



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)
<b>Grade 3</b>	76.5%	82.5%	52.9%	60.9%
<b>Grade 4</b>	71.1%	81.1%	52.8%	58.8%
<b>Grade 5</b>	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.

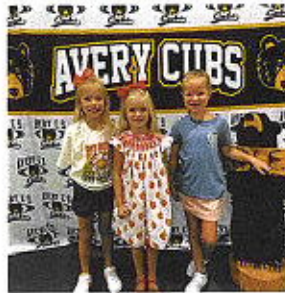
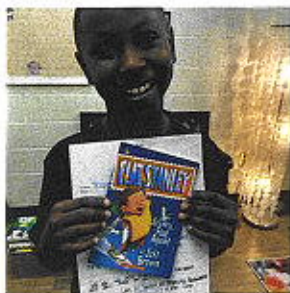
#### ELA Action Steps

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.

## 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)
<b>Grade 3</b>	81.4%	87.4%	56.8%	62.8%
<b>Grade 4</b>	75.5%	81.5%	57.0%	63.0%
<b>Grade 5</b>	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)
<b>Grade 3</b>	72.6%	78.6%	43.7%	49.7%
<b>Grade 4</b>	63.0%	69.0%	40.2%	46.2%
<b>Grade 5</b>	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.

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.

## 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)
<b>Grade 3</b>	84.2%	90.2%	63.1%	69.1%
<b>Grade 4</b>	78.8%	84.8%	60.7%	66.7%
<b>Grade 5</b>	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

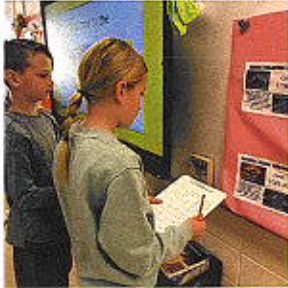


Cherokee County  
School District

# 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)
<b>Grade 3</b>	71.2%	78.2%	44.7%	51.7%
<b>Grade 4</b>	63.2%	70.2%	46.8%	53.8%
<b>Grade 5</b>	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)
<b>Grade 3</b>	72.2%	82.2%	51.9%	61.9%
<b>Grade 4</b>	62.9%	72.9%	48.9%	58.9%
<b>Grade 5</b>	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)
<b>Grade 3</b>	59.8%	65.8%	32.5%	38.5%
<b>Grade 4</b>	58.5%	64.5%	40.5%	46.5%
<b>Grade 5</b>	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

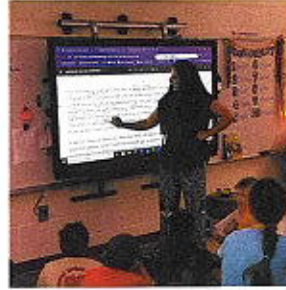


Cherokee County  
School District

# 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)
<b>Grade 3</b>	59.8%	65.8%	29.2%	35.2%
<b>Grade 4</b>	61.1%	67.1%	41.4%	47.4%
<b>Grade 5</b>	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)
<b>Grade 3</b>	76.2%	84.2%	46.9%	54.9%
<b>Grade 4</b>	71.8%	79.8%	50.6%	58.6%
<b>Grade 5</b>	84.7%	90.7%	58.6%	66.6%

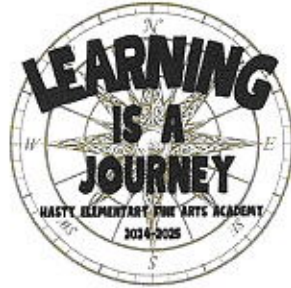
#### Reading Proficiency Action Steps

- 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.

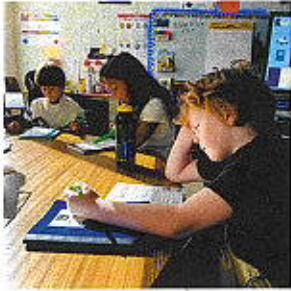


Cherokee County  
School District

# 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)
<b>Grade 3</b>	81.9%	87.9%	59.6%	69.6%
<b>Grade 4</b>	77.3%	87.3%	57.3%	67.3%
<b>Grade 5</b>	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)
<b>Grade 3</b>	70.4%	82.4%	41.3%	49.3%
<b>Grade 4</b>	54.2%	62.2%	37.8%	47.8%
<b>Grade 5</b>	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)
<b>Grade 3</b>	77.1%	85.1%	55.3%	65.3%
<b>Grade 4</b>	75.1%	83.1%	58.7%	66.7%
<b>Grade 5</b>	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



## 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)
<b>Grade 3</b>	75.4%	81.4%	48.3%	57.3%
<b>Grade 4</b>	69.8%	75.8%	49.3%	58.3%
<b>Grade 5</b>	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.



## 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)
<b>Grade 3</b>	67.3%	75.3%	41.1%	49.1%
<b>Grade 4</b>	62.2%	70.2%	43.5%	51.5%
<b>Grade 5</b>	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)
<b>Grade 3</b>	69.9%	75.9%	41.5%	50.0%
<b>Grade 4</b>	62.7%	68.7%	43.9%	50.4%
<b>Grade 5</b>	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)
<b>Grade 3</b>	79.9%	87.9%	58.4%	66.4%
<b>Grade 4</b>	66.5%	74.5%	47.6%	55.6%
<b>Grade 5</b>	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)
<b>Grade 3</b>	76.4%	84.4%	56.8%	64.8%
<b>Grade 4</b>	70.5%	78.5%	54.7%	62.7%
<b>Grade 5</b>	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)
<b>Grade 3</b>	54.3%	60.3%	31.1%	37.1%
<b>Grade 4</b>	49.2%	55.2%	29%	35%
<b>Grade 5</b>	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)
<b>Grade 3</b>	52.8%	60.8%	26.4%	34.4%
<b>Grade 4</b>	47.2%	55.2%	29.9%	37.9%
<b>Grade 5</b>	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)
<b>Grade 3</b>	83.4%	89.4%	60.8%	66.8%
<b>Grade 4</b>	73.2%	79.2%	50.7%	56.7%
<b>Grade 5</b>	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)
<b>Grade 3</b>	68.8%	74.8%	47.1%	53.1%
<b>Grade 4</b>	63.4%	69.4%	45.9%	51.9%
<b>Grade 5</b>	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)
<b>Grade 6</b>	67.8%	73.8%	52.9%	58.9%
<b>Grade 7</b>	76.9%	82.9%	52.3%	61.3%
<b>Grade 8</b>	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)
<b>Grade 6</b>	64.3%	70.3%	47.8%	53.8%
<b>Grade 7</b>	72.6%	78.6%	42%	51%
<b>Grade 8</b>	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

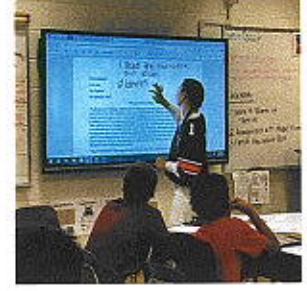
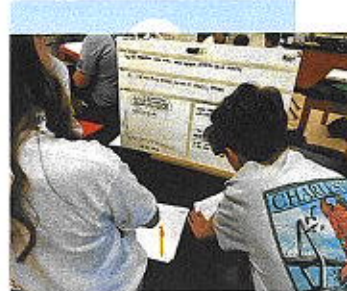


Cherokee County  
School District

# 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)
<b>Grade 6</b>	67.7%	75.7%	54.2%	60.2%
<b>Grade 7</b>	79.5%	83.4%	49.3%	58.3%
<b>Grade 8</b>	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)
<b>Grade 6</b>	59.4%	65.4%	44.9%	50.9%
<b>Grade 7</b>	70.6%	74.6%	39.9%	48.9%
<b>Grade 8</b>	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

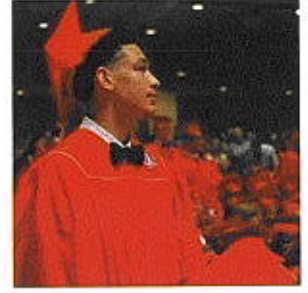


Cherokee County  
School District

# 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)
<b>American Literature</b>	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

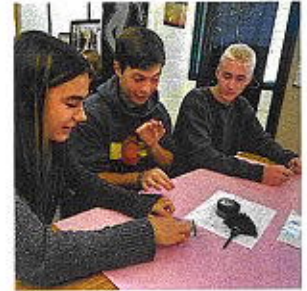


Cherokee County  
School District

# 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)
<b>American Literature</b>	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



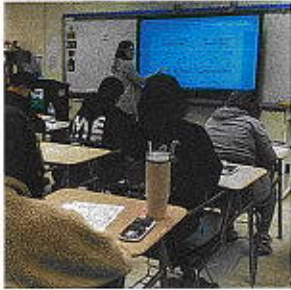


Cherokee County  
School District

# 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)
<b>American Literature</b>	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.

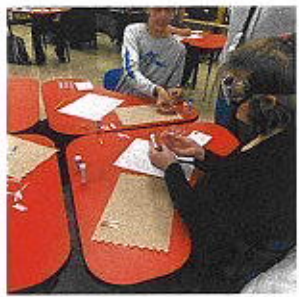
Provide students with appropriate scaffolds to promote academic stamina and perseverance in the areas of writing, cold reads and comprehension questioning.

## ELEVATING THE EXCELLENCE



# 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)
<b>American Literature</b>	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

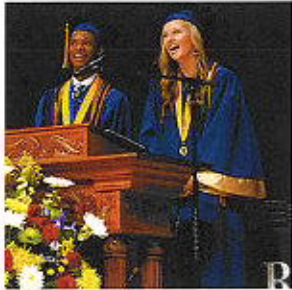


Cherokee County  
School District

# 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)
<b>American Literature</b>	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.

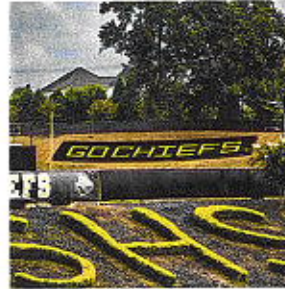
## ELEVATING THE EXCELLENCE



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)
<b>American Literature</b>	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

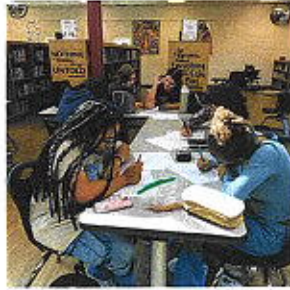


Cherokee County  
School District

# 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)
<b>American Literature</b>	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