

Work Session Meeting | 11/21/2024 – 5:15 PM

Dr. Frank R. Petruzielo Educational Services Facility | 1205 Bluffs Parkway, Canton, GA 30114

I. CALL TO ORDER WORK SESSION

II. SUPERINTENDENT WELCOME

III. SCHOOL BOARD MEMBER ITEMS

1. Whole Board Training Summary

IV. SUPERINTENDENT REPORTS

1. Academics and Accountability:
 - a. School Improvement Plans, Dr. Debra Murdock, Chief Leadership & Operations Officer
2. Finance:
 - a. Monthly Finance Report
Kenneth Owen, Chief Financial Officer
 - b. FY26 Budget Development
Kenneth Owen, Chief Financial Officer
3. Capital Outlay:
 - a. Monthly Capital Outlay Report
Trey Moores, Chief Support Services Officer

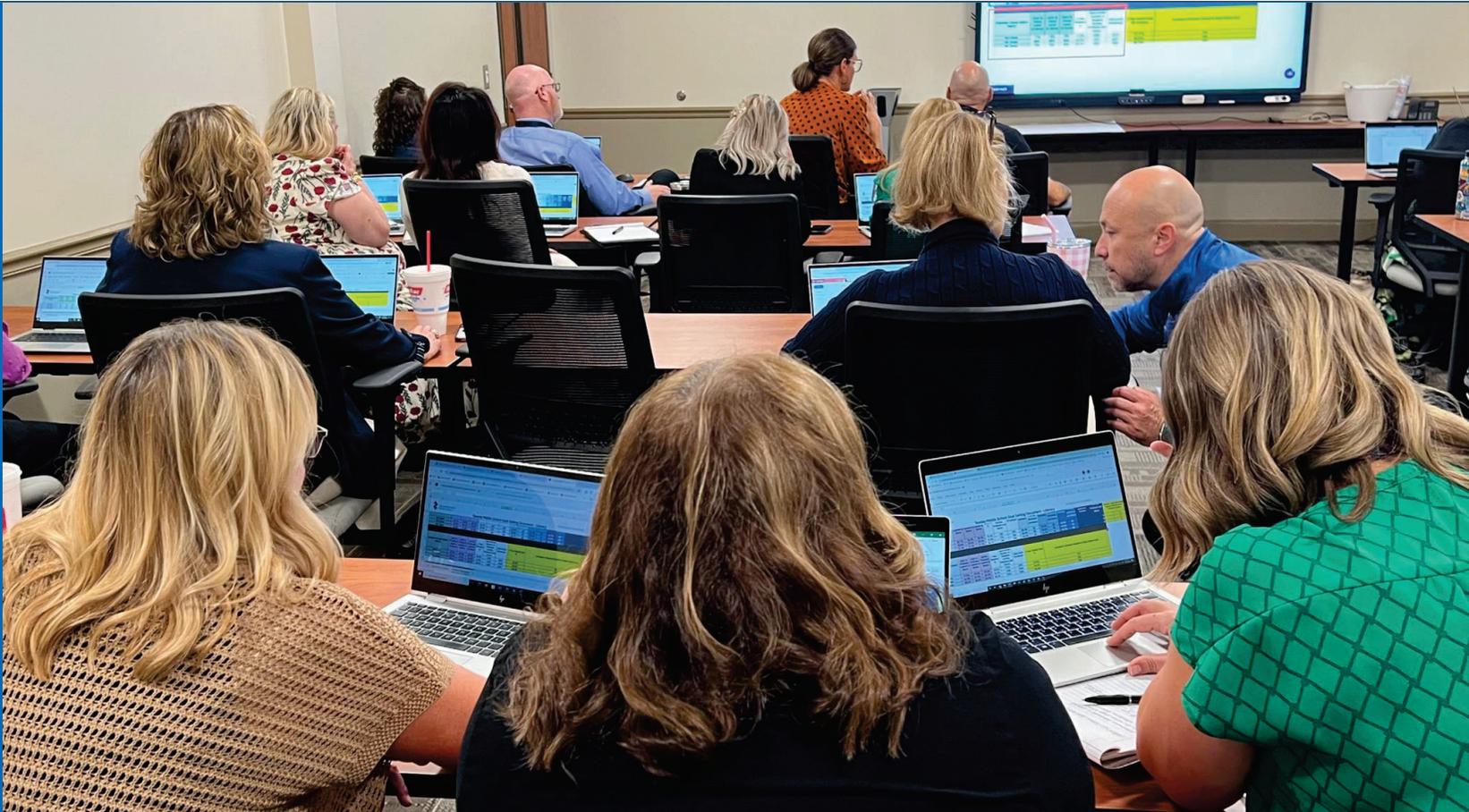
V. ACTION ITEMS

For Discussion only: Consent agenda items for action at the 7 p.m. meeting will be determined during the Work Session.

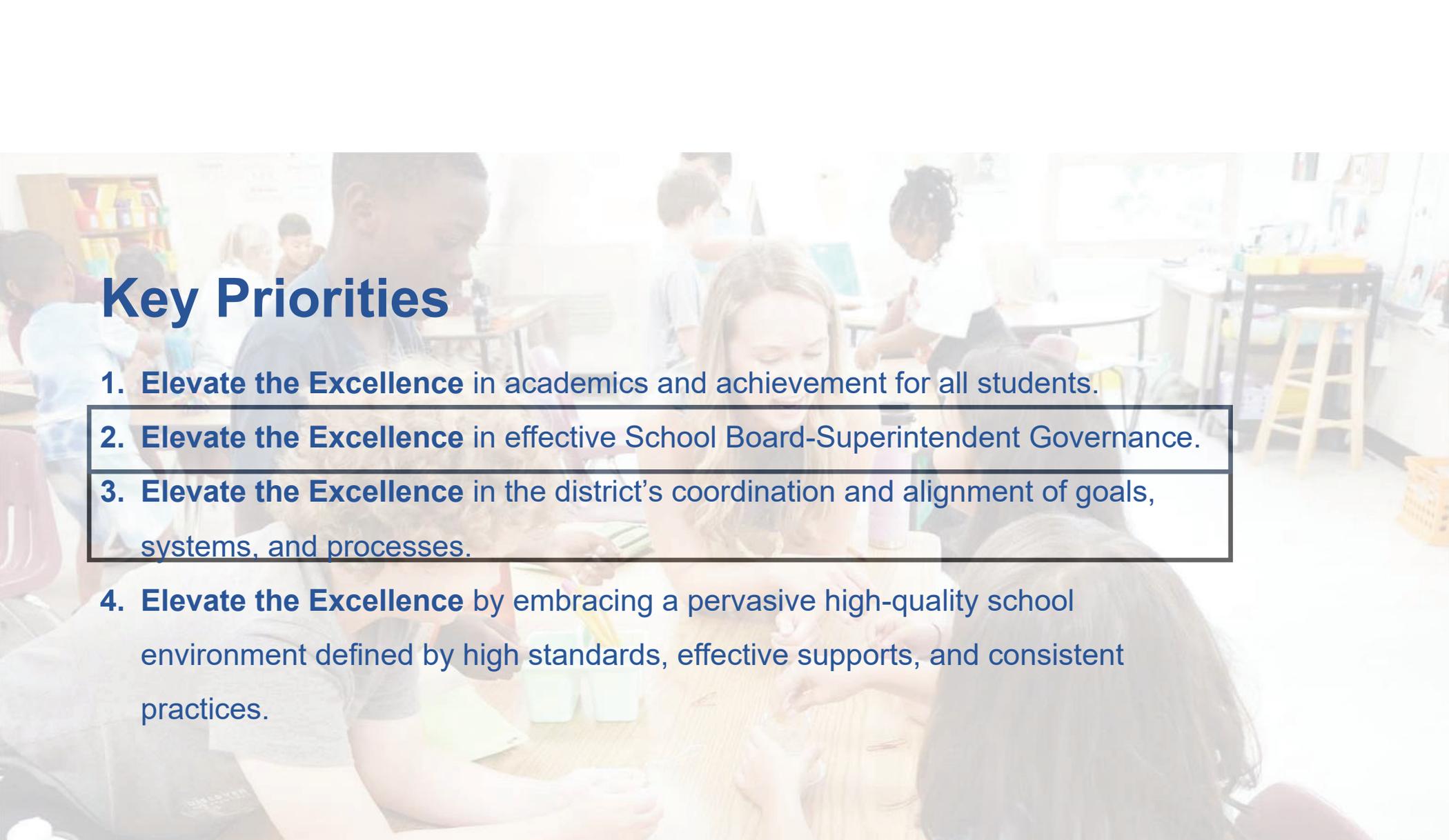
1. 2025 Legislative Priorities
2. River Ridge HS Auxiliary Gym Recommendation
3. School Board Governance Policy (BAB) on First Reading
4. Human Resources Employment Recommendations

VI. EXECUTIVE SESSION (as needed)

VII. ADJOURNMENT



Academics and Accountability:
School Improvement Planning
Dr. Debra Murdock



Key Priorities

1. **Elevate the Excellence** in academics and achievement for all students.
2. **Elevate the Excellence** in effective School Board-Superintendent Governance.
3. **Elevate the Excellence** in the district's coordination and alignment of goals, systems, and processes.
4. **Elevate the Excellence** by embracing a pervasive high-quality school environment defined by high standards, effective supports, and consistent practices.

Key Priority #2: **Elevate the Excellence** in effective School Board-Superintendent Governance

-  Introduced work session to provide standing Superintendent's reports to promote public transparency.
-  Introduced Academic and Accountability Board Report each month.
-  Introduced livestream of work session, board meetings, and video archive collectively.
-  Redesigned webpage to host board meetings and video archive.

Key Priority 2: **Elevate the Excellence** in effective School Board-Superintendent Governance

 Developed Core Beliefs to anchor the entire organization.

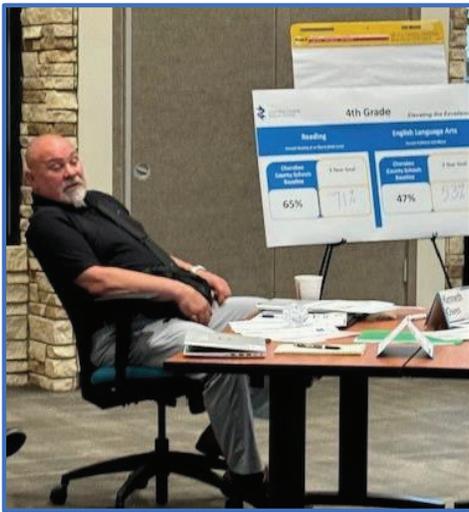
 Developed Student Performance Goals for all tested grades in ELA and Reading.

 Developed the Superintendent's Evaluation based on performance goals.

 Develop the District's Theory of Action (Nov/Dec 2024).

Key Priority 2: **Elevate the Excellence** in effective School Board-Superintendent Governance

- Collectively develop, study and draft policies in the areas of Teaching and Learning and Literacy.
- Develop a long-range Strategic Plan (SY2025-26)
- Developed a local accountability system that incorporates the metrics that matter most to our community (SY2026-27)



Setting Goals | Performance & Accountability

Performance: The process of improving so that students are learning more, growing more, and achieving more.

Accountability: Having clear goals and when we achieve those goals we celebrate; and when we fall short of achieving those goals, we adjust our processes and practices to yield better outcomes for students.

Goals: School Board has set three-year goals in reading on grade-level and ELA proficiency in grades: 3, 4, 5, 6, 7, 8, and American Literature. The School Board will set three-year goals in math this Spring.

Student Performance

ENGLISH LANGUAGE ARTS	BASELINE PERFORMANCE	3-YEAR GOAL (2027)
3 RD GRADE	47%	53%
4 TH GRADE	47%	53%
5 TH GRADE	56%	62%
6 TH GRADE	48%	54%
7 TH GRADE	45%	54%
8 TH GRADE	48%	54%
AMERICAN LIT (HS)	56%	62%

Student Performance

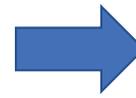
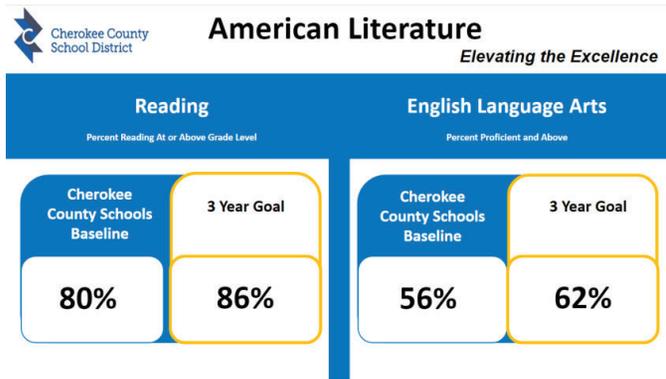
READING PROFICIENCY	BASELINE PERFORMANCE	3-YEAR GOAL (2027)
3 RD GRADE	72%	78%
4 TH GRADE	65%	71%
5 TH GRADE	78%	84%
6 TH GRADE	63%	69%
7 TH GRADE	74%	78%
8 TH GRADE	75%	81%
AMERICAN LIT (HS)	80%	86%

Key Priority #3: Elevate the Excellence in the district's coordination and alignment of goals, systems, and processes.

From School Board Goals to School Goals

- ✓ Develop an Accountability and Performance team that monitors progress towards goals
- ✓ Makes data readily available to school leaders
- ✓ Informs school improvement
- ✓ Makes school and district performance data readily accessible on the website.

From the Board Room to the Classroom...



GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
American Literature	79.8%	85.8%	55.7%	61.7%

WOODSTOCK HIGH SCHOOL
SY 2024 - 2025

SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
American Literature	79.8%	85.8%	55.7%	61.7%

Reading Proficiency Action Steps

- Continue to implement literacy goals via well-structured learning community (PLC) prioritizing teacher clarity, language and rigor of the standards, and common assessments to develop a unified approach to growing student literacy.
- Develop a culture of literacy at WHS by providing a variety of texts and ensuring visibility and access to a plethora of options that meet student interest and ability levels.
- Reinforce work done with "Strategy of the Month" and the various approaches presented by WHS instructional leadership team (ILT).

ELA Action Steps

- Provide resources (technology, text, and impactful programs) to meet the needs of English classes to ensure time is maximized and the growth of all students is accelerated.
- Provide time for collaborative planning for English teachers by maximizing state staff development funds and dedicating time to unpack and organize state standards (present and future).
- Expand cross-curricular approaches to student literacy, emphasizing the development of reading, writing, speaking, and listening skills in all lessons and across all content areas.

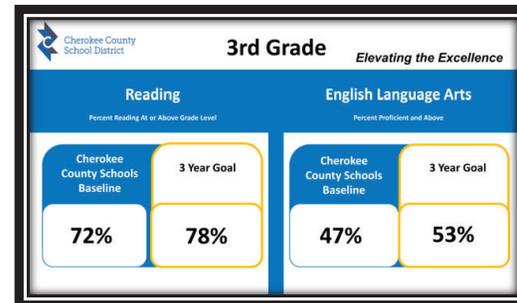
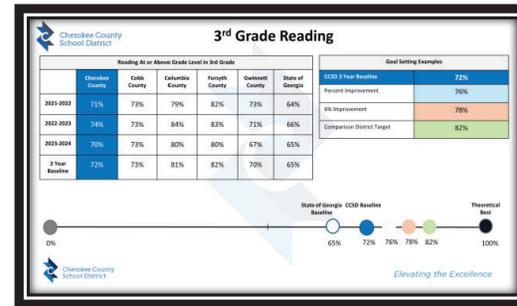
ELEVATING THE EXCELLENCE

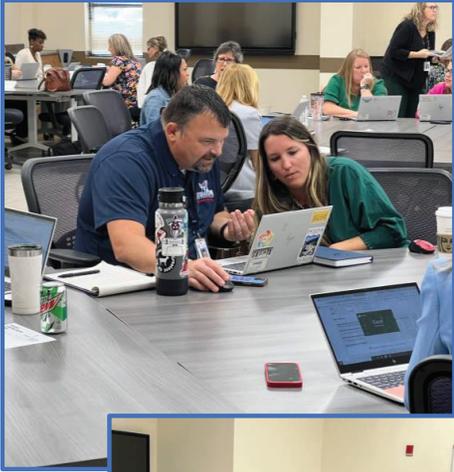


Key Priority #3: Elevate the Excellence in the district's coordination and alignment of goals, systems, and processes.

By leveraging the work of the School Board, the Divisions of School Leadership and Operations and Academics and Accountability co-created systems to support principals and school-based teams in their School Improvement Planning. Opportunities to collaborate included:

- Assistant Superintendent conducts Instructional Coaching Rounds (7-8 visits per school)
- Principals' Leadership Meetings
- Principal Innovation Zone Meetings
- Principal Learning Labs hosted by Accountability
- CCSD Performance Dashboard training





Key Priority #3: Elevate the Excellence in the district's coordination and alignment of goals, systems, and processes.

Cherokee County School District
BALL GROUND ELEMENTARY SCHOOL
 SY 2024 - 2025

SCHOOL IMPROVEMENT GOALS
GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	72.6%	78.6%	43.7%	49.7%
Grade 4	63.0%	69.0%	40.2%	46.2%
Grade 5	74.7%	80.7%	44.2%	50.2%

Reading Proficiency Action Steps
 Implement effective high-impact teaching and instructional strategies with an emphasis on reading and summarizing through annotating text and reading instruction, to include strategies for differentiated instruction, literacy across content areas, and interventions for struggling readers to support mastery of reading standards.
 Analyze student reading assessment data (standardized tests, classroom assessments, etc.) to identify students who are struggling, their specific needs, and gaps in reading skills.

ELA Action Steps
 Implement effective high-impact teaching and instructional strategies with an emphasis on student self-reported grades, feedback using cues, outlining and summarizing through annotating text and use of common assessments to support student mastery of standards.
 Teachers deconstruct the standards for each unit to ensure alignment, collaboratively analyze student data and plan effective instruction with fidelity in Professional Learning Communities.
 Utilize the Cherokee Targeted Intervention Process to better identify and serve at-risk populations; providing instruction that meets the rigor of the standard and interventions that meet the different needs of students.

ELEVATING THE EXCELLENCE

Cherokee County School District
DEAN RUSK MIDDLE SCHOOL
 SY 2024 - 2025

SCHOOL IMPROVEMENT GOALS
GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 6	70.4%	76.4%	54.3%	60.3%
Grade 7	82.1%	88.1%	52.5%	58.5%
Grade 8	80.2%	86.2%	55.1%	61.1%

Reading Proficiency Action Steps
 Implement effective high-impact teaching and instructional strategies with an emphasis on reading and summarizing through annotating text and reading instruction, to include strategies for differentiated instruction, literacy across content areas, and interventions for struggling readers to support mastery of reading standards.
 Analyze student reading assessment data (standardized tests, classroom assessments, etc.) to identify students who are struggling, their specific needs, and gaps in reading skills.

ELA Action Steps
 Implement effective high-impact teaching and instructional strategies with an emphasis on student self-reported grades, feedback using cues, outlining and summarizing through annotating text and use of common assessments to support student mastery of standards.
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ELEVATING THE EXCELLENCE

Cherokee County School District
WOODSTOCK HIGH SCHOOL
 SY 2024 - 2025

SCHOOL IMPROVEMENT GOALS
GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
American Literature	79.8%	85.8%	55.7%	61.7%

Reading Proficiency Action Steps
 Continue to implement literacy goals via each professional learning community (PLC), prioritizing teacher clarity, language and rigor of the standards, and common assessments to develop a unified approach to growing student literacy.
 Develop a culture of literacy at WHS by promoting a variety of texts and ensuring publicity and access to a plethora of options that meet student interest and ability levels.
 Reinforce work done with "Strategy of the Month" and the various approaches promoted by WHS instructional leadership team (ILT).

ELA Action Steps
 Prioritize resources (technology, texts, and impactful programs) to meet the needs of English classes to ensure time is maximized and the growth of all students is accelerated.
 Provide time for collaborative planning for English teachers by maximizing state staff development funds and dedicating time to unpack and organize state standards (present and future).
 Expand cross-curricular approaches to student literacy, emphasizing the development of reading, writing, speaking, and listening skills in all classes and across all content areas.

ELEVATING THE EXCELLENCE

Key Priority #3: Elevate the Excellence in the district's coordination and alignment of goals, systems, and processes.

WOODSTOCK
HIGH SCHOOL

SY 2024 - 2025

SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
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Expand cross curricular approaches to student literacy, emphasizing the development of reading, writing, speaking, and listening skills in all classes and across all content areas.

ELEVATING THE EXCELLENCE

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Expand cross curricular approaches to student literacy, emphasizing the development of reading, writing, speaking, and listening skills in all classes and across all content areas.				

From the Board Room to the Classroom

July 2024	Introduction to the School Improvement Process
August 2024	School Improvement Planning/CCSD Performance Dashboard Built and Provided to Principals
September 2024	School Improvement Planning- Data Digging
October 2024	School Improvement Planning-Goal Setting
November 2024	School Improvement Plans Presented to the BOE
December 2024	School Improvement Plans Posted to School District Website



Next Steps:

- Instructional Coaching Rounds with the Principals and Principal Supervisors focused on positive instructional leadership and improving student outcomes.
- Examine leading data indicators (KPIs) to plan and review SIP Action Steps.
- Instructional Coaching focused on instructional planning at the level of the standard and evidence of classroom instruction at the level of the standard.

Next School Year:

- Feb 2025: School Board Members set math goals.
- March 2025: Schools set math goals.
- June 15, 2025: School Improvement Plans due.
- July 2025: SIP provided to School Board.
- July 2025: SIP posted to School District Website
- Aug-May 2026: Incorporate short-term action plans and Key Performance Indicators (KPIs).





Cherokee County
School District

ARNOLD MILL ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	76.5%	82.5%	52.9%	60.9%
Grade 4	71.1%	81.1%	52.8%	58.8%
Grade 5	81.2%	87.2%	64.9%	72.9%

Reading Proficiency Action Steps

Through Professional Learning Communities, deconstruct standards to ensure teacher and student clarity when working towards standards mastery.

Utilize formative assessment data to ensure differentiation of instruction to meet the needs of all learners.

Differentiate small group instruction and student centers to meet the individual needs of all learners.

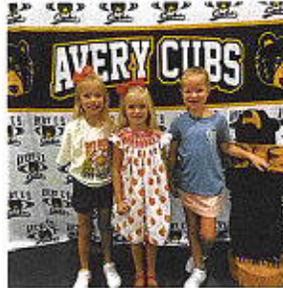
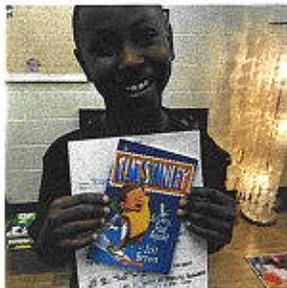
ELA Action Steps

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Differentiate small group instruction and student centers to meet the individual needs of all learners.

ELEVATING THE EXCELLENCE



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	81.4%	87.4%	56.8%	62.8%
Grade 4	75.5%	81.5%	57.0%	63.0%
Grade 5	87.7%	93.7%	68.4%	74.4%

Reading Proficiency Action Steps

Establish Teacher Clarity by embedding Learning Targets and Success Criteria as a pervasive practice in all classrooms to enhance student understanding and engagement with instructional goals.

Establish the deconstruction of standards as a routine practice in instructional planning to deepen teacher understanding and ensure alignment with CCSD's rigor and expectations.

Implement differentiation as a targeted approach to meet individual student needs, thereby enhancing the quality and productivity of independent work time.

ELA Action Steps

Establish Teacher Clarity by embedding Learning Targets and Success Criteria as a pervasive practice in all classrooms to enhance student understanding and engagement with instructional goals.

Establish the deconstruction of standards as a routine practice in instructional planning to deepen teacher understanding and ensure alignment with CCSD's rigor and expectations.

Implement differentiation as a targeted approach to meet individual student needs, thereby enhancing the quality and productivity of independent work time.



BALL GROUND ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	72.6%	78.6%	43.7%	49.7%
Grade 4	63.0%	69.0%	40.2%	46.2%
Grade 5	74.7%	80.7%	44.2%	50.2%

Reading Proficiency Action Steps

- Strengthen instructional practices by deconstructing standards and ensuring that lessons are purposefully designed to meet students' learning needs while challenging them at the rigor level of the standard.
- Enhance instructional effectiveness and improve student achievement by utilizing assessments aligned with academic standards and providing actionable feedback.
- Foster student ownership and mastery of skills by designing instruction that gradually releases responsibility from teacher to student through modeling, guided practice, and independent skill reinforcement.

ELA Action Steps

- Strengthen instructional practices by deconstructing standards and ensuring that lessons are purposefully designed to meet students' learning needs while challenging them at the rigor level of the standard.
- Enhance instructional effectiveness and improve student achievement by utilizing assessments aligned with academic standards and providing actionable feedback.
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ELEVATING THE EXCELLENCE

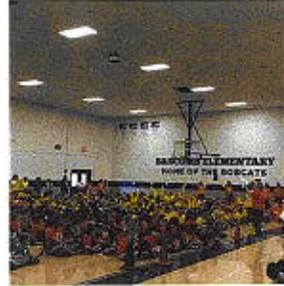


Cherokee County
School District

BASCOMB ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	84.2%	90.2%	63.1%	69.1%
Grade 4	78.8%	84.8%	60.7%	66.7%
Grade 5	87.2%	93.2%	64.2%	70.2%

Reading Proficiency Action Steps

Feedback: Provide feedback through student goal setting with a focus on literary text.

Teacher Clarity: Ensure that we have deconstructed the standard to meet the level of rigor within standards-based instruction.

Differentiation: Focus on differentiation during small groups addressing individual learning needs.

ELA Action Steps

Feedback: Provide feedback through student goal setting with a focus on literary text.

Teacher Clarity: Ensure that we have deconstructed the standard to meet the level of rigor within standards-based instruction.

Differentiation: Focus on differentiation during small groups addressing individual learning needs.

ELEVATING THE EXCELLENCE

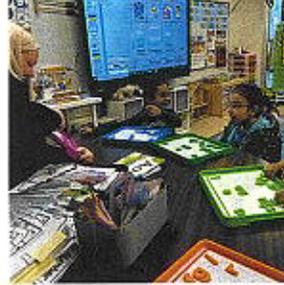
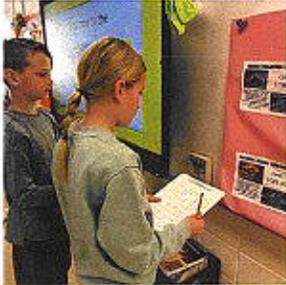


Cherokee County
School District

BOSTON ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	71.2%	78.2%	44.7%	51.7%
Grade 4	63.2%	70.2%	46.8%	53.8%
Grade 5	80.7%	87.7%	57.9%	64.9%

Reading Proficiency Action Steps

Continue to utilize flexible small group instruction that targets student needs and implement differentiated independent student learning tasks that support the rigor of grade level standards.

Implement explicit vocabulary instructional routines to increase students' reading and writing skills as measured by the projected Lexile score in Star.

Utilize a variety of teaching strategies (goal setting and feedback, anchor charts, picture vocabulary walls, project-based learning) to appropriately scaffold and extend grade level standards instruction to support specific student subgroup achievement, i.e. Students with Disabilities, English Learners, Economically Disadvantaged, and Gifted.

ELA Action Steps

Continue to utilize flexible small group instruction that targets student needs and implement differentiated independent student learning tasks that support the rigor of grade level standards.

Implement explicit vocabulary instructional routines to increase students' reading and writing skills as measured by the projected Lexile score in Star.

Utilize a variety of teaching strategies (goal setting and feedback, anchor charts, picture vocabulary walls, project-based learning) to appropriately scaffold and extend grade level standards instruction to support specific student subgroup achievement, i.e. Students with Disabilities, English Learners, Economically Disadvantaged, and Gifted.

ELEVATING THE EXCELLENCE



Cherokee County
School District

CARMEL ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	72.2%	82.2%	51.9%	61.9%
Grade 4	62.9%	72.9%	48.9%	58.9%
Grade 5	76.8%	86.8%	56.1%	66.1%

Reading Proficiency Action Steps

Strategically integrate Tier II vocabulary across the curriculum to enhance understanding.

Implement Explicit Vocabulary Instruction K-5 to build students' academic language.

Enhance support for students in Tier II and Tier III by strengthening the CCSD Targeted Intervention Process, EIP Augmented Model, and Push-In ESOL model. This includes implementing data-driven instruction, tailoring small group instruction to meet individual needs, and conducting more frequent progress monitoring to ensure students receive targeted, timely support.

ELA Action Steps

Implement Effective High-Impact Teaching and Instructional Strategies with an emphasis on feedback, self-reported grades, evaluation and reflection, summarization.

Implement with fidelity Professional Learning Communities in which teachers collaboratively analyze student data and planning effective instruction to ensure quality work is being produced by students and build/adjust assessments to match the rigor of the standard.

Enhance support for students in Tier II and Tier III by strengthening the CCSD Targeted Intervention Process, EIP Augmented Model, and Push-In ESOL model. This includes implementing data-driven instruction, tailoring small group instruction to meet individual needs, and conducting more frequent progress monitoring to ensure students receive targeted, timely support.

ELEVATING THE EXCELLENCE



Cherokee County
School District

CLARK CREEK ELEMENTARY SCHOOL

SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	59.8%	65.8%	32.5%	38.5%
Grade 4	58.5%	64.5%	40.5%	46.5%
Grade 5	69.5%	75.5%	44.4%	50.4%

Reading Proficiency Action Steps

Implement targeted instructional supports to increase reading proficiency by focusing on rigorous, standards-based instruction. This includes providing explicit, systematic phonics instruction, using decodable texts to build foundational skills, and implementing strategy groups tailored to student needs.

Provide professional development for teachers on structured literacy, differentiation, and feedback through small group and individual coaching.

Refine flexible small group instruction, including differentiated independent tasks, that supports the rigor of the grade level standards and meets individualized student needs.

ELA Action Steps

Implement targeted instructional supports to increase achievement in ELA by focusing on rigorous, standards-based instruction. This includes providing explicit, systematic writing instruction, using writing resources and tools, and assessing student knowledge to monitor student progress.

Provide professional development for teachers on structured literacy, differentiation, and feedback through small group and individual coaching.

Refine flexible small group instruction, including differentiated independent tasks, that supports the rigor of the grade-level standards and meets individualized student needs.

ELEVATING THE EXCELLENCE

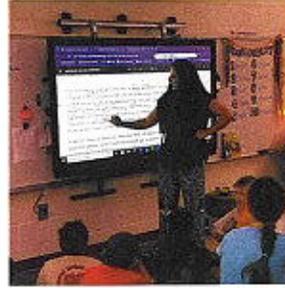
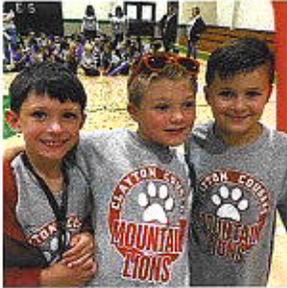


Cherokee County
School District

CLAYTON ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	59.8%	65.8%	29.2%	35.2%
Grade 4	61.1%	67.1%	41.4%	47.4%
Grade 5	76.6%	82.6%	51.2%	57.2%

Reading Proficiency Action Steps

Enhance teacher understanding and application of CCSD Teaching & Learning Standards to improve instructional practices and student outcomes.

Enhance students' reading comprehension, background knowledge, and content-specific vocabulary through effective text annotation strategies.

Enhance student comprehension by integrating explicit vocabulary instruction into every subject area.

ELA Action Steps

Enhance teacher understanding and application of CCSD Teaching & Learning Standards to improve instructional practices and student outcomes.

Enhance students' reading comprehension, background knowledge, and content-specific vocabulary through effective text annotation strategies.

Enhance student comprehension and writing by integrating explicit vocabulary instruction into every subject area.

ELEVATING THE EXCELLENCE



Cherokee County
School District

FREE HOME ELEMENTARY SCHOOL

SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	76.2%	84.2%	46.9%	54.9%
Grade 4	71.8%	79.8%	50.6%	58.6%
Grade 5	84.7%	90.7%	58.6%	66.6%

Reading Proficiency Action Steps

- Deconstruct CCSD Teaching and Learning Standards, deliver instruction aligned with the standards' rigor, and consistently monitor student progress towards mastery through high-quality student work and assessments.
- Integrate high-quality texts across whole-group and small-group instruction to expand and deepen students' vocabularies and enhance their language comprehension skills.
- Implement effective instructional strategies across classrooms to deepen comprehension, encourage purposeful reading, and build students' confidence and identities as readers.

ELA Action Steps

- Deconstruct CCSD Teaching and Learning Standards, deliver instruction aligned with the standards' rigor, and consistently monitor student progress towards mastery through high-quality student work and assessments.
- Integrate high-quality texts across whole-group and small-group instruction to expand and deepen students' vocabularies and enhance their language comprehension skills.
- Implement effective instructional strategies across classrooms to strengthen composition, encourage purposeful writing, and build students' confidence and identities as writers.

ELEVATING THE EXCELLENCE



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	52.4%	61.4%	28.1%	37.1%
Grade 4	46.1%	63.1%	27.7%	44.7%
Grade 5	61.5%	77.5%	34.3%	50.4%

Reading Proficiency Action Steps

- Engage students in annotating texts across all content areas to deepen comprehension and enhance critical thinking skills.
- Deconstruct CCSD Teaching and Learning Standards to identify essential skills and deliver instruction that aligns with the rigor level of each standard.
- Use interactive instructional strategies to explicitly teach vocabulary across all content areas.

ELA Action Steps

- Engage students in writing across various genres, including narrative, informative, and opinion pieces, to develop their writing skills and foster creativity
- Develop student skills to write responses and essays that utilize textual evidence to support their claims or analysis, fostering critical thinking and evidence-based writing skills.
- Improve instructional effectiveness and student achievement by utilizing assessments that closely aligned to standards and offer actionable feedback.

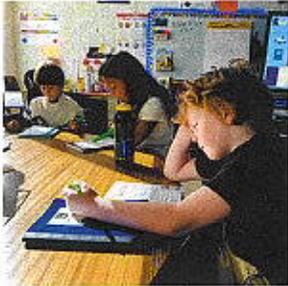


Cherokee County
School District

HICKORY FLAT ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	81.9%	87.9%	59.6%	69.6%
Grade 4	77.3%	87.3%	57.3%	67.3%
Grade 5	84.2%	89.2%	63.3%	73.3%

Reading Proficiency Action Steps

Utilize Goal Setting through student led conferences to communicate personal progress towards academic goals for all students.

Utilize Deliberate Practice in small group instruction to meet the individual needs of all learners.

ELA Action Steps

Utilize Deliberate Practice in small group instruction to meet the individual needs of all learners.

Utilize Deliberate Practice of skills-based independent centers to intentionally fill the gaps in achievement for all learners.

ELEVATING THE EXCELLENCE



Cherokee County
School District

HOLLY SPRINGS ELEMENTARY SCHOOL

SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	70.4%	82.4%	41.3%	49.3%
Grade 4	54.2%	62.2%	37.8%	47.8%
Grade 5	70.6%	78.6%	44.5%	52.5%

Reading Proficiency Action Steps

Analyze and utilize formative and summative assessment data to ensure teacher clarity on appropriate rigor of the standards and differentiation of instruction to meet the needs of all learners.

Utilize meaningful feedback to facilitate student discourse of success criteria mastery and self-reported grading.

ELA Action Steps

Analyze and utilize formative and summative assessment data to ensure teacher clarity on appropriate rigor of the standards and differentiation of instruction to meet the needs of all learners.

Utilize meaningful feedback to facilitate student discourse of success criteria mastery and self-reported grading.

ELEVATING THE EXCELLENCE



Cherokee County
School District

INDIAN KNOLL ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	77.1%	85.1%	55.3%	65.3%
Grade 4	75.1%	83.1%	58.7%	66.7%
Grade 5	82.8%	88.8%	62.9%	68.9%

Reading Proficiency Action Steps

- Utilize differentiated small group instruction to meet the individual needs of all learners.
- Utilize deliberate practice strategies when students are engaged in independent work activities.
- Utilize meaningful and timely teacher feedback to facilitate students' understanding of their goals and learning progress.

ELA Action Steps

- Utilize differentiated small group instruction to meet the individual needs of all learners.
- Utilize deliberate practice strategies when students are engaged in independent work activities.
- Utilize meaningful and timely teacher feedback to facilitate students' understanding of their goals and learning progress.

ELEVATING THE EXCELLENCE



Cherokee County
School District

JOHNSTON ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	75.4%	81.4%	48.3%	57.3%
Grade 4	69.8%	75.8%	49.3%	58.3%
Grade 5	75.8%	81.8%	58.2%	64.2%

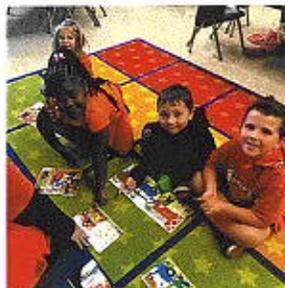
Reading Proficiency Action Steps

- Engage in ongoing coaching to refine Response to Intervention strategies.
- Utilize Explicit Vocabulary Instruction in all content areas to increase comprehension.
- Utilize PLCs to deconstruct reading standards to ensure instruction is designed to meet the rigor level of the standard.

ELA Action Steps

- Provide professional development that targets writing instruction and the use of high impact strategies to support teachers in designing lessons and assessing student writing at the rigor level of the standard.
- Utilize Explicit Vocabulary Instruction in all content areas to increase comprehension.
- Utilize PLCs to deconstruct ELA standards to ensure instruction is designed to meet the rigor level of the standard.

ELEVATING THE EXCELLENCE



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	67.3%	75.3%	41.1%	49.1%
Grade 4	62.2%	70.2%	43.5%	51.5%
Grade 5	75.6%	83.6%	54.7%	60.7%

Reading Proficiency Action Steps

Increase exposure to high-quality, grade-level texts through intentional whole-group and small-group instruction aligned with CCSD teaching and learning standards.

Implement text annotation strategies across the curriculum to foster deeper comprehension and encourage students to read with a clear purpose.

ELA Action Steps

Ensure the deconstruction of CCSD Teaching & Learning Standards and align instruction to the specified level of rigor, utilizing approved resources and materials to support high-quality teaching and learning.

Leverage Professional Learning Communities (PLCs) and grade-level collaborative planning to make learning visible for both teachers and students by integrating Learning Targets, Success Criteria, and high-impact instructional strategies that align with the rigor of the standards.

Align student writing opportunities and feedback with CCSD Teaching and Learning Standards to enhance writing proficiency and ensure instructional consistency across grade levels.



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	69.9%	75.9%	41.5%	50.0%
Grade 4	62.7%	68.7%	43.9%	50.4%
Grade 5	80.4%	86.4%	56.3%	62.3%

Reading Proficiency Action Steps

Strengthen instructional coherence and student achievement by utilizing Professional Learning Communities (PLCs) to deconstruct standards and develop aligned instructional practices.

Ensure that all classroom instruction and assessments are aligned with the rigor level of academic standards to promote deeper learning and student mastery.

Teachers will consistently implement the strategy of annotating the text in reading across all content areas.

ELA Action Steps

Strengthen instructional coherence and student achievement by utilizing Professional Learning Communities (PLCs) to deconstruct standards and develop aligned instructional practices.

Ensure that all classroom instruction and assessments are aligned with the rigor level of academic standards to promote deeper learning and student mastery.

Students will use writing checklists and rubrics during the writing process to self-monitor and assess their progress toward learning proficiency.



Cherokee County
School District

LITTLE RIVER ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	79.9%	87.9%	58.4%	66.4%
Grade 4	66.5%	74.5%	47.6%	55.6%
Grade 5	83.0%	91.0%	62.2%	70.2%

Reading Proficiency Action Steps

Deconstruct standards to ensure teacher and student clarity when working towards standards mastery.

Analyze and utilize student performance data to design rigorous lessons that are engaging, inclusive, and accessible to all students.

ELA Action Steps

Deconstruct standards to ensure teacher and student clarity when working towards standards mastery.

Analyze and utilize student performance data to design rigorous lessons that are engaging, inclusive, and accessible to all students.

ELEVATING THE EXCELLENCE

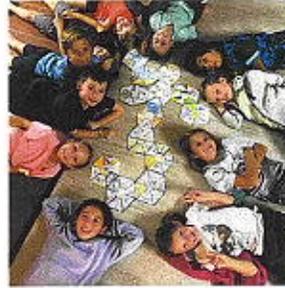


Cherokee County
School District

MACEDONIA ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

Reading Proficiency		ELA	
Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
77.7%	83.7%	54.5%	60.5%
72.1%	78.1%	56.9%	62.9%
86.6%	92.6%	63.0%	69.0%

Reading Proficiency Action Steps

Deconstruct CCSD Teaching and Learning standards to develop a shared understanding of what students need to know, understand, and master the standards.

Utilize deconstructed standards to align instruction, resources, and assessments to the appropriate rigor level of the standards.

Utilize both formative and summative assessments to target individual instructional needs.

ELA Action Steps

Deconstruct CCSD Teaching and Learning standards to develop a shared understanding of what students need to know, understand, and master the standards.

Utilize deconstructed standards to align instruction, resources, and assessments to the appropriate rigor level of the standards.

Utilize both formative and summative assessments to target individual instructional needs.

ELEVATING THE EXCELLENCE

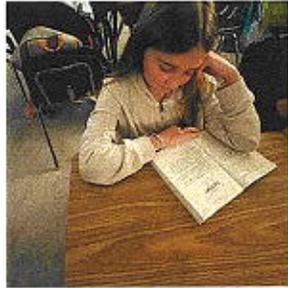


Cherokee County
School District

MOUNTAIN ROAD ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	76.4%	84.4%	56.8%	64.8%
Grade 4	70.5%	78.5%	54.7%	62.7%
Grade 5	88.6%	96.6%	65.1%	73.1%

Reading Proficiency Action Steps

Utilize text annotating in all content areas to increase text comprehension according to the language and rigor of the standards and student engagement with texts.

Deconstruct Reading and Language Arts standards in PLCs to increase the rigor of instruction.

Integrate morphology instruction into all content areas by utilizing explicit instruction on Greek and Latin roots and affixes.

ELA Action Steps

Deconstruct Reading and Language Arts standards in PLCs to increase the rigor of instruction.

Explicit teaching of writing skills in Reading and Language Arts, Science, and Social Studies focusing on craft and structure matching the language and the rigor of the standards.

Explicit teaching of tier 2 vocabulary terms before reading a text across all content areas matching the language and the rigor of the standards.

ELEVATING THE EXCELLENCE



Cherokee County
School District

OAK GROVE ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	54.3%	60.3%	31.1%	37.1%
Grade 4	49.2%	55.2%	29%	35%
Grade 5	67.6%	73.6%	46.6%	52.6%

Reading Proficiency Action Steps

Implement text annotation strategies with texts on grade-level Lexile bands to build content vocabulary and comprehension while using gradual release methods within Tier 1 instruction.

Utilize flexible small group instruction that targets students' needs and implement differentiated independent student learning tasks that supports the rigor of the standards.

Utilize a variety of teaching strategies (goal setting and feedback, anchor charts, picture vocabulary walls, project-based learning) to appropriately scaffold and extend grade level standards instruction to support specific student subgroup achievement, i.e. Students with Disabilities, English Learners, Economically Disadvantaged, and Gifted.

ELA Action Steps

Implement text annotation strategies with texts on grade-level Lexile bands to build content vocabulary and comprehension while using gradual release methods within Tier 1 instruction.

Utilize flexible small group instruction that targets students' needs and implement differentiated independent student learning tasks that supports the rigor of the standards.

Utilize a variety of teaching strategies (goal setting and feedback, anchor charts, picture vocabulary walls, project-based learning) to appropriately scaffold and extend grade level standards instruction to support specific student subgroup achievement, i.e. Students with Disabilities, English Learners, Economically Disadvantaged, and Gifted.

ELEVATING THE EXCELLENCE



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	52.8%	60.8%	26.4%	34.4%
Grade 4	47.2%	55.2%	29.9%	37.9%
Grade 5	64.6%	72.6%	38.6%	46.6%

Reading Proficiency Action Steps

Deconstruct CCSD Teaching and Learning Standards and align instruction to teach at the rigor level of the standards.

Elevate student ownership of learning by incorporating self-reported grades, encouraging students to reflect on their progress, set goals, and take an active role in their academic growth.

ELA Action Steps

Deconstruct CCSD Teaching and Learning Standards and align instruction to teach at the rigor level of the standards.

Elevate student ownership of learning by incorporating self-reported grades, encouraging students to reflect on their progress, set goals, and take an active role in their academic growth.

ELEVATING THE EXCELLENCE



Cherokee County
School District

SIXES ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	83.4%	89.4%	60.8%	66.8%
Grade 4	73.2%	79.2%	50.7%	56.7%
Grade 5	86.8%	92.8%	65.4%	71.4%

Reading Proficiency Action Steps

Teachers will deconstruct standards in PLCs to ensure teacher clarity and communicate learning targets and success criteria to students.

Teachers will provide differentiated lessons to ensure rigorous instruction to meet the needs of all students using data-informed practices.

Teachers will increase academic ownership by setting goals with students and monitoring progress throughout the year.

ELA Action Steps

Teachers will deconstruct standards in PLCs to ensure teacher clarity and communicate learning targets and success criteria to students.

Teachers will provide differentiated lessons to ensure rigorous instruction to meet the needs of all students using data-informed practices.

Teachers will increase academic ownership by setting goals with students and monitoring progress throughout the year.

ELEVATING THE EXCELLENCE



Cherokee County
School District

WOODSTOCK ELEMENTARY SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 3	68.8%	74.8%	47.1%	53.1%
Grade 4	63.4%	69.4%	45.9%	51.9%
Grade 5	73.4%	79.4%	51.5%	57.5%

Reading Proficiency Action Steps

Utilize strategy-based small group instruction with a focus on student goal setting.

Increase intentional planning and delivery of vocabulary instruction.

Enhance collaboration in common grade-level lesson planning to deconstruct standards to intentionally design Tier 1 instruction.

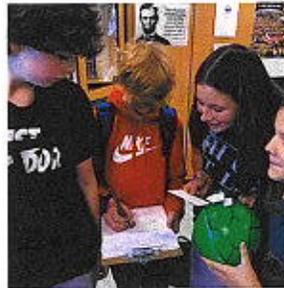
ELA Action Steps

Utilize strategy-based small group instruction with a focus on student goal setting.

Increase intentional planning and delivery of vocabulary instruction.

Enhance collaboration in common grade-level lesson planning to deconstruct standards to intentionally design Tier 1 instruction.

ELEVATING THE EXCELLENCE



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 6	67.8%	73.8%	52.9%	58.9%
Grade 7	76.9%	82.9%	52.3%	61.3%
Grade 8	79.7%	85.7%	54.2%	60.2%

Reading Proficiency Action Steps

Provide professional development to train teachers in effective text annotation strategies, equipping them to implement this approach consistently across classrooms

Train teachers in effective academic vocabulary instruction strategies, enabling them to implement these methods with key vocabulary terms within each unit of study

Implement Literature Circles in ELA classes to encourage collaborative analysis and deeper understanding of texts

ELA Action Steps

Provide professional development to train teachers in effective text annotation strategies, equipping them to implement this approach consistently across classrooms

Train teachers in effective academic vocabulary instruction strategies, enabling them to implement these methods with key vocabulary terms within each unit of study

Implement Literature Circles in ELA classes to encourage collaborative analysis and deeper understanding of texts



Cherokee County
School District

DEAN RUSK MIDDLE SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 6	70.4%	76.4%	54.3%	60.3%
Grade 7	82.1%	88.1%	52.5%	58.5%
Grade 8	80.2%	86.2%	55.1%	61.1%

Reading Proficiency Action Steps

Implement effective high-impact teaching and instructional strategies with an emphasis on outlining and summarizing through annotating text and reading instruction, to include strategies for differentiated instruction, literacy across content areas, and interventions for struggling readers to support mastery of reading standards.

Analyze student reading assessment data (standardized tests, classroom assessments, etc.) to identify students who are struggling, their specific needs, and gaps in reading skills.

ELA Action Steps

Implement effective high-impact teaching and instructional strategies with an emphasis on student self-reported grades, feedback using cues, outlining and summarizing through annotating text and use of common assessments to support student mastery of standards.

Teachers deconstruct the standards for each unit to ensure alignment, collaboratively analyze student data and plan effective instruction with fidelity in Professional Learning Communities.

Utilize the Cherokee Targeted Intervention Process to better identify and serve at-risk populations; providing instruction that meets the rigor of the standard and interventions that meet the different needs of students.

ELEVATING THE EXCELLENCE

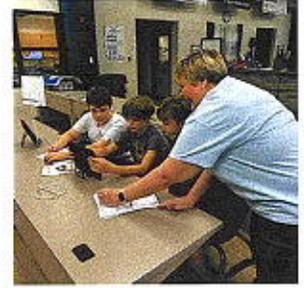
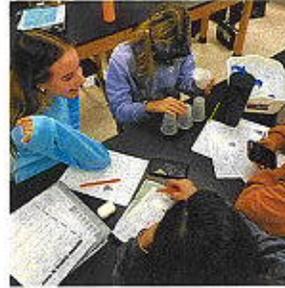


Cherokee County
School District

E. T. BOOTH MIDDLE SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 6	64.3%	70.3%	47.8%	53.8%
Grade 7	72.6%	78.6%	42%	51%
Grade 8	72.1%	78.1%	43.7%	49.7%

Reading Proficiency Action Steps

Provide professional development in evidence-based literacy strategies, including differentiated instruction and scaffolding to align practices to the rigor of the standard. Teachers will be provided support in incorporating literacy and annotation in all content areas.

Meet the individual needs of students by implementing targeted interventions and Specially Designed Instruction (SDI) focusing on foundational reading skills such as comprehension, fluency, and vocabulary acquisition.

ELA Action Steps

Provide professional development in evidence-based literacy strategies, including differentiated instruction and scaffolding to align practices to the rigor of the standard. Teachers will be provided support in incorporating literacy and annotation in all content areas.

Meet the individual needs of students by implementing targeted interventions and Specially Designed Instruction (SDI) focusing on foundational reading skills such as comprehension, fluency, and vocabulary acquisition.

ELEVATING THE EXCELLENCE

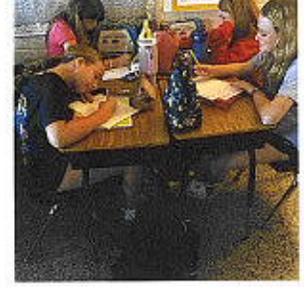
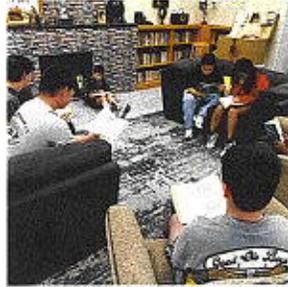
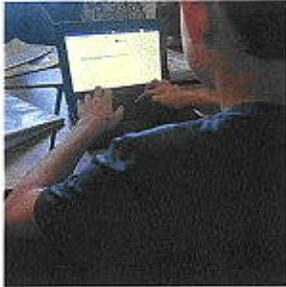


Cherokee County
School District

FREEDOM MIDDLE SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 6	65.2%	75.2%	48.8%	58.8%
Grade 7	78.1%	88.1%	50.7%	60.7%
Grade 8	78.7%	88.7%	52.3%	62.3%

Reading Proficiency Action Steps

Implement a school-wide annotation strategy to be used with all texts.

Teach students how to use summarization as a reading strategy.

Increase comprehension by broadening the understanding of texts in the classroom to include any aspect of media from which students can obtain information from (i.e., text, video, audio, images).

ELA Action Steps

Renew Subject-Based Vocabulary Initiatives, such as subject-based word etymology and Tier 2 vocabulary.

Increase comprehension by broadening the understanding of texts in the classroom to include any aspect of media from which students can obtain information from (i.e., text, video, audio, images).

ELEVATING THE EXCELLENCE

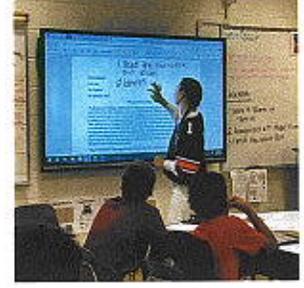
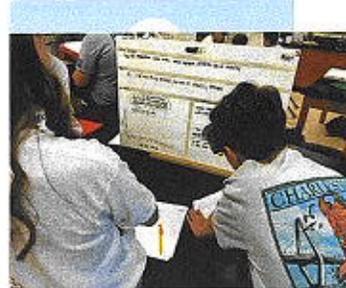


Cherokee County
School District

MILL CREEK MIDDLE SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 6	67.7%	75.7%	54.2%	60.2%
Grade 7	79.5%	83.4%	49.3%	58.3%
Grade 8	77.2%	83.2%	50.8%	58.8%

Reading Proficiency Action Steps

Strengthen Tier 1 literacy instruction across subject areas by implementing annotation and close reading under a common framework.

Strengthen vocabulary instruction across subject areas with an emphasis on morphology and explicit teaching of intentionally chosen Tier 2 and Tier 3 vocabulary words.

ELA Action Steps

Deconstruct standards and align assessments and instruction to the language of the standard through regular calibration of assessment items and learning activities.

Utilize data to inform instruction by regularly analyzing student assessments to identify areas of need.

Implement annotation and close reading under a common framework.

ELEVATING THE EXCELLENCE

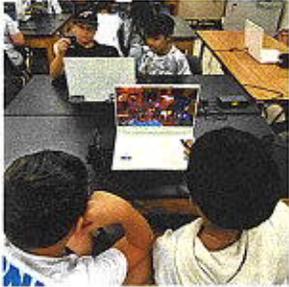


Cherokee County
School District

TEASLEY MIDDLE SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 6	51.3%	57.3%	33.3%	39.3%
Grade 7	63.0%	69.0%	32.9%	38.9%
Grade 8	64.0%	70.0%	33.7%	39.7%

Reading Proficiency Action Steps

Conduct a comprehensive analysis of all academic standards to ensure instructional practices align with the required rigor and depth, supporting improved student outcomes across all subject areas.

Collaborate with teachers to determine and adopt evidence-based, high-impact strategies, with targeted professional development. (Feedback, Vocabulary, Direct Instruction)

Teachers will include literacy strategies in their lessons by teaching subject-specific vocabulary and helping students annotate texts to improve understanding and critical thinking. Training and support will be given to make sure this is done consistently.

ELA Action Steps

Conduct a comprehensive analysis of all academic standards to ensure instructional practices align with the required rigor and depth, supporting improved student outcomes across all subject areas.

Collaborate with teachers to determine and adopt evidence-based, high-impact strategies, with targeted professional development. (Feedback, Vocabulary, Direct Instruction)

Regularly identify and monitor the progress of "bubble students"—those within 15 points above or below the proficiency level—and communicate this data to teachers to inform targeted interventions.

ELEVATING THE EXCELLENCE



Cherokee County
School District

WOODSTOCK MIDDLE SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
Grade 6	59.4%	65.4%	44.9%	50.9%
Grade 7	70.6%	74.6%	39.9%	48.9%
Grade 8	77.1%	83.1%	50.7%	56.7%

Reading Proficiency Action Steps

Utilize Professional Learning Communities to implement evidence-based practices, including vertical alignment in annotation techniques, to increase literacy proficiency for all students.

Students and teachers will regularly assess student literacy levels and use this data to inform instruction, set goals, and adjust strategies as needed.

ELA Action Steps

Utilize the CCSD Instructional Framework within PLCs to unpack standards and analyze/reflect on standards-based assessment data to drive instruction.

Utilize Professional Learning Communities to implement evidence-based practices, including vertical alignment in annotation techniques, to increase literacy proficiency for all students.

Students and teachers will regularly assess student literacy levels and use this data to inform instruction, set goals, and adjust strategies as needed.

ELEVATING THE EXCELLENCE



Cherokee County
School District

CHEROKEE HIGH SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
American Literature	69.2%	75.2%	42.6%	48.6%

Reading Proficiency Action Steps

Increase teacher knowledge and implementation of targeted vocabulary strategies to support and enhance student reading proficiency.

Employ active reading strategies consistently across all content areas to enhance student reading proficiency.

Increase student exposure to complex texts across all content areas to enhance critical thinking and reading proficiency.

ELA Action Steps

Teach standards at the appropriate rigor level by deconstructing standards and establishing clear learning targets and success criteria within Professional Learning Communities (PLCs).

Increase teacher knowledge and student use of annotation strategies to enhance text engagement and comprehension.

Increase teacher knowledge and student use of feedback strategies to promote continuous improvement and learning.

ELEVATING THE EXCELLENCE

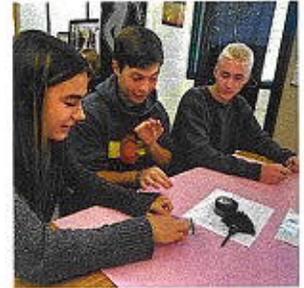


Cherokee County
School District

CREEKVIEW HIGH SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
American Literature	85.7%	91.7%	63.6%	69.6%

Reading Proficiency Action Steps

Keep structured, literacy-driven data cycles within PLCs to identify and address learning gaps while aligning instructional rigor. Keep a focus on evidence-based literacy strategies to support targeted interventions, and keep consistent use of resources and monitoring practices to ensure progress.

Maintain a strong focus on literacy-driven assessment items aligned with key standards RL1/RI1, RL2/RI2, and RL3/RI3. Consistently create and refine common assessments using literacy-focused resources such as Mastery Connect and teacher-designed tools to ensure consistency, rigor, and alignment with literacy objectives

Implement student-focused, targeted reading strategies such as text annotation, close reading, and text analysis to improve reading proficiency and comprehension

ELA Action Steps

Expand and align a cross-curricular writing model that uses scaffolds selectively, providing support only as needed and gradually removing them as students show progress, to ensure consistent skill development and advancement across grade levels.

Expand the data bank of common formative and summative assessments by incorporating a diverse range of resources, ensuring alignment with key standards and providing teachers with reliable tools to measure student progress consistently across grade levels.

Integrate EOC-style assessment strategies and questions into daily lessons to identify learning gaps, improve test-taking proficiency, and enhance mastery of standards.

ELEVATING THE EXCELLENCE

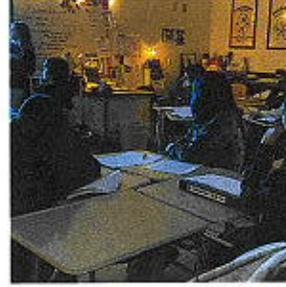
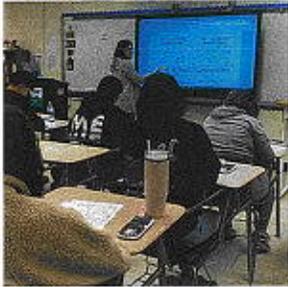


Cherokee County
School District

ETOWAH HIGH SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
American Literature	80.2%	86.2%	57.2%	63.2%

Reading Proficiency Action Steps

Develop and execute a consistent school-wide text annotation strategy applicable across all subject areas.

Emphasize vocabulary instruction that focuses on the use of context clues to improve acquisition and retention of unknown words.

Students and teachers will utilize available technology tools. These tools, centered around reading, writing and annotating text, will allow students more innovative opportunities to interact with content which will enrich the learning process. This allows the feedback to be more timely and better targeted to individual student needs.

ELA Action Steps

Emphasize vocabulary instruction that focuses on the use of context clues to improve acquisition and retention of unknown words.

Incorporate cold read frequency through assessments and instruction with a focus on effective annotation and increased rigor in the reading comprehension questions.

Provide students with appropriate scaffolds to promote academic stamina and perseverance in the areas of writing, cold reads and comprehension questioning.

ELEVATING THE EXCELLENCE



Cherokee County
School District

i-GRAD VIRTUAL ACADEMY (HIGH SCHOOL)

SY 2024 - 2025  i-Grad



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
American Literature	76.3%	86.3%	47.2%	62.0%

Reading Proficiency Action Steps

Increase student exposure to annotation of texts across all content areas to enhance critical thinking and comprehension skills.

Deconstruct each standard to identify the specific skills students are expected to apply, creating a clear roadmap for instruction and assessment.

Develop a student engagement assessment tool to measure engagement levels across key areas, and establish a baseline to inform instructional practices and improvement goals.

ELA Action Steps

Facilitate the learning of each standard by designing instruction that aligns with the rigor-level intended by the standard, ensuring students achieve mastery through appropriately challenging activities.

Deconstruct each standard to identify then specific skills students are expected to apply, creating a clear roadmap for instruction and assessment.

Develop a student engagement assessment tool to measure engagement levels across key areas, and establish a baseline to inform instructional practices and improvement goals.

ELEVATING THE EXCELLENCE

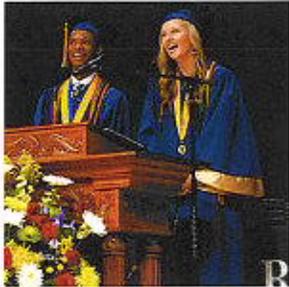


Cherokee County
School District

RIVER RIDGE HIGH SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
American Literature	82.7%	88.7%	60.8%	66.8%

Reading Proficiency Action Steps

Enhance vocabulary instruction by explicitly teaching new words through intentional practice with roots and contextual usage, and guide students to apply these words in writing, as evidenced by intentional vocabulary practice aligned with suggested grade-level roots and contextual vocabulary use leading to written application.

Implement text annotation and strategic reading approaches to enhance reading comprehension and analysis, as evidenced by students marking important information, asking questions, and making connections, along with practicing skills such as summarizing, questioning, visualizing, predicting, and connecting ideas.

Utilize a variety of instructional strategies and targeted interventions, including small group instruction, one-on-one tutoring, or technology-based interventions, to increase the reading proficiency of all students as evidence by progress monitoring of formative and summative data.

ELA Action Steps

Utilize data to inform instruction by regularly analyzing student assessment data to identify areas of struggle and adjust instruction, accordingly, as evidenced by increasing milestone scores through targeted interventions, differentiated instruction based on identified learning gaps, small group remediation for specific skill areas, regular progress monitoring to track improvements, and the implementation of formative assessments to refine instructional practices.

Implement a gradual release of responsibility model to transition students from teacher-led instruction to independent practice, ensuring lessons progress from modeling to guided practice to independent tasks while gradually reducing scaffolding to promote student ownership of learning, as evidenced by increased student engagement in independent tasks, improved problem-solving skills, successful completion of independent assignments, and higher levels of academic achievement across progressively challenging activities.

Incorporate peer review into the writing process to teach constructive feedback and monitor writing development, as evidenced by students using targeted vocabulary accurately, providing constructive feedback, and applying vocabulary in context based on consistent PLC-reviewed techniques and exemplar student work samples.

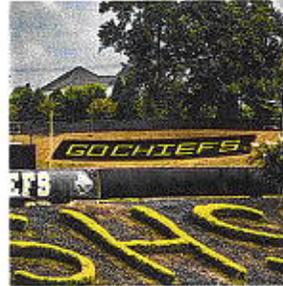
ELEVATING THE EXCELLENCE



Cherokee County
School District

SEQUOYAH HIGH SCHOOL

SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
American Literature	83.3%	89.3%	62.7%	68.7%

Reading Proficiency Action Steps

- Increase the instructional leadership capacity of the SHS leadership team through targeted professional development that will include collaborative learning walks and training on data reflection and analysis.
- Professional development targeted towards increasing our PLC's instruction best strategies, with specific attention to best practices for our SPED and ELL students in all content areas.
- Professional development targeted at teachers opening and closing each day's lesson and using formative assessments to guide their instruction.

ELA Action Steps

- Professional development centered around how to best provide authentic feedback from teacher to student and from student to student.
- Professional development centered around teachers analyzing the standards, focusing on key terms and concepts. These sessions will include activities like identifying verbs that indicate student expectations (e.g., analyze, evaluate, create) and discussing the meaning behind content-specific vocabulary.

ELEVATING THE EXCELLENCE

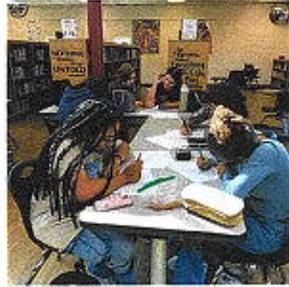


Cherokee County
School District

WOODSTOCK HIGH SCHOOL



SY 2024 - 2025



SCHOOL IMPROVEMENT GOALS

GOALS FOR READING AND ELA

	Reading Proficiency		ELA	
	Baseline Performance (2024)	3-Year Goal (2027)	Baseline Performance (2024)	3-Year Goal (2027)
American Literature	79.8%	85.8%	55.7%	61.7%

Reading Proficiency Action Steps

Continue to implement literacy goals via each professional learning community (PLC), prioritizing teacher clarity, language and rigor of the standards, and common assessments to develop a unified approach to growing student literacy.

Develop a culture of literacy at WHS by promoting a variety of texts and ensuring publicity and access to a plethora of options that meet student interest and ability levels.

Reinforce work done with "Strategy of the Month" and the various approaches promoted by WHS instructional leadership team (ILT).

ELA Action Steps

Prioritize resources (technology, texts, and impactful programs) to meet the needs of English classes to ensure time is maximized and the growth of all students is accelerated.

Provide time for collaborative planning for English teachers by maximizing state staff development funds and dedicating time to unpack and organize state standards (present and future).

Expand cross curricular approaches to student literacy, emphasizing the development of reading, writing, speaking, and listening skills in all classes and across all content areas.

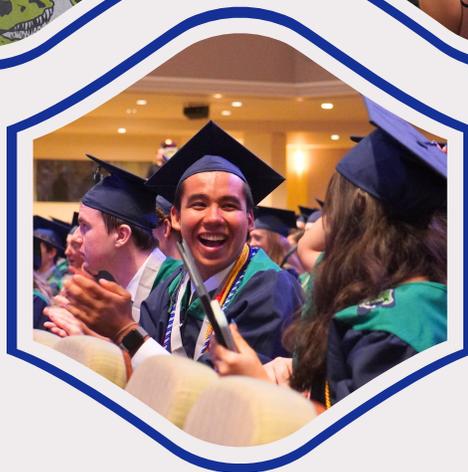
ELEVATING THE EXCELLENCE



Cherokee
County
School
District

Monthly Financial Report

Work Session | 11.21.2024



Mary Elizabeth Davis, PhD
Superintendent of Schools

CHEROKEE COUNTY BOARD OF EDUCATION
Mary Elizabeth Davis PhD, Superintendent
Kenneth Owen, Chief Financial Officer

FINANCIAL REPORT
OCTOBER 2024

General Fund

For the month ending October 31, 2024, the fourth month of the 2024-25 Fiscal Year, the School District's Operating Account (General Fund) has received \$71,323,297 in revenue (year-to-date) consisting of state funds of \$54,164,915 (19% of budget), \$15,628,043 local revenues (5% of budget), and other funds of \$1,530,339 (48% of budget). All operating expenditures of \$155,045,931 (26% of budget) are within the Board of Education's approved 2024-25 budget.

Building Fund/Ed-SPLOST Collections

The Capital Outlay Fund balance of \$89,651,628 as of October 31, 2024 reflects Special Purpose Local Option Sales Tax for Education (Ed-SPLOST) collections, proceeds of bond sales for capital outlay purposes, and transfers from the General Fund less bond refundings, bond issuance costs, transfers of Ed-SPLOST to the Debt Service Fund and capital outlay expenses paid.

Cherokee County School District received \$5,345,738 for sales tax collections received in October 2024, for the month of September 2024, the 24th month of 60 monthly sales tax collections for the 2022-2027 SPLOST. Collections received were above projections for the month by \$633,946 and above cumulative projections by \$19,850,139.

Ed-SPLOST collections are accumulated within the Building Fund to be used for specified capital outlay purchases (limited pay-as-you-go) and transferred to the Debt Service Fund at the appropriate time to meet annual bond obligations (January and July). Excess Ed-SPLOST collections above projections are used to meet critical capital outlay needs and/or transferred to the Debt Service Fund as a safeguard against future negative economic conditions, assuring the School District can meet future bond payments.

Debt Service Fund

The Debt Service Fund balance as of October 31, 2024 is \$33,917,386 representing funds accumulated from Ed-SPLOST collections, collections from the 1.5 mills of property tax approved by the School Board, interest earned from investments and Invested Sinking Fund earnings. The Invested Sinking Fund is attached to the Series 2010B Bond issuance and is structured to fully pay the annual debt service on the Series 2010B bonds through August 2028. Annual Debt Service payments are made in February and August of each year, according to the Debt Service Schedule published annually in the Cherokee County School District Budget Book.

Federal/State/Competitive Grants and School Nutrition Funds

The School Nutrition Fund Balance as of October 31, 2024 is \$17,368,885 and represents the difference between revenues from all sources and all expenditures. This amount is held in reserve to cover potential funding shortfalls or unexpected expenses.

Federal, State and Competitive grant funds are annually awarded to the School District based on funding formulas (Federal Title Programs) and/or program applications (State and competitive grants). As funds are expended, reimbursements are sought from the various programs. Local funds are not intended to cover shortfalls within grant programs nor are grants intended to carry a fund balance.

**CHEROKEE COUNTY SCHOOL DISTRICT
FINANCIAL REPORT
AS OF OCTOBER 31, 2024**

BALANCE SHEET	GENERAL FUND	DEBT SERVICE FUND	BUILDING FUND	FED FUNDS/ SCHOOL NUTRITION	TOTAL
ASSETS					
Cash and Cash Equivalents	\$ 59,291,224	\$ 4,626,634	\$ 89,651,628	\$ 12,431,509	\$ 166,000,995
Investments	-	29,290,752	-	-	29,290,752
Receivables	639,606	-	-	5,789,531	6,429,137
Inventories	1,117,053	-	-	1,131,340	2,248,393
TOTAL ASSETS	\$ 61,047,883	\$ 33,917,386	\$ 89,651,628	\$ 19,352,380	\$ 203,969,277
LIABILITIES					
Accounts Payable	\$ 251,183	\$ -	\$ -	\$ 932,895	\$ 1,184,078
Salaries and Benefits Payable	17,075,134	-	-	1,050,600	18,125,734
FUND BALANCE	43,721,566	33,917,386	89,651,628	17,368,885	184,659,465
TOTAL LIABILITIES AND FUND BALANCE	\$ 61,047,883	\$ 33,917,386	\$ 89,651,628	\$ 19,352,380	\$ 203,969,277
REVENUE AND EXPENSE					
REVENUE	\$ 71,323,297	\$ 1,568,243	\$ 19,030,657	\$ 11,619,929	\$ 103,542,126
EXPENDITURES	155,045,931	62,466,285	43,105,104	13,322,265	273,939,585
EXCESS REVENUE OVER EXPENDITURES	(83,722,634)	(60,898,042)	(24,074,447)	(1,702,336)	(170,397,459)
OTHER FINANCING SOURCES (USES)	336,341	24,044,998	(24,044,998)	-	336,341
BEGINNING FUND BALANCE	127,107,859	70,770,430	137,771,073	19,071,221	354,720,583
ENDING FUND BALANCE	\$ 43,721,566	\$ 33,917,386	\$ 89,651,628	\$ 17,368,885	\$ 184,659,465

**CHEROKEE COUNTY SCHOOL DISTRICT
GENERAL FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - OCTOBER 31, 2024**

	2024-2025			
	APPROVED BUDGET	YEAR TO DATE	ENCUMBRANCES	AVAILABLE BUDGET
REVENUE				
Local Revenue	\$ 308,970,083	\$ 15,628,043		\$ 293,342,040
State Revenue	284,984,603	54,164,915		230,819,688
Federal Revenue	217,661	260,182		(42,521)
Investment Earnings	2,967,607	1,270,157		1,697,450
TOTAL REVENUE	597,139,954	71,323,297		525,816,657
EXPENDITURES				
Instructional Services	395,034,393	97,552,037	\$ 256,041	297,226,315
Pupil Services	26,831,506	7,278,742	24,575	11,946
Improvement of Instructional Services	23,570,187	9,046,431	1,428,364	13,095,392
Instructional Staff Training	823,888	187,710	27,072	609,106
Educational Media Services	6,213,059	1,710,925	93,208	4,408,926
General Administration	4,379,268	1,395,045	-	2,984,223
School Administration	35,164,383	11,459,072	16,850	23,688,461
Support Services-Business	4,254,775	1,369,117	21,798	2,863,860
Maintenance & Operation of Plant Services	49,894,990	14,007,362	1,599,209	34,288,419
School Safety and Security	-	1,362,757	93,866	(1,456,623)
Student Transportation Services	32,323,494	7,112,329	2,491,010	22,720,155
Support Services-Central	7,109,745	2,564,404	1,983	4,543,358
School Nutrition Program	208,408	-	-	208,408
TOTAL EXPENDITURES	585,808,096	155,045,931	6,053,976	405,191,946
OTHER FINANCING SOURCES (USES)				
Proceeds from Sale of Assets	162,342	486,341		(323,999)
Accounts Transfers Out	(8,505,731)	(150,000)		(8,355,731)
TOTAL OTHER FIN SOURCES (USES)	(8,343,389)	336,341		(8,679,730)
NET CHANGE FUND BALANCES	\$ 2,988,469	\$ (83,386,293)	\$ (6,053,976)	\$ 111,944,981

**CHEROKEE COUNTY SCHOOL DISTRICT
DEBT SERVICE FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - OCTOBER 31, 2024**

	2024-2025		
	APPROVED BUDGET	YEAR TO DATE	AVAILABLE BUDGET
REVENUE			
Local Revenue	\$ 23,244,600	\$ 819,780	\$ 22,424,820
Investment Earnings	2,741,028	502,952	2,238,076
Miscellaneous Revenue	2,803,945	245,511	2,558,434
TOTAL REVENUE	28,789,573	1,568,243	27,221,330
EXPENDITURES			
Debt Service	79,731,161	62,466,285	17,264,876
TOTAL EXPENDITURES	79,731,161	62,466,285	17,264,876
OTHER FINANCING SOURCES (USES)			
Accounts Transfers In	28,744,998	24,044,998	4,700,000
TOTAL OTHER FIN SOURCES (USES)	28,744,998	24,044,998	4,700,000
NET CHANGE FUND BALANCES	\$ (22,196,590)	\$ (36,853,044)	\$ 14,656,454

**CHEROKEE COUNTY SCHOOL DISTRICT
BUILDING FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - OCTOBER 31, 2024**

	2024-2025			
	APPROVED BUDGET	YEAR TO DATE	ENCUMBRANCES	AVAILABLE BUDGET
REVENUE				
Local Revenue	\$ 58,268,745	\$ 17,046,245		\$ 41,222,500
State Revenue	3,000,000	-		3,000,000
Investment Earnings	4,882,861	1,984,412		2,898,449
TOTAL REVENUE	66,151,606	19,030,657		47,120,949
EXPENDITURES				
Instructional Services	22,985,051	7,504,814	\$ 157,919	15,322,318
Support Services-Business	1,160,081	-	-	1,160,081
Facilities Acquisition and Construction Svs.	187,787,715	35,600,290	2,474,417	149,713,008
TOTAL EXPENDITURES	211,932,847	43,105,104	2,632,336	166,195,407
OTHER FINANCING SOURCES (USES)				
Bond Issuance	105,000,000	-		105,000,000
Premiums on Bonds Sold	15,000,000	-		15,000,000
Accounts Transfers In	6,512,531	-		6,512,531
Accounts Transfers Out	(28,744,998)	(24,044,998)		(4,700,000)
TOTAL OTHER FIN SOURCES (USES)	97,767,533	(24,044,998)		121,812,531
NET CHANGE FUND BALANCES	\$ (48,013,708)	\$ (48,119,445)	\$ (2,632,336)	\$ 2,738,073

**CHEROKEE COUNTY SCHOOL DISTRICT
FEDERAL FUNDS AND SCHOOL NUTRITION COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - OCTOBER 31, 2024**

	2024-2025			
	APPROVED BUDGET	YEAR TO DATE	ENCUMBRANCES	AVAILABLE BUDGET
REVENUE				
Local Revenue	\$ 8,238,909	\$ 2,524,653		\$ 5,714,256
State Revenue	1,719,985	715,273		1,004,712
Federal Revenue	31,604,659	8,130,552		23,474,107
Investment Earnings	593,240	249,451		343,789
TOTAL REVENUE	42,156,793	11,619,929		30,536,864
EXPENDITURES				
Instructional Services	10,560,299	3,175,636	\$ 48,534	7,336,129
Pupil Services	5,844,962	1,661,823	4,091	4,179,048
Improvement of Instructional Services	609,717	158,965	-	450,752
Instructional Staff Training	2,443,104	468,617	63,712	1,910,775
Maintenance & Operation of Plant Services	4,350	127,271	68,198	(191,119)
Student Transportation Services	521,015	91,466	-	429,549
Support Services-Central	218,190	66,199	-	151,991
School Nutrition Program	23,341,007	7,572,288	113,073	15,655,646
TOTAL EXPENDITURES	43,542,644	13,322,265	297,608	29,922,771
OTHER FINANCING SOURCES (USES)				
Accounts Transfers In	1,385,851	-		1,385,851
TOTAL OTHER FIN SOURCES (USES)	1,385,851	-		1,385,851
NET CHANGE FUND BALANCES	\$ -	\$ (1,702,336)	\$ (297,608)	\$ 1,999,944

CHEROKEE COUNTY SCHOOL DISTRICT
SPECIAL PURPOSE LOCAL OPTION SALES TAX (2022-2027)
COMPARISON OF COLLECTIONS
THROUGH OCTOBER 31, 2024

REPORTING MONTH	60 MONTH COLLECTION MONTH	PERIOD	PROJECTED COLLECTIONS	ACTUAL COLLECTIONS	DIFFERENCE ACTUAL AND PROJECTED COLLECTIONS
November 2022	October 2022	1	\$ 4,636,009	\$ 5,328,786	\$ 692,777
December 2022	November 2022	2	4,807,242	5,405,654	598,412
January 2023	December 2022	3	5,104,524	6,617,076	1,512,552
February 2023	January 2023	4	4,824,820	4,852,679	27,859
March 2023	February 2023	5	4,062,238	4,697,475	635,237
April 2023	March 2023	6	4,325,376	5,419,587	1,094,211
May 2023	April 2023	7	4,448,443	5,296,122	847,679
June 2023	May 2023	8	4,604,100	5,494,145	890,045
July 2023	June 2023	9	4,818,522	5,509,360	690,838
August 2023	July 2023	10	4,787,586	5,922,789	1,135,203
September 2023	August 2023	11	4,848,609	5,339,709	491,100
October 2023	September 2023	12	4,619,404	5,276,069	656,665
November 2023	October 2023	13	4,766,013	5,652,592	886,579
December 2023	November 2023	14	4,899,541	5,628,151	728,610
January 2024	December 2023	15	5,403,573	6,715,254	1,311,681
February 2024	January 2024	16	4,921,317	5,110,321	189,004
March 2024	February 2024	17	4,143,483	5,309,129	1,165,646
April 2024	March 2024	18	4,411,884	5,502,215	1,090,331
May 2024	April 2024	19	4,537,412	5,471,342	933,930
June 2024	May 2024	20	4,696,182	5,810,715	1,114,533
July 2024	June 2024	21	4,914,893	5,612,665	697,772
August 2024	July 2024	22	4,883,338	5,864,797	981,459
September 2024	August 2024	23	4,945,582	5,789,651	844,069
October 2024	September 2024	24	4,711,792	5,345,738	633,946
			<u>\$ 113,121,882</u>	<u>\$ 132,972,021</u>	<u>\$ 19,850,139</u>

2022-2027 Ed-SPLOST Projected Collections

	2022	2023	2024	2025	2026	2027	TOTAL
January	-	4,824,820	4,921,317	5,019,743	5,120,138	5,222,541	25,108,558
February	-	4,062,238	4,143,483	4,226,353	4,310,880	4,397,097	21,140,052
March	-	4,325,376	4,411,884	4,500,122	4,590,124	4,681,927	22,509,432
April	-	4,448,443	4,537,412	4,628,160	4,720,723	4,815,138	23,149,876
May	-	4,604,100	4,696,182	4,790,105	4,885,907	4,983,625	23,959,919
June	-	4,818,522	4,914,893	5,013,191	5,113,455	5,215,724	25,075,784
July	-	4,787,586	4,883,338	4,981,005	5,080,625	5,182,237	24,914,790
August	-	4,848,609	4,945,582	5,044,493	5,145,383	5,248,291	25,232,358
September	-	4,619,404	4,711,792	4,806,027	4,902,148	5,000,191	24,039,561
October	4,636,009	4,766,013	4,861,333	4,958,560	5,057,731	-	24,279,647
November	4,807,242	4,899,541	4,997,532	5,097,482	5,199,432	-	25,001,229
December	5,104,524	5,403,573	5,511,645	5,621,878	5,734,315	-	27,375,934
TOTALS	\$ 14,547,775	\$ 56,408,226	\$ 57,536,391	\$ 58,687,118	\$ 59,860,861	\$ 44,746,770	\$ 291,787,141

Office of Financial Management

FY26 Budget Development

Work Session | 11.21.2024

Adoption of FY25 Budget in June 2024

CHEROKEE COUNTY BOARD OF EDUCATION
APPENDIX 2 - GENERAL FUND PROJECTED BUDGET

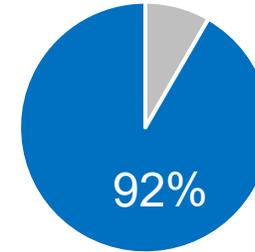
TOTAL REVENUE					
ACCOUNT NAME		FY 2025-26 PROJECTED BUDGET	FY 2026-27 PROJECTED BUDGET	FY 2027-28 PROJECTED BUDGET	FY 2028-29 PROJECTED BUDGET
TOTAL	STATE REVENUE	\$ 282,236,612	\$ 283,501,849	\$ 284,772,366	\$ 286,048,191
TOTAL	FEDERAL REVENUE	217,661	217,661	217,661	217,661
TOTAL	LOCAL REVENUE	306,488,532	315,159,131	324,115,845	333,363,018
TOTAL REVENUE		588,942,805	598,878,641	609,105,872	619,628,870
TOTAL EXPENSES		616,343,132	627,671,050	647,880,932	658,700,913
REVENUES OVER EXPENSES*		\$ (27,400,327)	\$ (28,792,409)	\$ (38,775,060)	\$ (39,072,043)
REVENUES OVER EXPENSES (WITH DIGEST HEARINGS)		\$ (16,537,157)	\$ (12,165,821)	\$ (11,390,393)	\$ 60,297
*Assumes the expansion of the Senior Exemption (May 21, 2024 ballot) and inflation cap on tax digest growth (November 5, 2024 ballot)					

FUNDING COMPARISON: STATE VS. LOCAL

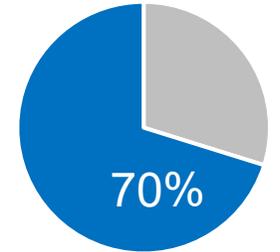
Local funds are derived primarily from property taxes and fill the gap between state formula funds for education and the actual cost of providing services to the students of Cherokee County. The table below shows a few of those gaps and the local cost of providing the services in FY24.

CATEGORY	STATE FUNDS	LOCAL FUNDS	TOTAL
Student Transportation	\$2,483,834	\$27,274,581	\$29,758,415
School Nurses	967,825	2,277,879	3,245,704
Safety and Security	1,914,477	4,511,758	6,426,235
Teacher Compensation	134,836,242	63,452,349	198,288,591
Kindergarten Paraprofessionals	2,180,627	1,648,715	3,829,342
Pre-K	2,765,597	3,847,965	6,613,562
Benefits	81,377,566	67,600,423	148,977,989
Special Education	48,220,967	28,241,339	76,462,306
Technology/Hardware/Software	2,166,898	15,071,647	17,238,545
TOTALS	\$276,914,033	\$213,926,656	\$490,840,689

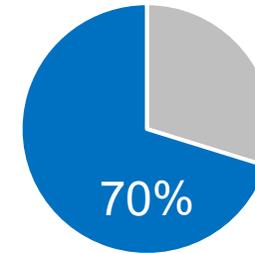
FY24 FUNDING RATIOS



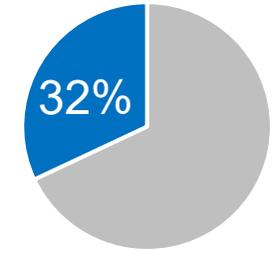
Transportation



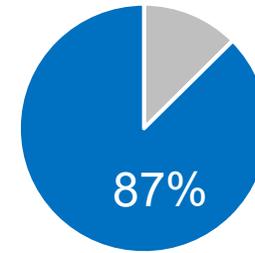
Nurses



Safety & Security



Teacher Compensation



Technology



Passage of the statewide referendum amending the Georgia Constitution and placing a floating homestead exemption on all eligible residential properties significantly changes the Constitutional authority of School Boards, City Councils and Boards of Commissioners, beginning with the 2025-26 fiscal year.

A floating exemption means individual property tax assessments cannot increase by more than the inflation rate, as measured by the Consumer Price Index or similar method, in any given year unless the property is sold or significantly improved during the year, regardless of any increase in value arising from actual market conditions.

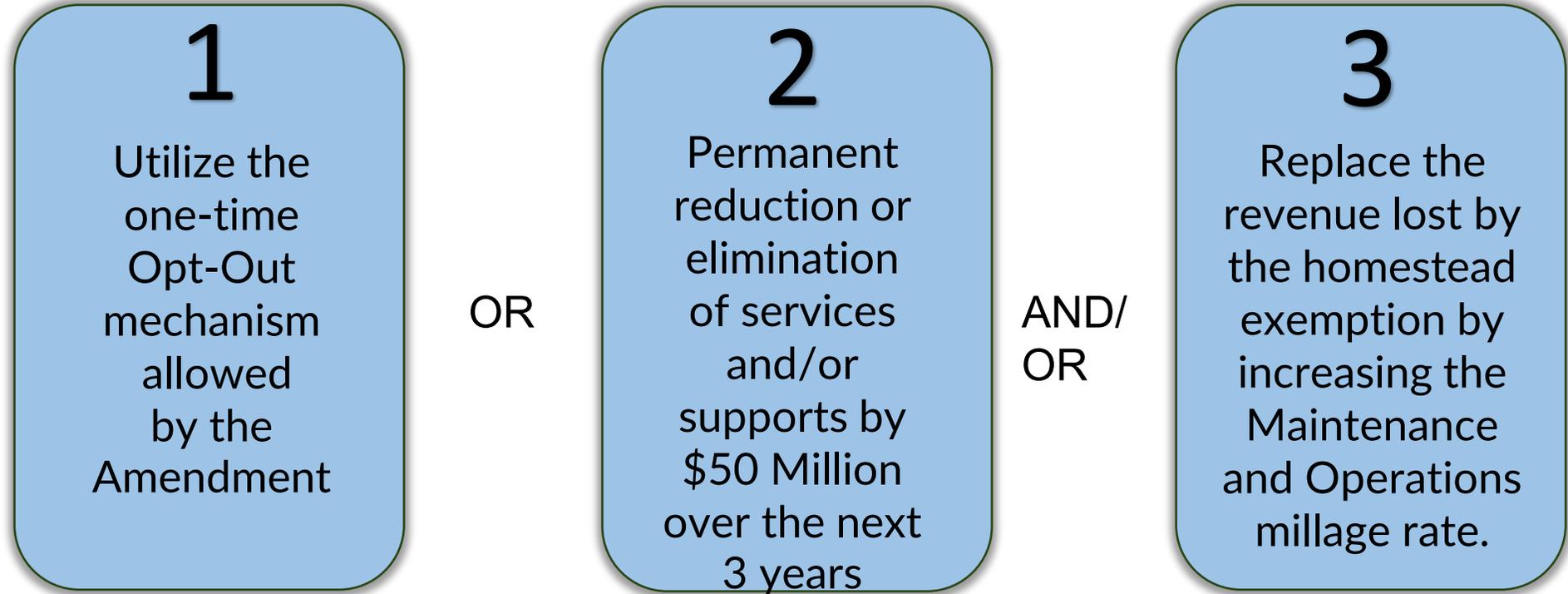
For Cherokee County:

- The current inflation rate as measured by the Consumer Price Index is 2.4% as of September 30, 2024, meaning all homesteaded properties in Cherokee County would be held to this increase on property tax assessment.
- The estimated **actual growth** in the local real estate market is 5.1%.
- The difference between CPI and actual growth would mean a loss of \$7.8M in local revenue for Cherokee County School District in Fiscal Year 2025-26 and almost \$50M over the next 3 years.

	Growth	Growth Over 3 Years
Projected FY26 Growth: 5.1%	\$287,031,922	\$317,055,748
Capped Growth: 2.4%	\$279,225,688	\$292,789,355
Cumulative Impact		-\$49,666,079



Now School Boards in Georgia must select an option:



IMPACTS ON CCSD REVENUE

	Base Year	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
Fair Market Value	465,000	495,225	527,415	561,697	598,207	637,090	Reflects current average value in Cherokee County and assumes 5.1% fair market growth
Adjusted Base Year Value		476,160	487,588	499,290	511,273	523,543	Assumes a 2.4% CPI Factor
Assessed Value	186,000	198,090	210,966	224,679	239,283	254,836	At 40%
Base Year Assessed Value	186,000	190,464	195,035	199,716	204,509	209,417	At 40%
Standard Homestead Exemption	2,000	2,000	2,000	2,000	2,000	2,000	
Floating Homestead Exemption	-	7,626	15,931	24,963	34,774	45,419	
Net Taxable Value	184,000	188,464	193,035	197,716	202,509	207,417	
M&O Tax Obligation	\$ 3,027	\$ 3,100	\$ 3,175	\$ 3,252	\$ 3,331	\$ 3,412	
M&O Tax Obligation w/out Floating Exemption	\$ 3,027	\$ 3,226	\$ 3,437	\$ 3,663	\$ 3,903	\$ 4,159	
Difference for the Average Homeowner		\$ 125	\$ 262	\$ 411	\$ 572	\$ 747	
Potential Impact of Floating Exemption		\$ 7,806,234	\$ 16,307,223	\$ 25,552,622	\$ 35,595,422	\$ 46,492,170	Assumes 62,450 Homesteaded Properties
Expansion of Senior Exemption		\$ 13,911,137	\$ 14,620,605	\$ 15,366,256	\$ 16,149,935	\$ 16,973,582	
Total Impact on CCSD		\$ 21,717,371	\$ 30,927,828	\$ 40,918,878	\$ 51,745,357	\$ 63,465,752	

\$43,897,998

IMPACTS ON CCSD REVENUE

	Base Year	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
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\$49,666,079

Cherokee County School District

Comparison of Cherokee County Gross Taxable Value

Fiscal Year 2024-25

Digest Year	Gross Taxable Value (40%)*	M/O Exemptions	Net Taxable Value**	%Increase/ (Decrease)	Exemptions as % of Value	M&O Millage Rate	Bond Millage Rate	Total Millage Rate	
1995	2,289,154,497	(267,131,954)	2,022,022,543		-11.7%	18.45	.50	18.95	
1996	2,460,463,440	(276,407,358)	2,184,056,082	8.0%	-11.2%	18.45	.50	18.95	
1997	2,627,425,494	(333,601,391)	2,293,824,103	5.0%	-12.7%	18.45	.50	18.95	
1998	3,237,705,037	(418,917,997)	2,818,787,040	22.9%	-12.9%	18.45	.50	18.95	
1999	3,441,471,849	(488,702,267)	2,952,769,582	4.8%	-14.2%	18.45	.50	18.95	
2000	4,045,018,142	(594,413,203)	3,450,604,939	16.9%	-14.7%	18.45	.50	18.95	
2001	4,588,094,545	(683,642,173)	3,904,452,372	13.2%	-14.9%	18.45	.50	18.95	
2002	5,265,433,460	(795,286,475)	4,470,146,985	14.5%	-15.1%	18.45	.50	18.95	
2003	5,656,800,123	(732,347,900)	4,924,452,223	10.2%	-12.9%	18.45	.50	18.95	
2004	6,202,270,368	(792,025,490)	5,410,244,878	9.9%	-12.8%	18.45	.50	18.95	
2005	6,901,638,075	(891,539,827)	6,010,098,248	11.1%	-12.9%	18.45	.50	18.95	
2006	7,724,770,497	(1,032,031,566)	6,692,738,931	11.4%	-13.4%	18.45	.50	18.95	
2007	8,822,751,247	(1,261,068,184)	7,561,683,063	13.0%	-14.3%	18.45	.50	18.95	
2008	9,205,864,576	(1,378,141,983)	7,827,722,593	3.5%	-15.0%	18.45	.40	18.85	
2009	9,001,790,326	(1,469,174,114)	7,532,616,212	-3.8%	-16.3%	18.45	.40	18.85	
2010	8,246,552,393	(1,448,932,993)	6,797,619,400	-9.8%	-17.6%	19.45	.40	19.85	
2011	7,760,014,632	(1,439,817,130)	6,320,197,502	-7.0%	-18.6%	19.45	.40	19.85	
2012	7,196,329,256	(1,369,698,949)	5,826,630,307	-7.8%	-19.0%	19.45	.40	19.85	
2013	7,368,167,992	(1,431,414,715)	5,936,753,277	1.9%	-19.4%	19.45	.40	19.85	
2014	8,106,843,649	(1,623,570,343)	6,483,273,306	9.2%	-20.0%	19.45	0	19.45	
2015	8,709,172,122	(1,866,128,237)	6,843,043,885	5.5%	-21.4%	19.45	0	19.45	
2016	9,384,998,956	(2,070,919,374)	7,314,079,582	6.9%	-22.1%	19.45	0	19.45	
2017	10,308,589,455	(2,318,265,927)	7,990,323,528	9.2%	-22.5%	18.95	.50	19.45	
2018	11,038,459,263	(2,559,918,061)	8,478,541,202	6.1%	-23.2%	18.95	.50	19.45	
2019	12,068,972,035	(2,877,484,612)	9,191,487,423	8.4%	-23.8%	18.45	1.0	19.45	
2020	12,950,560,618	(3,169,860,065)	9,780,700,553	6.4%	-24.5%	18.45	1.0	19.45	
2021	14,286,110,243	(3,569,409,925)	10,716,700,318	9.6%	-25.0%	18.20	1.25	19.45	
2022	17,642,430,831	(4,323,459,432)	13,318,971,399	24.3%	-24.5%	16.45	1.5	17.95	
2023	21,375,329,395	(5,238,350,667)	16,136,978,728	21.2%	-24.5%	16.45	1.5	17.95	
Projected	2024	22,692,003,109	(5,578,843,460)	17,113,159,649	6.0%	-24.6%	16.45	1.5	17.95
Forecasted	2025	24,393,903,342	(6,415,669,979)	17,978,233,363	5.1%	-26.3%	16.45	1.5	17.95

*Gross Taxable Value does not reflect deduction of collection fees of 2.0% charged by County Tax Commissioner.

** Net Taxable Value is preliminary and prior to appeals and adjustments.



Cherokee County School District

Comparison of Cherokee County Gross Taxable Value Fiscal Year 2024-25

Digest Year	Gross Taxable Value (40%)*	M/O Exemptions	Net Taxable Value**	%Increase/ (Decrease)	Exemptions as % of Value	M&O Millage Rate	Bond Millage Rate	Total Millage Rate	
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**Gross Digest has
Grown 965.6%
Since 1995**

**Exemptions from
School Tax has
Grown 2,302%
Since 1995**

*Gross Taxable Value does not reflect deduction of collection fees of 2.0% charged by County Tax Commissioner.

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Cherokee County School District
Comparison of Cherokee County Gross Taxable Value
Fiscal Year 2024-25

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2018	11,038,459,263	(2,559,918,061)	8,478,541,202	6.1%	-23.2%	18.95	.50	19.45
2019	12,068,972,035	(2,877,484,612)	9,191,487,423	8.4%	-23.8%	18.45	1.0	19.45
2020	12,950,560,618	(3,169,860,065)	9,780,700,553	6.4%	-24.5%	18.45	1.0	19.45
2021	14,286,110,243	(3,569,409,925)	10,716,700,318	9.6%	-25.0%	18.20	1.25	19.45
2022	17,642,430,831	(4,323,459,432)	13,318,971,399	24.3%	-24.5%	16.45	1.5	17.95
2023	21,375,329,395	(5,238,350,667)	16,136,978,728	21.2%	-24.5%	16.45	1.5	17.95
Projected	2024	22,692,003,109	(5,578,843,460)	6.0%	-24.6%	16.45	1.5	17.95
Forecasted	2025	24,393,903,342	(6,415,669,979)	5.1%	-26.3%	16.45	1.5	17.95

**2022 Saw
Unprecedented
Growth in the
Digest**



*Gross Taxable Value does not reflect deduction of collection fees of 2.0% charged by County Tax Commissioner.

** Net Taxable Value is preliminary and prior to appeals and adjustments.

Cherokee County School District
Comparison of Cherokee County Gross Taxable Value
Fiscal Year 2024-25

Digest Year	Gross Taxable Value (40%)*	M/O Exemptions	Net Taxable Value**	%Increase/ (Decrease)	Exemptions as % of Value	M&O Millage Rate	Bond Millage Rate	Total Millage Rate
1995	2,289,154,497	(267,131,954)	2,022,022,543		-11.7%	18.45	.50	18.95
1996	2,460,463,440	(276,407,358)	2,184,056,082	8.0%	-11.2%	18.45	.50	18.95
1997	2,627,425,494	(333,601,391)	2,293,824,103	5.0%	-12.7%	18.45	.50	18.95
1998	3,237,705,037	(418,917,997)	2,818,787,040	22.9%	-12.9%	18.45	.50	18.95
1999	3,441,471,849	(488,702,267)	2,952,769,582	4.8%	-14.2%	18.45	.50	18.95
2000	4,045,018,142	(594,413,203)	3,450,604,939	16.9%	-14.7%	18.45	.50	18.95
2001	4,588,094,545	(683,642,173)	3,904,452,372	13.2%	-14.9%	18.45	.50	18.95
2002	5,265,433,460	(795,286,475)	4,470,146,985	14.5%	-15.1%	18.45	.50	18.95
2003	5,656,800,123	(732,347,900)	4,924,452,223	10.2%	-12.9%	18.45	.50	18.95
2004	6,202,270,368	(792,025,490)	5,410,244,878	9.9%	-12.8%	18.45	.50	18.95
2005	6,901,638,075	(891,539,827)	6,010,098,248	11.1%	-12.9%	18.45	.50	18.95
2006	7,724,770,497	(1,032,031,566)	6,692,738,931	11.4%	-13.4%	18.45	.50	18.95
2007	8,822,751,247	(1,261,068,184)	7,561,683,063	13.0%	-14.3%	18.45	.50	18.95
2008	9,205,864,576	(1,378,141,983)	7,827,722,593	3.5%	-15.0%	18.45	.40	18.85
2009	9,001,790,326	(1,469,174,114)	7,532,616,212	-3.8%	-16.3%	18.45	.40	18.85
2010	8,246,552,393	(1,448,932,993)	6,797,619,400	-9.8%	-17.6%	19.45	.40	19.85
2011	7,760,014,632	(1,439,817,130)	6,320,197,502	-7.0%	-18.6%	19.45	.40	19.85
2012	7,196,329,256	(1,369,698,949)	5,826,630,307	-7.8%	-19.0%	19.45	.40	19.85
2013	7,368,167,992	(1,431,414,715)	5,936,753,277	1.9%	-19.4%	19.45	.40	19.85
2014	8,106,843,649	(1,623,570,343)	6,483,273,306	9.2%	-20.0%	19.45	0	19.45
2015	8,709,172,122	(1,866,128,237)	6,843,043,885	5.5%	-21.4%	19.45	0	19.45
2016	9,384,998,956	(2,070,919,374)	7,314,079,582	6.9%	-22.1%	19.45	0	19.45
2017	10,308,589,455	(2,318,265,927)	7,990,323,528	9.2%	-22.5%	18.95	.50	19.45
2018	11,038,459,263	(2,559,918,061)	8,478,541,202	6.1%	-23.2%	18.95	.50	19.45
2019	12,068,972,035	(2,877,484,612)	9,191,487,423	8.4%	-23.8%	18.45	1.0	19.45
2020	12,950,560,618	(3,169,860,065)	9,780,700,553	6.4%	-24.5%	18.45	1.0	19.45
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Projected	2024	(5,578,843,460)	17,113,159,649	6.0%	-24.6%	16.45	1.5	17.95
Forecasted	2025	(6,415,669,979)	17,978,233,363	5.1%	-26.3%	16.45	1.5	17.95

**School Board
reduced the
overall millage
rate by 1.5 mils
in 2022**

**Average of
7.85% growth
per year**



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Cherokee County School District
Comparison of Cherokee County Gross Taxable Value
Fiscal Year 2024-25

Digest Year	Gross Taxable Value (40%)*	M/O Exemptions	Net Taxable Value**	%Increase/ (Decrease)	Exemptions as % of Value	M&O Millage Rate	Bond Millage Rate	Total Millage Rate
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2015	8,709,172,122	(1,866,128,237)	6,843,043,885	5.5%	-21.4%	19.45	0	19.45
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2017	10,308,589,455	(2,318,265,927)	7,990,323,528	9.2%	-22.5%	18.95	.50	19.45
2018	11,038,459,263	(2,559,918,061)	8,478,541,202	6.1%	-23.2%	18.95	.50	19.45
2019	12,068,972,035	(2,877,484,612)	9,191,487,423	8.4%	-23.8%	18.45	1.0	19.45
2020	12,950,560,618	(3,169,860,065)	9,780,700,553	6.4%	-24.5%	18.45	1.0	19.45
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Projected	2024	(5,578,843,460)	17,113,159,649	6.0%	-24.6%	16.45	1.5	17.95
Forecasted	2025	(6,415,669,979)	17,978,233,363	5.1%	-26.3%	16.45	1.5	17.95

Exemptions as a Percent of Value has Grown 125%



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Cherokee County School District

Comparison of Cherokee County Gross Taxable Value

Fiscal Year 2024-25

Digest Year	Gross Taxable Value (40%)*	M/O Exemptions	Net Taxable Value**	%Increase/ (Decrease)	Exemptions as % of Value	M&O Millage Rate	Bond Millage Rate	Total Millage Rate
1995	2,289,154,497	(267,131,954)	2,022,022,543		-11.7%	18.45	.50	18.95
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2014	8,106,843,649	(1,623,570,343)	6,483,273,306	9.2%	-20.0%	19.45	0	19.45
2015	8,709,172,122	(1,866,128,237)	6,843,043,885	5.5%	-21.4%	19.45	0	19.45
2016	9,384,998,956	(2,070,919,374)	7,314,079,582	6.9%	-22.1%	19.45	0	19.45
2017	10,308,589,455	(2,318,265,927)	7,990,323,528	9.2%	-22.5%	18.95	.50	19.45
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2019	12,068,972,035	(2,877,484,612)	9,191,487,423	8.4%	-23.8%	18.45	1.0	19.45
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Projected	2024	(5,578,843,460)	17,113,159,649	6.0%	-24.6%	16.45	1.5	17.95
Forecasted	2025	(6,415,669,979)	17,978,233,363	5.1%	-26.3%	16.45	1.5	17.95

High Point

Low Point



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Cherokee County School District

Comparison of Cherokee County Gross Taxable Value Fiscal Year 2024-25

Digest Year	Gross Taxable Value (40%)*	M/O Exemptions	Net Taxable Value**	%Increase/ (Decrease)	Exemptions as % of Value	M&O Millage Rate	Bond Millage Rate	Total Millage Rate	
1995	2,289,154,497	(267,131,954)	2,022,022,543		-11.7%	18.45	.50	18.95	
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Forecasted	2025	24,393,903,342	(6,415,669,979)	17,978,233,363	5.1%	-26.3%	16.45	1.5	17.95

26% Drop in Digest Led to 1 Mill Increase in 2010

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Cherokee County School District

Comparison of Cherokee County Gross Taxable Value

Fiscal Year 2024-25

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2008	9,205,864,576	(1,378,141,983)	7,827,722,593	3.5%	-15.0%	18.45	.40	18.85	
2009	9,001,790,326	(1,469,174,114)	7,532,616,212	-3.8%	-16.3%	18.45	.40	18.85	
2010	8,246,552,393	(1,448,932,993)	6,797,619,400	-9.8%	-17.6%	19.45	.40	19.85	
2011	7,760,014,632	(1,439,817,130)	6,320,197,502	-7.0%	-18.6%	19.45	.40	19.85	
2012	7,196,329,256	(1,369,698,949)	5,826,630,307	-7.8%	-19.0%	19.45	.40	19.85	
2013	7,368,167,992	(1,431,414,715)	5,936,753,277	1.9%	-19.4%	19.45	.40	19.85	
2014	8,106,843,649	(1,623,570,343)	6,483,273,306	9.2%	-20.0%	19.45	0	19.45	
2015	8,709,172,122	(1,866,128,237)	6,843,043,885	5.5%	-21.4%	19.45	0	19.45	
2016	9,384,998,956	(2,070,919,374)	7,314,079,582	6.9%	-22.1%	19.45	0	19.45	
2017	10,308,589,455	(2,318,265,927)	7,990,323,528	9.2%	-22.5%	18.95	.50	19.45	
2018	11,038,459,263	(2,559,918,061)	8,478,541,202	6.1%	-23.2%	18.95	.50	19.45	
2019	12,068,972,035	(2,877,484,612)	9,191,487,423	8.4%	-23.8%	18.45	1.0	19.45	
2020	12,950,560,618	(3,169,860,065)	9,780,700,553	6.4%	-24.5%	18.45	1.0	19.45	
2021	14,286,110,243	(3,569,409,925)	10,716,700,318	9.6%	-25.0%	18.20	1.25	19.45	
2022	17,642,430,831	(4,323,459,432)	13,318,971,399	24.3%	-24.5%	16.45	1.5	17.95	
2023	21,375,329,395	(5,238,350,667)	16,136,978,728	21.2%	-24.5%	16.45	1.5	17.95	
Projected	2024	22,692,003,109	(5,578,843,460)	17,113,159,649	6.0%	-24.6%	16.45	1.5	17.95
Forecasted	2025	24,393,903,342	(6,415,669,979)	17,978,233,363	5.1%	-26.3%	16.45	1.5	17.95

*Gross Taxable Value does not reflect deduction of collection fees of 2.0% charged by County Tax Commissioner.

** Net Taxable Value is preliminary and prior to appeals and adjustments.



Cherokee County School District

Comparison of Cherokee County Gross Taxable Value

Fiscal Year 2024-25

Digest Year	Gross Taxable Value (40%)*	M/O Exemptions	Net Taxable Value**	%Increase/ (Decrease)	Exemptions as % of Value	M&O Millage Rate	Bond Millage Rate	Total Millage Rate
1995	2,289,154,497	(267,131,954)	2,022,022,543		-11.7%	18.45	.50	18.95
1996	2,460,463,440	(276,407,358)	2,184,056,082	8.0%	-11.2%	18.45	.50	18.95
1997	2,627,425,494	(333,601,391)	2,293,824,103	5.0%	-12.7%	18.45	.50	18.95
1998	3,237,705,037	(418,917,997)	2,818,787,040	22.9%	-12.9%	18.45	.50	18.95
1999	3,441,471,849	(488,702,267)	2,952,769,582	4.8%	-14.2%	18.45	.50	18.95
2000	4,045,018,142	(594,413,203)	3,450,604,939	16.9%	-14.7%	18.45	.50	18.95
2001	4,588,094,545	(683,642,173)	3,904,452,372	13.2%	-14.9%	18.45	.50	18.95
2002	5,265,433,460	(795,286,475)	4,470,146,985	14.5%	-15.1%	18.45	.50	18.95
2003	5,656,800,123	(732,347,900)	4,924,452,223	10.2%	-12.9%	18.45	.50	18.95
2004	6,202,270,368	(792,025,490)	5,410,244,878	9.9%	-12.8%	18.45	.50	18.95
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Forecasted	2025	24,393,903,342	17,978,233,363	5.1%	-26.3%	16.45	1.5	17.95

It took 9 years to regain the 26% loss in Digest value

*Gross Taxable Value does not reflect deduction of collection fees of 2.0% charged by County Tax Commissioner.

** Net Taxable Value is preliminary and prior to appeals and adjustments.



Georgia State Department Of Education
Earnings Sheet for FY 2025

8/12/2024

School System: 628 - Cherokee County		FY25 Initial (Amendment #2)						THE BASIC UNIT COST IS DEFINED TO BE THE AMOUNT OF \$3,191.67			
Earnings (\$)						Earned Positions					
						Grades K-12					
DIRECT INSTRUCTIONAL COST	FTE	SALARY	OPERATING	QBE EARNINGS	LESS LOCAL 5 MILLS	STATE FUNDS	Teacher	Subj. Spec	Couns.	Tech. Spec	
Kindergarten Pgm	2,247	16,491,855	175,599	16,667,454	3,798,969	12,868,485	149.80		4.99	2.04	
Kindergarten Early Intr Pgm	269	2,568,564	21,022	2,589,586	590,237	1,999,349	24.45		0.60	0.24	
Primary Grade(1-3) Pgm	6,225	36,782,754	534,734	37,317,488	8,505,676	28,811,812	366.18	18.04	13.83	5.66	
Primary Grd Early Intrv(1-3) Pgm	1,233	10,890,635	105,913	10,996,548	2,506,414	8,490,134	112.09	3.57	2.74	1.12	
Upper Elementary Grd(4-5) Pgm	3,875	17,478,416	272,882	17,751,298	4,046,006	13,705,292	168.48	11.23	8.61	3.52	
UppElem Grd Early Intrv(4-5)	687	6,068,018	48,377	6,116,395	1,394,094	4,722,301	62.45	1.99	1.53	0.62	
Middle Grade(6-8) Pgm	0	0	0	0	0	0	0.00	0.00	0.00	0.00	
Middle School(6-8) Pgm	7,483	38,199,533	526,967	38,726,500	8,826,829	29,899,671	374.15	21.69	16.63	6.80	
High School Gen Educ(9-12)	9,874	41,929,282	1,121,697	43,050,979	9,812,496	33,238,483	429.30		21.94	8.98	
CTAE(9-12) PGM	1,616	7,822,597	530,372	8,352,969	1,903,870	6,449,099	80.80		3.59	1.47	
Students with Disab Cat I	345	4,027,874	85,892	4,113,766	937,640	3,176,126	43.12		0.77	0.31	
Students with Disab Cat II	91	1,301,624	11,953	1,313,577	299,400	1,014,177	14.00		0.20	0.08	
Students with Disab Cat III	1,832	33,908,996	374,104	34,283,100	7,814,056	26,469,044	366.40		4.07	1.67	
Students with Disab Cat IV	833	25,539,043	351,880	25,890,923	5,901,250	19,989,673	277.67		1.85	0.76	
Students with Disab Cat V	287	3,350,724	121,235	3,471,959	791,354	2,680,605	35.88		0.64	0.26	
Gifted Student Category VI	3,633	28,621,428	366,570	28,987,998	6,607,158	22,380,840	302.75		8.07	3.30	
Remedial Education Pgm	666	4,235,387	38,254	4,273,641	974,080	3,299,561	44.40		1.48	0.61	
Alternate Education Pgm	473	3,008,015	33,310	3,041,325	693,201	2,348,124	31.53		1.05	0.43	
Eng Spkrs of Other Lang.(ESOL)	1,064	14,153,553	61,112	14,214,665	3,239,911	10,974,754	152.00		2.36	0.97	
Spec Ed. Itinerant				0	0	0					
Spec Ed. Supplemental Speech				103,693	23,634	80,059					
TOTAL DIRECT INSTRUC.	42,733	296,378,298	4,781,873	301,220,113	78,351,453	265,404,802	3,035.45	56.52	94.95	38.84	
INDIRECT COST											
Cent. Admin		7,134,023	0	7,134,023							
School Admin		11,858,558	293,570	12,152,123							
Facility M & O			12,734,415	12,734,415							
Sub Total (INDIRECT COST)		18,992,581	13,027,985	32,020,566							
MEDIA CENTER PGM.		6,444,254	589,978	7,034,232						70.92	
20 DAYS ADDITIONAL INSTRUCTION		2,087,746		2,087,746							
STAFF & PROFESSIONAL DEV				1,300,000							
PRINCIPAL STAFF & PROF. DEV											
MIDTERM HOLD HARMLESS											
One Time Payment						0					
Charter System Adjustment				0		0					
QBE FORMULA EARNINGS		323,902,879	18,399,836	343,756,255	78,351,453	265,404,802	3,035.45	56.52	94.95	38.84	
CATEGORICAL GRANTS							NOTES				
Pupil Transportation Pgm (Includes 327 Drivers and bus replacement funds of 0)				10,996,881		10,996,881					
Sparsity - Regular				0		0					
Nursing Services				997,440		997,440					
TOTAL EARNINGS FOR QUALITY BASIC EDUCATION				355,750,576		277,399,123					
Education Equalization Funding Grant				0		0					
TOTAL STATE FUNDING ON THIS ALLOTMENT SHEET				355,750,576		277,399,123					
Charter Commission /GADOE Admin - State						0					
Military Counselors						0					
Local Charter Supplement						0					
State Commission Charter Supplement				0		0					
TOTAL FUNDING ON THIS ALLOTMENT SHEET				355,750,576		277,399,123					

22.8% of Earnings

- NOTES
1. Expenditure controls as set forth in O.C.G.A. Section 20-2-167 are reinstated, subject to each district's approved flexibility contract.
 2. Health Insurance for Certificated Personnel is funded on a per member per month amount(PMP/PM) of \$1,760.00 for an annual funding amount of \$21,120 in QBE under appropriation in FY25(HB 916).
 3. Teacher Retirement is funded at 20.78% in QBE in FY 2025 (HB 916).

Total T&E 134,142,284 includes T&E 76,801,484 and HI 57,340,800



Cherokee County School District

Comparison of Cherokee County Gross Taxable Value Fiscal Year 2024-25

Digest Year	Gross Taxable Value (40%)*	M/O Exemptions	Net Taxable Value**	%Increase/ (Decrease)	Exemptions as % of Value	M&O Millage Rate	Bond Millage Rate	Total Millage Rate	
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Forecasted	2025	24,393,903,342	(6,415,669,979)	17,978,233,363	5.1%	-26.3%	16.45	1.5	17.95

2% Fee equates
to \$5.9M

*Gross Taxable Value does not reflect deduction of collection fees of 2.0% charged by County Tax Commissioner.

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Net Millage Rate After Deductions for Local Fair Share and Tax Collection Fee

In order to participate in the Georgia's Quality Basic Education (QBE) Program, each school district is required to contribute a "required local effort" of 5 mills of local property tax.

For Cherokee County School District this required local effort is **\$78,351,455 in 2024-25**. Cherokee County Government also assesses a 2.0% fee (or 0.33 mills) annually to collect local taxes, which is also included in the Maintenance and Operation millage rate.

The chart below used the 2024-25 millage rates to illustrate the net impact of these requirements relative to the locally approved millage rates.

	2024-25 Millage Rates
State of Georgia Required Local Effort Quality Basic Education	5.00
Assessment by County Government for reimbursement of Tax Collection Costs (2.0%)	0.33
Net Maintenance and Operation	11.12
Debt Service	<u>1.50</u>
TOTAL MILLAGE	<u>17.95</u>

BUDGET DEVELOPMENT AND APPROVAL PROCESS FY2025-26

BUDGET CALENDAR OF EVENTS

Thursday, November 21, 2024: 5:15 PM School Board Work Session

- Action:
 - Board Report: Revenue Constraints and Budget Development Calendar
 - Board Report: Recent School Board Priorities
 - Solicit School Board Member Budget Priorities – Due December 12, 2024

Thursday, December 12, 2024: 5:15 PM School Board Work Session

- Action:
 - Board Report: Revenue and Expense Forecast
 - School Board Submission and Discussion of FY2025-26 Budget Priorities

Thursday, January 16, 2025 @ 5:15 PM – School Board Work Session

- Action:
 - Board Report: Budget Development Status Report

Thursday, February 13, 2025 @ 5:15 PM – School Board Work Session and Meeting

- Action:
 - Board Report: Budget Development Status Report
 - School Board Business Item: School Board Consideration of Resolution to Opt Out of Homestead Exemption Restrictions

Tuesday, March 18, 2025 – Budget Book Delivered to School Board Members

Thursday, March 20, 2025 @ 5:15 PM/7:00 PM – School Board Work Session and Meeting

- Action:
 - Board Report and Discussion of Superintendent's Recommended Tentative FY2025-26 Budget and Millage Rate (at School Board Work Session)
 - School Board Business Item: Table Superintendent's Recommended Tentative FY2025-26 Budget and Millage Rate (at School Board Meeting)

Thursday, April 17, 2025 @ 7:00 PM – School Board Meeting

- Action:
 - School Board Business Item: Consideration of the Superintendent's Recommended FY2025- 26 Budget and Millage Rate

Passage of the statewide referendum amending the Georgia Constitution and placing a floating homestead exemption on all eligible residential properties significantly changes the Constitutional authority of School Boards, City Councils and Boards of Commissioners, beginning with the 2025-26 fiscal year.

Now a selection of these 3 options must be made:

1

Utilize the one-time Opt-Out mechanism allowed by the Amendment

OR

2

Permanent Reduction or elimination of services and/or supports by \$50 Million over the next 3 years

AND/
OR

3

Replace the revenue lost by the homestead exemption by increasing the Maintenance and Operations millage rate.



Projects in Construction

Cherokee HS Replacement

Replacement Facility

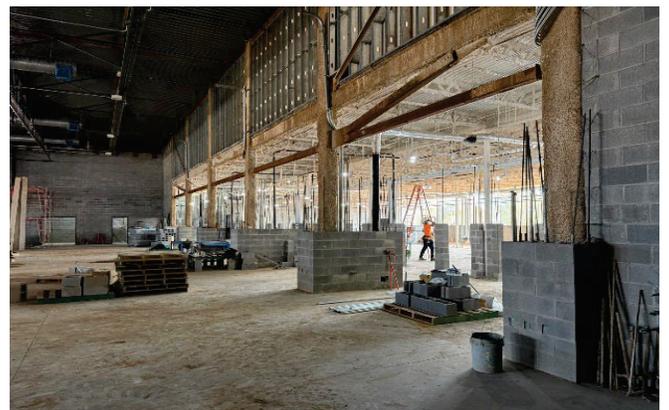
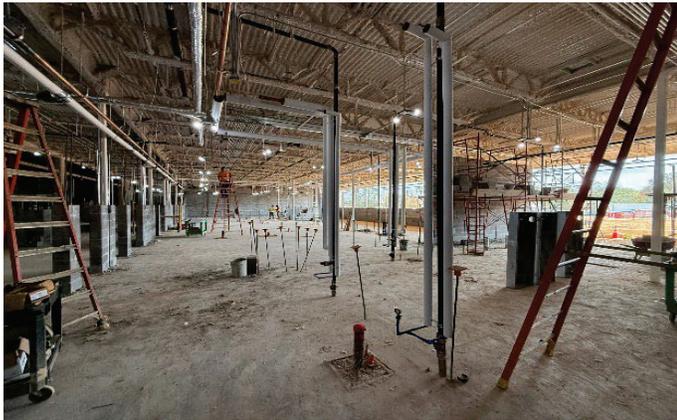
Carroll Daniel Construction

Substantial Completion: 12.2025

Anticipated Occupancy: 08.2026

- MEP, fireproofing, interior/exterior masonry walls, and roofing continue in the main academic building. Exterior stone masonry and brick installation is ongoing.
- Installation of the mechanical yard cooling tower and generator for the CTAE building has been scheduled. Placement of window frames is underway. Exterior stone masonry and brick installation has begun.
- Overhead MEP and metal framing is underway in the auditorium. Placement of the brick along the front of the stage is complete. Placement of the exterior brick continues. TPO roof installation is ongoing.
- Overhead MEP continues in the kitchen. Installation of the spiral duct in the cafeteria and the TPO roof is complete. Placement of the exterior brick continues.
- MEP, fireproofing, and interior/exterior masonry wall placement continues at the main gymnasium. Installation of the TPO roof is ongoing.
- The grandstand footings have been prepped for the slab pour and the underground MEP rough in has begun.
- The deceleration lane installation is complete. GC staff anticipate receiving final approval from GDOT within the next two (2) weeks.







Creekland MS

Classroom Addition

McKnight Construction Company

Substantial Completion: 05.2025

Anticipated Occupancy: 08.2025

- Roofing installation is complete.
- Interior fireproofing, placement of masonry walls, doors frames, and overhead MEP rough in continues.
- Metal framing is ongoing.



Capital Outlay Report

Work Session | 11.21.2024



Creekview HS

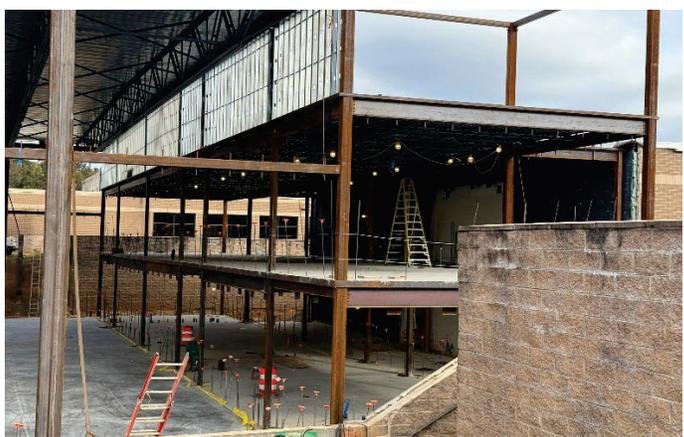
Classroom Addition ~ Auxiliary Gym

McKnight Construction Company

Substantial Completion: 05.2025

Anticipated Occupancy: 08.2025

- Interior fireproofing, placement of masonry walls, door frames, and overhead MEP rough in is underway on the classroom addition.
- Roofing installation is complete on the classroom addition.
- The gym slab is complete and structural steel is nearing completion.



Capital Outlay Report

Work Session | 11.21.2024



Free Home ES Replacement

Replacement Facility

Carroll Daniel Construction

Substantial Completion: 10.2024

Anticipated Occupancy: 08.2025

- Punch work is ongoing.
- Final cleaning of the roof and exterior of the building continues.
- Project is 95% complete.





Capital Outlay Report

Work Session | 11.21.2024



Woodstock HS

Classroom Addition

SmithBuilt Construction Group

Substantial Completion: 01.2026

Anticipated Occupancy: 08.2026

- Structural steel erection is complete.
- Placement of the 3rd floor slab on deck has been scheduled.
- Interior and exterior CMU masonry wall placement has commenced.
- MEP rough-in and sprinkler installation on the 1st floor is underway.





Projects in Development

River Ridge HS

Auxiliary Gym

Perkins&Will

Anticipated Construction RFP Issuance: 09.2024

Anticipated Board Action: 11.2024

Anticipated Construction: 03.2025

Anticipated Occupancy: 08.2026

- Five (5) proposal submissions were received on October 17th and were reviewed and scored by Capital Improvements and District Senior Staff members.
- Capital Improvements staff will submit the final scoring evaluation for consideration by the Board at the November Board meeting.
- Pending approval by the Board, a Pre-Construction meeting will be scheduled for mid-December.

Teasley MS

Driveway Parking Improvements

RLR

Anticipated Construction RFP Issuance: 01.2025

Anticipated Board Action: 03.2025

Anticipated Construction: 04.2025

Anticipated Occupancy: 08.2025

- Project design is complete.
- Construction documents are complete and will be submitted to the Procurement Department in December in anticipation of RFP issuance in January '25.
- Pending Board approval, CI Staff anticipate beginning the construction of this project in April '25.

Sequoiah HS

Auxiliary Gym and Facility Improvements
(Press Box & Field House)

Cooper Carry

Anticipated Construction RFP Issuance: 03.2025

Anticipated Board Action: 05.2025

Anticipated Construction: 06.2025

Anticipated Occupancy: 11.2026

- Design meetings with CI staff and design professionals continue.
- Project is on schedule for anticipated construction RFP issuance.



Cherokee
County
School
District



Mary Elizabeth Davis, Superintendent

ENHANCE ACADEMICS & ACCOUNTABILITY, EDUCATIONAL & WORKFORCE OPPORTUNITIES, and FORTIFY LOCAL CONTROL & GOVERNANCE

- Maintain strong accountability systems for effective schools and refrain from requiring additional unfunded academic investments at the local level
- Provide high school students with diploma choices and allow completion special schools to admit students under the age of 18
- Support legislative initiatives which promote local control
- Eliminate schools as polling places
- Oppose efforts to eliminate sovereign immunity
- Encourage stronger criminal penalties for those who make threats against schools, students or school personnel

PRIORITIZE EDUCATION FUNDING and STRENGTHEN TEACHER PIPELINE

- Modify the QBE to include safety/security funding, lower counselor/student ratios, additional transportation funds, and funding for strengthening cybersecurity
- Support expansion of existing and emerging statewide teacher pipeline initiatives and preserve continued investment in TRS to attract and retain high quality teachers in Georgia
- Increase teacher compensation, allowing local revenue to offset State-required employer health premium increases
- Maintain local School Board control/authority as denoted in the State Constitution (e.g., establishing appropriate millage rates)
- Establish academic and fiscal accountability structures for existing and future voucher programs
- Maintain existing requirements relative to Special Purpose Local Option Sales Tax (SPLOST) expenditures

Table I. Summary of categorical gaps in State funding vs. cost to deliver services FY2024

CATEGORY	STATE FUNDS	LOCAL FUNDS	TOTAL
Student Transportation	2,483,834	27,274,581	29,758,415
School Nurses	967,825*	2,277,879*	3,245,704*
Safety and Security	1,914,477	4,511,758	6,426,235
Teacher Compensation	134,836,242*	63,452,349*	198,288,591*
Kindergarten Paraprofessionals	2,180,627*	1,648,715*	3,829,342*
Pre-K	2,765,597	3,847,965	6,613,562
Benefits	81,377,566	67,600,423	148,977,989
Special Education	48,220,967	28,241,339	76,462,306
Technology/Hardware/Software	2,166,898	15,071,647	17,238,545
TOTALS	\$276,914,033	\$213,926,656	\$490,840,689

* Does not include benefits, training or materials. Salary figures only are represented.

CHEROKEE COUNTY BOARD OF EDUCATION

Kyla Cromer, Chair
 Patsy Jordan, Vice Chair
 John Harmon,
 Dr. Susan Padgett-Harrison,
 Kelly Poole, Erin Ragsdale,
 and Rick Steiner

 Mary Elizabeth Davis,
 Superintendent

CHEROKEE COUNTY LEGISLATIVE DELEGATION

SENATE

DISTRICT 21 Brandon Beach
 DISTRICT 32 Kay Kirkpatrick
 DISTRICT 56 John Albers

HOUSE

DISTRICT 11 Rick Jasperse
 DISTRICT 14 Mitchell Scoggins
 DISTRICT 20 Charlice Byrd
 DISTRICT 21 Brad Thomas
 DISTRICT 22 Jordan Ridley
 DISTRICT 23 Mandi Ballinger
 DISTRICT 44 Don Parsons
 DISTRICT 46 John Carson
 DISTRICT 47 Jan Jones

ENHANCE ACADEMICS and ACCOUNTABILITY

- Refrain from additional modification of existing accountability systems to allow for consistency in delivering positive student achievement outcomes and requiring additional unfunded academic investments (e.g., universal screeners, prescriptive literacy training, etc.)

ENHANCE EDUCATIONAL & WORKFORCE OPPORTUNITIES

- Provide high school graduates choices in Georgia with an alternative diploma option in the area of Career/Technical Preparation . . . thereby further ensuring students' workforce readiness skills and preparation for transitions directly into careers or secondary-level career educational opportunities, thus positively impacting Georgia's emerging workforce.
- Allow completion special schools such as Mountain Education to admit students under the age of 18 into its program.

FORTIFY LOCAL CONTROL & GOVERNANCE

- Ensure proposed legislative initiatives strengthen provisions for the local control and management of schools (including the ability for a School Board to select its own delivery model and incorporate locally-endorsed academic programs and materials, etc.) . . . thereby empowering local School Boards to fulfill their Constitutional mandate and corresponding responsibility to engage their local constituency, develop locally-derived educational policy and oversee continued performance improvements among their students.
- Eliminate State-mandated use of schools as public polling locations during regular school days . . . thereby increasing safety and security for students, staff and buildings.
- Oppose any effort to eliminate limited sovereign and official immunity . . . thereby protecting K-12 public school districts from lawsuits over day-to-day school operations (e.g., grades, discipline, classroom placements, etc.).

PRIORITIZE EDUCATION FUNDING & STRENGTHEN TEACHER PIPELINE

- Support expansion of existing and emerging statewide teacher pipeline initiatives which would attract more candidates to the teaching profession.
- Make public education in the State of Georgia a priority by permanently ending State "austerity reductions" of the Quality Basic Education (QBE) Act and allocating to local school districts all funding earned under the statutorily required formula.
- Consider modifications and update of the QBE formula to accurately reflect inflation, true costs of transportation; and, to include a funding weight/poverty index for economically disadvantaged students, funding to strengthen cybersecurity initiatives, funding for safety and security and increased allocations for counselors, social workers, psychologists and nurses . . . thereby providing support for critically-needed student services functions.
- Provide State funding through the QBE formula rather than grants to decrease reliance on local funding for safety/security. CCSD will expend over \$7M for safety/security in SY2024-25 (\$3.3M salaries/benefits and over \$3.7M in facility and system upgrades for security).
- Maintain existing requirements for allocation of Special Purpose Local Option Sales Tax (SPLOST) funding to exclude general fund expenditures. Presently those funds may only be utilized for capital outlay, technology and bonded indebtedness expenditures.
- Provide State funding to decrease the school counselor to student ratio from 1:450 to 1:250 (Georgia DOE model).
- Significantly increase the base teacher compensation within the State teacher salary schedule . . . thereby communicating the State's long-term commitment to providing competitive compensation for the purposes of attracting and retaining teachers in the State and allowing local school districts to concentrate local revenues on offsetting State-required employer rate increases in health care premiums, local share of retirement plan contributions and locally-determined benefit plans (e.g., disability, life, dental, etc.).

- Oppose additional expansion of existing programs that directly or indirectly use public funds to pay private school tuition for students or provide tax incentives for their parents . . . thereby ensuring a solid revenue base for state funding of public education. Establish and implement a fiscal and academic accountability structure for existing voucher programs that is analogous to that which public school districts must adhere. For example, require schools that participate to adhere to the same educational mandates, be held to the same accountability system (CCRPI), and be audited in the same manner/cycle as public school districts.
 - Preserve continued investment in Georgia's Teacher's Retirement System (TRS) in order to ensure the longevity of the defined benefit plan. Georgia's retirement system is the State's best benefit for teachers!
 - Avoid legislating annual inflation tax cap opt-out hearings in addition to millage rate hearings.
- ◇ TRS' funding ratio ranks above average in the U.S., is actuarially sound, and has a proven record of sustainability.
 - ◇ Provides a compelling recruitment and retention incentive for the education industry, supporting a life-long career path for high-quality teachers in Georgia schools.
 - ◇ Positively impacts Georgia's economy and the economic success of our state, as pensions for over 148,000 TRS retirees are reinvested in local communities across the state each year.
 - ◇ Affords a defined benefit plan as the last, best benefit for Georgia's dedicated teachers, who are diligently preparing the next generation of Georgia citizens.

As Georgia is recognized to be the #1 place to do business for the 11th consecutive year, it must also seek to be the #1 place to teach. Supporting TRS today ensures success for Georgia tomorrow.

STUDENT TRANSPORTATION

- The formula for determining QBE allocations for student transportation is out of date and in need of further revision. CCSD will receive \$9.9M in QBE funds for student transportation for FY 25, a significant and appreciated increase from FY24. However, the total budgeted cost for student transportation during this budget cycle is \$32.2M.
- Looking statewide, in 1991 the State provided 54% of the total cost of providing transportation. By 2001 the amount was down to 39%. In 2021, the amount provided by the QBE formula had decreased to less than 12% of the actual cost.

EMPLOYEE RETIREMENT

- The Teacher Retirement System of Georgia, a defined benefit plan and the State's best benefit for teachers, has increased the employer (CCSD) contribution rate from 14.27% (FY17) to 20.78% in FY25. CCSD's annual payment to TRS on behalf of its employees for FY25 is expected to exceed \$60.1M (\$11.3M paid via local funds).
- Due to the vision and commitment of Georgia leaders over the decades, TRS:

EMPLOYEE HEALTH INSURANCE

- Beginning in FY08, the State's contribution for noncertified employee health insurance premiums was reduced and then eliminated by FY12 (from over \$500M statewide to \$0), requiring local school districts to fully absorb the additional costs since that time. CCSD's employer contribution toward the annual cost of providing health insurance for a non-certified employee has risen from \$2,000 in FY10 to \$15,840 in FY25 ... this cost of \$1,320 per month, /per participating employee, represents a 792% increase.
- CCSD's health insurance costs for non-certified employees are projected to be \$22.9M for FY25 far exceeding and more than tripling the \$7.5M cost in FY14. The extraordinary financial impact of continuing exorbitant employer contributions rates for State mandated benefits without corresponding State funding continues to be of great concern.



Agenda Request Form

Meeting Date	Agenda Item Number
November 21, 2024	Action Item 2

Title
River Ridge HS Auxiliary Gym Addition

Requested Action
School Board Consideration of Superintendent's Recommendation for Approval of the River Ridge HS Auxiliary Gym Addition

Summary Explanation and Background
Proposals were received by the School District for the construction of the River Ridge HS Auxiliary Gym Addition on October 17, 2024. Subsequently, all proposals for this construction project have been transmitted to School Board Members for their review and consideration. Upon review of all the information provided, the School Board will take action on the Proposals for Construction.

Financial Impact
Funds for the project have been included in the Board Approved FY 2025 Capital Outlay Budget

Exhibits: (List)
Summary of Proposals will be provided at the November 21, 2024, School Board Meeting

Source of Additional Information
Mary Elizabeth Davis, PhD 770.479.1871
Trey Moores 770.479.1871



Agenda Request Form

Meeting Date	Agenda Item Number
November 21, 2024	Action Item 3

Title
School Board Governance Policy (BAB) on First Reading

Requested Action
School Board Consideration of Superintendent's Recommendation for Approval of new School Board Governance Policy (BAB) on First Reading

Summary Explanation and Background
The Cherokee County School Board has developed a School Board Governance policy to outline the components of its cohesive K-12 System of Teaching and Learning. This policy was created through annual Whole Board Governance Training sessions in order to ensure continued alignment with the School Board's Core Beliefs and student performance goals while providing students with a high-quality education and the resources available to support reaching these goals.

Financial Impact
N/A

Exhibits: (List)
School Board Governance Policy (BAB)

Source of Additional Information
Kyla Cromer 770.479.1871
Mary Elizabeth Davis, PhD 770.479.1871
Mike McGowan 770.479.1871

School Board Governance

The Cherokee County Board of Education establishes the School Board’s central components of governance—Core Beliefs, Cohesive System of Teaching & Learning, and Clear Accountability. The School Board believes Cherokee County School District (“CCSD”) students should have access to a high-quality education, and the employees of CCSD should have the clarity, consistency, resources and support needed to reach the student achievement goals that reflect the excellence expected by our families and community.

The School Board values consistency across all schools in what is taught and the resources available to teach while fostering and honoring the distinctive character, spirit, and traditions unique to each local school.

The School Board has high expectations for the potential of every student and staff member and as such, has set ambitious goals for student performance. These high expectations and ambitious goals are coupled with a collective School Board commitment to align resources and effective School District support to achieve these goals.

Core Beliefs

Core Beliefs are essential to unify members of a Board of Education and provide clarity to the superintendent and staff. Collectively, the School Board believes that:

1. All students are highly engaged in their education and capable of reaching their full learning potential.
2. Employees are trusted and supported as professionals and provided with resources to elevate student outcomes.
3. Families and our community are involved partners in student success and can expect all students to receive the best education possible.
4. Schools are positive and welcoming environments with clear expectations and accountability in all academic and operational areas.

Cohesive System of Teaching & Learning

The School Board collectively asserts that the individuals best positioned to ensure high quality instruction for students are classroom teachers. The School Board values clarity and consistency across the School District specifically about what teachers are to teach in each grade level and content area. The School Board equally values the creativity, skill, and professional expertise every teacher brings to the collaborative development of how to plan instruction and the strategies of how to teach that lead to improved student learning.

As such, the School Board has outlined the following consistent components of CCSD’s Cohesive System of Teaching & Learning Systems.

Standards – Teachers develop instruction to teach the CCSD Teaching & Learning Standards aligned to the Georgia Standards of Excellence and customized when necessary to incorporate locally-developed and School Board-approved standards. CCSD Teaching & Learning Standards will be made available on the School District’s website.

Instructional Resources – The School Board commits to consistent availability of district-acquired, standards-aligned core print and digital resources to support but not limit the teaching and learning of the standards. CCSD district-acquired resources will be made available on the School District website.

Monitor Student Learning – The School Board sees value in ensuring that students are learning at the level of the standard throughout the school year and expects a balanced system of assessment to be in place for core content areas.

While the School Board expects a foundation for a cohesive system of teaching and learning that includes clarity and consistency in what teachers teach, the availability of standards-aligned resources, in monitoring that students are learning, and in having high expectations for all students; the School Board also recognizes that each student has unique learning needs and school leaders, classroom teachers, and support staff are the most capable and skilled at building on the established foundation by incorporating a variety of strategies in order to meet the needs of all students.

Accountability & Support

The School Board is committed to high expectations, clear student achievement goals, and consistent accountability coupled with the support needed for principals, teachers, staff, and students to be successful.

Performance is defined as: the process of improving so that students are learning more, growing more, and achieving more.

Accountability is defined as: having clear goals and when we achieve those goals we celebrate; and when we fall short of achieving those goals, we adjust our processes and practices to yield better outcomes for students.

Accountability starts with the School Board establishing student achievement goals in multiple categories. The School Board-established goals serve as the basis for the Superintendent’s evaluation instrument that will be made available on the School District’s website.

The Superintendent is to align Key Performance Indicators (KPIs) for each Division of the School District and School Improvement Goals for each school to the student achievement goals established by the School Board and the evaluation instrument it establishes for the Superintendent. The principal is the key instructional leader in the organization that is critical to supporting teacher effectiveness and overall school improvement. District departments are designed to work in coordination to build effective systems that support school leaders, support staff, and classroom teachers in school improvement.

Accountability coupled with support is defined by the School Board as clear expectations, aligned resources, defined monitoring structures, customized support structures for schools informed by student achievement, and annual reporting to the public on progress toward attaining the School Board-established student achievement goals.

DRAFT: November 21, 2024

Cherokee County Board of Education



Agenda Request Form

Meeting Date	Agenda Item Number
November 21, 2024	Action Item 4

Title
Recommendations and Resignations/Terminations of Employment for Certified and Classified Personnel

Requested Action
School Board Consideration of Superintendent's Recommendation for Approval of Recommendations, Resignations, Terminations of Employment and Transfers for Certified and Classified Personnel

Summary Explanation and Background
The recommendations include the following items:

1. Certified Recommendations
2. Certified Transfers
3. Certified Resignations/Terminations of Employment
4. Classified Recommendations
5. Classified Transfers
6. Classified Resignations/Terminations of Employment

Financial Impact
N/A

Exhibits: (List)
Summary List of Recommendations

Source of Additional Information

Mary Elizabeth Davis, PhD	770.479.1871
Rick Beaulieu	770.479.1871

Certified Recommendations

Name	Location	Position	Start Date
Sevin, Jessica	Academics & Accountability	Supervisor	1/6/2025
Holloway, Leah	Ball Ground Elem School	Sped Autism Teacher	11/5/2024
Jacobs, Suzanne	E.T. Booth Mid School	Sped IRR Teacher	11/4/2024
Majors, Daniel	Etowah High School	PE Teacher	11/12/2024
Easterling, Jacqueline	Indian Knoll Elem School	EIP Teacher	12/2/2024
Vosbein, Della	Sequoyah High School	ESOL Teacher	11/4/2024
Kimbrell, Kelli	Special Education	Executive Director	1/6/2025

Certified Transfers

Name	Location	Position	Start Date
Kelsey, Ashley	Academics & Accountability	Specialist	1/6/2025
Graham, Amy	Admin - Human Resources	Chief Human Resources Officer	1/6/2025

Certified Resignations/Terminations

Name	Location	Position	End Date
Thomas, Leigh Anne	E.T. Booth Mid School	PE Teacher	12/20/2024
Brooks, Kristen	Indian Knoll Elem School	EIP Teacher	11/22/2024
Chambers, Jennifer	Johnston Elem School	5th Grade Teacher	12/20/2024
Gable, Linda	Macedonia Elem School	Psychologist	10/31/2024
Kenney, Bethany	Oak Grove Elem School	Sped IRR Teacher	11/15/2024

Classified Recommendations

Name	Location	Position	Start Date
Hall, Laura	Ball Ground Elem School	AU ParaPro	11/4/2024
Deal, Taylor	Bascomb Elem School	School Nutrition Worker	10/11/2024
Padilla, Nathaniel	Boston Elem School	IEP ParaPro	11/6/2024
Pulliam, Cyla	Carmel Elem School	IEP ParaPro	11/4/2024
Hall, Joyce	Carmel Elem School	IEP ParaPro	11/4/2024
Woody, Natalie	Cherokee High School	Custodian	11/4/2024
Connor, Carolyn	Creekland Mid School	IEP ParaPro	11/6/2024
Browning, Sara	Creekland Mid School	MI-MOD ParaPro	11/6/2024
Phillips, Jennifer	Creekview High School	Clerical 3	10/16/2024
Lacey, Malorie	Creekview High School	Custodian	11/4/2024
Hattaway, Laura	Dean Rusk Mid School	IEP ParaPro	11/13/2024
Simms, Kassandra	Etowah High School	School Nutrition Zone Worker	11/4/2024
White, Tracie	Free Home Elem School	Custodian	11/4/2024
Cooper, Shannon	Hasty Elem School	School Nutrition Worker	11/4/2024
Mazzarella, Sara	Holly Springs Preschool	PK ParaPro	11/4/2024
Rosales, Evelyn	Indian Knoll Elem School	Clerical 3	11/4/2024
Strall, Courtney	Liberty Elem School	AU ParaPro	11/4/2024
Ison, Arrie	Mill Creek Mid School	Custodian	11/4/2024
Will, Laura	Ralph Bunche Center	Sped ParaPro	11/7/2024
Waters, William	River Ridge High School	IEP ParaPro	11/13/2024
Folger, Jennifer	River Ridge High School	School Nutrition Worker	11/4/2024
Couch, Lexy	Teasley Mid School	School Nutrition Worker	11/4/2024
Mazzuca, Brianna	Teasley Mid School	School Nutrition Worker	11/4/2024
Roland, Lisa	Transportation	Bus Driver	11/4/2024

Classified Recommendations

Name	Location	Position	Start Date
Carroll, Bayley	Transportation	Bus Driver	11/4/2024
Wilkerson, Valerie	Transportation	Bus Driver	11/18/2024
Bellotti, Michelle	Transportation	Bus Driver Relief	11/18/2024
Lott, Carey	Transportation	Bus Driver Relief	11/12/2024
Haagensen, Elisabeth	Transportation	Bus Driver Relief	11/12/2024
Yockers, Anthony	Transportation	Bus Driver Relief	11/4/2024

Classified Transfers

Name	Location	Position	Start Date
Iwane, Emily	Admin - Human Resources	Clerical 8	1/6/2025
Duffy, Lori	Admin - School Operations	Clerical 8	11/11/2024
Aradillas, Melissa	Bascomb Elem School	Custodian	10/28/2024
Davis, Lauren	Capital Improvements	Clerical 6	11/8/2024
Warren, Rebecca	Hasty Elem School	Parent Involvement Facilitator (PIF)	11/4/2024
Lamrabette, Hassane	Maintenance	Maint Support Svc 3	11/8/2024
Manning, Karri	R.M. Moore Elem School	Head Custodian	10/14/2024
Brown, Cindy	Sequoyah High School	Clerical 6	1/6/2025
Bennett, Rebecca	Teasley Mid School	Clerical 4	11/18/2024
Chima, Karl	Technology Support Services	System Analyst	10/21/2024
Crutchfield, John	Transportation	Transportation Specialist	11/18/2024

Classified Resignations/Terminations

Name	Location	Position	End Date
Twible, Richard	Bascomb Elem School	Custodian	10/14/2024
DiBiccari, Olivia	Bascomb Elem School	Speech Language Path Assistant	12/20/2024
Lopez, Kimberly	Boston Elem School	IEP ParaPro	10/21/2024
Hill, Robert	Clark Creek Elem School	Custodian	11/4/2024
Jusak, Ethan	Creeklane Mid School	Custodian	10/15/2024
Lane, Marcus	Creekview High School	Custodian	10/28/2024
Vernon, Lisa	Creekview High School	School Nutrition Worker	11/5/2024
Frank, Ngimbi	Dean Rusk Mid School	Custodian	10/22/2024
Sanchez, Adelina	E.T. Booth Mid School	Custodian	11/11/2024
Anderson-Caraway, Michelle	E.T. Booth Mid School	Head Custodian	10/17/2024
Hawker, Jamal	Free Home Elem School	Custodian	10/11/2024
Gomez, Juan	Hasty Elem School	School Nutrition Worker	10/16/2024
Cox, Katherine	Johnston Elem School	RN Nurse	12/6/2024
Fowler, Charles	Macedonia Elem School	Head Custodian	10/29/2024
Baldwin, Savannah	R.M. Moore Elem School	Custodian	10/18/2024
Morris, Adrian	River Ridge High School	IEP ParaPro	10/29/2024
Squires, Andrew	Technology Support Services	Network Analyst	10/18/2024
Rainey, Eric	Technology Support Services	System Analyst	12/20/2024
Robbins, Lisa	Transportation	Bus Driver	12/13/2024
Watts, James	Transportation	Bus Driver	10/15/2024
Kliemt, Christopher	Transportation	Bus Driver	12/20/2024
Dubois, Lisa	Transportation	Transportation Specialist	11/22/2024
Everage, Terry	Woodstock High School	Custodian	11/13/2024