

Work Session Meeting | 08/21/2025 – 5:30 PM

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

I. Call to Order Work Session

II. Superintendent Welcome

1. 2025-2026 Key Priorities 1st Quarter Report

III. Superintendent Reports

1. Academics and Accountability:

- a. Georgia Milestones Assessment, 2024-2025 Student Performance Results

Dr. Josh Heath, Chief Academics and Accountability Officer

- b. School Improvement Plans, 2025-2026

Dr. Debra Murdock, Chief School Leadership and Operations

Rodney Larrotta, Assistant Superintendent (Cherokee Zone & Creekview Zone)

Matt Freedman, Assistant Superintendent (Etowah Zone & Woodstock Zone)

Matt Kimbrell, Assistant Superintendent (River Ridge Zone & Sequoyah Zone)

2. Finance:

- a. Monthly Finance Report for June
Kenneth Owen, Chief Financial Officer
- b. Monthly Finance Report for July
Kenneth Owen, Chief Financial Officer
- c. Local Legislation HB 845 - Legislative Update
Mike McGowan, Chief of Staff

3. Capital Outlay:

- a. Monthly Capital Outlay Report
Trey Moores, Chief Support Services Officer

IV. Adjournment

2025-26 Key Priorities and Action Steps



ELEVATE THE EXCELLENCE 2.0

From classroom to classroom, school to school, and throughout every corner of the county, there is a pervasive eagerness for CCSD to be the highest performing district in the state of Georgia where students thrive, families are connected, and the community remains proud.

The following priorities are designed to build on the tradition of excellence for which the Cherokee County School District is widely known; and they are grounded in the insights and perspectives most-commonly shared by teachers, leaders, staff, students, families, and community members.

These priorities will drive our work as an organization over the next 18-months to two years. Progress will be regularly reported to our community through the School Board meetings, and success delivering on these priorities will pave the way to the future development of a long-range strategic plan.



Implementation in 2025-26

	AUG 2025	NOV 2025	FEB 2026	MAY 2026
A. Laser focus on teaching and learning including CCSD customized and board-adopted teaching and learning standards	☒	☐	☐	☐
B. New ELA and MA resources (print and digital)	☒	☐	☐	☐
C. Focus on all students reading on-grade level	☒	☐	☐	☐
1. Expand Reading screener from K-8 to K-10	☒	☐	☐	☐
2. Monitor reading proficiency via screener	☒	☐	☐	☐
3. Pilot Orton Gillingham as a comprehensive intervention in K-3	☒	☐	☐	☐
D. Expand Math screener from K-8 to K-10	☒	☐	☐	☐
E. Starting the One-Stop Shop for teacher resources	☒	☐	☐	☐



In Development in 2025-26

	AUG 2025	NOV 2025	FEB 2026	MAY 2026
A. A one-stop shop for the 4 core content areas for all teachers (classroom teachers, special education teachers, EL teachers, and gifted teachers)	☒	☐	☐	☐
1. Crosswalk of scope and sequence with instructional resources	☒	☐	☐	☐
2. Exemplar lesson plans	☒	☐	☐	☐
3. Video modules	☒	☐	☐	☐
4. Exemplar student work	☒	☐	☐	☐
B. Solicitation, selection and acquisition of SC and SS resources	☒	☐	☐	☐
C. Advancing our English Learner, Special Education, intervention, and gifted instructional model	☒	☐	☐	☐
D. Clarifying the expectations for student writing at each level and aligning resources to support writing instruction as aligned with School Board Policy IFAD	☒	☐	☐	☐
E. Develop a balanced/cohesive assessment system that coordinates the use of screeners, formative assessments, and summative assessments	☒	☐	☐	☐

2

Elevate the Excellence in effective School Board-Superintendent Governance

Implementation in 2025-26

	AUG 2025	NOV 2025	FEB 2026	MAY 2026
A. Supportive Accountability Governance: Align student achievement goals from the Boardroom to the Classroom	☒	☐	☐	☐
B. Board goals incorporated into the superintendent's evaluation and school improvement goals.	☒	☐	☐	☐

➡➡➡ In Development in 2025-26

	AUG 2025	NOV 2025	FEB 2026	MAY 2026
A. Formative indicators monitored and reported over the coming year through Reading and Math Screener.	☒	☐	☐	☐
B. Reviewing promotion, retention, and grading policy	☒	☐	☐	☐
C. Development of a Strategic Plan (likely to launch a community engagement season in the spring 2026)	☒	☐	☐	☐

3

Elevate the Excellence in the district's coordination and alignment of goals, systems, and processes

Implementation in 2025-26

	AUG 2025	NOV 2025	FEB 2026	MAY 2026
A. Investing in teachers and employees: Step and 3% increase	☒	☐	☐	☐
B. Employee calendar to improve daily rate	☒	☐	☐	☐
C. Increase in school-based funds	☒	☐	☐	☐
D. Introducing a Scope and Sequence of school visits and tailored school support focused on progress toward School Board student achievement goals.	☒	☐	☐	☐
1. Provide a Toolkit of School Supports based on progress toward improving student achievement outcomes.	☒	☐	☐	☐
E. Introduce the Leadership Competencies of Impactful School Leaders in CCSD	☒	☐	☐	☐

continued

3

Elevate the Excellence in the district's coordination and alignment of goals, systems, and processes

Implementation in 2025-26

AUG 2025 NOV 2025 FEB 2026 MAY 2026

F. Improve continuum of behavior supports to elementary school classrooms and special education



G. Finalize and Monitor Key Performance Indicators for all Divisions



In Development in 2025-26

AUG 2025 NOV 2025 FEB 2026 MAY 2026

A. Enhance Superintendent Leadership Academy grounded in Leadership Competencies and aligned school board accountability.



B. Classroom Utilization study and age and condition study of facilities, campuses, and assets



C. Finalize Standard Equipment and Furniture List for every academic space, cafeteria, and school office space.



D. Upgrade bus routing and parent communication (bus app) system.



E. Inform future of CHS and CHS North based on data and community feedback sessions



F. Prepare for opening of replacement CHS in August 2026 and celebrate milestones of the final year of current CHS



G. Complete Woodstock HS Addition (to occupy in August 2026), Complete RRHS Auxiliary gym (to occupy August 2026)



H. Progress on Sequoyah HS athletic improvements (completed December 2026).



I. Develop plan to digitize all documents currently stored (4,000)



J. Evaluate an Enterprise Resource Planning (for internal business process environment).



K. Consolidation of communication tools



4

Elevate the Excellence by embracing a pervasive high-quality school environment defined by high standards, effective supports, and consistent practices.

Implementation in 2025-26

AUG 2025 NOV 2025 FEB 2026 MAY 2026

A. Clarity and consistency continues for appropriate attire, cell phone usage, and timely submission of student work	☒	☐	☐	☐
B. Improve clarity and consistency for elementary school through updated Elementary School Code of Conduct	☐	☐	☐	☐
C. Stronger consequences for vaping, school threats	☒	☐	☐	☐
D. Adding body cameras for School Police and updated policy guiding appropriate use	☒	☐	☐	☐
E. Distributing crisis alert badge covers to limit accidental activation of crisis alert badges	☐	☐	☐	☐
F. Implement a comprehensive employee celebration and retention plan	☐	☐	☐	☐

Execute on Mission Critical Objectives 2025-26

1. Capital Improvements				
• Open Free Home ES (Replacement School)	☒	☐	☐	☐
• Complete CMS Addition	☒	☐	☐	☐
• Complete CVHS Addition/Renovation	☐	☐	☐	☐
• Complete Teasley MS driveway	☐	☐	☐	☐
2. Upgrade Timekeeping to Kronos 2.0	☒	☐	☐	☐
3. Improve Capabilities and Proficiencies with Student Info System (Synergy)	☒	☐	☐	☐
4. Windows 11 Upgrades	☐	☐	☐	☐
5. Summer Maintenance & Custodial Schedule	☒	☐	☐	☐



Cherokee County
School District

2025 Georgia Milestones Assessment Performance Review

August
21, 2025

2025 Milestones Review

State of Georgia Accountability - College and Career Ready Performance Index (CCRPI)

- **Content Mastery**
 - Georgia Milestones Assessments
- **Progress**
 - Student growth percentiles in English Language Arts and Math, and progress toward English language proficiency
- **Closing Gaps**
 - Subgroup performance
- **Readiness**
 - Literacy, attendance, course completion
- **Graduation Rate (High Schools)**
 - 4-year and 5-year included in the calculation

2025 Milestones Review

Georgia Milestones Assessment Overview

The Georgia Milestones Assessment System is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of English language arts, mathematics, science, and social studies.



Georgia Milestones Assessment Overview

Performance Levels (as defined by GaDOE)

Distinguished (Level 4): Students who **demonstrate advanced proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are well prepared*** for the next grade level or course and are well prepared for college and career readiness.

Proficient (Level 3): Students who **demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are prepared*** for the next grade level or course and are on track for college and career readiness.

Developing (Level 2): Students who **demonstrate partial proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***need additional academic support*** to ensure success in the next grade level or course and to be on track for college and career readiness.

Beginning (Level 1): Students who **do not yet demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***need substantial academic support*** to be prepared for the next grade level or course and to be on track for college and career readiness.

2025 Assessment Areas

Georgia End of Grade (EOG) Assessments

Elementary and Middle School Assessments

- 3rd & 4th Grade: English Language Arts and Math
- 5th Grade: English Language Arts, Math, and Science
- 6th & 7th Grade: English Language Arts and Math
- 8th Grade: English Language Arts, Math, Science or HS Physical Science, and Social Studies

Georgia End of Course (EOC) Assessments

High School Assessments (also given to middle school students enrolled in high school courses)

- English Language Arts: American Literature
- Math: Algebra Concepts and Connections
- Science: Biology
- Social Studies: U.S. History

2025 Georgia Milestones Review by Content Area

Data Review

1. District performance over time (2022-2025)
2. State comparison school districts (2025)
3. Performance compared to district identified goals
4. Local school bright spots based on school identified goals (2025)

Comparison School Districts

Selection of comparable school districts to support identification of strengths and areas for improvement

Created using a combination of 5 characteristics

1. High Performing Districts
2. Geographic Proximity
3. Student Population Size
4. Student Demographics
5. Percentage of Economically Disadvantaged Students

SUPPORTIVE ACCOUNTABILITY GOVERNANCE MODEL

Core Beliefs

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.

Core Policies

Policy BAB: School Board Governance;
Balanced Autonomy with Supportive Accountability
Cohesive System of Teaching & Learning

- Standards, Instructional Resources, Monitoring Learning

Accountability & Support

- Superintendent Evaluation, Aligned School Goals, Targeted Support

Policy IFAD: Literacy in CCSD
Reading, Writing, & Communicating

- Phonics, Phonemic Awareness, Decoding, Fluency, Comprehension
- Spelling, Vocabulary, Print, Cursive, Keyboarding, Conventions, Grammar
- Extended Reading & Writing, Evaluate, Synthesize, Communicate

Accountability & Support

Student Achievement Goals

	READING		ENGLISH LANGUAGE ARTS		MATHEMATICS
	Baseline (2024) / GOAL (2027)		Baseline (2024) / GOAL (2027)		Baseline (2024) / GOAL (2027)
3 rd Grade	72% —> 78%		47% —> 53%		57% —> 65%
4 th Grade	65% —> 71%		47% —> 53%		61% —> 70%
5 th Grade	78% —> 84%		56% —> 62%		56% —> 65%
6 th Grade	63% —> 69%		48% —> 54%		44% —> 50%
7 th Grade	74% —> 78%		45% —> 54%		48% —> 60%
8 th Grade	75% —> 81%		48% —> 54%		51% —> 59%
High School	80% —> 86%		56% —> 62%		49% —> 55%

Key Priorities

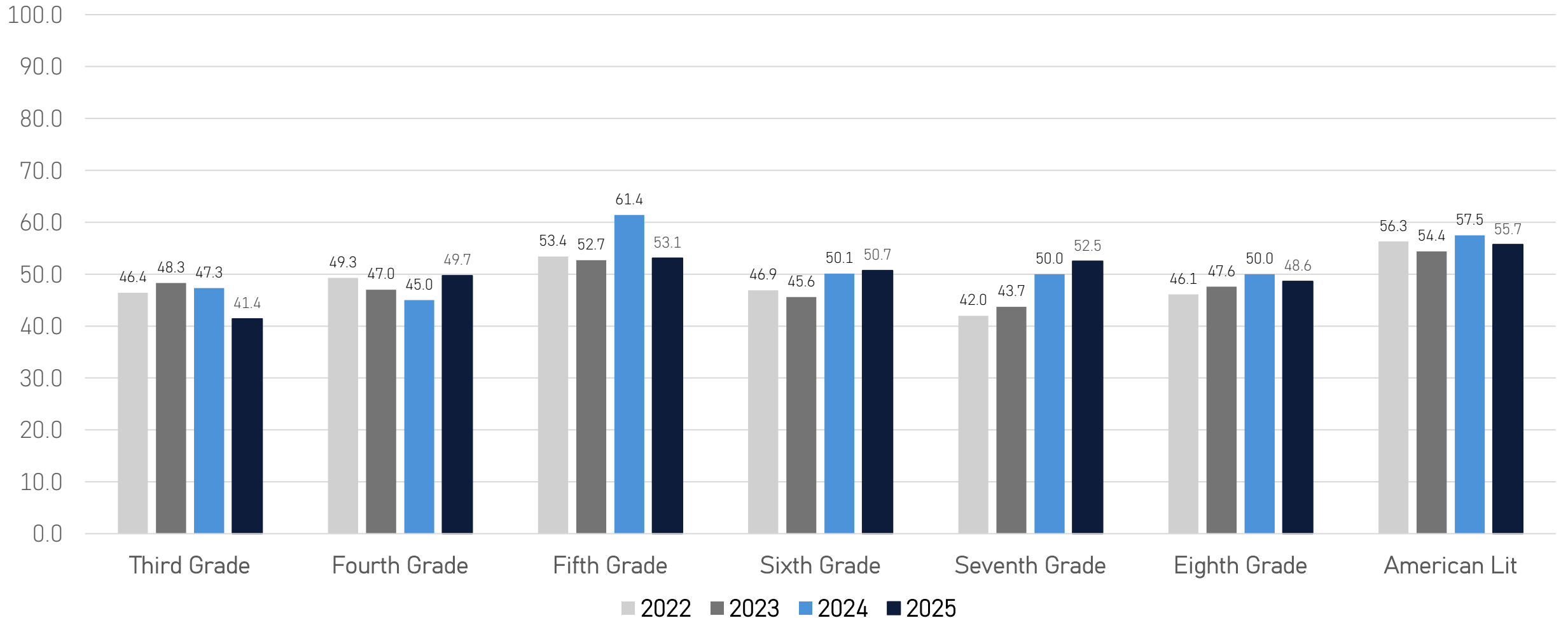
1. Elevate the Excellence in academics and achievement for all students
2. Elevate the Excellence in effective School Board-Superintendent Governance
3. Elevate the Excellence in the district's coordination of goals, systems, and processes
4. Elevate the Excellence by embracing a pervasive high-quality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

Elevate the Excellence!



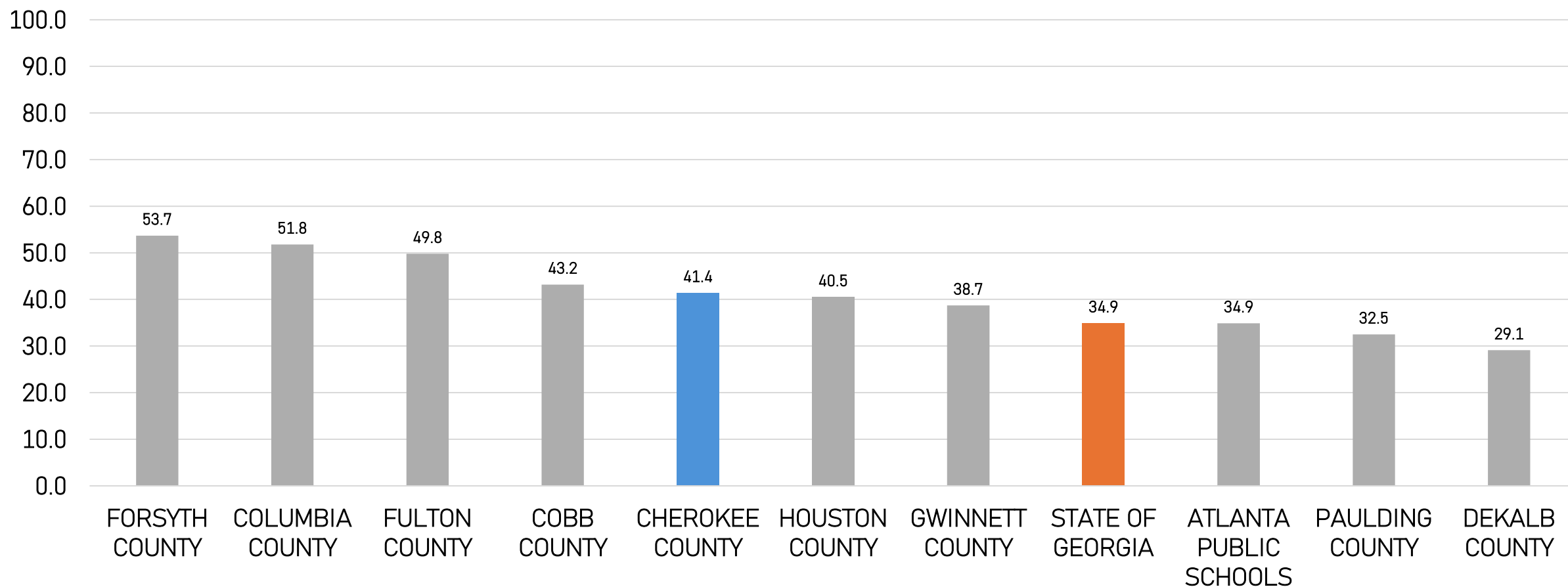
English Language Arts District Performance Over Time (2022-2025)

Percent Proficient and Above



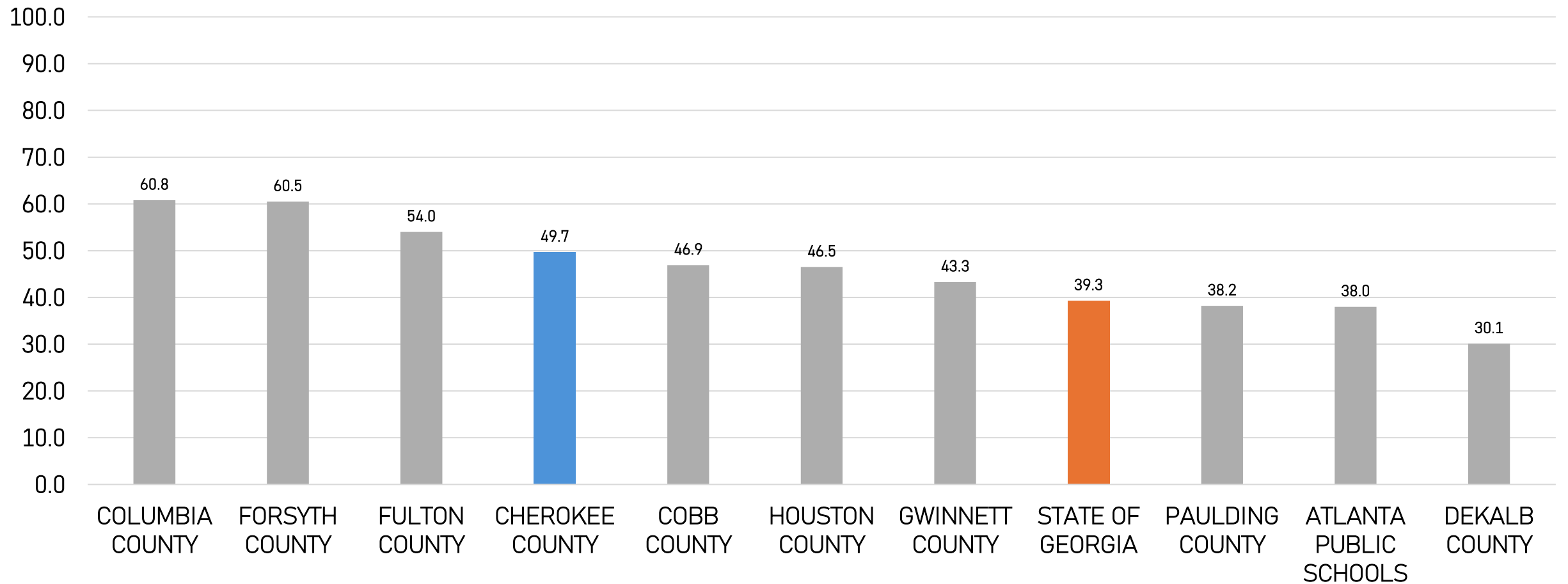
3rd Grade English Language Arts State Comparison School Districts

Percent Proficient and Above



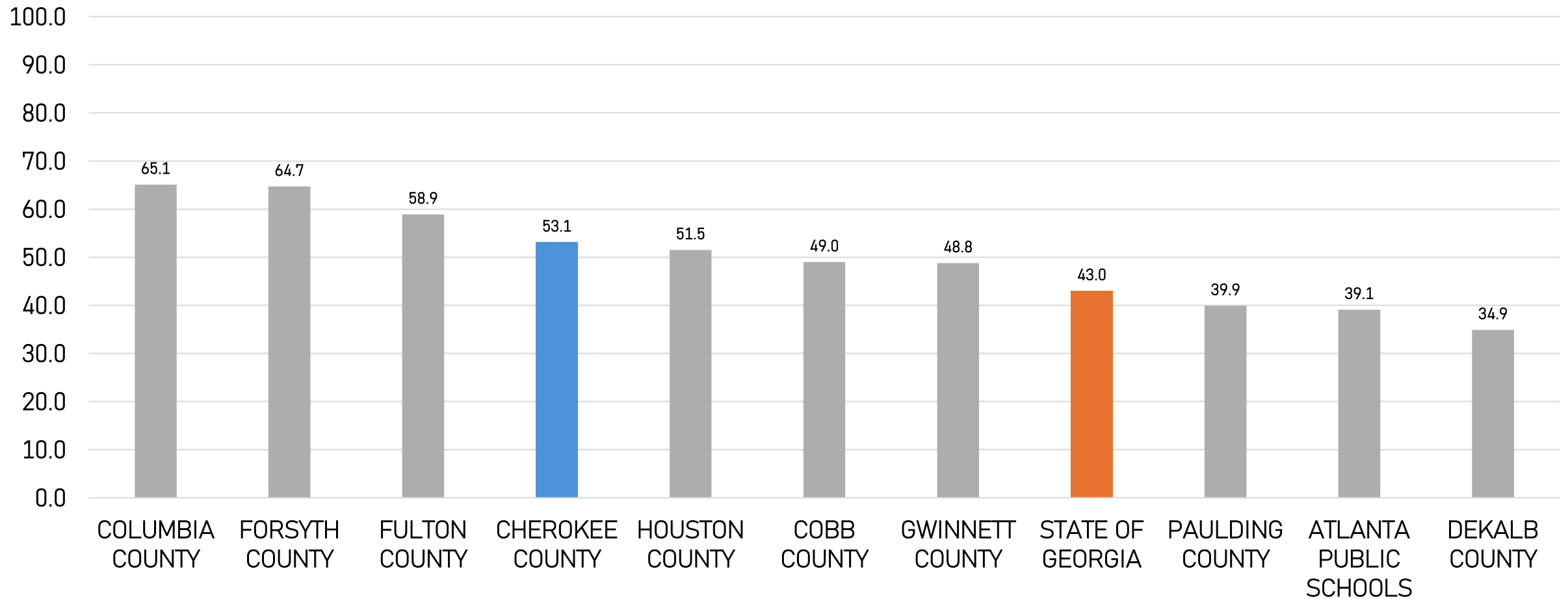
4th Grade English Language Arts State Comparison School Districts

Percent Proficient and Above



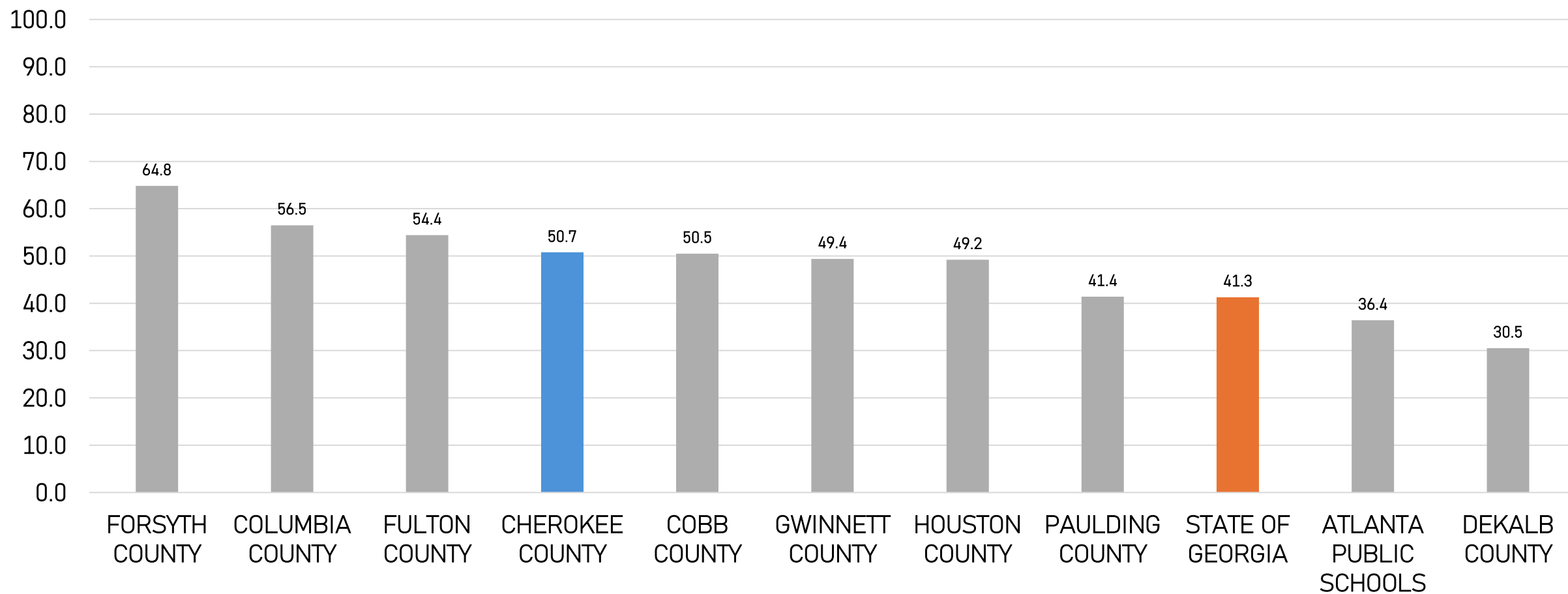
5th Grade English Language Arts State Comparison School Districts

Percent Proficient and Above



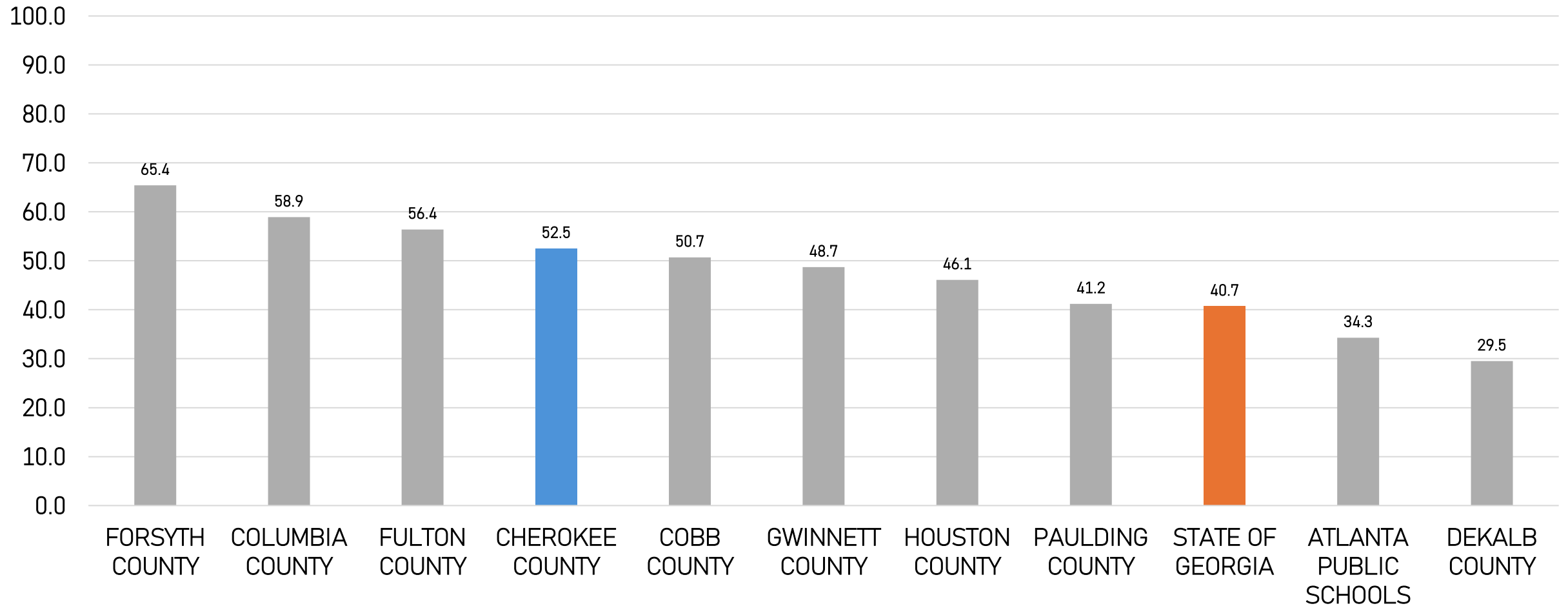
6th Grade English Language Arts State Comparison School Districts

Percent Proficient and Above



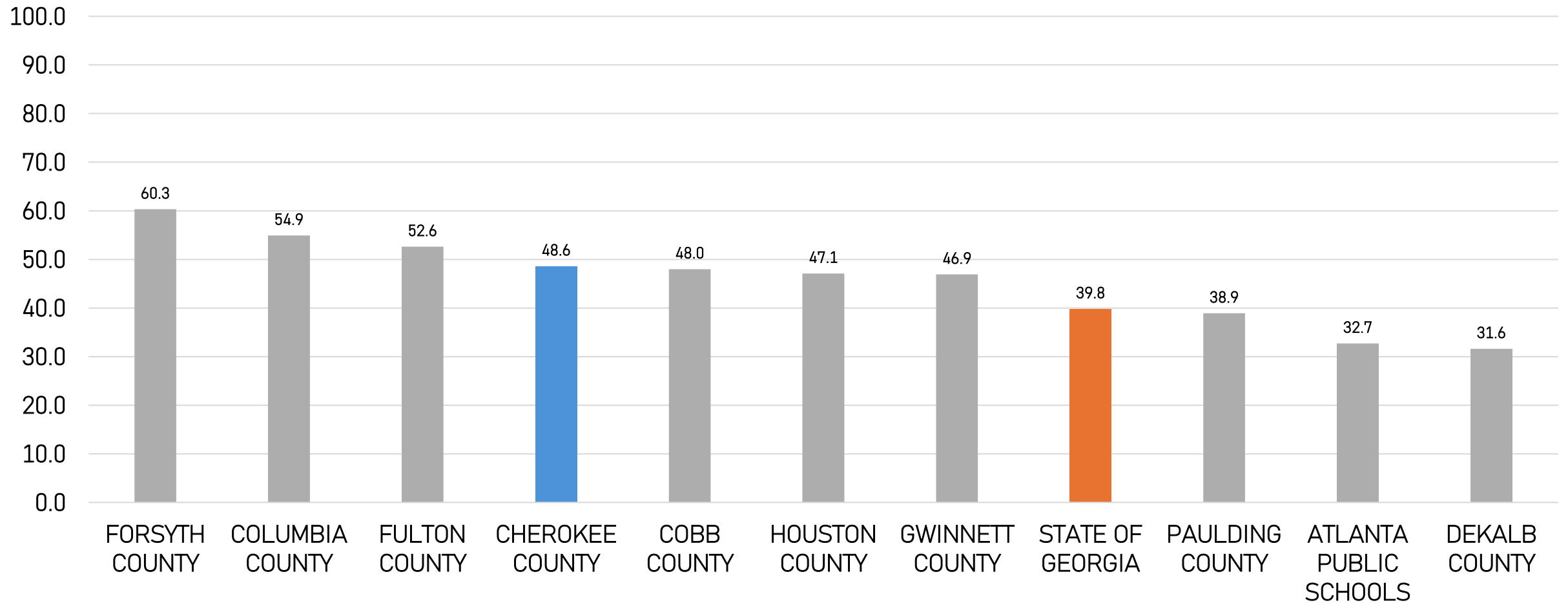
7th Grade English Language Arts State Comparison School Districts

Percent Proficient and Above



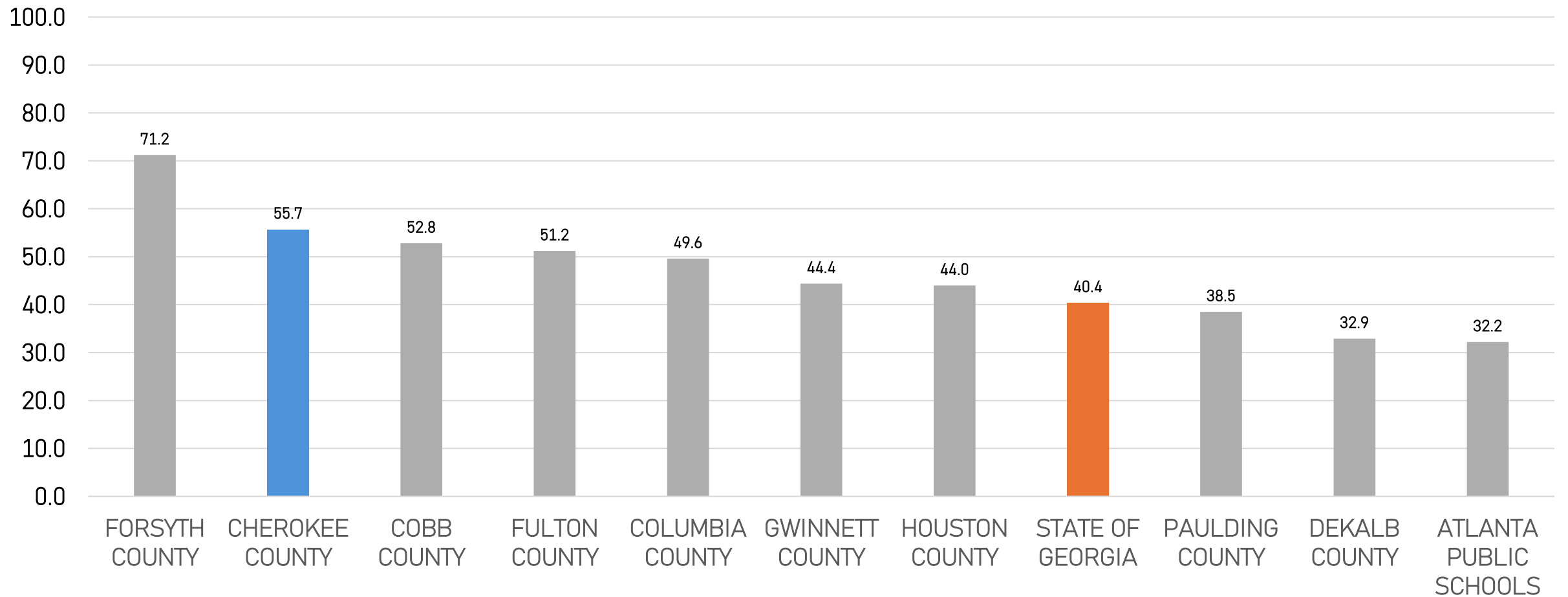
8th Grade English Language Arts State Comparison School Districts

Percent Proficient and Above



American Literature English Language Arts State Comparison School Districts

Percent Proficient and Above



2025 English Language Arts Comparison to District Goals Percent Proficient and Above

Grade/Course	2024 Baseline (3-year average)	2025 Actual	2026 Actual	2027 Actual	2027 Goal
3 rd Grade	47.0%	41.4%			53.0%
4 th Grade	47.0%	49.7%			53.0%
5 th Grade	56.0%	53.1%			62.0%
6 th Grade	48.0%	50.7%			54.0%
7 th Grade	45.0%	52.5%			54.0%
8 th Grade	48.0%	48.6%			54.0%
American Literature	56.0%	55.7%			62.0%

Combined ES/MS/HS English Language Arts Local School Bright Spots (2025) Compared to Baseline

Increased in Three Grade Levels		Increased in Two Grade Levels		Increased in One Grade Level
Holly Springs ES Mill Creek MS Teasley MS		Arnold Mill ES Clayton ES Knox ES Little River ES Mountain Rd ES R. M. Moore ES Woodstock ES	Creekland MS Dean Rusk MS E.T. Booth MS Freedom MS Woodstock MS	Avery ES Ball Ground ES Bascomb ES Boston ES Carmel ES Clark Creek ES Free Home ES Hasty ES Hickory Flat ES Johnston ES Macedonia ES Oak Grove ES Sixes ES
Increased in American Literature				
Cherokee HS Creekview HS		Etowah HS River Ridge HS		Woodstock HS

Combined ES/MS/HS

English Language Arts

Local School Bright Spots (2025)

Met or Exceeded 3-Year Goal (Growth Over Baseline)

Elementary		Middle	
Arnold Mill ES (4 th Grade)	+ 11.7%	Creekland MS (6 th Grade)	+ 6.0%
Avery ES (4 th Grade)	+ 12.4%	Dean Rusk MS (7 th Grade)	+ 6.4%
Ball Ground ES (5 th Grade)	+ 15.8%	E.T. Booth MS (7 th Grade)	+ 9.4%
Clayton ES (3 rd and 4 th Grade)	+ 17.0%, + 7.5%	Mill Creek MS (6 th Grade)	+ 8.6%
Free Home ES (5 th Grade)	+ 9.6%	Teasley MS (7 th Grade)	+ 8.3%
Hickory Flat ES (4 th Grade)	+ 12.9%	Woodstock MS (7 th Grade)	+ 12.9%
Holly Springs ES (5 th Grade)	+ 9.6%		
Mountain Road ES (4 th Grade)	+ 9.2%		



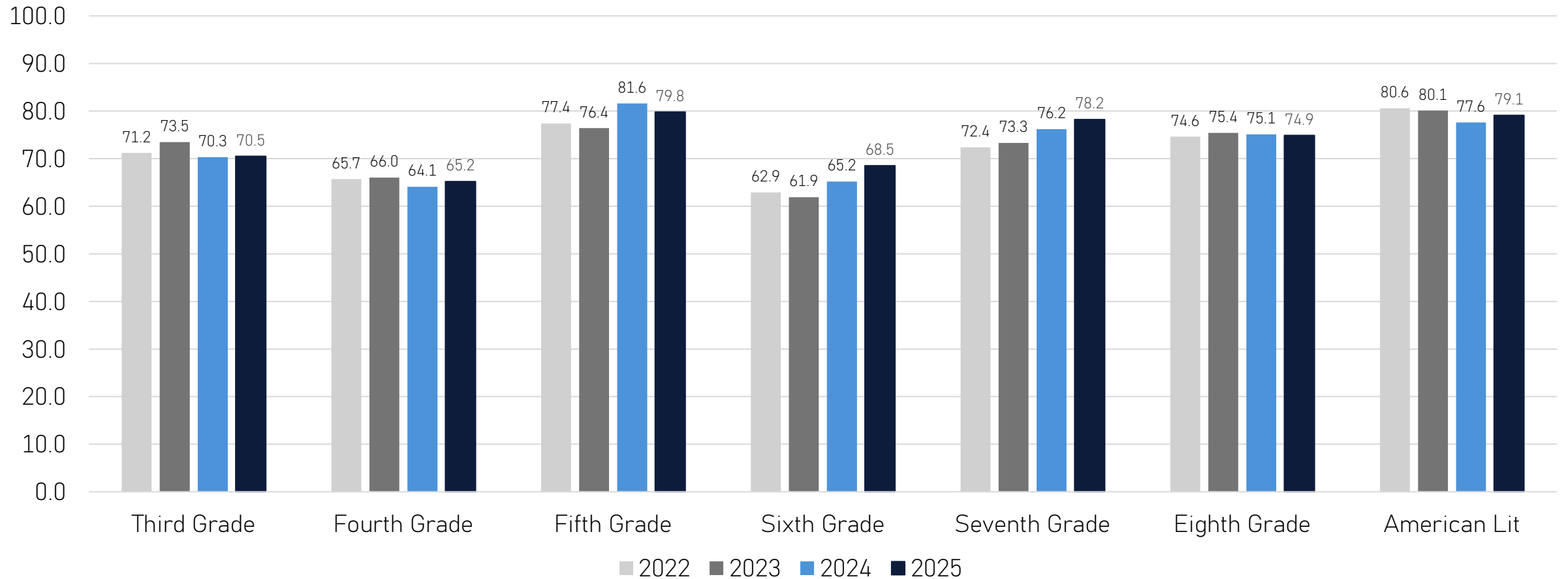
Cherokee County
School District

Reading Performance

Reading

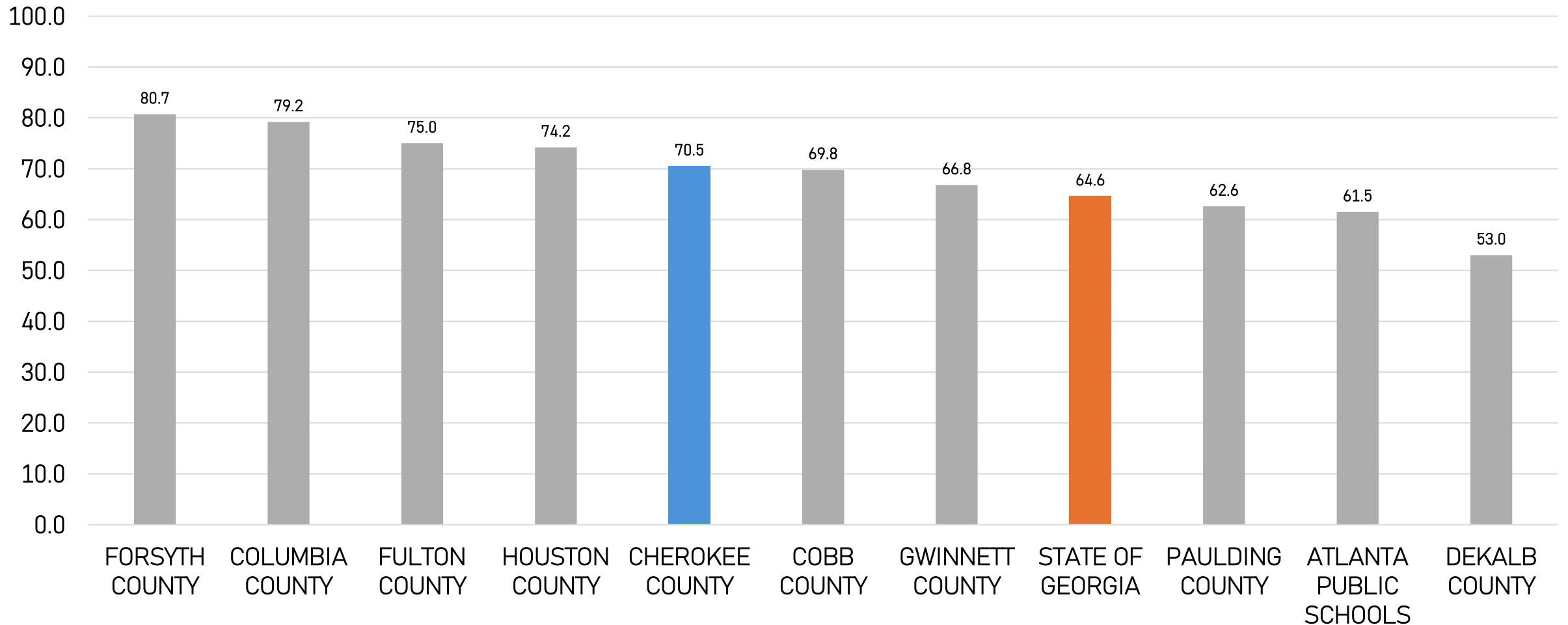
District Performance Over Time (2022-2025)

Percent Reading At or Above Grade Level



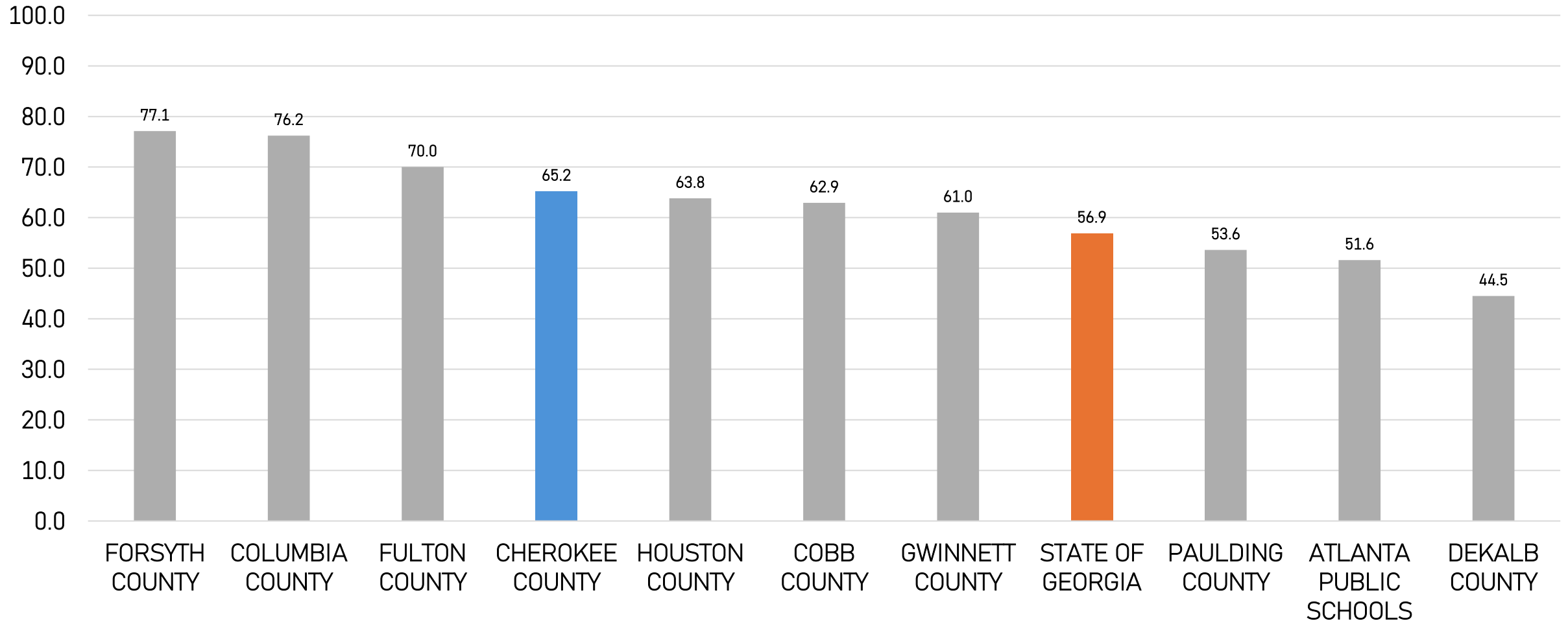
3rd Grade Reading State Comparison School Districts

Percent Reading At or Above Grade Level



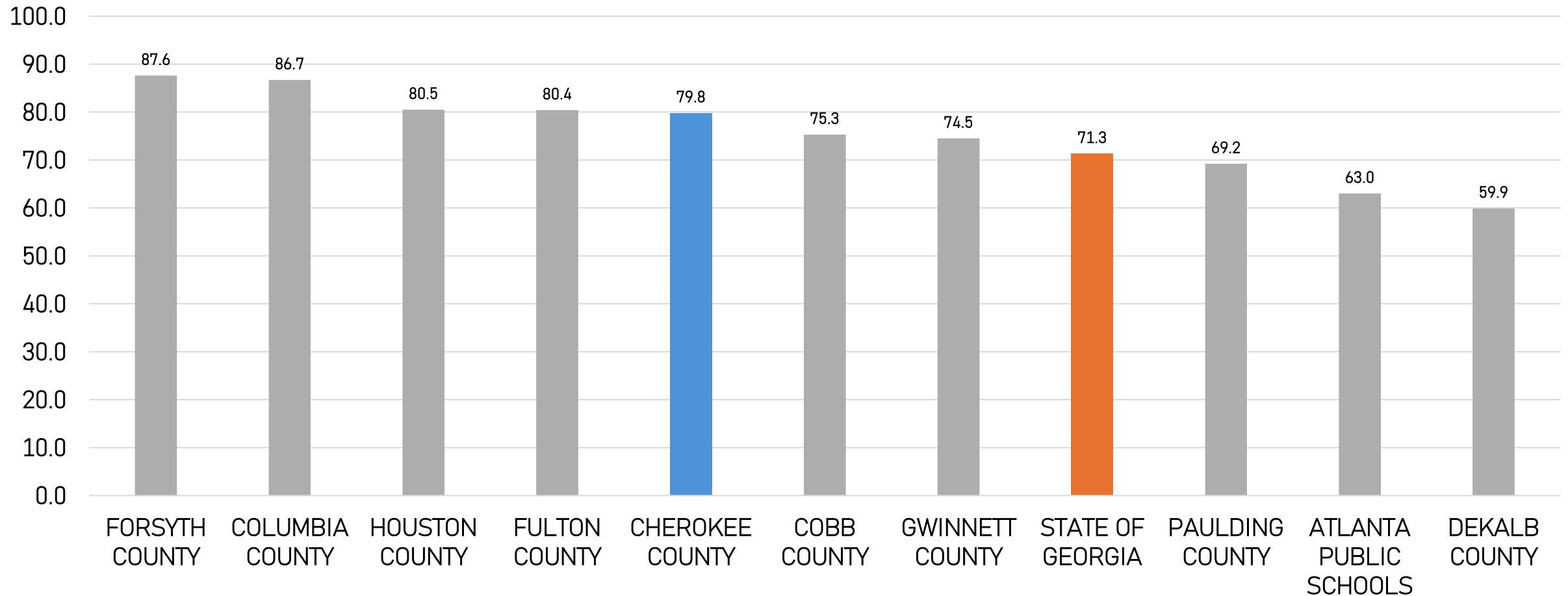
4th Grade Reading State Comparison School Districts

Percent Reading At or Above Grade Level



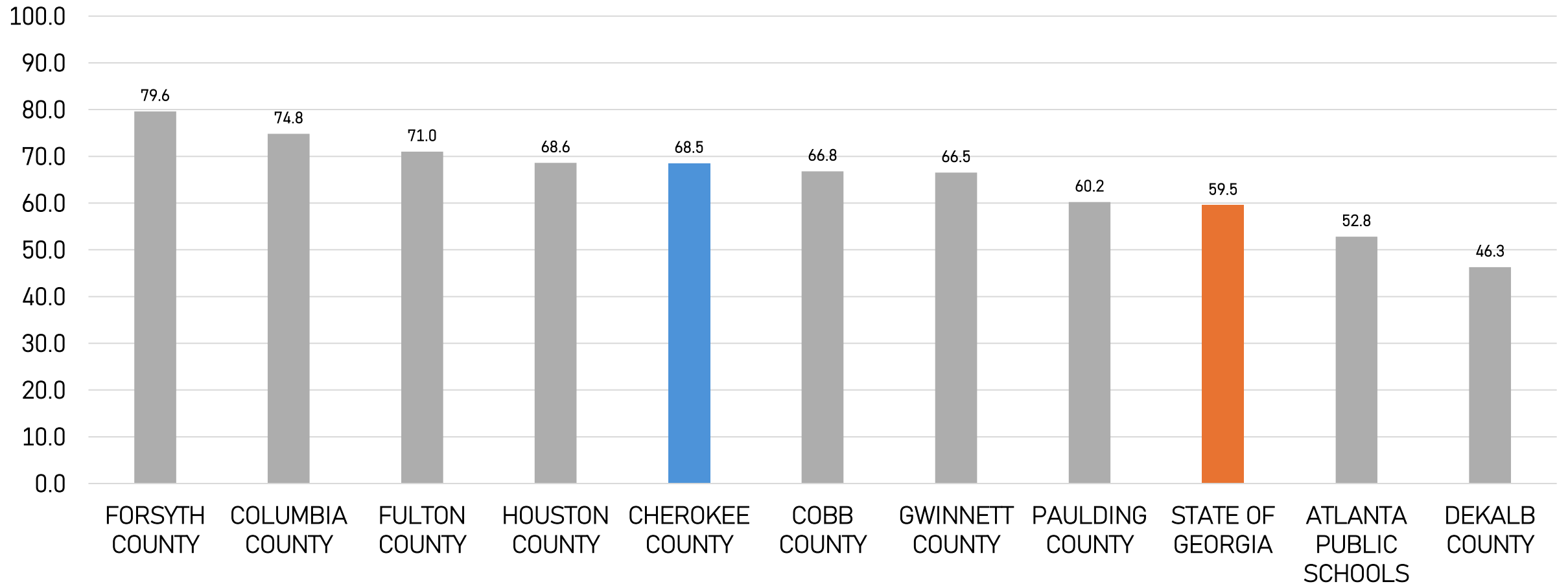
5th Grade Reading State Comparison School Districts

Percent Reading At or Above Grade Level



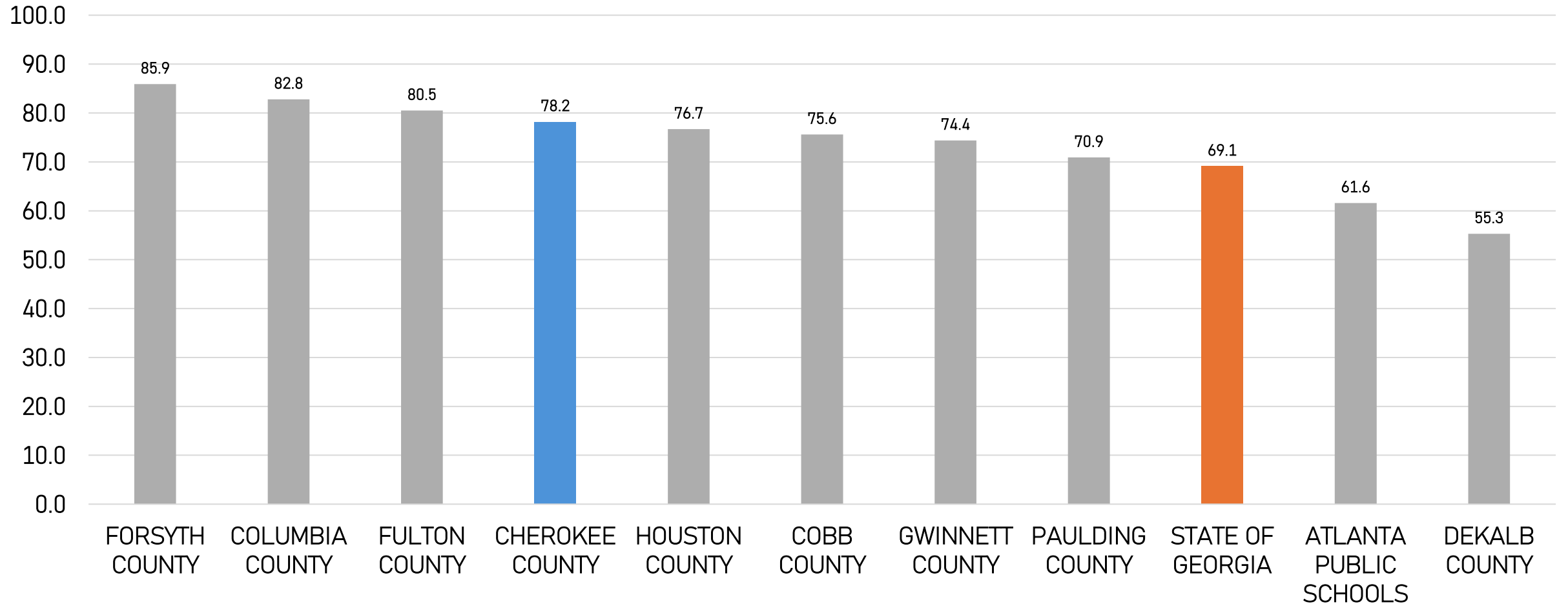
6th Grade Reading State Comparison School Districts

Percent Reading At or Above Grade Level



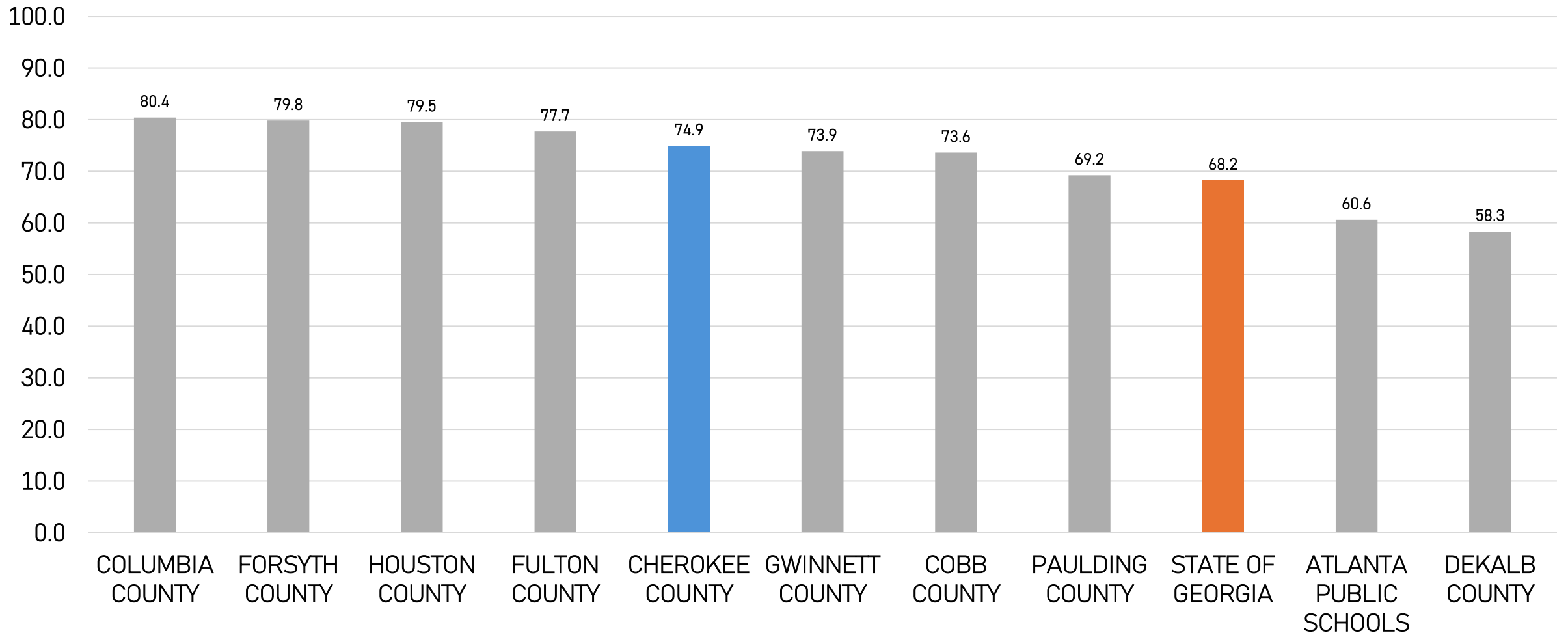
7th Grade Reading State Comparison School Districts

Percent Reading At or Above Grade Level



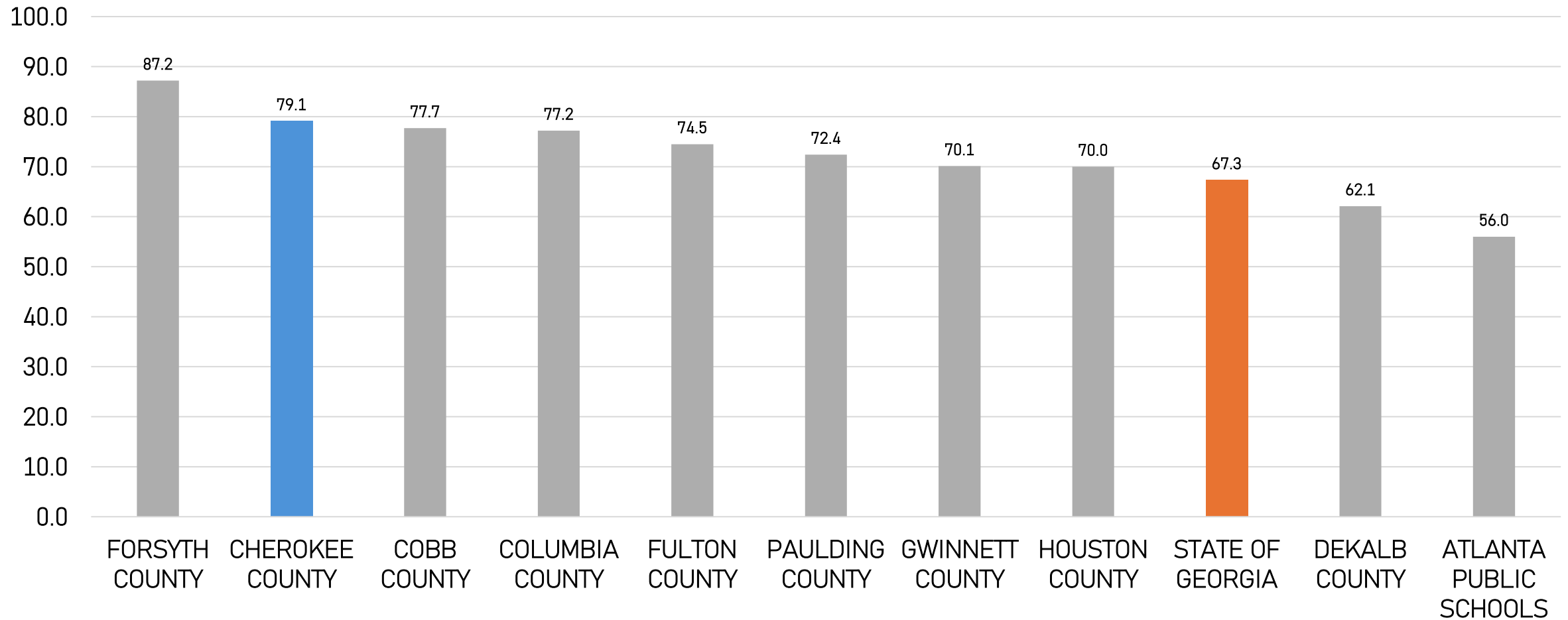
8th Grade Reading State Comparison School Districts

Percent Reading At or Above Grade Level



American Literature Reading State Comparison School Districts

Percent Reading At or Above Grade Level



2025 Reading

Comparison to District Goals

Percent Reading At or Above Grade Level

Grade/Course	2024 Baseline (3-year average)	2025 Actual	2026 Actual	2027 Actual	2027 Goal
3 rd Grade	72.0%	70.5%			78.0%
4 th Grade	65.0%	65.2%			71.0%
5 th Grade	78.0%	79.8%			84.0%
6 th Grade	63.0%	68.5%			69.0%
7 th Grade	74.0%	78.2%			78.0% *
8 th Grade	75.0%	74.9%			81.0%
American Literature	80.0%	79.1%			86.0%

Combined ES/MS/HS

Reading

Local School Bright Spots (2025)

Compared to Baseline

Increased in Three Grade Levels		Increased in Two Grade Levels		Increased in One Grade Level	
Arnold Mill ES	Avery ES	Knox ES	Ball Ground ES	Mountain Road ES	
Clayton ES	Carmel ES	Little River ES	Boston ES	Oak Grove ES	
Holly Spring ES	Clark Creek ES	Creekland MS	Free Home ES	Sixes ES	
E.T. Booth MS	Hasty ES	Dean Rusk MS	Macedonia ES	Woodstock ES	
Mill Creek MS	Hickory Flat ES	Freedom MS			
Teasley MS	Johnston ES	Woodstock MS			
Increased in American Literature					
Cherokee HS			River Ridge HS		

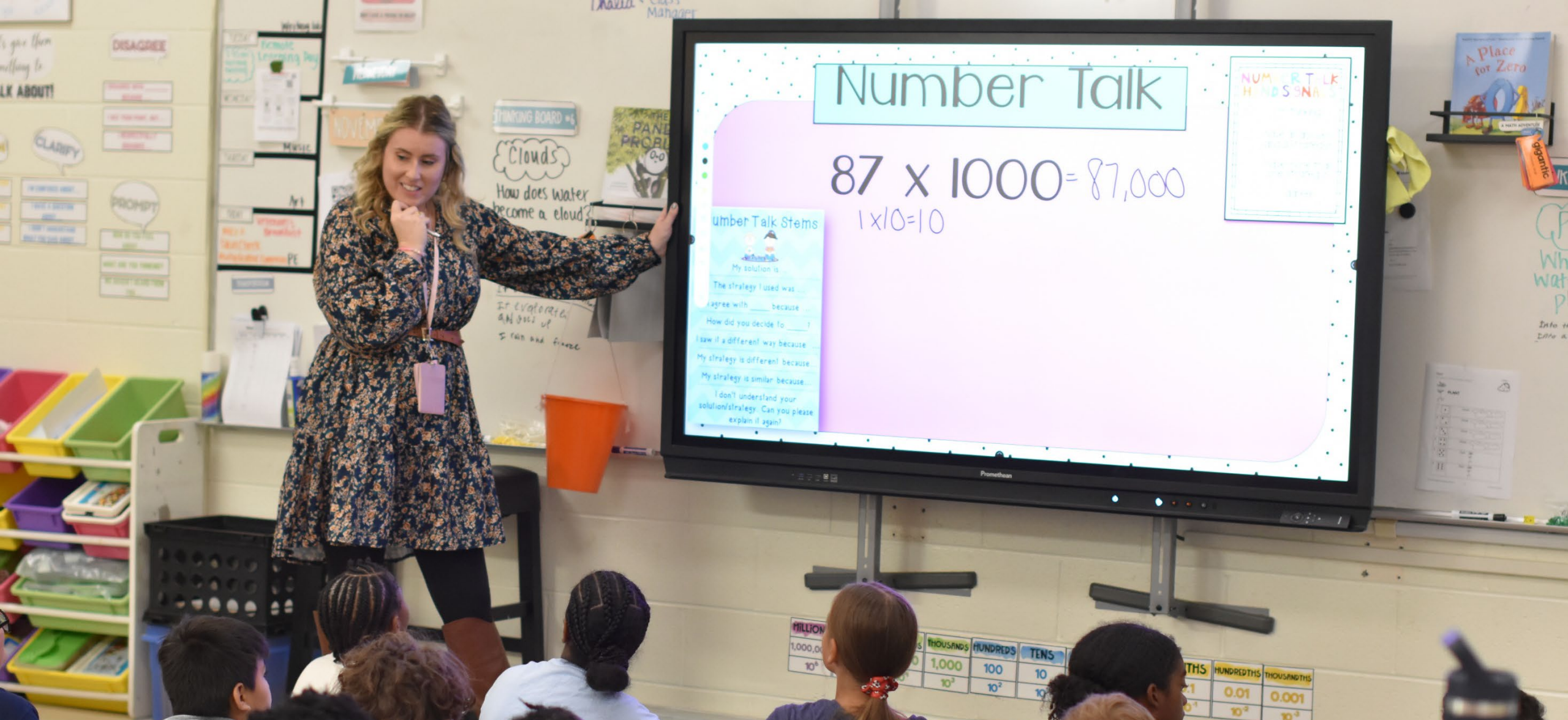
Combined ES/MS/HS

Reading

Local School Bright Spots (2025)

Met or Exceeded 3-Year Goal (Growth Over Baseline)

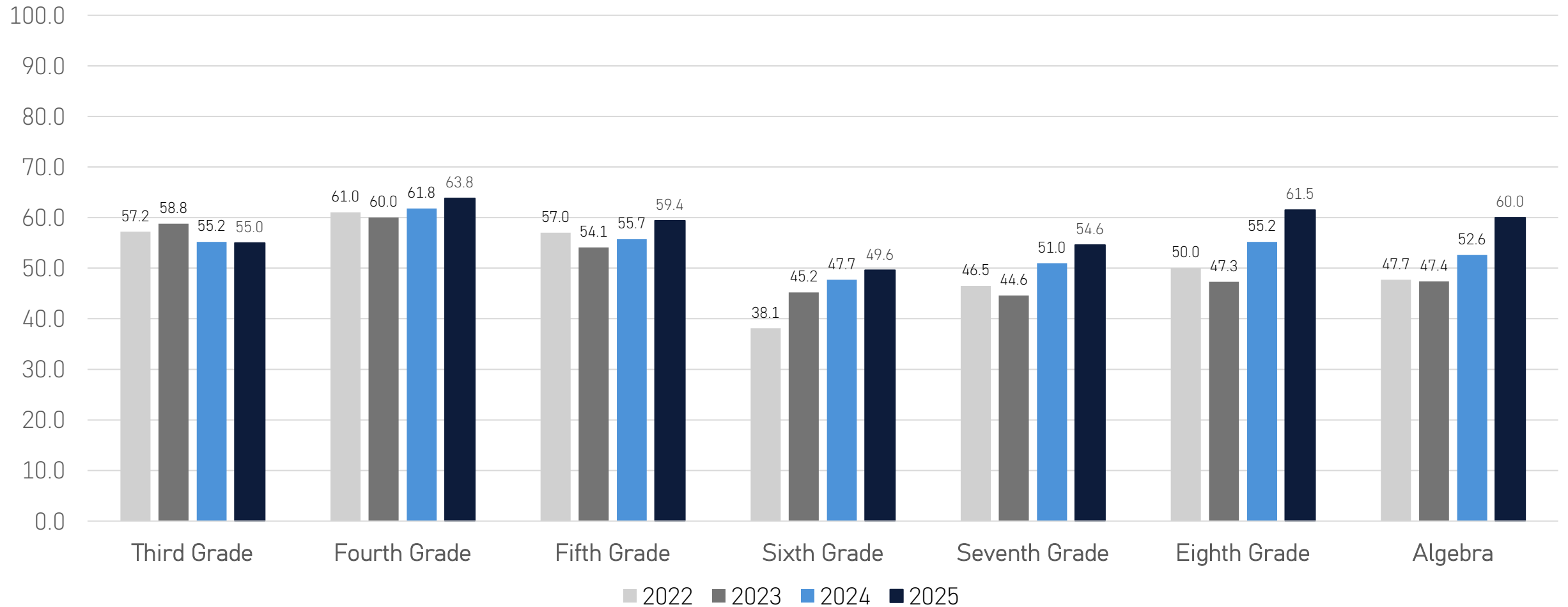
Elementary		Middle	
Arnold Mill ES (3 rd and 5 th Grade)	+ 7.7%, + 6.1%	Creekland MS (6 th Grade)	+ 8.0%
Avery ES (4 th Grade)	+ 7.3%	E.T. Booth MS (7 th Grade)	+ 6.3%
Ball Ground ES (5 th Grade)	+ 13.3%	Mill Creek MS (6 th Grade)	+ 8.9%
Holly Springs ES (4 th and 5 th Grade)	+ 9.6%, + 13.0%	Woodstock MS (7 th Grade)	+ 5.5%
Johnston ES (3 rd Grade)	+ 6.8%		
Woodstock ES (5 th Grade)	+ 6.9%		



Math

District Performance Over Time (2022-2025)

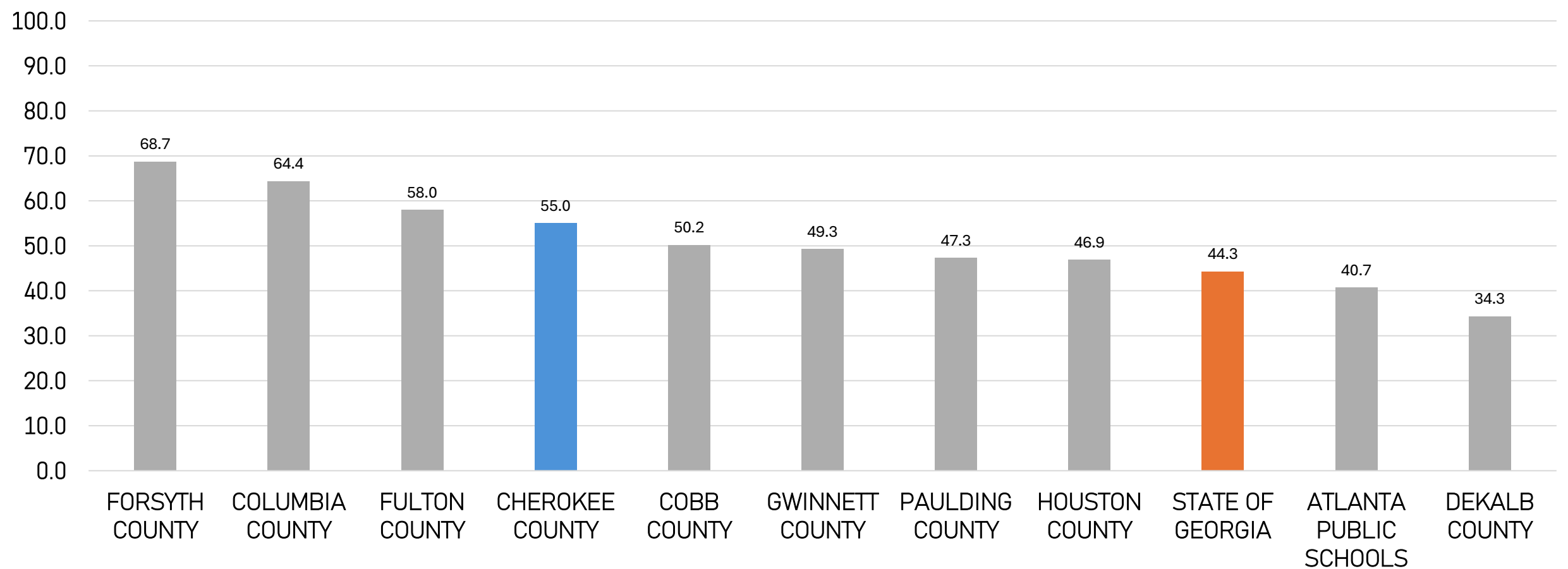
Percent Proficient and Above



3rd Grade Math

State Comparison School Districts

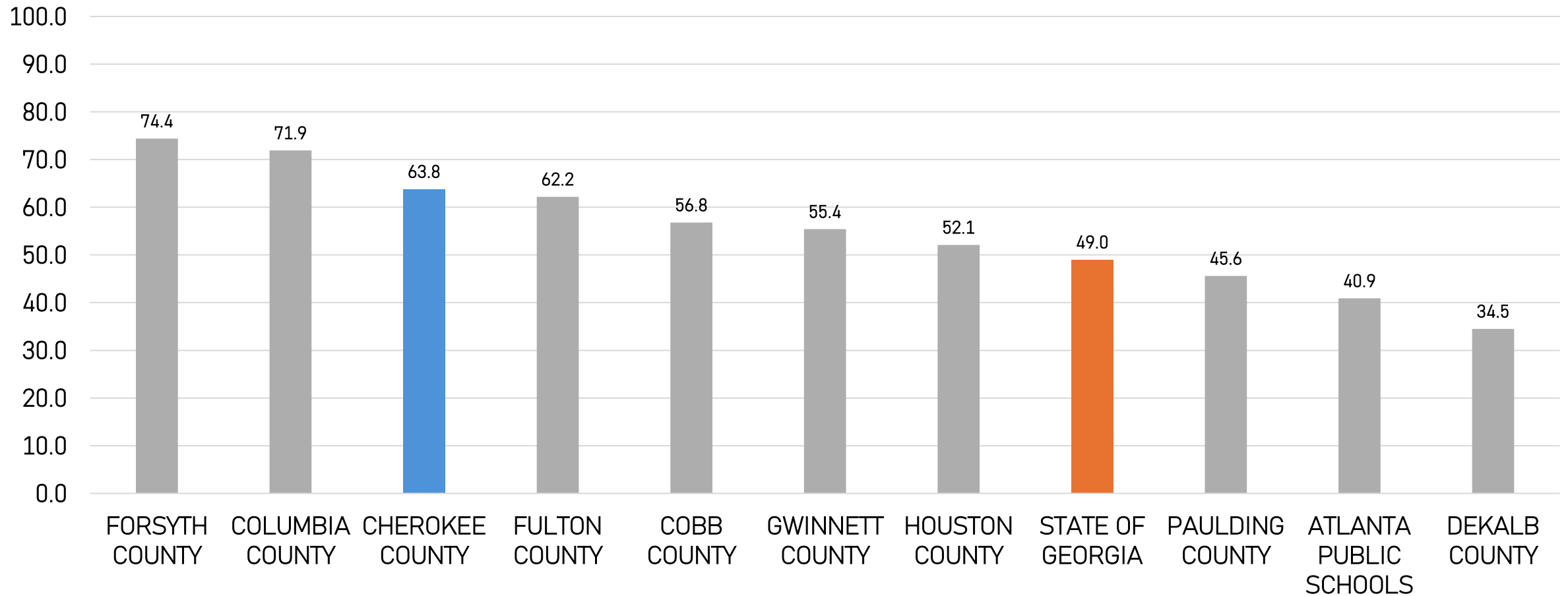
Percent Proficient and Above



4th Grade Math

State Comparison School Districts

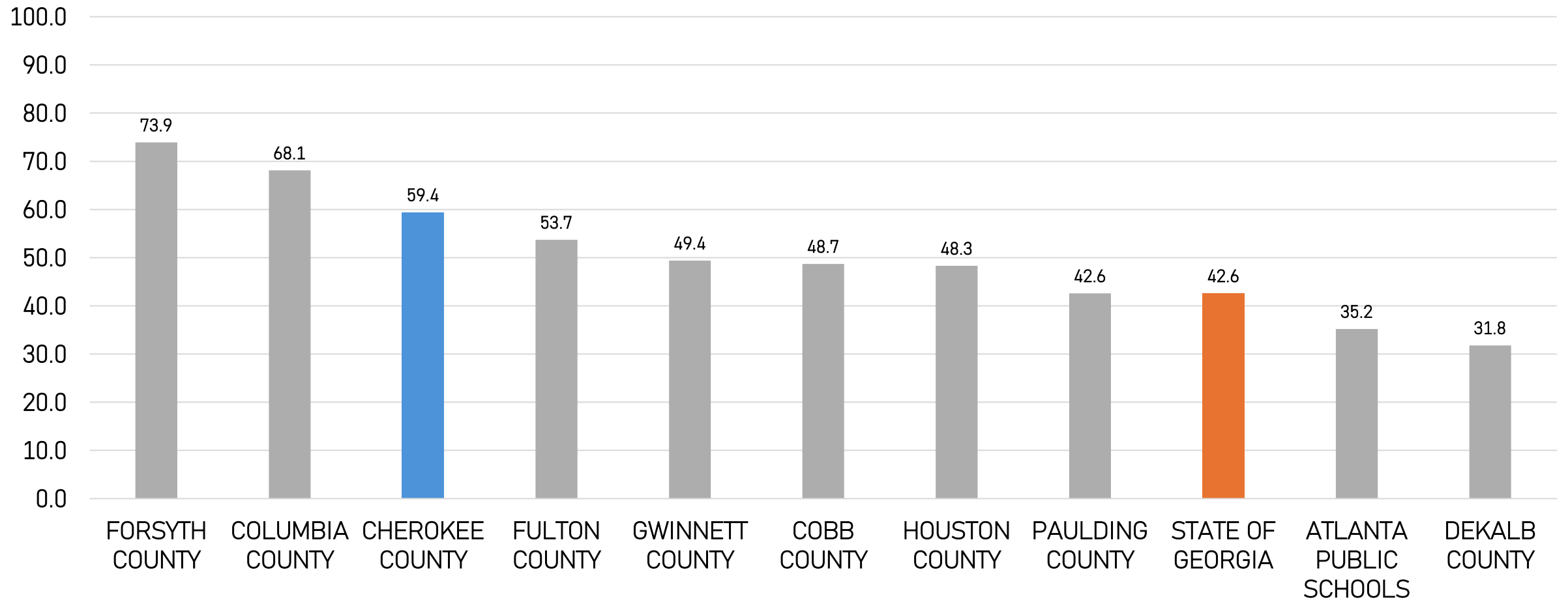
Percent Proficient and Above



5th Grade Math

State Comparison School Districts

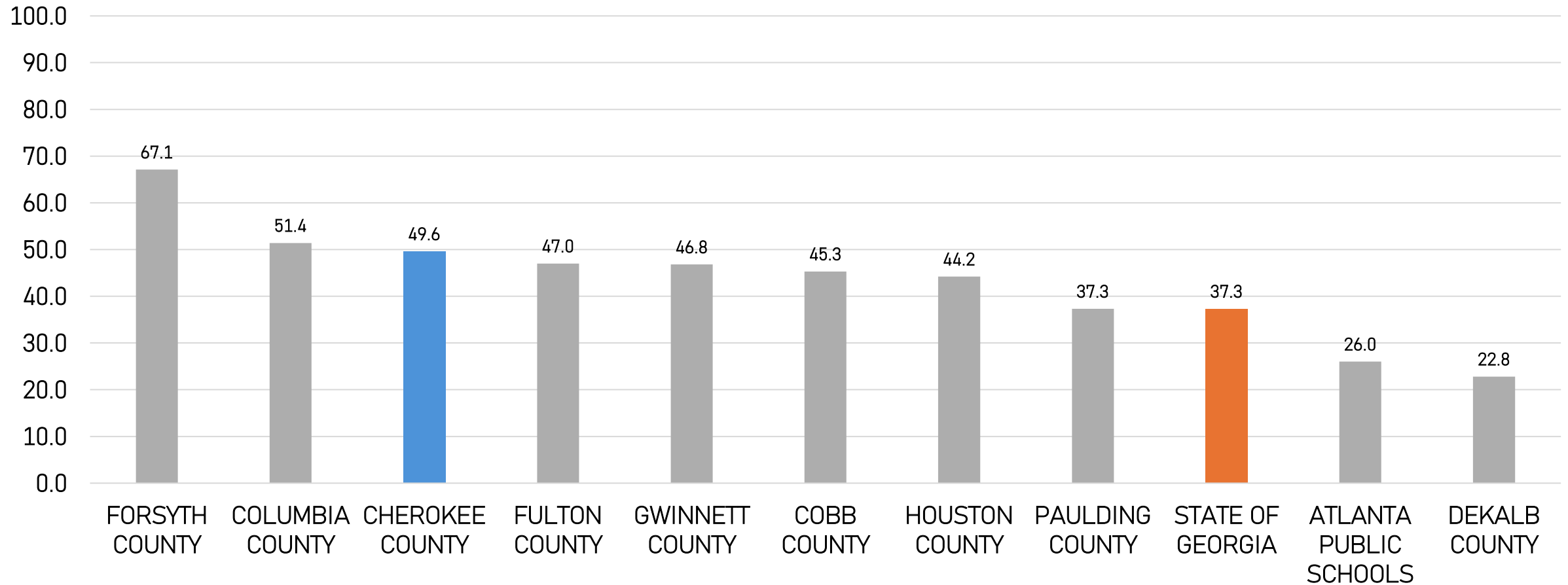
Percent Proficient and Above



6th Grade Math

State Comparison School Districts

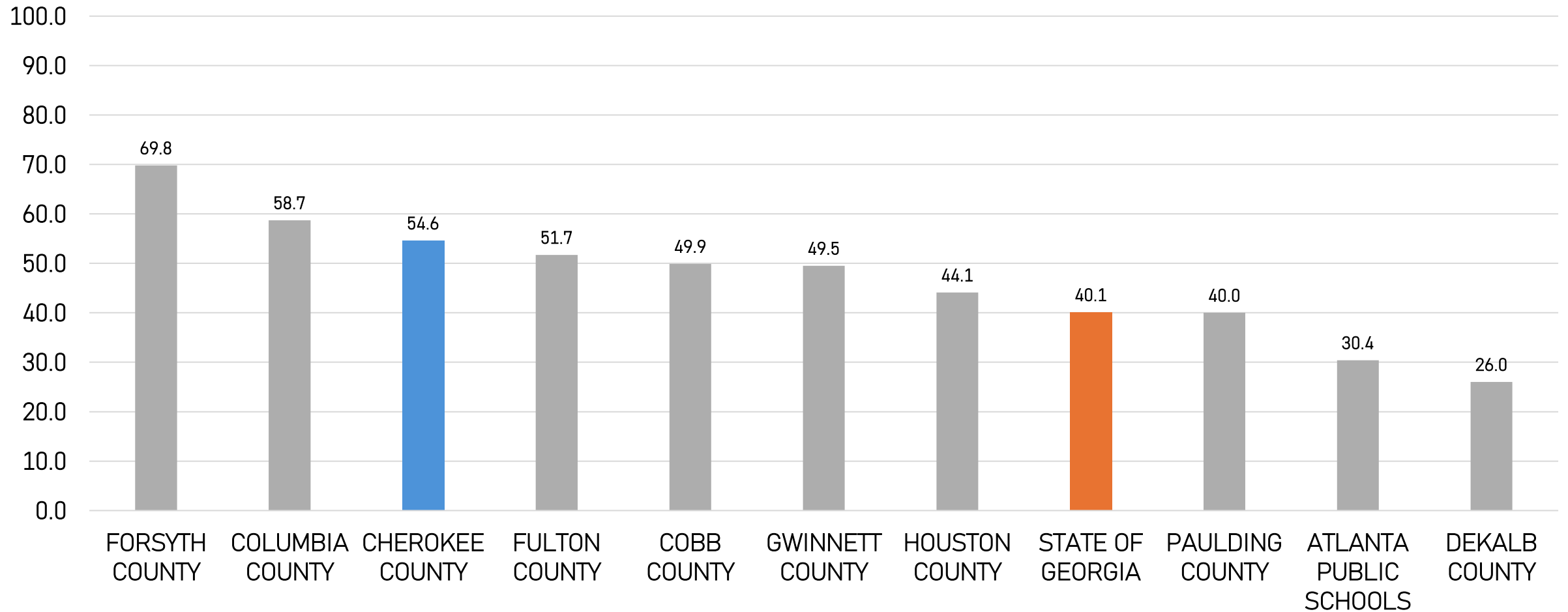
Percent Proficient and Above



7th Grade Math

State Comparison School Districts

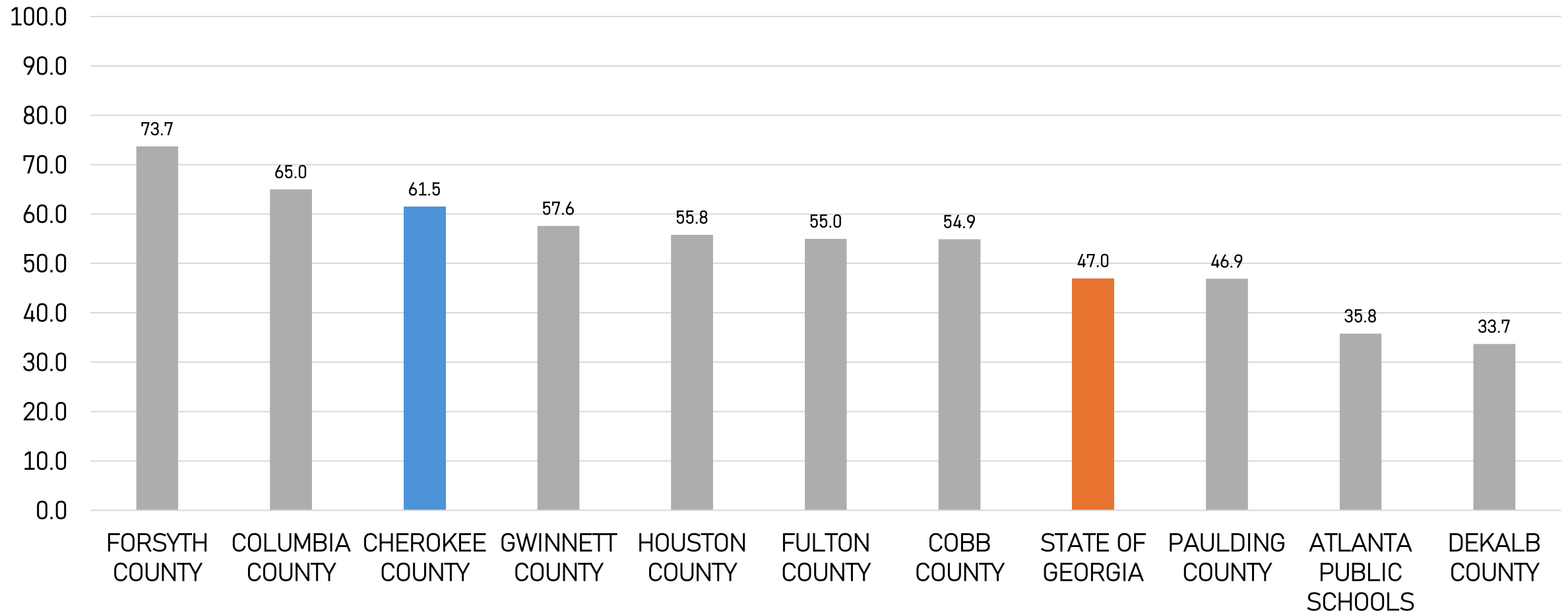
Percent Proficient and Above



8th Grade Math

State Comparison School Districts

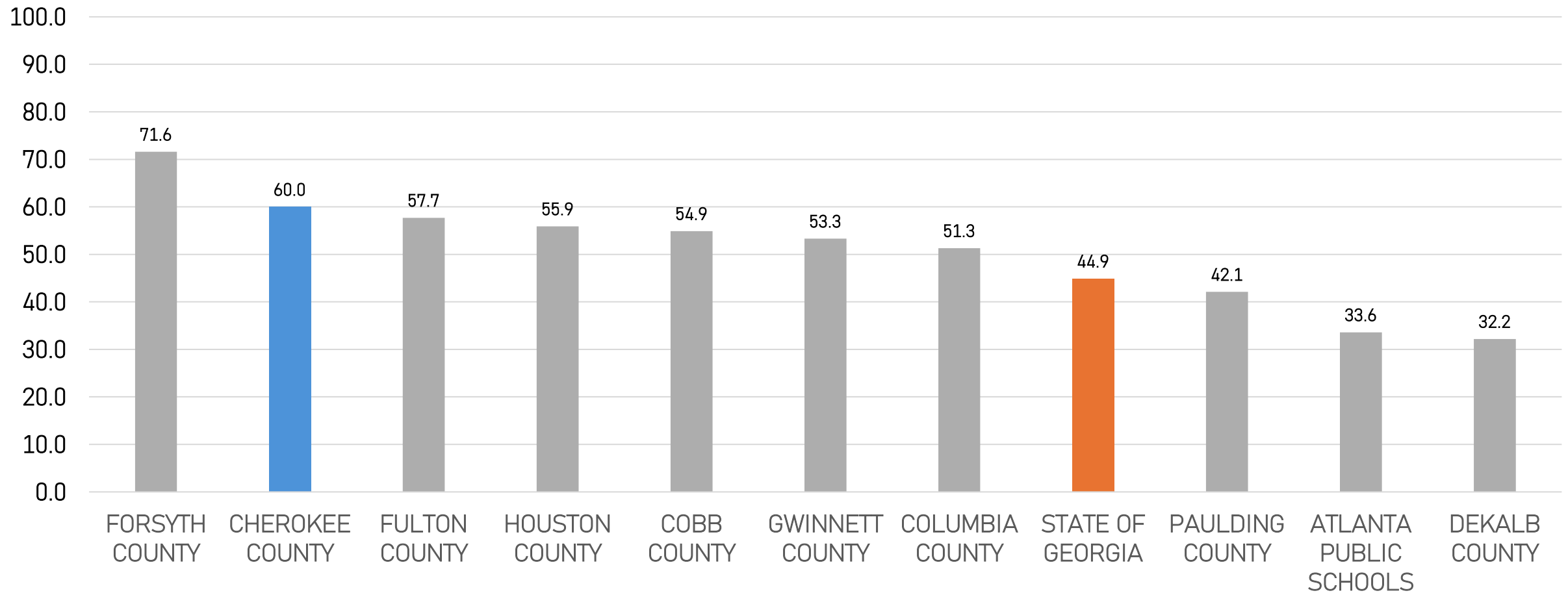
Percent Proficient and Above



Algebra: Concepts and Connections

State Comparison School Districts

Percent Proficient and Above



2025 Math

Percent Proficient and Above

Grade/Course	2024 Baseline (3-year average)	2025 Actual	2026 Actual	2027 Actual	2027 Goal
3 rd Grade	57.0%	55.0%			65.0%
4 th Grade	61.0%	63.8%			70.0%
5 th Grade	56.0%	59.4%			65.0%
6 th Grade	44.0%	49.6%			50.0%
7 th Grade	48.0%	54.6%			60.0%
8 th Grade	51.0%	61.5%			59.0% *
Algebra Concepts and Connections	49.0%	60.0%			55.0% *

Combined ES/MS/HS Math

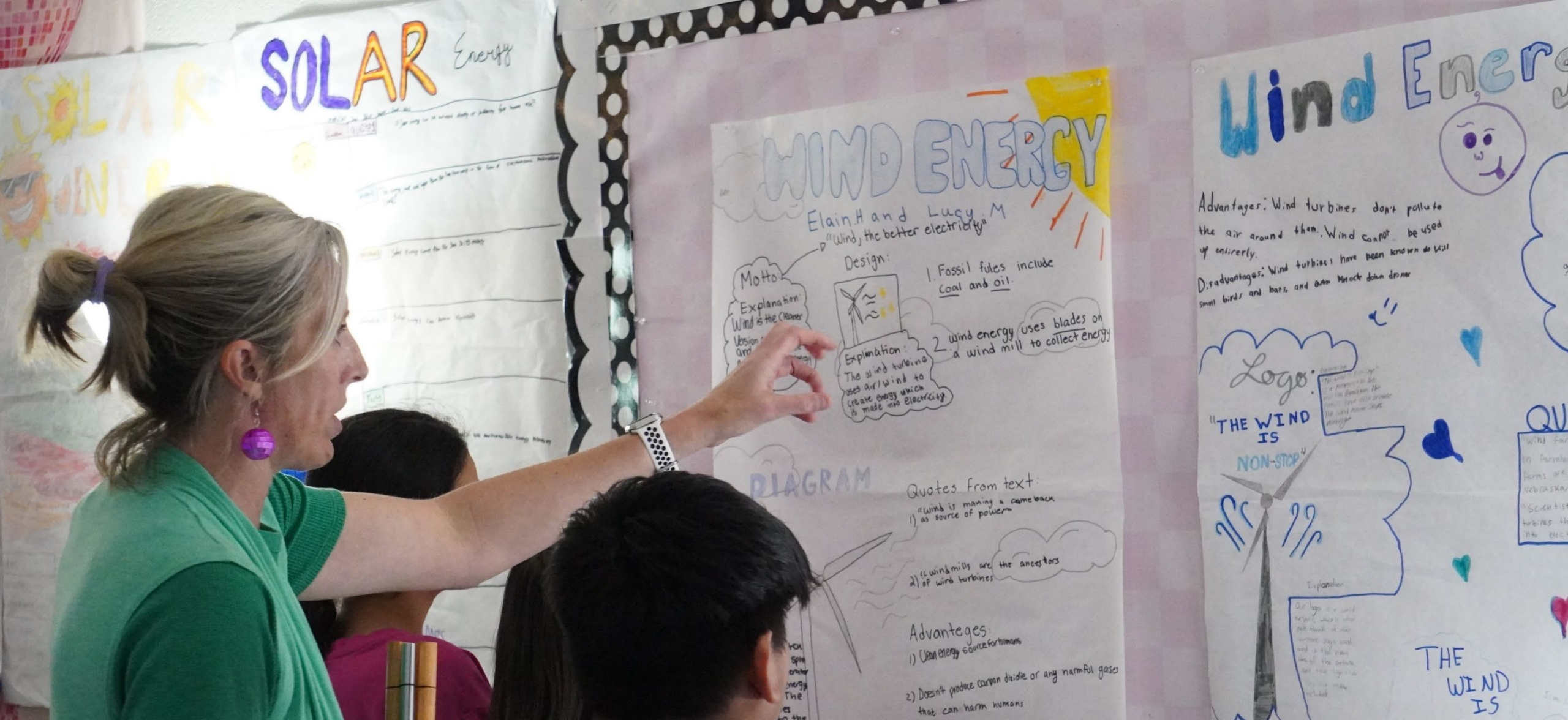
Local School Bright Spots (2025) Compared to Baseline

Increased in Three Grade Levels		Increased in Two Grade Levels		Increased in One Grade Level
Arnold Mill ES	Dean Rusk MS	Avery ES	Hasty ES	Boston ES
Hickory Flat ES	E.T. Booth MS	Ball Ground ES	Holly Springs ES	Free Home ES
Knox ES	Freedom MS	Bascomb ES	Johnston ES	Indian Knoll ES
Liberty ES	Mill Creek MS	Carmel ES	Little River ES	Mountain Road ES
Macedonia ES	Teasley MS	Clark Creek ES	Sixes ES	Oak Grove ES
R.M. Moore ES	Woodstock MS	Clayton ES	Woodstock ES	
Creekland MS				
Increased in Algebra: Concepts and Connections				
Cherokee HS		River Ridge HS		i-Grad
Creekview HS		Sequoyah HS		
Etowah HS		Woodstock HS		

Combined ES/MS/HS Math

Local School Bright Spots (2025) Met or Exceeded 3-Year Goal (Growth Over Baseline)

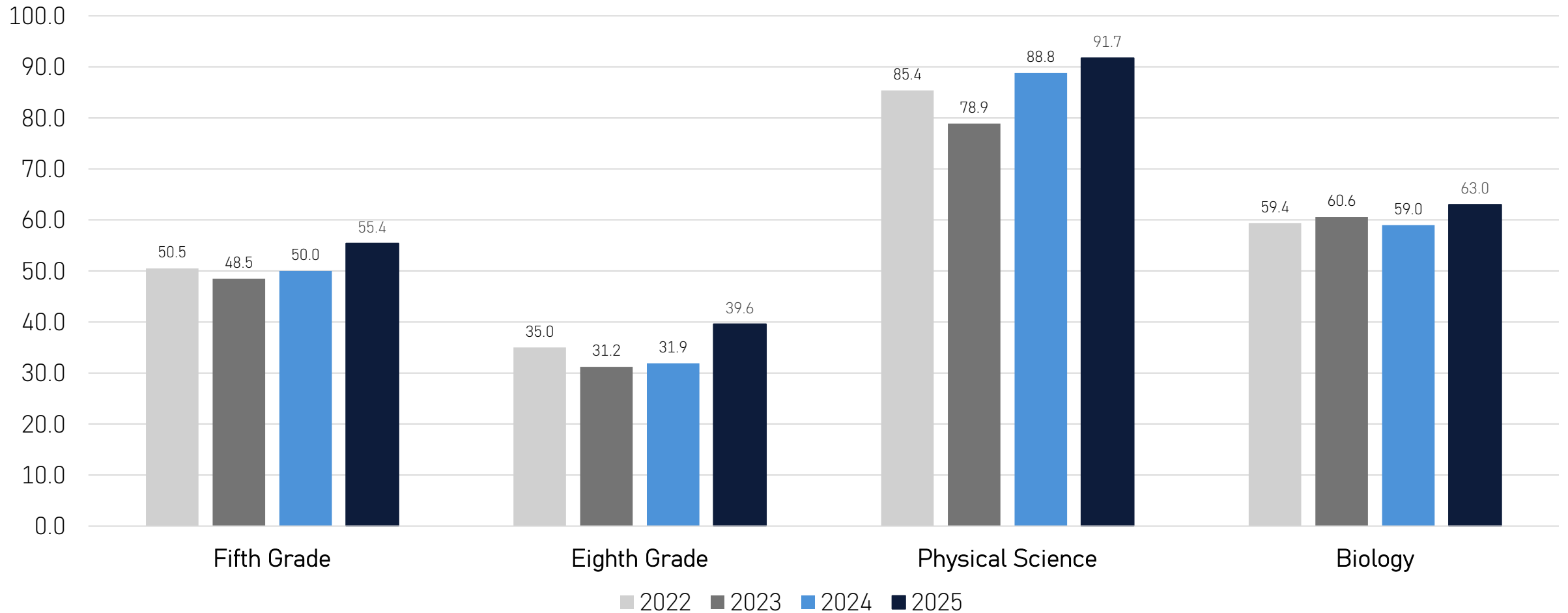
Elementary		Middle & High	
Avery ES (4 th Grade)	+ 14.7%	Freedom MS (8 th Grade)	+ 14.8%
Ball Ground ES (3 rd and 5 th Grade)	+ 10.1%, + 19.1%	Mill Creek MS (6 th and 8 th Grade)	+ 12.5%, + 17.4%
Boston ES (4 th Grade)	+ 10.5%	Teasley MS (8 th Grade)	+ 14.5%
Clayton ES (4 th and 5 th Grade)	+ 13.4%, + 21.3%	Woodstock MS (6 th and 7 th Grade)	+ 7.0%, +13.1%
Free Home ES (5 th Grade)	+ 15.8%	Creekview HS	+ 22.5%
Holly Springs ES (4 th Grade)	+ 15.5%	Sequoyah HS	+ 18.6%
Knox ES (3 rd Grade)	+ 9.0%	Woodstock HS	+ 18.4%
Woodstock ES (5 th Grade)	+ 9.3%	i-Grad	+ 16.8%



Science

District Performance Over Time (2022-2025)

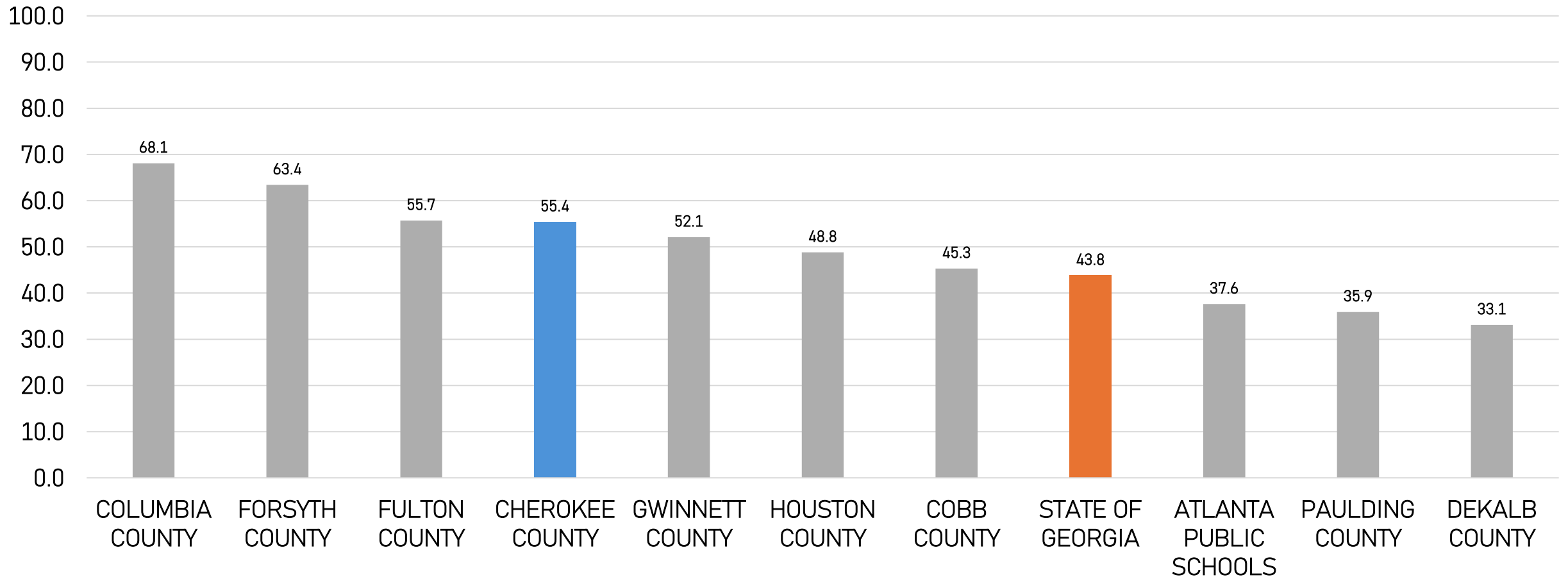
Percent Proficient and Above



5th Grade Science

State Comparison School Districts

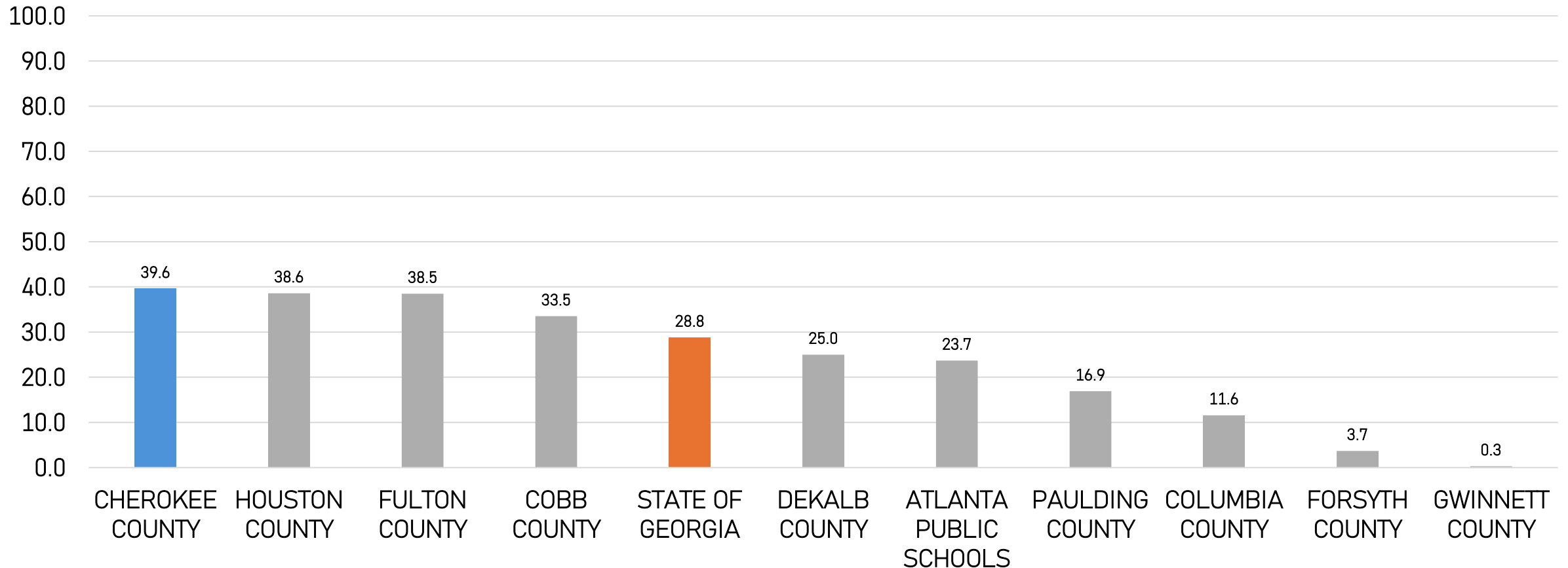
Percent Proficient and Above



8th Grade Science

State Comparison School Districts

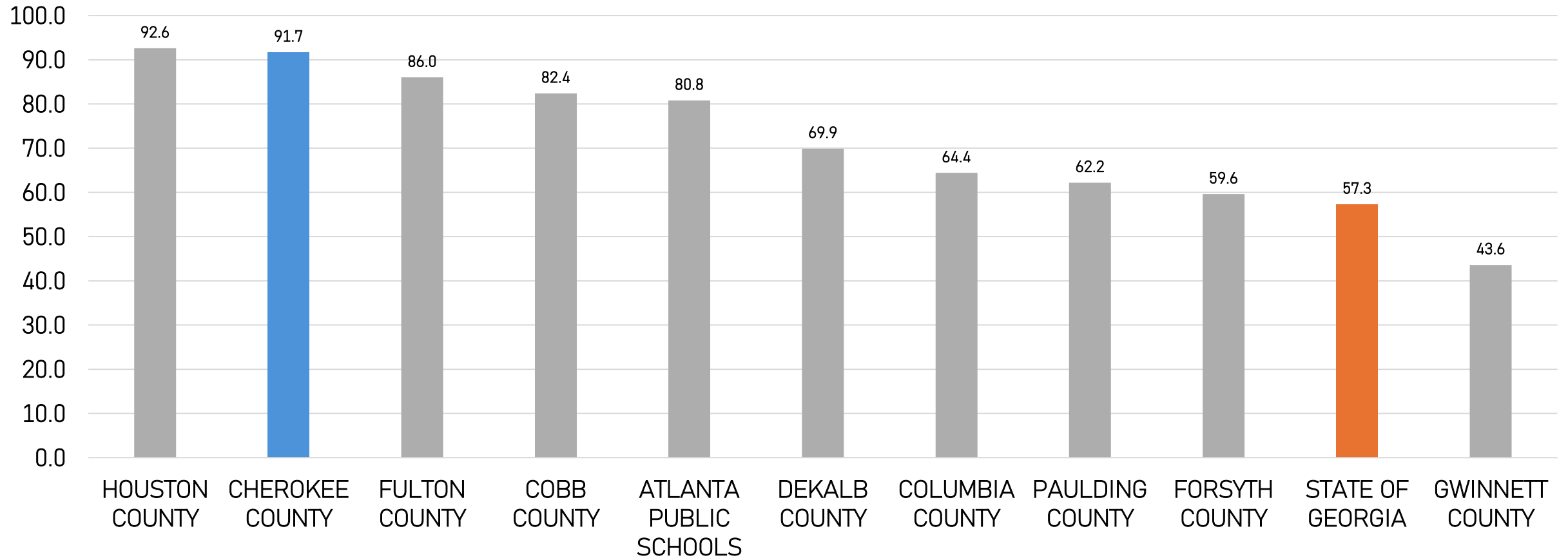
Percent Proficient and Above



HS Physical Science

State Comparison School Districts

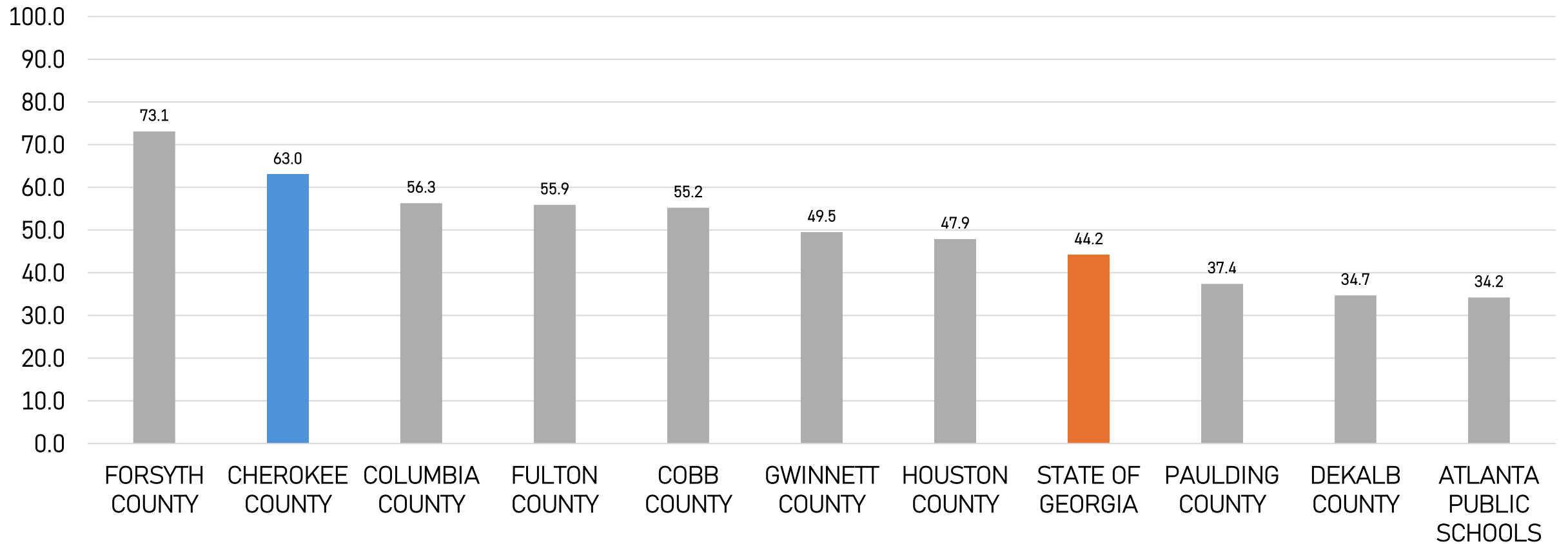
Percent Proficient and Above



Biology

State Comparison School Districts

Percent Proficient and Above



Combined ES/MS/HS Science Local School Bright Spots (2025) Compared to 2024

Increased in 5th Grade

Arnold Mill ES
Ball Ground ES
Bascomb ES
Carmel ES
Clark Creek ES
Clayton ES

Free Home ES
Hasty ES
Holly Springs ES
Indian Knoll ES
Johnston ES
Knox ES

Little River ES
Macedonia ES
Sixes ES
Woodstock ES

Increased in 8th Grade Science

Creekland MS
Dean Rusk MS
E.T. Booth MS
Freedom MS

Mill Creek MS
Teasley MS
Woodstock MS

Increased in HS Physical Science

Creekland MS
Dean Rusk MS
E.T. Booth MS

Mill Creek MS
Woodstock MS

Increased in Biology

Cherokee HS
Creekview HS

Etowah HS
River Ridge HS

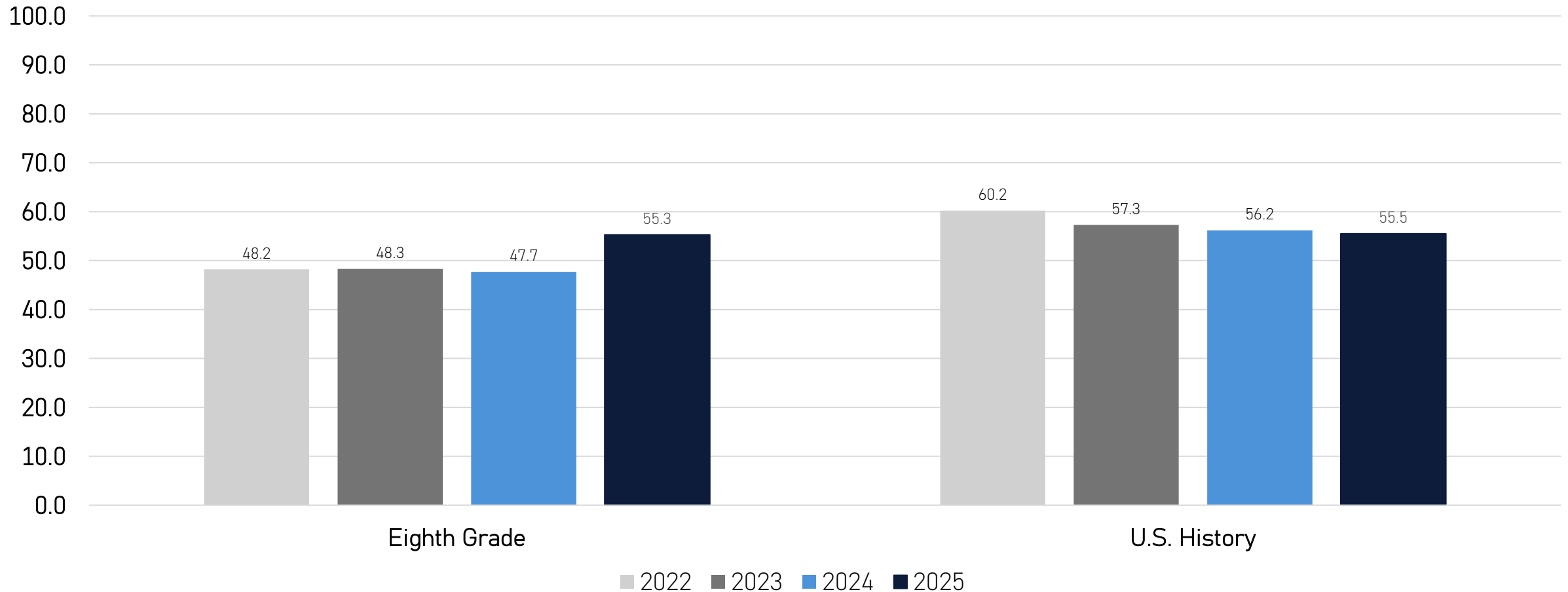
Sequoyah HS
Woodstock HS



Social Studies

District Performance Over Time (2022-2025)

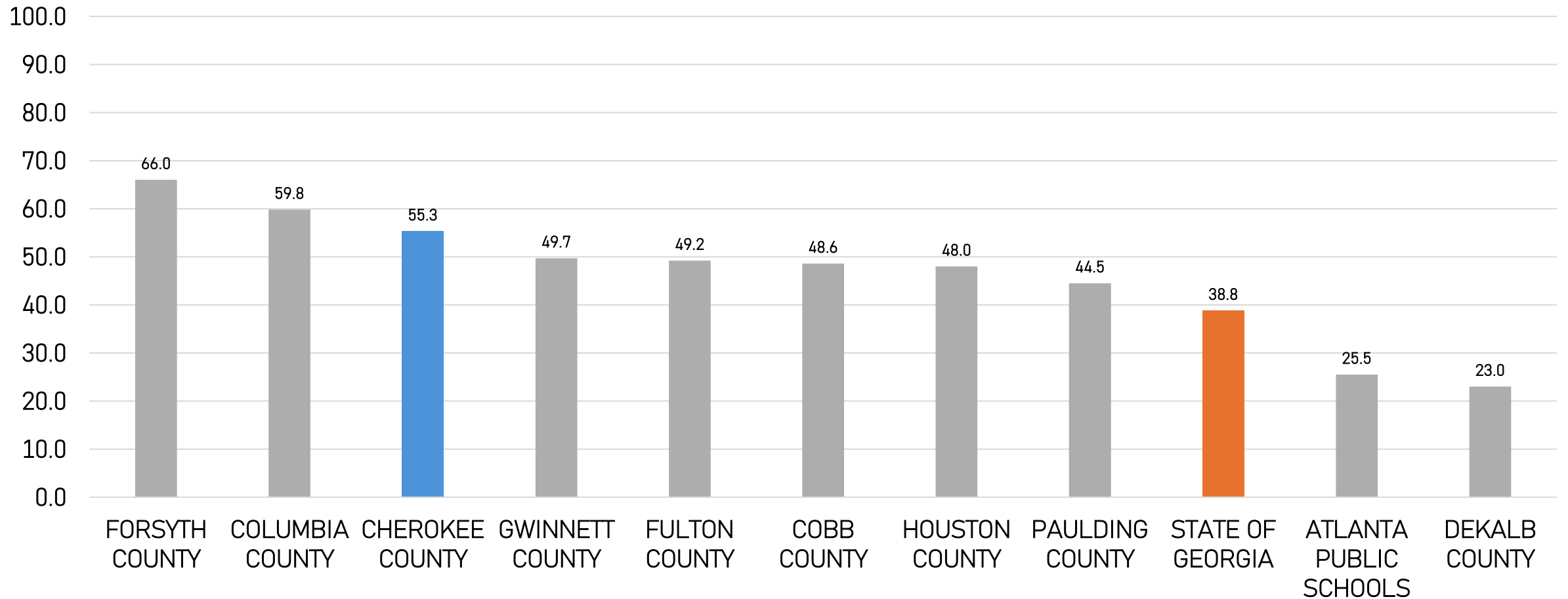
Percent Proficient and Above



8th Grade Social Studies

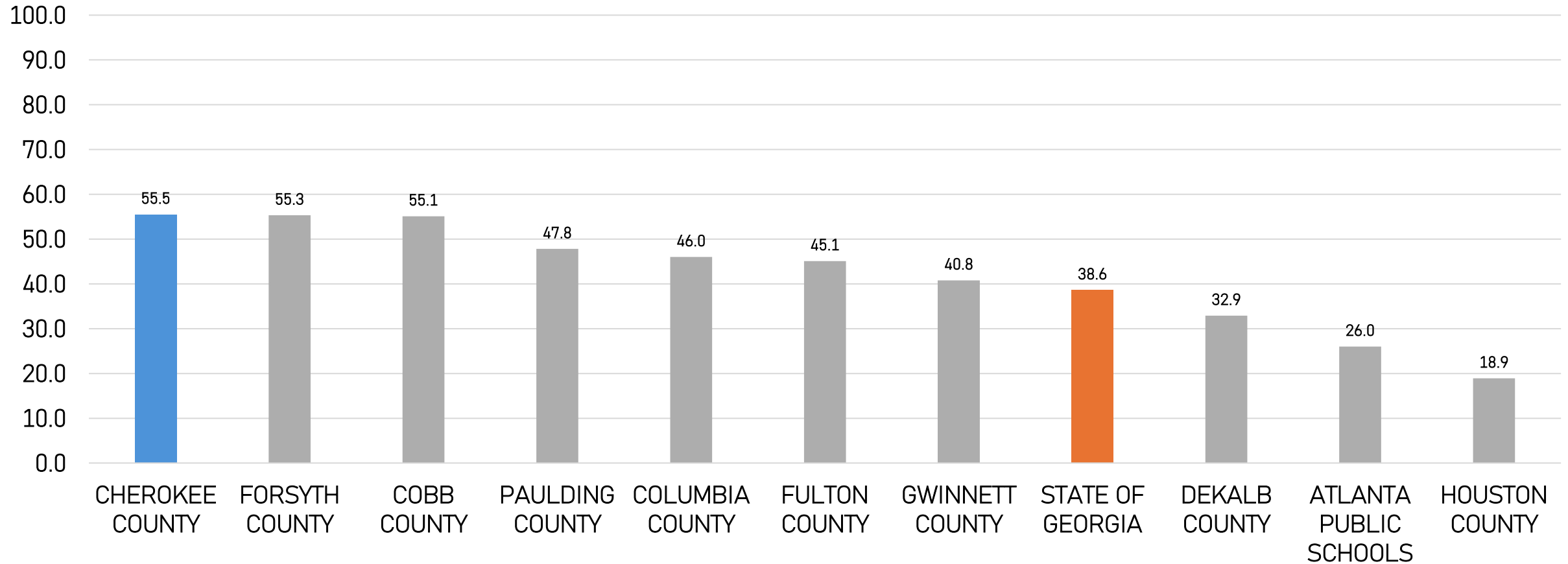
State Comparison School Districts

Percent Proficient and Above



U.S. History Social Studies State Comparison School Districts

Percent Proficient and Above



Combined MS/HS Social Studies Local School Bright Spots (2025) Compared to 2024

Increased in 8th Grade Social Studies

Creekland MS
E.T. Booth MS
Mill Creek MS

Teasley MS
Woodstock MS

Increased in U.S. History

Etowah HS
Woodstock HS

2025 Milestones Review

ELA

Areas of Focus:

- 3rd grade - where we saw a more than 5% decrease compared to 2024
- 5th and 8th grade - benchmark data will be monitored for support

Reading

Areas of Focus:

- 3rd and 4th grade – stable achievement data over the previous four school years

Math

Areas of Focus:

- Closing the gap between CCSD and the highest two comparison school districts
- 3rd grade – achievement is trending negatively

Our Formula for *Elevating!*

Clarity in Direction

School Leadership Learning is our Focus

Classroom matters most and student time with teachers should be protected as a priority.

- **Planning** – at the level of the standard leveraging resources in the toolbox
- **Teacher Instruction and Student Work** – at the level of the standard; maximizing every minute; balancing print and digital
- **Monitor Student Learning** – using a variety of tools to identify learning gaps and opportunities to enrich
- **Planning Re-teaching and Enrichment** – so more students are learning more

District Leadership Learning is our Focus

Classroom matters most and student time with teachers should be protected as a priority.

- **Planning** – at the system-level with tight coordination among departments, efficient use of resources, advanced runway
- **System-Work** – designed to amplify the effectiveness of school leadership and teacher instruction
- **Monitor Key Performance Indicators** – district-systems operating in a way to amplify the effectiveness of school leadership and teacher instruction
- **Feedback Loops, Adjusting, Communicating** – so that learning can remain the focus of school leaders and classroom teachers



SUPERINTENDENT REPORTS

- Georgia Milestones Assessments
 - 1a. Complete data source can be found at: [Milestones Link](#) and [District Progress Toward Goals](#)



Cherokee County
School District

School Improvement Plans

Board Report

August 21, 2025

SUPPORTIVE ACCOUNTABILITY GOVERNANCE MODEL

Core Beliefs

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.

Core Policies

Policy **BAB**: School Board Governance
Balanced Autonomy with Supportive Accountability

Cohesive System of Teaching & Learning

• Standards, Instructional Resources, Monitoring Learning

Accountability & Support

- Superintendent Evaluation, Aligned School Goals, Intentional Support

Policy **IFAD**: Literacy in CCSD

Reading, Writing, & Communicating

- Phonics, Phonemic Awareness, Decoding, Fluency, Comprehension
- Spelling, Vocabulary, Print, Cursive, Keyboarding, Conventions, Grammar
- Extended Reading & Writing, Evaluate, Synthesize, Communicate

Student Achievement Goals

	READING			ENGLISH LANGUAGE ARTS			MATHEMATICS	
	Baseline (2024) / GOAL (2027)			Baseline (2024) / GOAL (2027)			Baseline (2024) / GOAL (2027)	
3 rd Grade	72%	→ 78%		47%	→ 53%		57%	→ 65%
4 th Grade	65%	→ 71%		47%	→ 53%		61%	→ 70%
5 th Grade	78%	→ 84%		56%	→ 62%		56%	→ 65%
6 th Grade	63%	→ 69%		48%	→ 54%		44%	→ 50%
7 th Grade	74%	→ 78%		45%	→ 54%		48%	→ 60%
8 th Grade	75%	→ 81%		48%	→ 54%		51%	→ 59%
High School	80%	→ 86%		56%	→ 62%		49%	→ 55%

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 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

Elevate the Excellence!



Cherokee
County
School
District

School Board Policy BAB

The School Board's Supportive Accountability Governance Model

Cohesive System of
Teaching & Learning

Accountability &
Support

BOARD POLICY School Board Governance

Descriptor Code: BAB

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 honoring 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 ensure a high level of student achievement.

Core Beliefs

Core Beliefs are essential to the success of the School District and its staff.

1. All students are capable of learning.
2. Employees are trained to elevate student achievement.
3. Families and our community are essential to the success of our students.
4. Schools are held accountable for student achievement.

Cohesive System of Teaching & Learning

The School Board expects a foundation of instruction for students across the School District content area. The School Board expects every teacher brings to the classroom appropriate resources, and

As such, the School Board expects a high level of student achievement.

Standards - Teachers develop effective instruction to teach the CCSD Teaching & Learning Standards

Standards aligned to the Georgia Standards for Mathematics and Science will be made available on the School District website.

Instructional Resources - The School Board expects a foundation of instruction for students across the School District content area. The School Board expects every teacher brings to the classroom appropriate resources, and

Monitor Student Learning - The School Board expects a foundation of instruction for students across the School District content area. The School Board expects every teacher brings to the classroom appropriate resources, and

While the School Board expects a foundation of instruction for students across the School District content area. The School Board expects every teacher brings to the classroom appropriate resources, and

Accountability & Support

The School Board is committed to high level of student achievement coupled with the students to be successful.

Performance is defined as: the process of instruction, and achieving more as defined by achievement.

Accountability is defined as: having clear goals and when we fall short of achieving those goals, better outcomes for students.

Accountability starts with the School Board categories. The School Board-established evaluation instrument that will be made available.

The Superintendent is to align Key Performance Indicators and School Improvement Goals to the established by the School Board and the Superintendent. The principal is the key in supporting teacher effectiveness and overall

designed to work in coordination to build effective systems that support schools 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.

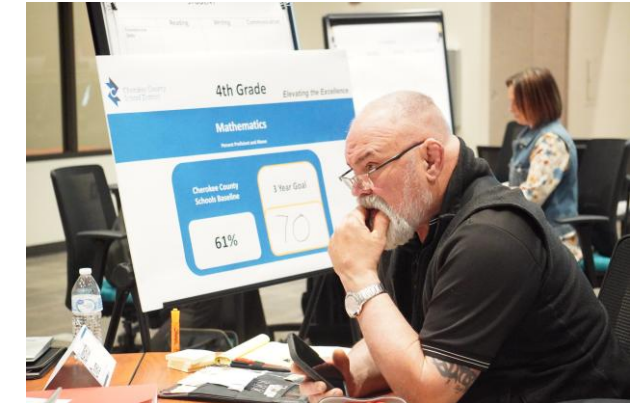
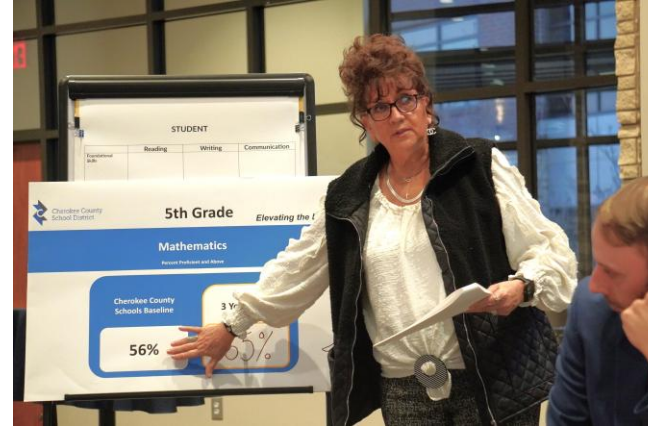
The Superintendent will establish and maintain guidelines as necessary for administration of the policy.

APPROVED: December 12, 2024

Cherokee County Board of Education

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.

School Board Student Achievement Goal Setting



Elevate the Excellence!

Boardroom to Classroom Alignment – Our Journey

School Board's Work

Established Core Beliefs

Developed Student Achievement
Goals

Authored Policy BAB

calling for a Cohesive System of Teaching &
Learning along with Accountability & Support

Catalyst for Change
& Unified Focus

Principal Support & Accountability Model

Aligned School Improvement Goals

Data Review and Student
Achievement Monitoring

Instructional Rounds

Scope & Sequence of Site Visits

Principal Support & Accountability Model

The Principal Support and Accountability Model is the foundation of our leadership development and accountability system.

It's designed to **build clarity, promote coherence, and reinforce a culture of collective leadership accountability** across all schools; and it is anchored in our School Board's Core Beliefs, Student Achievement Goals, and Policy BAB.

Elevate the Excellence!

School Board Goals to School Improvement Plans

The transition from School Board Goals to School Improvement Goals and School Improvement Plans involves a structured approach that includes:

- Root Cause Data Analysis,
- Needs Assessment,
- Goal Setting,
- Action Step Planning
- Implementation, and
- Continuous Monitoring.

School Improvement Plans serve as a road map for continuous improvement for the school year, providing clarity in action, coherence in direction, and a culture of accountability.



Elevate the Excellence!



School Improvement Goals & Plans

**FREE HOME
ELEMENTARY SCHOOL**
SY 2025 - 2026

SCHOOL IMPROVEMENT GOALS
GOALS FOR ELA
Percentages below represent students who scored at the Proficient and Distinguished level.

	Reading Proficiency			ELA		
	Baseline (SY 2023-2024)	Progress Towards Goal (SY 2024-2025)	3-Year Goal (SY 2026-2027)	Baseline (SY 2023-2024)	Progress Towards Goal (SY 2024-2025)	3-Year Goal (SY 2026-2027)
Grade 3	76.2%	62.3%	84.2%	46.9%	28.3%	54.9%
Grade 4	71.8%	63.6%	79.8%	50.6%	32.7%	58.6%
Grade 5	84.7%	88.6%	90.7%	58.6%	68.2%	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

**FREE HOME
ELEMENTARY SCHOOL**

GOALS FOR MATH
Percentages below represent students who scored at the Proficient and Distinguished level.

	Math Proficiency		
	Baseline (SY 2023-2024)	Progress Towards Goal (SY 2024-2025)	3-Year Goal (SY 2026-2027)
Grade 3	58.8%	58.5%	68.8%
Grade 4	56.2%	49.1%	66.2%
Grade 5	54.7%	70.5%	64.7%

Math Proficiency Action Steps

consistent, actionable feedback that highlights both their strengths and areas for growth in mathematics.

ing environment that promotes active engagement in mathematical inquiry and encourages effective peer

ake ownership of their learning through meaningful goal-setting and regular self-reflection.

GOALS FOR STUDENT ATTENDANCE

	Student Absences		
	Baseline (SY 2024-2025)	Progress Towards Goal (SY 2025-2026)	3-Year Goal (SY 2027-2028)
Average Daily Attendance	95.8%		96.0%

Student Attendance Action Steps

Foster a welcoming, inclusive school environment by intentionally greeting each student at the start of the day.

Foster a welcoming and inclusive school environment by intentionally greeting each student daily and building lasting relationships with caring adults to support a strong sense of belonging.

ELEVATING THE EXCELLENCE

**WOODSTOCK
ELEMENTARY SCHOOL**
SY 2025 - 2026

SCHOOL IMPROVEMENT GOALS
GOALS FOR ELA
Percentages below represent students who scored at the Proficient and Distinguished level.

	Reading Proficiency			ELA		
	Baseline (SY 2023-2024)	Progress Towards Goal (SY 2024-2025)	3-Year Goal (SY 2026-2027)	Baseline (SY 2023-2024)	Progress Towards Goal (SY 2024-2025)	3-Year Goal (SY 2026-2027)
Grade 3	68.8%	-3.6%	74.8%	47.1%	-9.4%	53.1%
Grade 4	63.4%	-3.6%	69.4%	45.9%	2.7%	51.9%
Grade 5	73.4%	6.9%	79.4%	51.5%	1.4%	57.5%

Reading Proficiency Action Steps

Increase intentional delivery of vocabulary instruction using the core resource.

Intentionally design and deliver Tier 1 instruction to ensure standards are being taught to the rigor level of the standard.

Students will set and track individualized academic and personal goals using a standardized goal-setting framework which will guide differentiated instruction tailored to student needs.

ELA Action Steps

Increase intentional delivery of vocabulary instruction using the core resource.

Intentionally design and deliver Tier 1 instruction to ensure standards are being taught to the rigor level of the standard.

Students will set and track individualized academic and personal goals using a standardized goal-setting framework which will guide differentiated instruction tailored to student needs.

ELEVATING THE EXCELLENCE

**WOODSTOCK
ELEMENTARY SCHOOL**

GOALS FOR MATH
Percentages below represent students who scored at the Proficient and Distinguished level.

	Math Proficiency		
	Baseline (SY 2023-2024)	Progress Towards Goal (SY 2024-2025)	3-Year Goal (SY 2026-2027)
Grade 3	58.8%	-3.6%	68.8%
Grade 4	56.2%	-3.6%	66.2%
Grade 5	54.7%	70.5%	64.7%

Math Proficiency Action Steps

nd Spatial Reasoning and Measurement and Data Reasoning standards

tion to ensure standards are being taught to the rigor level of the

ademic and personal goals using a standardized goal-setting framework

ored to student needs.

GOALS FOR STUDENT ATTENDANCE

	Student Absences		
	Baseline (SY 2024-2025)	Progress Towards Goal (SY 2025-2026)	3-Year Goal (SY 2027-2028)
Average Daily Attendance	95%		96%

Student Attendance Action Steps

Implement attendance incentives and parent engagement strategies (individual and monthly recognitions).

Follow the attendance protocols (calls, letters, attendance meetings) with fidelity.

ELEVATING THE EXCELLENCE

Elevate the Excellence!

School Improvement Goals & Plans

 Cherokee County School District

WOODSTOCK ELEMENTARY SCHOOL

SY 2025 - 2026 



SCHOOL IMPROVEMENT GOALS

GOALS FOR ELA

Percentages below represent students who scored at the Proficient and Distinguished level.

	Reading Proficiency			ELA		
	Baseline (SY 2023-2024)	Progress Towards Goal (SY 2024-2025)	3-Year Goal (SY 2026-2027)	Baseline (SY 2023-2024)	Progress Towards Goal (SY 2024-2025)	3-Year Goal (SY 2026-2027)
Grade 3	68.8%	-3.6%	74.8%	47.1%	-9.4%	53.1%
Grade 4	63.4%	-3.6%	69.4%	45.9%	2.7%	51.9%
Grade 5	73.4%	6.9%	79.4%	51.5%	1.4%	57.5%

Increase intentional delivery of vocabulary instruction using the core resource.

Intentionally design and deliver Tier 1 instruction to ensure standards are being taught to the rigor level of the standard.

Students will set and track individualized academic and personal goals using a standardized goal-setting framework which will guide differentiated instruction tailored to student needs.

ELA Action Steps

Increase intentional delivery of vocabulary instruction using the core resource.

Intentionally design and deliver Tier 1 instruction to ensure standards are being taught to the rigor level of the standard.

Students will set and track individualized academic and personal goals using a standardized goal-setting framework which will guide differentiated instruction tailored to student needs.

ELEVATING THE EXCELLENCE

 Cherokee County School District

WOODSTOCK ELEMENTARY SCHOOL

GOALS FOR MATH

	Math Proficiency		
	Baseline (SY 2023-2024)	Progress Towards Goal (SY 2024-2025)	3-Year Goal (SY 2026-2027)
Grade 3	58%	-18.3%	66%
Grade 4	54.9%	3.8%	63.9%
Grade 5	49.4%	9.3%	58.4%

Math Proficiency Action Steps

Increase intentional exposure of Geometric and Spatial Reasoning and Measurement and Data Reasoning standards throughout the year.

Intentionally design and deliver Tier 1 instruction to ensure standards are being taught to the rigor level of the standard.

Students will set and track individualized academic and personal goals using a standardized goal-setting framework which will guide differentiated instruction tailored to student needs.

GOALS FOR STUDENT ATTENDANCE

	Student Absences		
	Baseline (SY 2024-2025)	Progress Towards Goal (SY 2025-2026)	3-Year Goal (SY 2027-2028)
Average Daily Attendance	95%		96%

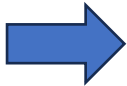
Student Attendance Action Steps

Implement attendance incentives and parent engagement strategies (individual and monthly recognitions).

Follow the attendance protocols (calls, letters, attendance meetings) with fidelity.

ELEVATING THE EXCELLENCE

Action Steps



Action Steps



Action Steps



Elevate the Excellence!



Cherokee
County
School
District



Cherokee County
School District

SY 2025 - 2026

DISTRICT PROGRESS TOWARD GOALS

	Reading % GA Milestones At or Above Grade Level					ELA % GA Milestones Proficient and Above					Math % GA Milestones Proficient and Above				
	2024 District Baseline 3-Year Avg.	2025 Actual	2026 Actual	2027 Actual	2027 3-Year District Goal	2024 District Baseline 3-Year Avg.	2025 Actual	2026 Actual	2027 Actual	2027 3-Year District Goal	2024 District Baseline 3-Year Avg.	2025 Actual	2026 Actual	2027 Actual	2027 3-Year District Goal
	ELEMENTARY														
Grade 3	72.0	70.5			78.0	47.0	41.4			53.0	57.0	55.0			65.0
Grade 4	65.0	65.2			71.0	47.0	49.7			53.0	61.0	63.8			70.0
Grade 5	78.0	79.8			84.0	56.0	53.1			62.0	56.0	59.4			65.0
MIDDLE															
Grade 6	63.0	68.5			69.0	48.0	50.7			54.0	44.0	49.6			50.0
Grade 7	74.0	78.2			78.0	45.0	52.5			54.0	48.0	54.6			60.0
Grade 8	75.0	74.9			81.0	48.0	48.6			54.0	51.0	61.5			59.0
HIGH															
American Lit.	80.0	79.1			86.0	56.0	55.7			62.0					
Algebra											49.0	60.0			55.0

PROGRESS SUMMARY by CATEGORY

	Reading Proficiency #			ELA Proficiency #			Math Proficiency #		
	# Increased	# Maintained	# Decreased	# Increased	# Maintained	# Decreased	# Increased	# Maintained	# Decreased
Elementary	2	--	1	1	--	2	2	--	1
Middle	2	--	1	3	--	--	3	--	--
High	--	--	1	--	--	1	1	--	--

At/Above Goal Increased from Baseline Maintained Baseline Decreased from Baseline

ELEVATING THE EXCELLENCE

Highlights:

- Elementary Schools saw improvement in 5 of 9 tested areas.
- Middle School experienced improvement in 8 of 9 tested areas.
- High School surpassed the District's three-year goal in Algebra.

Areas for Growth:

- 3rd Grade Reading, ELA, and Math;
- 5th Grade ELA;
- 8th Grade Reading, and
- HS American Literature

Elevate the Excellence!

Cherokee Innovation Zone

Action Step Themes

Zone Data Trends

Celebrations

The Cherokee Zone showed strong performance across all grade bands. All five elementary schools increased Reading Proficiency in at least one grade level, with Grade 5 leading results zone-wide at above 70% proficiency and notable gains in Grade 4. Teasley Middle improved in both ELA and Math, with Grade 8 Math showing the most growth at +6 points from baseline. Cherokee High maintained high Reading and American Literature results at 85% and 80% proficiency, and consistent Algebra performance at 56%, keeping scores above district averages.

Adjustments

Grade 3 Reading (averaging 64%) and ELA (41%) were inconsistent across elementary schools, signaling the need for early literacy and vocabulary development. Grade 7 Math, while improved, averaged 62%, trailing Grade 8's 68%, highlighting the need for stronger multi-step problem-solving instruction. At the high school level, ELA proficiency at 60% and Algebra at 56% show room for growth by expanding advanced writing opportunities and reinforcing algebraic reasoning. Vertical alignment and data-driven interventions will be critical for raising "exceeds" rates.

Elementary Action Steps

- ✓ Strengthen explicit vocabulary instruction and integrate morphology into literacy lessons.
- ✓ Increase constructed response writing and evidence-based reasoning across all subjects.
- ✓ Embed real-world math problem-solving routines with targeted Tier 2/3 interventions.

Middle Action Steps

- ✓ Embed annotation, summarizing, and academic discussion in all content areas.
- ✓ Use common formative assessments to guide targeted ELA and Math instruction.
- ✓ Increase focus on multi-step problem-solving and mathematical modeling in Math.

High Action Steps

- ✓ Provide advanced writing and analysis opportunities in ELA to move students to exceeds.
- ✓ Sustain Algebra readiness interventions and targeted support for struggling math learners.
- ✓ Expand cross-curricular literacy strategies to strengthen reading comprehension school-wide.

Accountability & Support Provided to Schools

Our formula to improve student learning across CCSD schools is clear:

planning Professional Learning Committees (PLCs) at the level of the standard, instruction for all students at the level of the standard, resources and student work at the level of the standard, and consistent monitoring of student learning throughout the year

Principal Coaching: monthly calendar of visits to review student data and coach leadership actions aligned to improvement.

Instructional Rounds: routine site visits with a school-based team assembled to visit classrooms to observe the learning conditions (resource-availability and student work at the level of the standard) in order to determine where additional support or customized professional development is needed to identify area of strength to replicate effective strategies.

PLC support: observations of PLC meetings to calibrate planning at the level of the standard and to coach leadership actions required to grow the effectiveness of teacher planning to identify strengths and area for improvement.

Supplemental Administrative Team Coaching: additional coaching plans designed around each school's performance trends, root cause analyses, and continuous improvement goals.

Data-driven Planning Sessions: time with school leaders to set measurable targets, monitor progress toward the targets, align resources for maximum student achievement gains, and determine leadership actions needed to adjust.

Creekview Innovation Zone

Action Step Themes

Zone Data Trends

Celebrations

The Creekview Zone demonstrated consistently strong performance across all grade bands. All four elementary schools increased Reading Proficiency in at least one grade level, with Grade 5 leading at above 72% proficiency and notable Grade 4 gains in multiple schools. Creekland Middle improved over baseline in both ELA and Math, with Grade 8 Math posting the highest performance at 68% proficiency. Creekview High maintained high Reading results at 85%, saw strong American Literature performance at 82%, and sustained Algebra gains at 68%, all above district averages.

Adjustments

Grade 3 Reading (averaging 66%) and ELA (43%) showed mixed results, indicating the need for targeted early literacy and comprehension interventions. Grade 7 Math, averaging 63%, lagged behind Grade 8's 68%, pointing to a need for deeper focus on reasoning and multi-step problem-solving. At the high school level, while results are strong, Algebra proficiency (68%) and ELA (61%) can be further improved by expanding advanced writing, problem-solving applications, and college-readiness strategies. Vertical alignment and ongoing data-driven planning will be essential to move more students into the "exceeds" category.

Elementary Action Steps

- ✓ Strengthen explicit vocabulary instruction and integrate morphology into daily literacy lessons.
- ✓ Increase constructed response writing and use of text evidence across all content areas.
- ✓ Embed real-world math problem-solving routines with targeted Tier 2/3 interventions for struggling learners.

Middle Action Steps

- ✓ Embed annotation, summarizing, and academic discussion strategies in all content areas.
- ✓ Use common formative assessments to drive targeted ELA and Math interventions.
- ✓ Increase focus on multi-step problem-solving and mathematical modeling in Math.

High Action Steps

- ✓ Provide advanced writing and analysis opportunities in ELA to increase students scoring at the exceeds level.
- ✓ Sustain Algebra readiness interventions and targeted supports for students needing foundational skill reinforcement.
- ✓ Expand cross-curricular literacy strategies to strengthen comprehension and critical thinking in all subjects.

Accountability & Support Provided to Schools

Our formula to improve student learning across CCSD schools is clear:

planning Professional Learning Committees (PLCs) at the level of the standard, instruction for all students at the level of the standard, resources and student work at the level of the standard, and consistent monitoring of student learning throughout the year

Principal Coaching: monthly calendar of visits to review student data and coach leadership actions aligned to improvement.

Instructional Rounds: routine site visits with a school-based team assembled to visit classrooms to observe the learning conditions (resource-availability and student work at the level of the standard) in order to determine where additional support or customized professional development is needed to identify area of strength to replicate effective strategies.

PLC support: observations of PLC meetings to calibrate planning at the level of the standard and to coach leadership actions required to grow the effectiveness of teacher planning to identify strengths and area for improvement.

Supplemental Administrative Team Coaching: additional coaching plans designed around each school's performance trends, root cause analyses, and continuous improvement goals.

Data-driven Planning Sessions: time with school leaders to set measurable targets, monitor progress toward the targets, align resources for maximum student achievement gains, and determine leadership actions needed to adjust.

Etowah Innovation Zone

Action Step Themes

Zone Data Trends

Celebrations:

Three out of four elementary schools showed an increase in Reading in at least one grade level. Grade 5 was the highest performing in all three schools, averaging 73.4%. ET Booth Middle School improved over the baseline in Reading, and Math in all grade levels. Grade 7 also already surpassed the 3-year goal in both Reading (78.9%) and ELA (51.4%). Additionally, Grade 7 Math increased by 9.1%. Etowah High School increased by 4.7% in Algebra.

Adjustments:

Grade 3 Reading (averaging 63.5%) and ELA (averaging 38.4%), and Grade 4 Reading (averaging 61.8%) and ELA (averaging 46.3%) were inconsistent across elementary schools, which will require a strong focus in differentiation and flexible grouping to meet the individual needs of students, as well as vocabulary. Grade 6 and 8 improved by 1% in Reading which will continue to be monitored this year. Etowah High School saw some improvement over baseline in ELA (+0.2%) and a slight decrease in Reading (1%). This will require additional emphasis on comprehension and rigorous, standards-aligned assessments this year.

Elementary Action Steps

- ✓ Vocabulary strategies to support academic language
- ✓ Differentiation & Small Group Instruction
- ✓ Goal setting & Feedback
- ✓ Teacher clarity & Collaborative PLC's

Middle Action Steps

- ✓ Annotation strategies to support comprehension
- ✓ Open-ended questioning to promote critical thinking
- ✓ Strong vertical PLC alignment to support cohesive instruction across grade levels
- ✓ Data informed decision making

High Action Steps

- ✓ Annotation strategies
- ✓ Emphasis on literacy across all content areas
- ✓ Professional Development to develop rigorous standards-aligned assessments
- ✓ Data informed decision making

Accountability & Support Provided to Schools

Our formula to improve student learning across CCSD schools is clear:

planning Professional Learning Committees (PLCs) at the level of the standard, instruction for all students at the level of the standard, resources and student work at the level of the standard, and consistent monitoring of student learning throughout the year

Principal Coaching: monthly calendar of visits to review student data and coach leadership actions aligned to improvement.

Instructional Rounds: routine site visits with a school-based team assembled to visit classrooms to observe the learning conditions (resource-availability and student work at the level of the standard) in order to determine where additional support or customized professional development is needed to identify area of strength to replicate effective strategies.

PLC support: observations of PLC meetings to calibrate planning at the level of the standard and to coach leadership actions required to grow the effectiveness of teacher planning to identify strengths and area for improvement.

Supplemental Administrative Team Coaching: additional coaching plans designed around each school's performance trends, root cause analyses, and continuous improvement goals.

Data-driven Planning Sessions: time with school leaders to set measurable targets, monitor progress toward the targets, align resources for maximum student achievement gains, and determine leadership actions needed to adjust.

Woodstock Innovation Zone

Action Step Themes

Zone Data Trends

Celebrations:

All elementary schools increased in Reading in at least one grade level. Grade 5 was the highest performing among all three with an average of 83.1% in Reading. Woodstock Elementary exceeded the 3-year goal in Grade 5 Reading and Math. Both middle schools improved over the baseline in ELA and Math. Grade 8 Math was highest performing in both schools with average growth of 10.25%. Freedom Middle School saw a 14.8% growth in Grade 8 Math, exceeding the 3-year goal. Woodstock Middle School exceeded the 3-year goal in Grade 7 Reading (76.1%), Grade 6 Math (47.6%), and Grade 7 Math (53.4%). Woodstock High School increased by more than 18% over baseline in Algebra, thus exceeding the 3-year goal.

Adjustments:

Grade 3 Reading, (averaging 70.4%) and ELA (averaging 40.1%) were inconsistent across elementary schools, which will require a strong focus in foundational literacy skills, comprehension, and vocabulary. Grade 7 progress (averaging 52%) was not as substantial as Grade 8 (averaging 66.8%) in Math, but showed 6.95% improvement. Woodstock High School saw a slight dip in Reading Proficiency from 79.8% to 79.1%, but they did see slight improvement over the baseline in ELA. This will require a strong focus in vocabulary, comprehension, and standards-aligned assessments.

Elementary Action Steps

- ✓ Vocabulary strategies to support academic language
- ✓ Differentiation & Small Group Instruction
- ✓ Goal setting
- ✓ Teacher clarity

Middle Action Steps

- ✓ Annotation strategies
- ✓ Vocabulary strategies to increase Reading Proficiency
- ✓ Strong PLC Collaboration
- ✓ Data informed decision making

High Action Steps

- ✓ Annotation strategies
- ✓ Emphasis on literacy across all content areas
- ✓ Professional Development to develop rigorous standards-aligned assessments
- ✓ Data informed decision making

Accountability & Support Provided to Schools

Our formula to improve student learning across CCSD schools is clear:

planning Professional Learning Committees (PLCs) at the level of the standard, instruction for all students at the level of the standard, resources and student work at the level of the standard, and consistent monitoring of student learning throughout the year

Principal Coaching: monthly calendar of visits to review student data and coach leadership actions aligned to improvement.

Instructional Rounds: routine site visits with a school-based team assembled to visit classrooms to observe the learning conditions (resource-availability and student work at the level of the standard) in order to determine where additional support or customized professional development is needed to identify area of strength to replicate effective strategies.

PLC support: observations of PLC meetings to calibrate planning at the level of the standard and to coach leadership actions required to grow the effectiveness of teacher planning to identify strengths and area for improvement.

Supplemental Administrative Team Coaching: additional coaching plans designed around each school's performance trends, root cause analyses, and continuous improvement goals.

Data-driven Planning Sessions: time with school leaders to set measurable targets, monitor progress toward the targets, align resources for maximum student achievement gains, and determine leadership actions needed to adjust.

River Ridge Innovation Zone

Action Step Themes

Zone Data Trends

Celebrations:

The three elementary schools showed an increase in Reading Proficiency in 7 of the 9 opportunities. Grade 5 showed impressive gains in Reading Proficiency with an 84.4% average scoring proficient or distinguished. In grade 6, Mill Creek Middle School surpassed their 3 year goal in all content areas. River Ridge High School also showed an increase across all 3 content areas, increasing Math proficiency by 17%.

Adjustments:

ELA showed the largest dip within the 3 content areas showing a more than 20% discrepancy between Reading Proficiency (84.4%) and ELA (60%) signaling a need for explicit writing instruction and a strong focus on foundational skills. While Mill Creek showed improvement in all grade levels for ELA, a decrease in the number of proficient students drops from grade 6 (62.8%) to grade 7 (53.6%). A strong focus on mathematical modeling will be a focus to increase opportunities for students to think critically across all grade levels.

Elementary Action Steps

- ✓ Standards deconstruction to design rigorous lessons
- ✓ Data analysis to inform small group planning
- ✓ Explicit vocabulary instruction
- ✓ Teacher clarity

Middle Action Steps

- ✓ Annotation strategies
- ✓ Vocabulary focused PD for teachers
- ✓ Mathematical Modeling
- ✓ Data informed decision making

High Action Steps

- ✓ Explicit vocabulary instruction
- ✓ Annotation strategies and strategic reading
- ✓ Peer review and feedback strategies to strengthen student writing
- ✓ Data analysis to inform planning

Accountability & Support Provided to Schools

Our formula to improve student learning across CCSD schools is clear:

planning Professional Learning Committees (PLCs) at the level of the standard, instruction for all students at the level of the standard, resources and student work at the level of the standard, and consistent monitoring of student learning throughout the year

Principal Coaching: monthly calendar of visits to review student data and coach leadership actions aligned to improvement.

Instructional Rounds: routine site visits with a school-based team assembled to visit classrooms to observe the learning conditions (resource-availability and student work at the level of the standard) in order to determine where additional support or customized professional development is needed to identify area of strength to replicate effective strategies.

PLC support: observations of PLC meetings to calibrate planning at the level of the standard and to coach leadership actions required to grow the effectiveness of teacher planning to identify strengths and area for improvement.

Supplemental Administrative Team Coaching: additional coaching plans designed around each school's performance trends, root cause analyses, and continuous improvement goals.

Data-driven Planning Sessions: time with school leaders to set measurable targets, monitor progress toward the targets, align resources for maximum student achievement gains, and determine leadership actions needed to adjust.

Sequoyah Innovation Zone

Action Step Themes

Zone Data Trends

Celebrations:

The Sequoyah Zone demonstrated impressive growth in multiple content areas. In the elementary schools, the zone has increased their Reading Proficiency rate to 83.2% in grade 5. Grade 4 Mathematics had a strong performance with 69% of the students demonstrating proficiency or higher. Dean Rusk Middle School showed a 10% gain in Math and reached their goal year 1. Sequoyah High School increased Math Proficiency by more than 19%.

Adjustments:

A discrepancy between Reading Proficiency in 3rd grade (75.9%) and ELA (50%) continues to exist creating a need to look closely at writing instruction and mastery of foundational skills. ELA performance varies across elementary grade levels and will require additional support. Dean Rusk Middle School showed dips in 8th grade Reading Proficiency (-3%) and ELA (-3.6%) pointing to a need for additional annotation and vocabulary strategies to support comprehension. While Sequoyah High School made strong gains in Math, American Literature dropped 5.2%.

Elementary Action Steps

- ✓ Text annotation to improve comprehension
- ✓ Differentiation & Small Group Instruction
- ✓ Goal setting & Feedback
- ✓ Math modeling to demonstrate real world examples

Middle Action Steps

- ✓ Deconstruction of standards in PLC
- ✓ Annotation and vocabulary to support comprehension
- ✓ Data informed decision making

High Action Steps

- ✓ Tiered interventions based on student needs
- ✓ Emphasis on literacy across all content areas
- ✓ Professional Development to develop rigorous standards-aligned assessments

Accountability & Support Provided to Schools

Our formula to improve student learning across CCSD schools is clear:

planning Professional Learning Committees (PLCs) at the level of the standard, instruction for all students at the level of the standard, resources and student work at the level of the standard, and consistent monitoring of student learning throughout the year

Principal Coaching: monthly calendar of visits to review student data and coach leadership actions aligned to improvement.

Instructional Rounds: routine site visits with a school-based team assembled to visit classrooms to observe the learning conditions (resource-availability and student work at the level of the standard) in order to determine where additional support or customized professional development is needed to identify area of strength to replicate effective strategies.

PLC support: observations of PLC meetings to calibrate planning at the level of the standard and to coach leadership actions required to grow the effectiveness of teacher planning to identify strengths and area for improvement.

Supplemental Administrative Team Coaching: additional coaching plans designed around each school's performance trends, root cause analyses, and continuous improvement goals.

Data-driven Planning Sessions: time with school leaders to set measurable targets, monitor progress toward the targets, align resources for maximum student achievement gains, and determine leadership actions needed to adjust.



Cherokee County
School District

School Improvement Plans

Board Report

August 21, 2025



SUPERINTENDENT REPORTS

- School Improvement Plans, 2025-2026
 - 1b. Complete data source can be found at: [School Improvement Plans, SY2025-2026](#)



Cherokee
County
School
District

Monthly Financial Report - June

Work Session | 08.21.2025



Mary Elizabeth Davis, PhD
Superintendent of Schools

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

DRAFT FINANCIAL REPORT
JUNE 2025

Estimates Used

Some of the amounts recorded in the June 2025 draft financial report are based on best estimates at the time of the report due to unavailability of actual amounts. The estimates will be revised to actual figures as they become available.

General Fund

For the month ending June 30, 2025, the twelfth month of the 2024-25 Fiscal Year, the School District's Operating Account (General Fund) has received \$605,207,730 in revenue (year-to-date) consisting of state funds of \$289,950,095 (102% of budget), \$309,185,258 local revenues (100% of budget), and other funds of \$6,072,377 (191% of budget). All operating expenditures of \$579,366,093 (99% of budget) are within the Board of Education's approved 2024-25 budget.

Building Fund/Ed-SPLOST Collections

The Capital Outlay Fund balance of \$133,020,623 as of June 30, 2025 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 \$5,887,018 for sales tax collections received in June 2025, for the month of May 2025, the 32nd month of 60 monthly sales tax collections for the 2022-2027 SPLOST. Collections received were above projections for the month by \$1,096,913 and above cumulative projections by \$27,212,446. The School District also accrued \$5,867,483 for sales tax collections received in July 2025, for the month of June 2025, the 33rd month of 60 monthly sales tax collections for the 2022-2027 SPLOST. Collections received were above projections for the month by \$854,292 and above cumulative projections by \$28,066,738.

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 June 30, 2025 is \$50,782,272 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 June 30, 2025 is \$17,228,934 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 JUNE 30, 2025**

BALANCE SHEET	GENERAL FUND	DEBT SERVICE FUND	BUILDING FUND	FED FUNDS/ SCHOOL NUTRITION	TOTAL
<u>ASSETS</u>					
Cash and Cash Equivalents	\$ 156,165,156	\$ 16,551,912	\$ 153,326,883	\$ 16,183,648	\$ 342,227,599
Investments	-	32,774,059	-	-	32,774,059
Receivables	49,402,511	1,456,301	5,867,483	3,949,707	60,676,002
Inventories	1,311,673	-	-	1,203,286	2,514,959
TOTAL ASSETS	\$ 206,879,340	\$ 50,782,272	\$ 159,194,366	\$ 21,336,641	\$ 438,192,619
<u>LIABILITIES</u>					
Accounts Payable	\$ 10,621,287	\$ -	\$ 26,173,743	\$ 1,907,653	\$ 38,702,683
Salaries and Benefits Payable	53,142,356	-	-	2,200,054	55,342,410
FUND BALANCE	143,115,697	50,782,272	133,020,623	17,228,934	344,147,526
TOTAL LIABILITIES AND FUND BALANCE	\$ 206,879,340	\$ 50,782,272	\$ 159,194,366	\$ 21,336,641	\$ 438,192,619
REVENUE AND EXPENSE					
<u>REVENUE</u>	\$ 605,207,730	\$ 30,436,023	\$ 75,492,284	\$ 43,492,411	\$ 754,628,448
<u>EXPENDITURES</u>	579,366,093	79,169,179	167,122,328	48,541,962	874,199,562
EXCESS REVENUE OVER EXPENDITURES	25,841,637	(48,733,156)	(91,630,044)	(5,049,551)	(119,571,114)
<u>OTHER FINANCING SOURCES (USES)</u>	(9,833,799)	28,744,998	86,879,594	2,219,601	108,010,394
<u>BEGINNING FUND BALANCE</u>	127,107,859	70,770,430	137,771,073	20,058,884	355,708,246
<u>ENDING FUND BALANCE</u>	\$ 143,115,697	\$ 50,782,272	\$ 133,020,623	\$ 17,228,934	\$ 344,147,526

CHEROKEE COUNTY SCHOOL DISTRICT
GENERAL FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - JUNE 30, 2025

	2024-2025			
	APPROVED	YEAR	ENCUMBRANCES	AVAILABLE
	BUDGET	TO DATE		BUDGET
REVENUE				
Local Revenue	\$ 308,970,083	\$ 309,185,258		\$ (215,175)
State Revenue	284,984,603	289,950,095		(4,965,492)
Federal Revenue	217,661	260,182		(42,521)
Investment Earnings	2,967,607	5,812,195		(2,844,588)
TOTAL REVENUE	597,139,954	605,207,730		(8,067,776)
EXPENDITURES				
Instructional Services	395,034,393	389,568,797	\$ -	5,465,596
Pupil Services	26,831,506	27,773,678	-	(942,172)
Improvement of Instructional Services	23,570,187	22,993,660	-	576,527
Instructional Staff Training	823,888	820,181	-	3,707
Educational Media Services	6,213,059	6,114,317	-	98,742
General Administration	4,379,268	4,076,749	-	302,519
School Administration	35,164,383	35,072,706	-	91,677
Support Services-Business	4,254,775	3,893,622	-	361,153
Maintenance & Operation of Plant Services	49,894,990	44,300,562	-	5,594,428
School Safety and Security	-	6,210,047	-	(6,210,047)
Student Transportation Services	32,323,494	32,173,983	-	149,511
Support Services-Central	7,109,745	6,217,778	-	891,967
School Nutrition Program	208,408	150,013	-	58,395
TOTAL EXPENDITURES	585,808,096	579,366,093	-	6,442,003
OTHER FINANCING SOURCES (USES)				
Proceeds from Sale of Assets	162,342	760,349		(598,007)
Accounts Transfers Out	(8,505,731)	(10,594,148)		2,088,417
TOTAL OTHER FIN SOURCES (USES)	(8,343,389)	(9,833,799)		1,490,410
NET CHANGE FUND BALANCES	\$ 2,988,469	\$ 16,007,838	\$ -	\$ (13,019,369)

CHEROKEE COUNTY SCHOOL DISTRICT
DEBT SERVICE FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - JUNE 30, 2025

	2024-2025		
	APPROVED	YEAR	AVAILABLE
	<u>BUDGET</u>	<u>TO DATE</u>	<u>BUDGET</u>
REVENUE			
Local Revenue	\$ 23,244,600	\$ 25,633,233	\$ (2,388,633)
Investment Earnings	2,741,028	1,791,467	949,561
Miscellaneous Revenue	2,803,945	3,011,323	(207,378)
TOTAL REVENUE	28,789,573	30,436,023	(1,646,450)
EXPENDITURES			
Debt Service	79,731,161	79,169,179	561,982
TOTAL EXPENDITURES	79,731,161	79,169,179	561,982
OTHER FINANCING SOURCES (USES)			
Accounts Transfers In	28,744,998	28,744,998	-
TOTAL OTHER FIN SOURCES (USES)	28,744,998	28,744,998	-
NET CHANGE FUND BALANCES	\$ (22,196,590)	\$ (19,988,158)	\$ (2,208,432)

CHEROKEE COUNTY SCHOOL DISTRICT
BUILDING FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - JUNE 30, 2025

	2024-2025			
	APPROVED	YEAR		AVAILABLE
	BUDGET	TO DATE	ENCUMBRANCES	BUDGET
REVENUE				
Local Revenue	\$ 58,268,745	\$ 68,956,240		\$ (10,687,495)
State Revenue	3,000,000	-		3,000,000
Investment Earnings	4,882,861	6,536,044		(1,653,183)
TOTAL REVENUE	66,151,606	75,492,284		(9,340,678)
EXPENDITURES				
Instructional Services	22,985,051	25,234,093	\$ -	(2,249,042)
Support Services-Business	1,160,081	933,936	-	226,145
Facilities Acquisition and Construction Svs.	187,787,715	140,954,299	-	46,833,416
TOTAL EXPENDITURES	211,932,847	167,122,328	-	44,810,519
OTHER FINANCING SOURCES (USES)				
Bond Issuance	105,000,000	179,610,000		(74,610,000)
Premiums on Bonds Sold	15,000,000	13,918,422		1,081,578
Deposit with Escrow Agent	-	(84,438,058)		84,438,058
Accounts Transfers In	6,512,531	6,534,228		(21,697)
Accounts Transfers Out	(28,744,998)	(28,744,998)		-
TOTAL OTHER FIN SOURCES (USES)	97,767,533	86,879,594		10,887,939
NET CHANGE FUND BALANCES	\$ (48,013,708)	\$ (4,750,450)	\$ -	\$ (43,263,258)

CHEROKEE COUNTY SCHOOL DISTRICT
FEDERAL FUNDS AND SCHOOL NUTRITION COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - JUNE 30, 2025

	2024-2025			
	APPROVED	YEAR		AVAILABLE
	BUDGET	TO DATE	ENCUMBRANCES	BUDGET
REVENUE				
Local Revenue	\$ 8,238,909	\$ 7,898,701		\$ 340,208
State Revenue	1,719,985	2,110,925		(390,940)
Federal Revenue	31,604,659	32,798,316		(1,193,657)
Investment Earnings	593,240	684,469		(91,229)
TOTAL REVENUE	42,156,793	43,492,411		(1,335,618)
EXPENDITURES				
Instructional Services	10,560,299	12,258,945	\$ -	(1,698,646)
Pupil Services	5,844,962	6,886,132	-	(1,041,170)
Improvement of Instructional Services	609,717	588,566	-	21,151
Instructional Staff Training	2,443,104	1,887,362	-	555,742
Maintenance & Operation of Plant Services	4,350	180,038		(175,688)
Student Transportation Services	521,015	427,451	-	93,564
Support Services-Central	218,190	160,378	-	57,812
School Nutrition Program	23,341,007	26,153,090	-	(2,812,083)
TOTAL EXPENDITURES	43,542,644	48,541,962	-	(4,999,318)
OTHER FINANCING SOURCES (USES)				
Accounts Transfers In	1,385,851	2,219,601		(833,750)
TOTAL OTHER FIN SOURCES (USES)	1,385,851	2,219,601		(833,750)
NET CHANGE FUND BALANCES	\$ -	\$ (2,829,950)	\$ -	\$ 2,829,950

CHEROKEE COUNTY SCHOOL DISTRICT
SPECIAL PURPOSE LOCAL OPTION SALES TAX (2022-2027)
COMPARISON OF COLLECTIONS
THROUGH JUNE 30, 2025

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
November 2024	October 2024	25	4,861,333	5,514,947	653,614
December 2024	November 2024	26	4,997,532	5,796,564	799,032
January 2025	December 2024	27	5,511,645	6,812,555	1,300,910
February 2025	January 2025	28	5,019,743	5,147,797	128,054
March 2025	February 2025	29	4,226,353	5,157,129	930,776
April 2025	March 2025	30	4,500,122	5,678,527	1,178,405
May 2025	April 2025	31	4,628,160	5,902,762	1,274,602
June 2025	May 2025	32	4,790,105	5,887,018	1,096,913
EOY Accrual Est	June 2025	33	5,013,191	5,867,483	854,292
			<u>\$ 156,670,065</u>	<u>\$ 184,736,803</u>	<u>\$ 28,066,738</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



Cherokee
County
School
District

Monthly Financial Report - July

Work Session | 08.21.2025



Mary Elizabeth Davis, PhD
Superintendent of Schools

CHEROKEE COUNTY BOARD OF EDUCATION

Mary Elizabeth Davis PhD, Superintendent

Kenneth Owen, Chief Financial Officer

FINANCIAL REPORT

JULY 2025

General Fund

For the month ending July 31, 2025, the first month of the 2025-26 Fiscal Year, the School District's Operating Account (General Fund) has received \$4,656,995 in revenue (year-to-date) consisting of state funds of \$4,231,232 (2% of budget), \$86,186 local revenues (0% of budget), and other funds of \$339,577 (12% of budget). All operating expenditures of \$11,470,464 (1% of budget) are within the Board of Education's approved 2025-26 budget.

Building Fund/Ed-SPLOST Collections

The Capital Outlay Fund balance of \$117,399,798 as of July 31, 2025 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 \$5,867,483 for sales tax collections received in July 2025, for the month of June 2025, the 33rd month of 60 monthly sales tax collections for the 2022-2027 SPLOST. Collections received were above projections for the month by \$854,292 and above cumulative projections by \$28,066,738. For timely and proper reporting, June Ed-SPLOST revenue was accrued in June 2025 in the Building Fund.

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 July 31, 2025 is \$34,701,565 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 July 31, 2025 is \$16,824,279 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 JULY 31, 2025**

BALANCE SHEET	GENERAL FUND	DEBT SERVICE FUND	BUILDING FUND	FED FUNDS/ SCHOOL NUTRITION	TOTAL
<u>ASSETS</u>					
Cash and Cash Equivalents	\$ 134,019,116	\$ 583,494	\$ 124,324,259	\$ 13,384,796	\$ 272,311,665
Investments	-	32,761,327	-	-	32,761,327
Receivables	25,291,196	1,356,744	-	4,295,671	30,943,611
Inventories	1,239,769	-	-	990,816	2,230,585
TOTAL ASSETS	\$ 160,550,081	\$ 34,701,565	\$ 124,324,259	\$ 18,671,283	\$ 338,247,188
<u>LIABILITIES</u>					
Accounts Payable	\$ 7,630,066	\$ -	\$ 6,924,461	\$ 894,937	\$ 15,449,464
Salaries and Benefits Payable	16,616,722	-	-	952,067	17,568,789
FUND BALANCE	136,303,293	34,701,565	117,399,798	16,824,279	305,228,935
TOTAL LIABILITIES AND FUND BALANCE	\$ 160,550,081	\$ 34,701,565	\$ 124,324,259	\$ 18,671,283	\$ 338,247,188
REVENUE AND EXPENSE					
<u>REVENUE</u>	\$ 4,656,995	\$ 37,605	\$ 661,996	\$ 1,391,685	\$ 6,748,281
<u>EXPENDITURES</u>	11,470,464	28,591,189	3,809,944	1,796,340	45,667,937
EXCESS REVENUE OVER EXPENDITURES	(6,813,469)	(28,553,584)	(3,147,948)	(404,655)	(38,919,656)
<u>OTHER FINANCING SOURCES (USES)</u>	1,065	12,472,877	(12,472,877)	-	1,065
<u>BEGINNING FUND BALANCE</u>	143,115,697	50,782,272	133,020,623	17,228,934	344,147,526
<u>ENDING FUND BALANCE</u>	\$ 136,303,293	\$ 34,701,565	\$ 117,399,798	\$ 16,824,279	\$ 305,228,935

CHEROKEE COUNTY SCHOOL DISTRICT
GENERAL FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - JULY 31, 2025

	2025-2026			
	APPROVED	YEAR		AVAILABLE
	BUDGET	TO DATE	ENCUMBRANCES	BUDGET
REVENUE				
Local Revenue	\$ 326,596,116	\$ 86,186		\$ 326,509,930
State Revenue	276,810,480	4,231,232		272,579,249
Federal Revenue	217,661	-		217,661
Investment Earnings	2,715,621	339,577		2,376,044
TOTAL REVENUE	606,339,878	4,656,995		601,682,883
EXPENDITURES				
Instructional Services	417,147,732	1,801,994	\$ 2,612,157	412,733,581
Pupil Services	29,475,078	227,346	113,794	29,133,938
Improvement of Instructional Services	23,956,981	2,042,143	1,786,336	20,128,502
Instructional Staff Training	832,126	32,175	2,230	797,721
Educational Media Services	6,583,454	4,979	32,001	6,546,474
General Administration	4,221,363	327,036	32	3,894,295
School Administration	37,429,021	2,875,794	51,439	34,501,788
Support Services-Business	4,361,108	568,670	21,767	3,770,671
Maintenance & Operation of Plant Services	35,785,121	2,130,952	644,864	33,009,305
School Safety and Security	4,189,555	402,843	16,823	3,769,889
Student Transportation Services	31,865,199	631,783	4,886,412	26,347,004
Support Services-Central	7,583,041	424,749	176,459	6,981,833
School Nutrition Program	213,618	-	-	213,618
TOTAL EXPENDITURES	603,643,397	11,470,464	10,344,314	581,828,619
OTHER FINANCING SOURCES (USES)				
Proceeds from Sale of Assets	492,803	1,065		491,738
Accounts Transfers Out	(2,109,217)	-		(2,109,217)
TOTAL OTHER FIN SOURCES (USES)	(1,616,414)	1,065		(1,617,479)
NET CHANGE FUND BALANCES	\$ 1,080,067	\$ (6,812,404)	\$ (10,344,314)	\$ 18,236,785

CHEROKEE COUNTY SCHOOL DISTRICT
DEBT SERVICE FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - JULY 31, 2025

	2025-2026		
	APPROVED	YEAR	AVAILABLE
	BUDGET	TO DATE	BUDGET
REVENUE			
Local Revenue	\$ 25,086,767	\$ -	\$ 25,086,767
Investment Earnings	1,606,513	37,605	1,568,908
Miscellaneous Revenue	2,548,750	-	2,548,750
TOTAL REVENUE	29,242,030	37,605	29,204,425
EXPENDITURES			
Debt Service	60,860,650	28,591,189	32,269,461
TOTAL EXPENDITURES	60,860,650	28,591,189	32,269,461
OTHER FINANCING SOURCES (USES)			
Accounts Transfers In	26,258,758	12,472,877	13,785,881
TOTAL OTHER FIN SOURCES (USES)	26,258,758	12,472,877	13,785,881
NET CHANGE FUND BALANCES	\$ (5,359,862)	\$ (16,080,707)	\$ 10,720,845

CHEROKEE COUNTY SCHOOL DISTRICT
BUILDING FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - JULY 31, 2025

	2025-2026			
	APPROVED	YEAR		AVAILABLE
	BUDGET	TO DATE	ENCUMBRANCES	BUDGET
REVENUE				
Local Revenue	\$ 59,572,740	\$ -		\$ 59,572,740
State Revenue	3,153,686	-		3,153,686
Investment Earnings	4,495,548	661,996		3,833,552
TOTAL REVENUE	67,221,974	661,996		66,559,978
EXPENDITURES				
Instructional Services	39,241,914	3,761,098	38,650	35,442,166
Support Services-Business	467,676	-	-	467,676
Facilities Acquisition and Construction Svs.	93,128,601	48,846	817,989	92,261,766
TOTAL EXPENDITURES	132,838,191	3,809,944	856,639	128,171,608
OTHER FINANCING SOURCES (USES)				
Bond Issuance	90,000,000	-		90,000,000
Premiums on Bonds Sold	7,830,000	-		7,830,000
Deposit with Escrow Agent	-	-		-
Accounts Transfers In	-	-		-
Accounts Transfers Out	(26,258,758)	(12,472,877)		(13,785,880.80)
TOTAL OTHER FIN SOURCES (USES)	71,571,242	(12,472,877)		84,044,119
NET CHANGE FUND BALANCES	\$ 5,955,025	\$ (15,620,825)	\$ (856,639)	\$ 22,432,489

CHEROKEE COUNTY SCHOOL DISTRICT
FEDERAL FUNDS AND SCHOOL NUTRITION COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - JULY 31, 2025

	2025-2026			
	APPROVED	YEAR		AVAILABLE
	BUDGET	TO DATE	ENCUMBRANCES	BUDGET
REVENUE				
Local Revenue	\$ 8,519,957	\$ -		\$ 8,519,957
State Revenue	1,912,725	-		1,912,725
Federal Revenue	31,593,978	1,348,169		30,245,809
Investment Earnings	650,240	43,516		606,724
TOTAL REVENUE	42,676,900	1,391,685		41,285,215
EXPENDITURES				
Instructional Services	10,966,490	182,354	\$ 8,350	10,775,786
Pupil Services	5,447,173	67,499	-	5,379,674
Improvement of Instructional Services	783,910	68	-	783,842
Instructional Staff Training	2,025,555	16,810	575	2,008,170
Maintenance & Operation of Plant Services	-	-		-
Student Transportation Services	522,735	-	2,500	520,235
Support Services-Central	179,051	-	-	179,051
School Nutrition Program	24,257,392	1,529,609	64,410	22,663,373
TOTAL EXPENDITURES	44,182,306	1,796,340	75,835	42,310,131
OTHER FINANCING SOURCES (USES)				
Accounts Transfers In	1,505,406	-		1,505,406
TOTAL OTHER FIN SOURCES (USES)	1,505,406	-		1,505,406
NET CHANGE FUND BALANCES	\$ -	\$ (404,655)	\$ (75,835)	\$ 480,490

CHEROKEE COUNTY SCHOOL DISTRICT
SPECIAL PURPOSE LOCAL OPTION SALES TAX (2022-2027)
COMPARISON OF COLLECTIONS
THROUGH JULY 31, 2025

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
November 2024	October 2024	25	4,861,333	5,514,947	653,614
December 2024	November 2024	26	4,997,532	5,796,564	799,032
January 2025	December 2024	27	5,511,645	6,812,555	1,300,910
February 2025	January 2025	28	5,019,743	5,147,797	128,054
March 2025	February 2025	29	4,226,353	5,157,129	930,776
April 2025	March 2025	30	4,500,122	5,678,527	1,178,405
May 2025	April 2025	31	4,628,160	5,902,762	1,274,602
June 2025	May 2025	32	4,790,105	5,887,018	1,096,913
July 2025	June 2025	33	5,013,191	5,867,483	854,292
			<u>\$ 156,670,065</u>	<u>\$ 184,736,803</u>	<u>\$ 28,066,738</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

Earnings Sheet for FY 2026

04/23/2025

FY26 Initial–Published

System: 628 - Cherokee County

School: ALL

THE BASIC UNIT COST IS DEFINED TO BE THE AMOUNT OF \$3 243.94

School: ALL	Earnings (\$)						Earned Positions													
DIRECT INSTRUCTIONAL COST	FTE	Salary	Operations	QBE Earnings	LESS LOCAL 5 MILLS	State Funds	Teacher	Subj. Spec	Couns.	Tech. Spec	Supt.	Asst Supt	Prin.	Asst Prin.	Secty.	Accnt.	VT/SW	Psych.	Sp Ed Ldr	Media Center
Kindergarten	2,226	17,376,061	173,962	17,550,023	4,064,711	13,485,312	148.40	0.00	4.93	2.02										
Kindergarten Early Intervention	346	3,519,023	27,040	3,546,063	821,294	2,724,769	31.45	0.00	0.77	0.31										
Primary Grades 1-3	6,041	38,209,466	518,922	38,728,388	8,969,772	29,758,616	355.35	17.51	13.39	5.48										
Primary Grades 1-3 Early Intervention	1,333	12,603,110	114,505	12,717,615	2,945,491	9,772,124	121.18	3.86	2.95	1.21										
Upper Elementary Grades 4-5	3,725	17,985,178	262,315	18,247,493	4,226,250	14,021,243	161.96	10.80	8.25	3.38										
Upper Elementary Grades 4-5 Early Intervention	764	7,223,387	53,801	7,277,188	1,685,449	5,591,739	69.45	2.21	1.69	0.69										
Middle Grades 6-8	0	0	0	0	0	0	0.00	0.00	0.00	0.00										
Middle School 6-8	7,686	41,999,107	541,248	42,540,355	9,852,651	32,687,704	384.30	22.28	17.03	6.97										
High School Grades 9-12	9,708	44,127,865	1,102,829	45,230,694	10,475,753	34,754,941	422.09	0.00	21.51	8.80										
Vocational Lab 9-12	1,635	8,471,990	536,607	9,008,597	2,086,456	6,922,141	81.75	0.00	3.62	1.48										
Special Education Category 1	411	5,136,374	102,323	5,238,697	1,213,320	4,025,377	51.38	0.00	0.91	0.37										
Special Education Category 2	99	1,515,784	13,004	1,528,788	354,078	1,174,710	15.23	0.00	0.22	0.09										
Special Education Category 3	1,838	36,416,015	375,320	36,791,335	8,521,137	28,270,198	367.60	0.00	4.07	1.67										
Special Education Category 4	845	27,731,504	356,945	28,088,449	6,505,486	21,582,963	281.67	0.00	1.87	0.77										
Special Education Category 5	276	3,449,244	116,588	3,565,832	825,872	2,739,960	34.50	0.00	0.61	0.25										
Gifted - Special Education Category 6	3,897	32,863,530	393,207	33,256,737	7,702,498	25,554,239	324.75	0.00	8.64	3.53										
Remedial	633	4,309,051	36,360	4,345,411	1,006,428	3,338,983	42.20	0.00	1.40	0.57										
Alternative	476	3,240,299	33,520	3,273,819	758,240	2,515,579	31.73	0.00	1.05	0.43										
ESOL	1,140	16,232,517	65,482	16,297,999	3,774,733	12,523,266	162.86	0.00	2.53	1.03										
Special Education Itinerant				0	0	0														
Special Education Supplemental Speech				21,075	4,881	16,194														
TOTAL DIRECT INSTRUC.	43,079	322,409,505	4,823,978	327,254,558	75,794,500	251,460,058	3,087.85	56.66	95.44	39.05										
Cent. Admin/ Tch. Sal Incr.		7,868,187	0	7,868,187	1,822,328	6,045,859					1	6			1	1	17.41	17.80	36.83	
School Administration		12,670,644	295,376	12,966,020	3,003,023	9,962,997							37	71.15	83.19					
Facility M&O			12,837,542	12,837,542	2,973,267	9,864,275														
MEDIA CENTER		6,954,661	594,230	7,548,891	1,748,377	5,800,514														71.50
20 Days Additional Instruction		2,229,575		2,229,575	516,386	1,713,189														
Staff & Professional Development				1,370,781	317,483	1,053,298														
Principal Staff and Prof. Dev.				14,516	3,362	11,154														
Midterm Hold Harmless				0	0	0														
ONE TIME QBE PAYMENT						0														
Charter System Adjustment				0	0	0														
QBE FORMULA EARNINGS	43,079	352,132,572	18,551,126	372,090,070	86,178,726	285,911,344	3,087.85	56.66	95.44	39.05	1	6	37	71.15	84.19	1	17.41	17.80	36.83	71.50
CATEGORICAL GRANTS							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(PM/PM) of \$1,885 for an annual funding amount of \$22,620 in QBE under appropriation in FY26(HB68). 3. Teacher Retirement is funded at 21.91% in QBE in FY26(HB68).													
Pupil Transportation Pgm (Includes 141 Drivers and Bus Replacement Funds of 0)				10,350,799		10,350,799	Total T&E: 155,650,261 Includes T&E : 80,574,481 and HI : 75,075,780													
Sparsity - Regular				0		0														
Nursing Services				1,010,874		1,010,874														
Educational Equalization Grant				0		0														
Charter Commission /GA DOE Admin - State				0		0														
Military Counselors				0		0														
Local Charter Supplement				0		0														
State Special Charter Supplement				0		0														
TOTAL FUNDING ON THIS ALLOTMENT SHEET				383,451,743	86,178,726	297,273,017														

Report: HB845

Local Legislation HB845 Update School Board Work Session August 21, 2025

Background

- House Bill 845 (HB845) is local legislation passed by the Georgia General Assembly during the 2025 session, establishing the position of internal auditor and providing for the selection, powers and duties of the internal auditor.
- The selection of an individual or company must be made from a list of nominations provided by the local delegation, with associated costs the responsibility of the School Board.
- Responsibilities include:
 - “Appoint, employ, and remove such assistants, employees, and personnel as they deem necessary for the efficient and effective administration of the office.
 - Conduct one- and five-year performance and financial audits.”

Current Status

Completed

- ✓ Schedule of already-required annual audits (see attached).
- ✓ Plan to distribute audit reports to School Board and delegation in hard copy format (in addition to standard practice of posting to the CCSD website).
- ❑ Current CCSD internal auditors (2) scheduled to audit of each school with a Principal or Bookkeeper change, random selection of departments and daily selection of transactions to ensure compliance with statutes, policies and internal controls.

Awaiting

- ❑ List of eligible companies/individuals to perform requirements of HB845 from the local delegation.
- ❑ Clarity on timeline.

Scheduled Audits for FY26

Type of Audit	Performed By	Timeline	Status
School Nutrition Summer Feeding Program	Georgia Department of Education	Summer 2025	Completed, No Findings
Annual Comprehensive Financial Report and Independent Auditor's Report	Third-Party, Independent Auditor	December 2025	Preparation of Financial Statements
Ed-SPLOST Report	Third-Party, Independent Auditor	December 2025	Not Started
Preliminary/Official Statement	Disclosure Counsel	January 2026	Not Started
Credit Rating Reports	Moody's S&P	January 2026	Not Started
Internal Audits	CCSD Internal Auditors	Change in Leadership/ Bookkeeper and Random Selection	In Process

All third-party audit results are published on the CCSD website



Projects in Construction

Cherokee HS Replacement

Replacement Facility

Carroll Daniel Construction

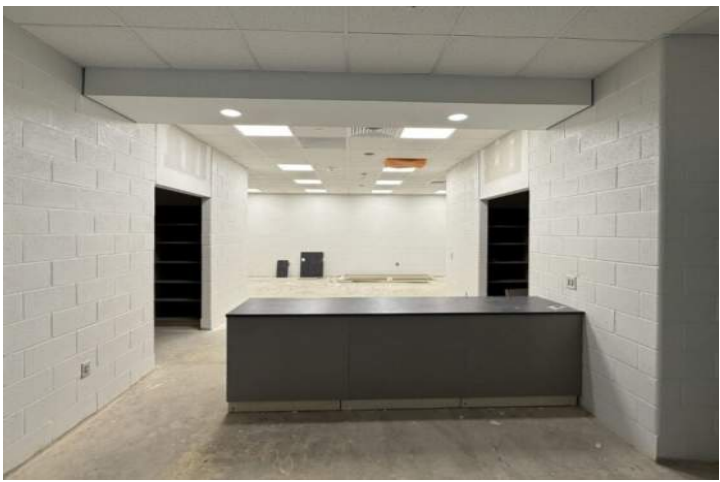
Substantial Completion: 12.2025

Anticipated Occupancy: 08.2026

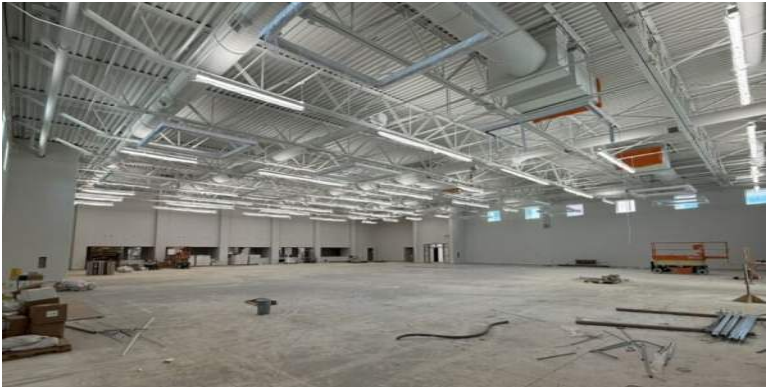
- Above ceiling inspections are in progress on the 3rd floor. Final ceiling grid placement, interior painting, casework installation, and flooring are underway in the main academic building.
- Preliminary punch list in the CTAE building is ongoing. Installation of casework, flooring, doors and hardware are in progress.
- The wood floor in the auxiliary gym has been installed, sanded and painting are underway. Bleacher delivery is scheduled. Painting in the auditorium and ceiling tile installation continue.
- Overhead ceiling inspections are ongoing in the cafeteria and kitchen. Outside finishes continue and flooring installation is underway.
- Gym railing installation is underway and MEP overhead rough-in continues. Space is being prepped for conditioned air. Basketball goal installation is complete.
- Exterior brick installation for the athletic buildings continues. Preparation of the fields for synthetic turf has begun and installation of the perimeter fencing for baseball and softball has been scheduled.
- Sod and tree installation and preparation for sidewalks continue throughout the site. Cast stone planter walls are complete. Parking lot striping is scheduled to begin soon.

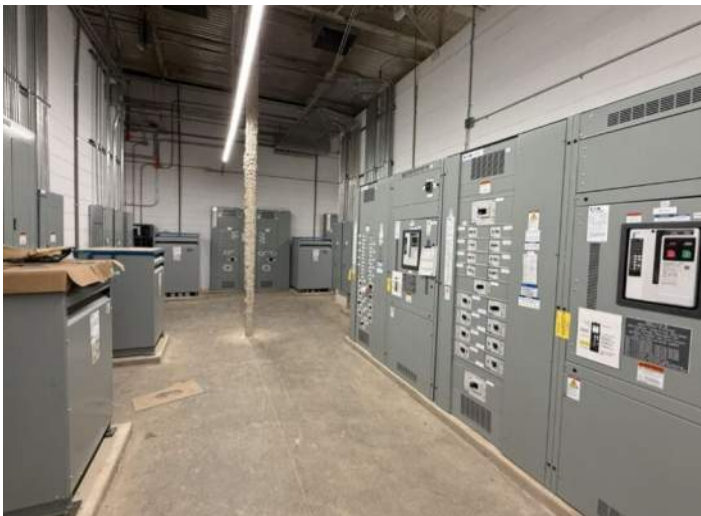


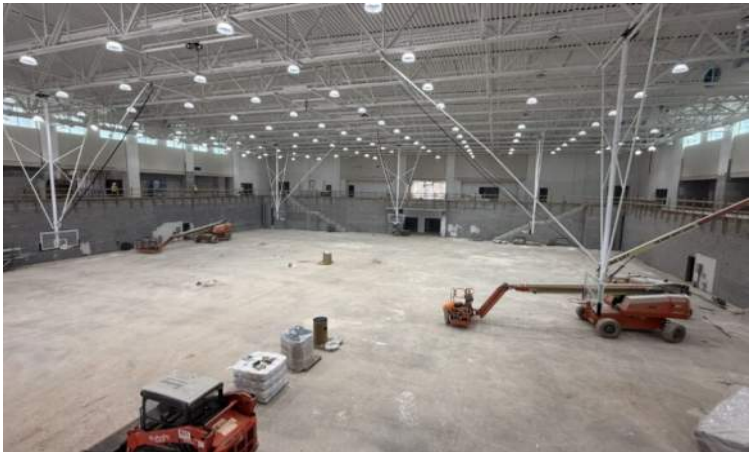
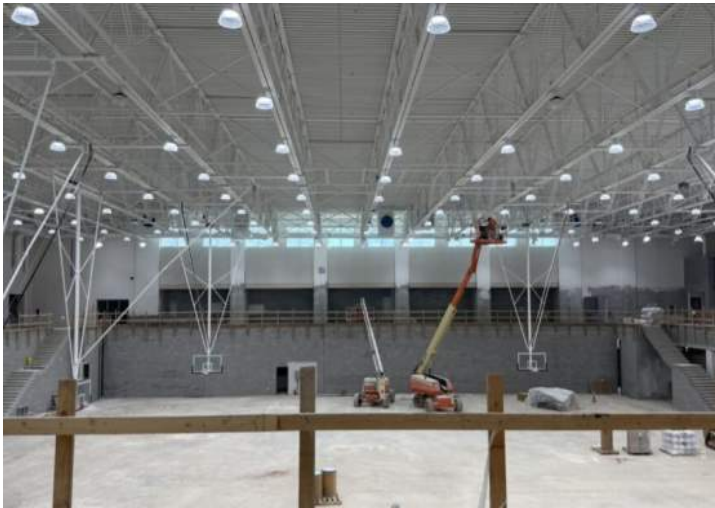
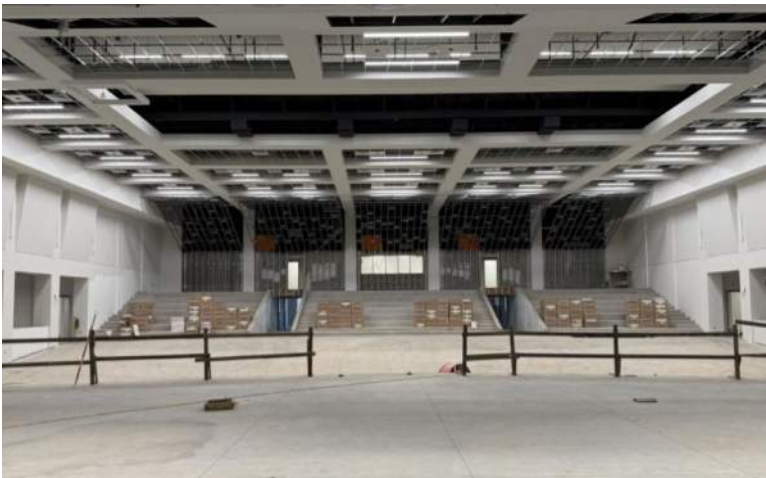


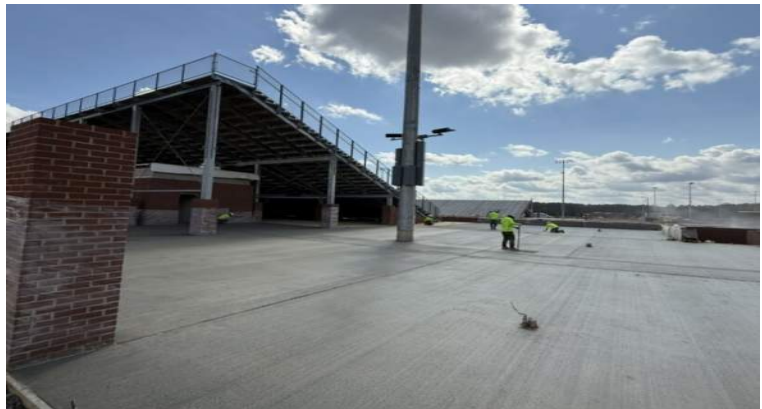














Creekland MS

Classroom Addition

McKnight Construction Company

Substantial Completion: 05.2025

Anticipated Occupancy: 08.2025

- The project has reached substantial completion and received a temporary certificate of occupancy.





Creekview HS

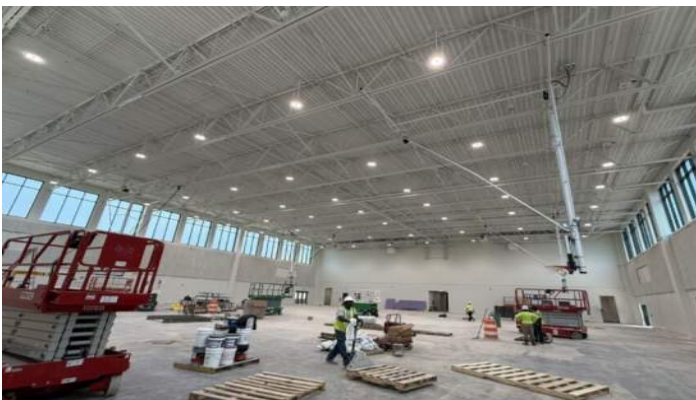
Classroom Addition ~ Auxiliary Gym

McKnight Construction Company

Substantial Completion: 05.2025

Anticipated Occupancy: 08.2025

- Construction of the CTAE classroom addition has reached substantial completion and a temporary certificate of occupancy has been received.
- The auxiliary gym's interior finishes have begun. The wood floor is being acclimated to begin installation, bleachers and scoreboards are scheduled for installation. The ceiling cover up inspection has been completed and civil work is ongoing.
- The interior renovation demolition and MEP rough in are complete. Overheard MEP rough-in and interior block wall placement are underway.





River Ridge HS

Auxiliary Gymnasium

SmithBuilt Construction Group

Substantial Completion: 04.2026

Anticipated Occupancy: 08.2026

- Roof decking is 100% complete.
- Interior and exterior CMU wall placement has begun.
- Fireproofing and MEP rough-in are underway.
- Concrete piers have been placed and finished, and form work has been removed.





Sequoyah HS

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

Substantial Completion: 11.2026
Anticipated Occupancy: 01.2027

- The general contractor has mobilized and has completed set-up of their job trailer.
- Erosion control measures are in place. Receipt of the 7-day erosion control letter has been received, and the grader has mobilized.
- Installation of the temporary parking lot, tree removal at the front entrance, and demolition of the wrestling building are all underway.



Teasley MS

Driveway Improvements

Summit Construction and Development

Substantial Completion: 08.2025

Anticipated Occupancy: 08.2025

- The reconfiguration of the front drive is complete and was successfully opened on the first day of school.
- GA Power is scheduled to complete the relocation of power in the new bus drive in the back. Once power has been relocated, progress on the new drive can continue.



Capital Outlay Report

Work Session | 08.21.2025



Woodstock HS

Classroom Addition

SmithBuilt Construction Group

Substantial Completion: 01.2026

Anticipated Occupancy: 08.2026

- Roof coping is complete.
- Installation of corridor ceiling lights and devices, marker boards, and sod are underway.
- Startup of the 2nd floor FCU is underway.
- Flooring installation and erection of canopy steel have been scheduled.

