitor EOC Data using unit assessment data as tracked in the Trojan Toolbox

September and October – EOC CCCs will develop lesson plans and instructional activities that incorporate best practices and instructional strategies for teaching identified areas of weakness within the content area curriculum. EOC Collaborative communities will focus on interactive and student-centered approaches.

November through May – 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.

December – 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.

January – Give EOC benchmark test to identify areas of areas of strengths and weaknesses to target. Examine targeted areas to monitor effectiveness of domain and content integration.

January/February – Review and analyze projected EOC data with CCCs for identified strengths and weaknesses to assess ongoing performance targets and action steps. Develop lesson plans and instructional activities that incorporate best practices and instructional strategies for ongoing identified areas of weakness.

March – Give mid semester EOC benchmark test to identify individual students' strengths and weaknesses. EOC CCCs will implement EOC bootcamp to target weaknesses.

April – May – Develop integration plan for 2027 – 2028 school year.

Artifacts:

CCC Meeting Documentation – EOC Collaborative Communities will submit all Unit Planning Templates to the Trojan Toolbox.

Unit Planning Documentation – Teachers will document all EOC strategies in the Question 1 Template in the Trojan Toolbox during the instructional planning process.

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Assessment Data – 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.

Student Work Samples – Examples of student work that demonstrate progress in EOC content and domains. Teacher feedback that highlights specific improvements or areas needing further development.

EOC Testing Assessment Blueprint (by content areas) – Teachers review and reflect the contents of the blueprint and align their classroom instruction, assignments, and assessments with EOC.

EOC Data - Baseline (2023) and subsequent EOC (2026) scores that show student performance.

Progress Monitoring:

EOC content area teachers will progress monitor using formative and summative assessment data to identify student mastery as beginning, developing, proficient, or distinguished.

EOC content area teachers will analyze data from practice EOC assessments to determine student readiness for the milestones assessment.

The building leadership team will review content area curriculum and instructional strategies, as submitted in the Trojan Toolbox, for alignment with the contents of the EOC blueprint.

Final Notes
Principal Signature

Assistant Superintendent