



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
- 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

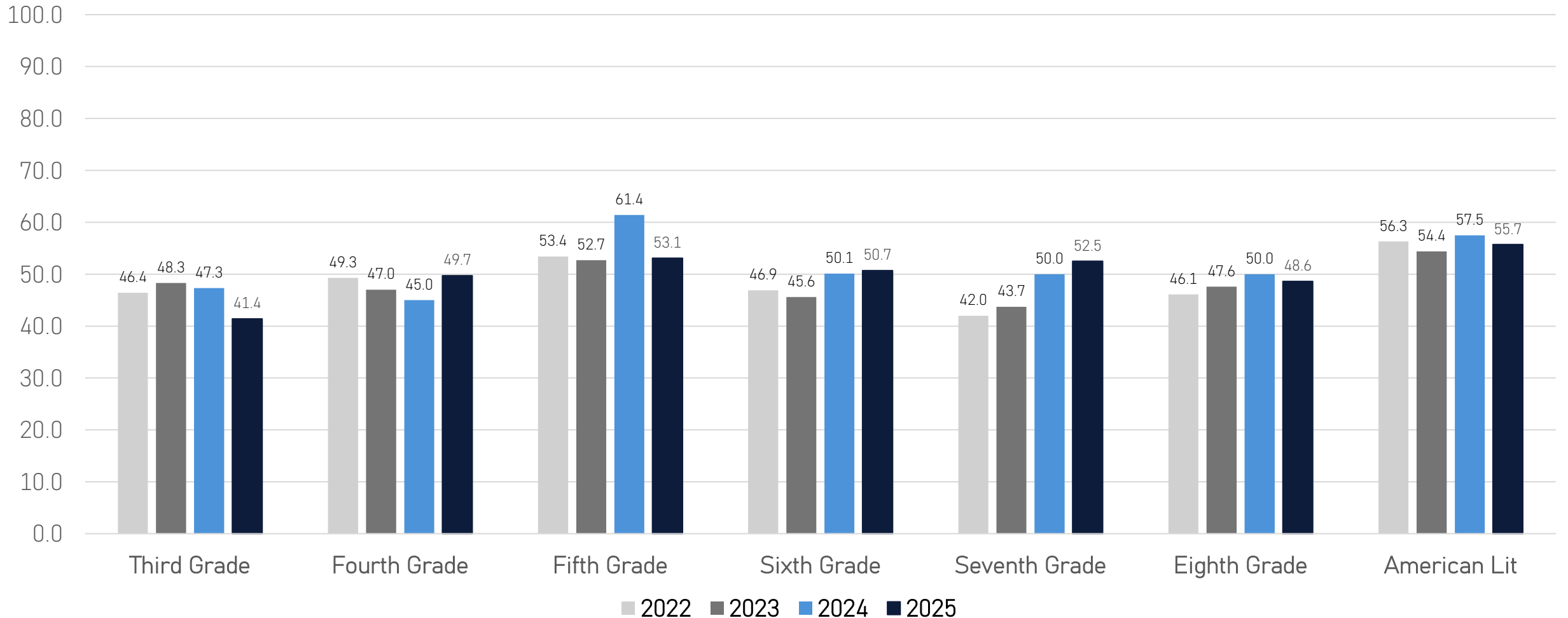
Elevate the Excellence!



English Language Arts

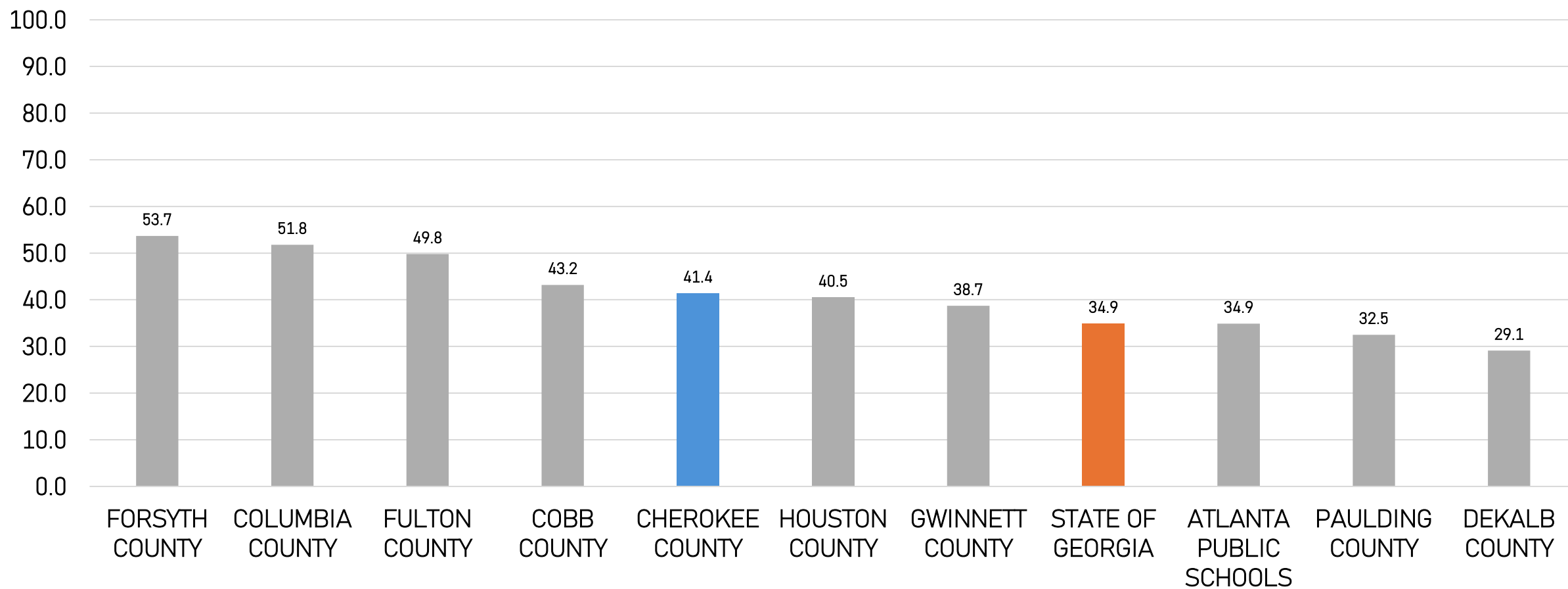
District Performance Over Time (2022-2025)

Percent Proficient and Above



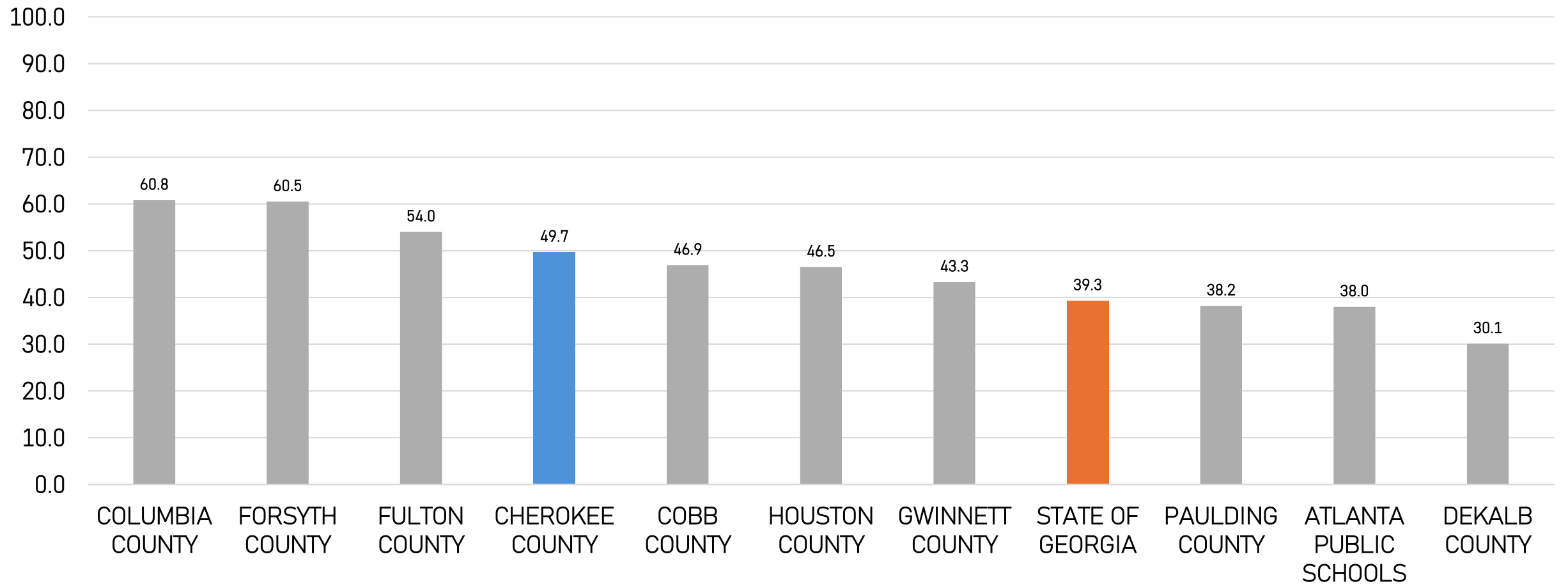
3rd Grade English Language Arts State Comparison School Districts

Percent Proficient and Above



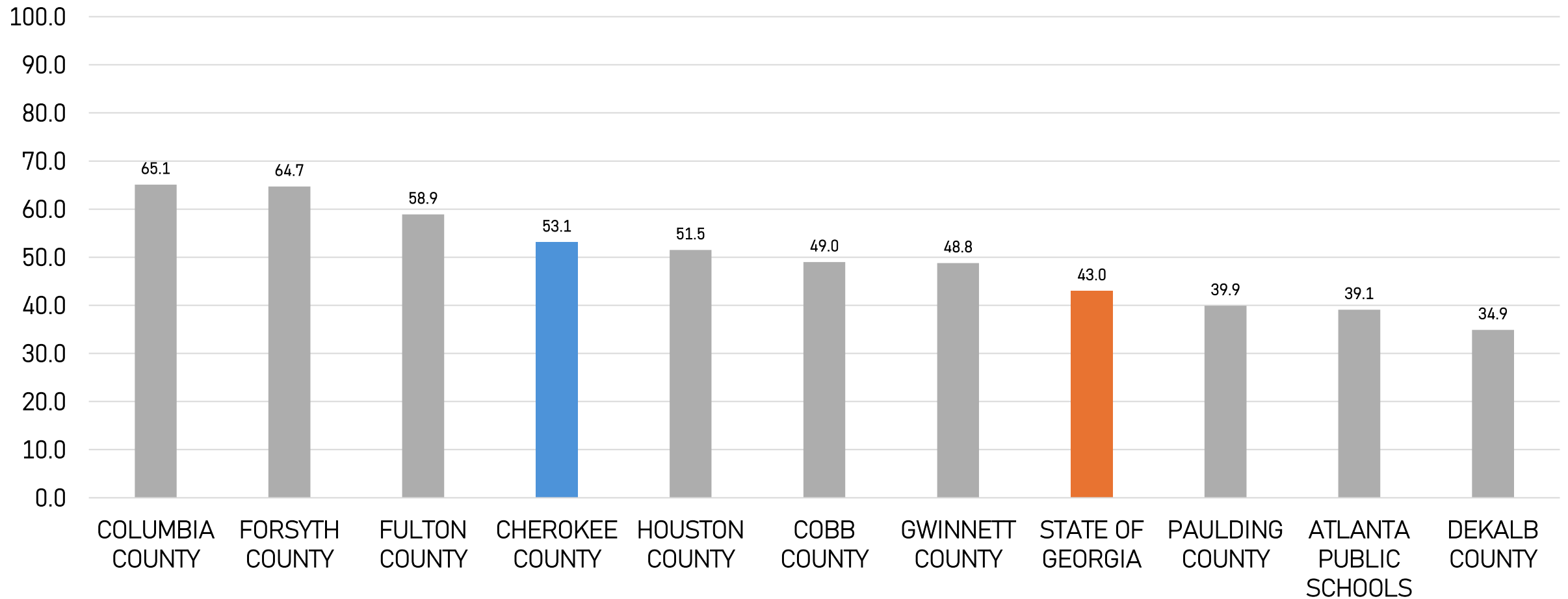
4th Grade English Language Arts State Comparison School Districts

Percent Proficient and Above



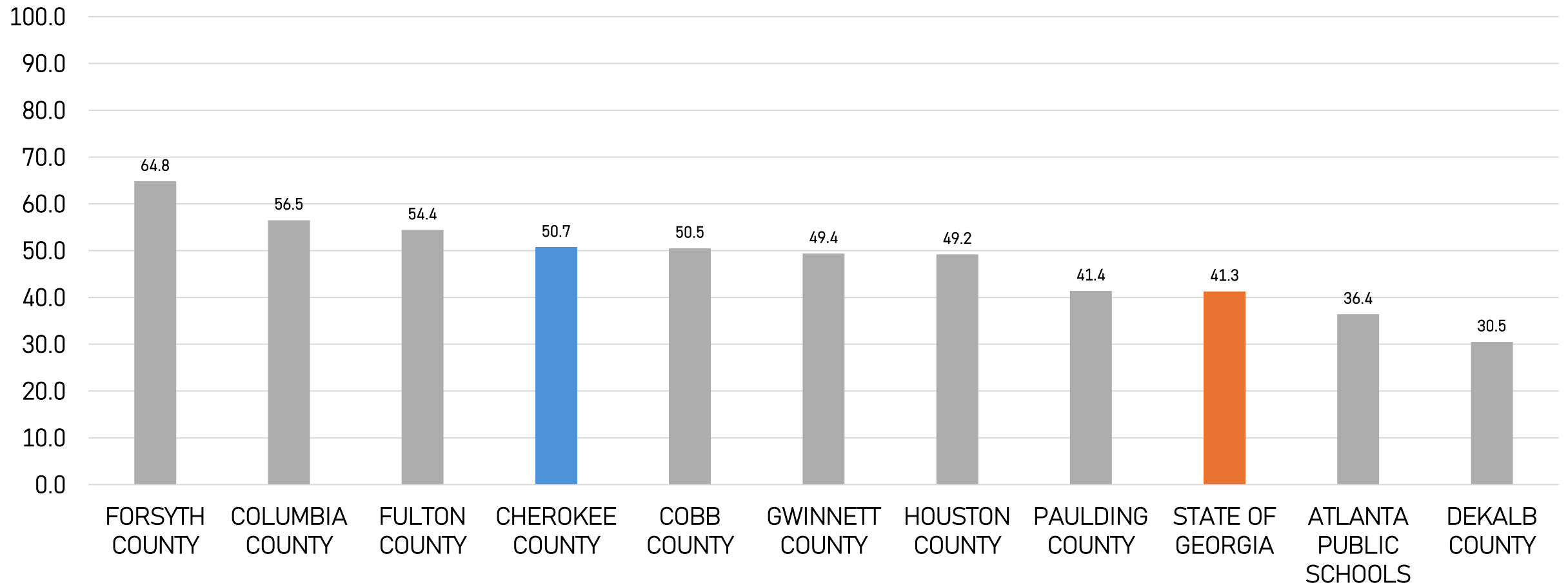
5th Grade English Language Arts State Comparison School Districts

Percent Proficient and Above



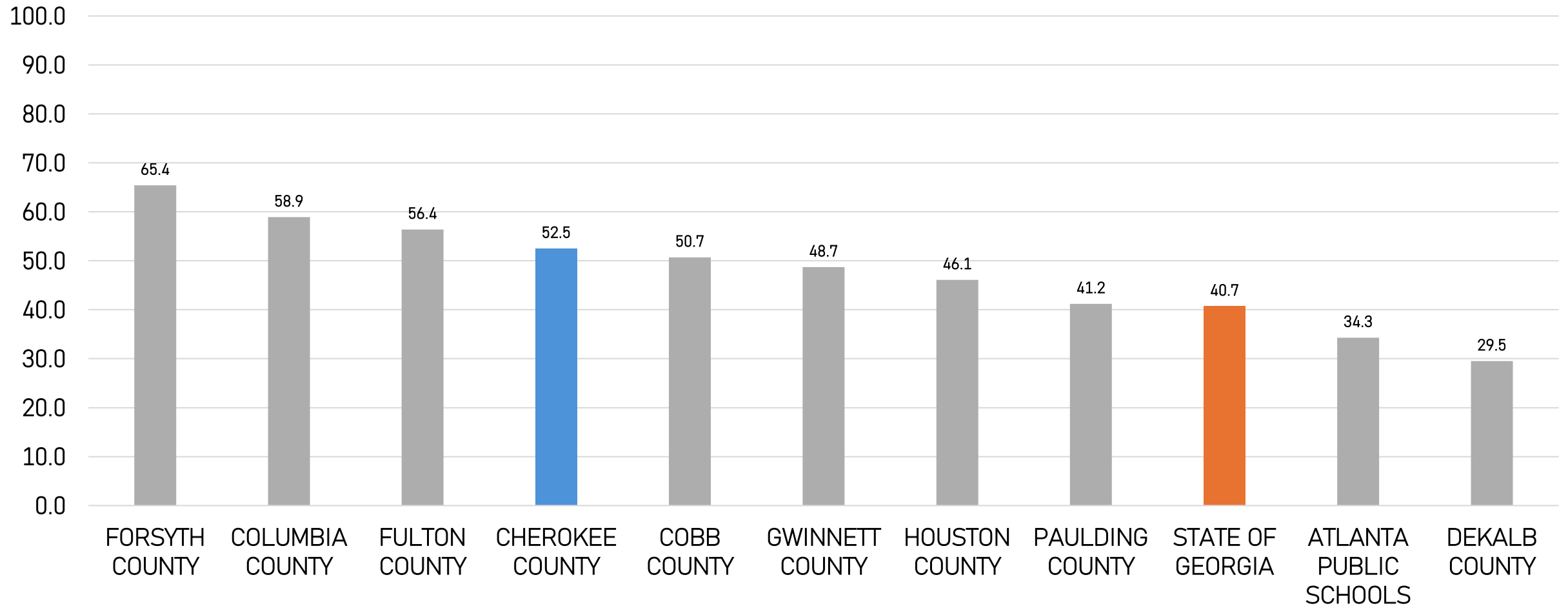
6th Grade English Language Arts State Comparison School Districts

Percent Proficient and Above



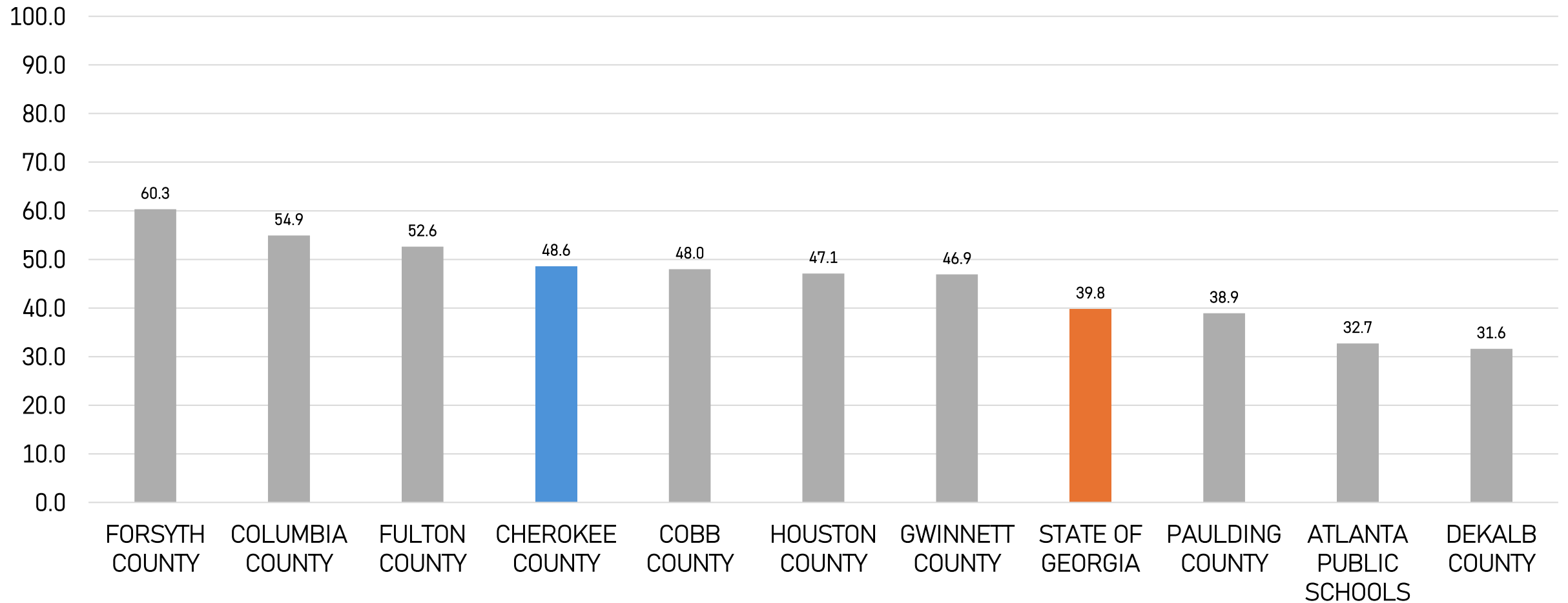
7th Grade English Language Arts State Comparison School Districts

Percent Proficient and Above



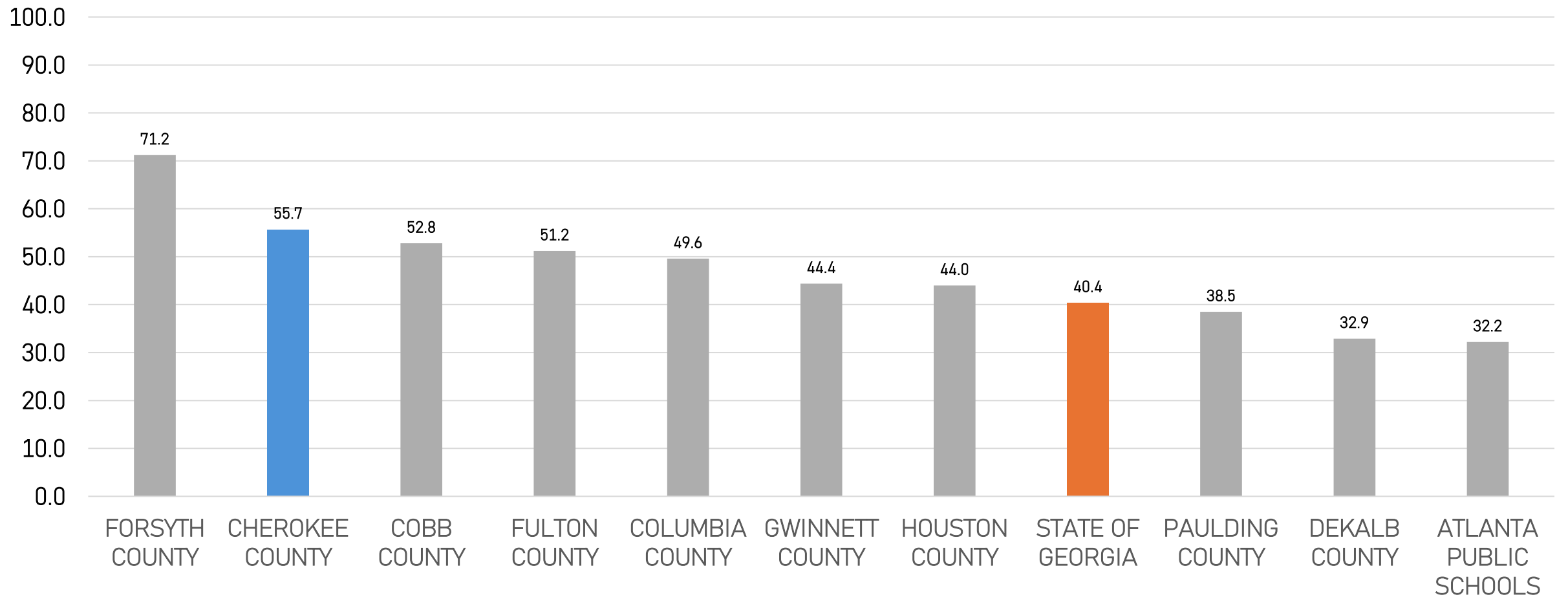
8th Grade English Language Arts State Comparison School Districts

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%		



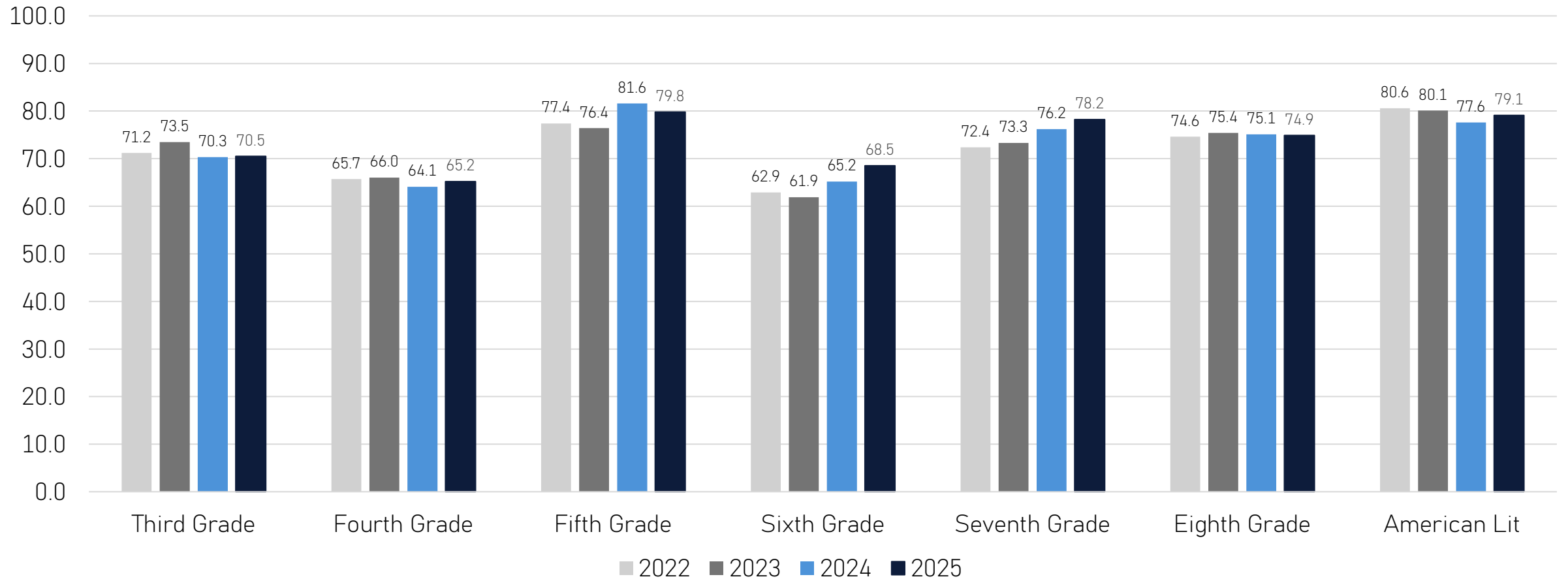
Cherokee County
School District

Reading Performance

Reading

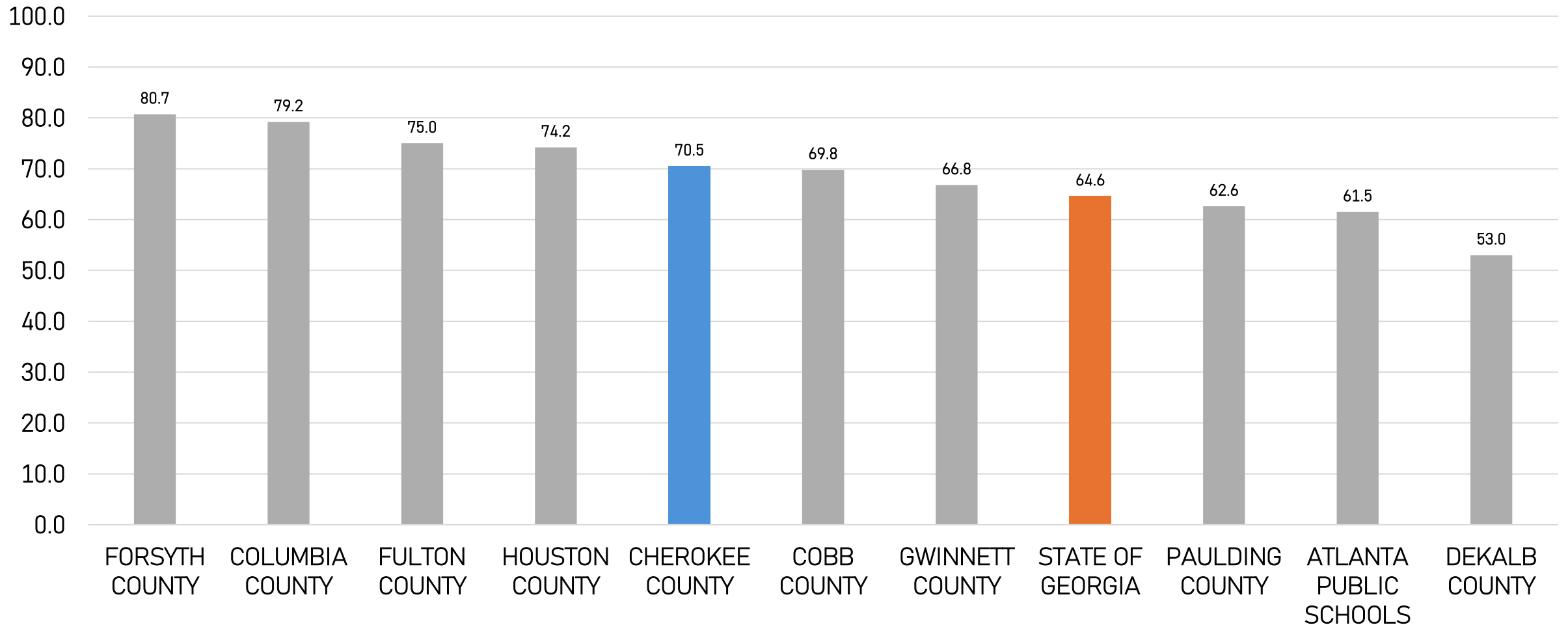
District Performance Over Time (2022-2025)

Percent Reading At or Above Grade Level



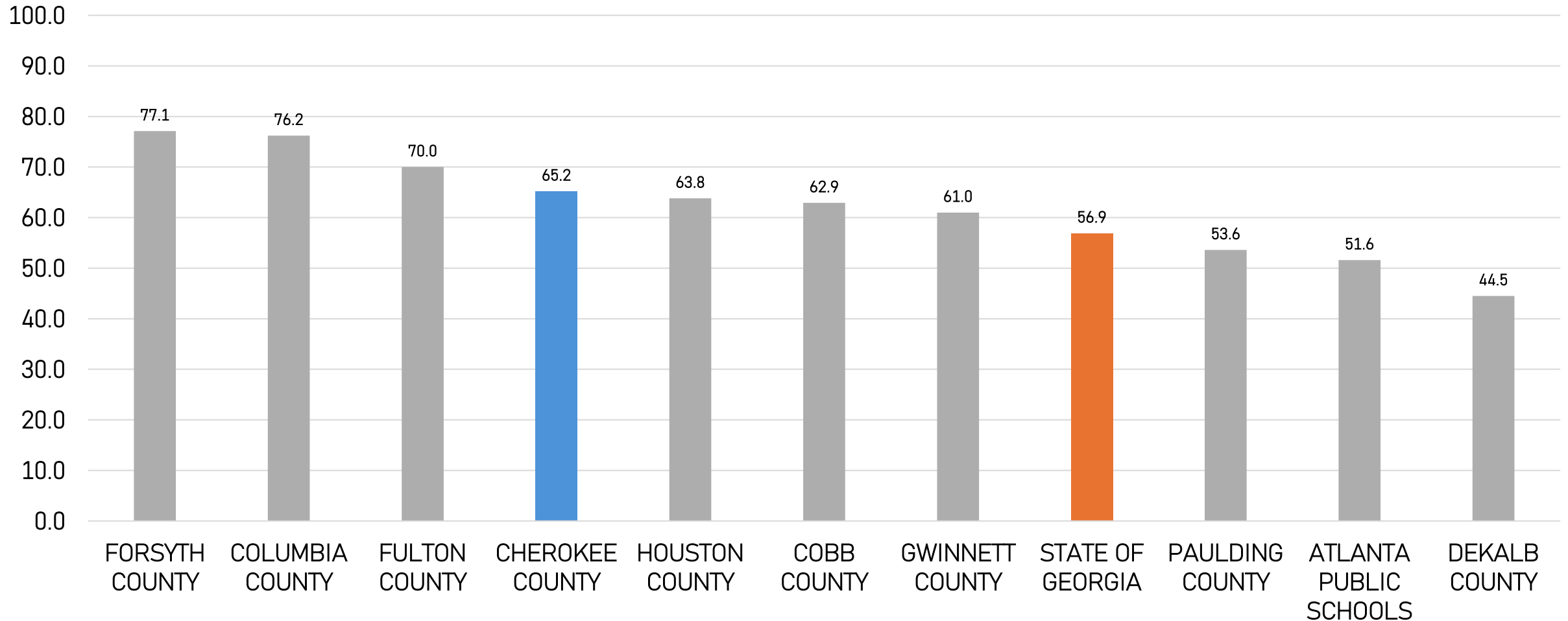
3rd Grade Reading State Comparison School Districts

Percent Reading At or Above Grade Level



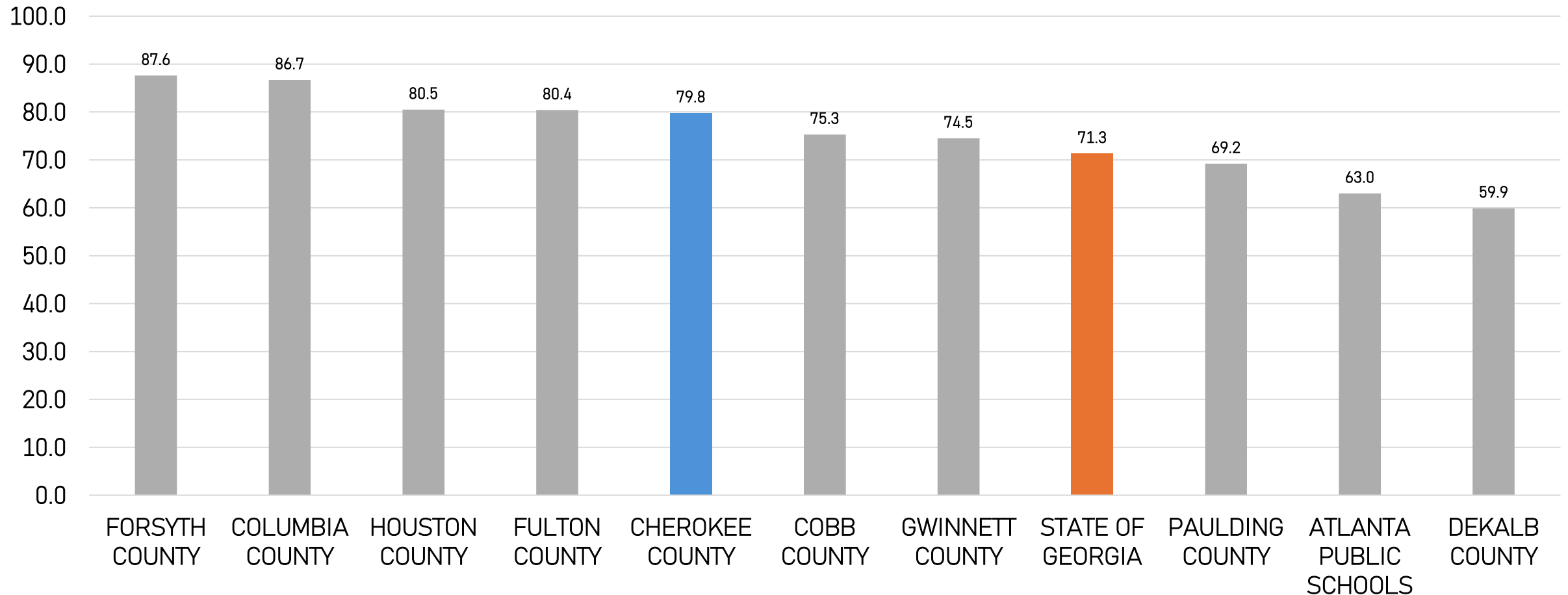
4th Grade Reading State Comparison School Districts

Percent Reading At or Above Grade Level



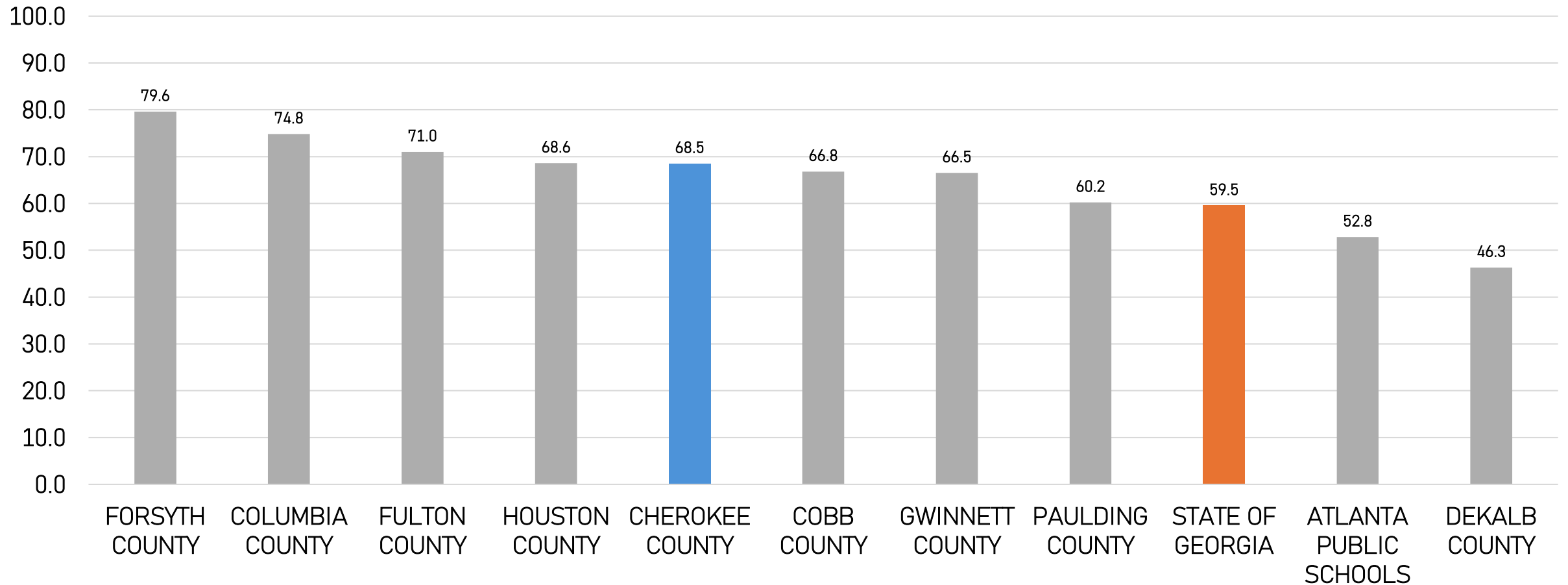
5th Grade Reading State Comparison School Districts

Percent Reading At or Above Grade Level



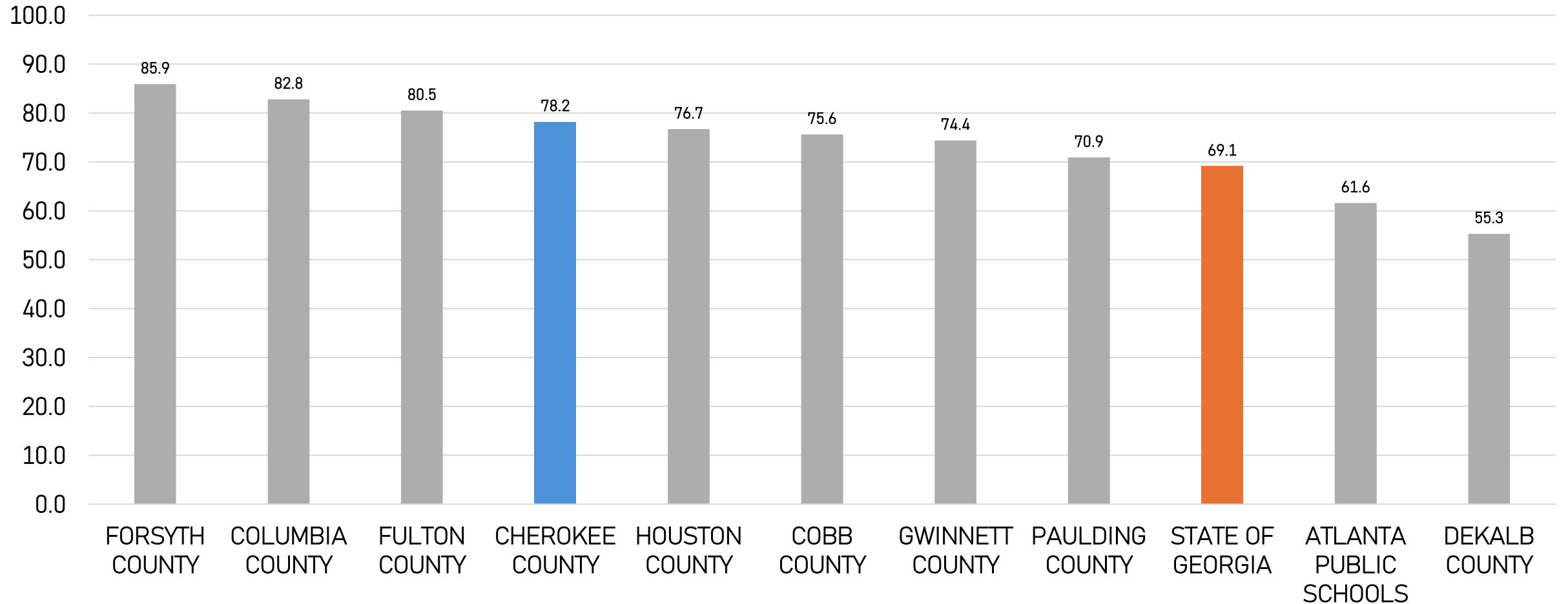
6th Grade Reading State Comparison School Districts

Percent Reading At or Above Grade Level



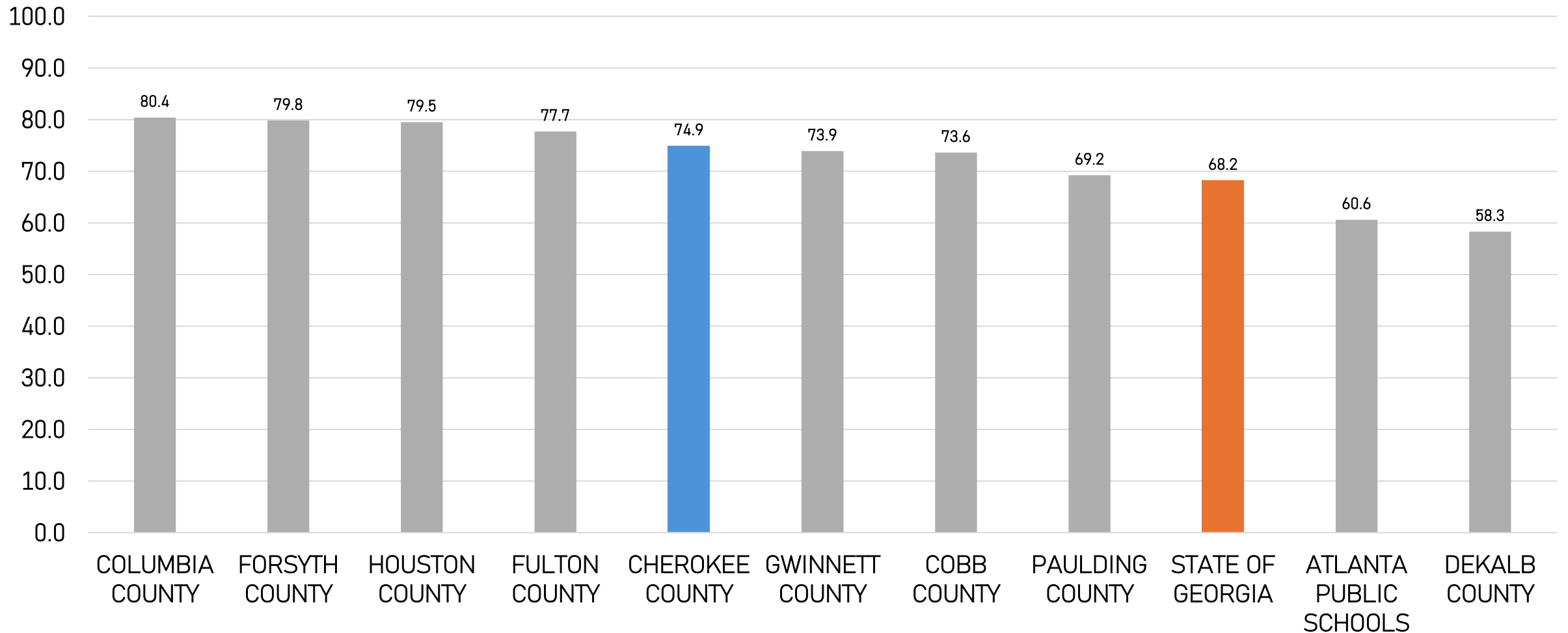
7th Grade Reading State Comparison School Districts

Percent Reading At or Above Grade Level



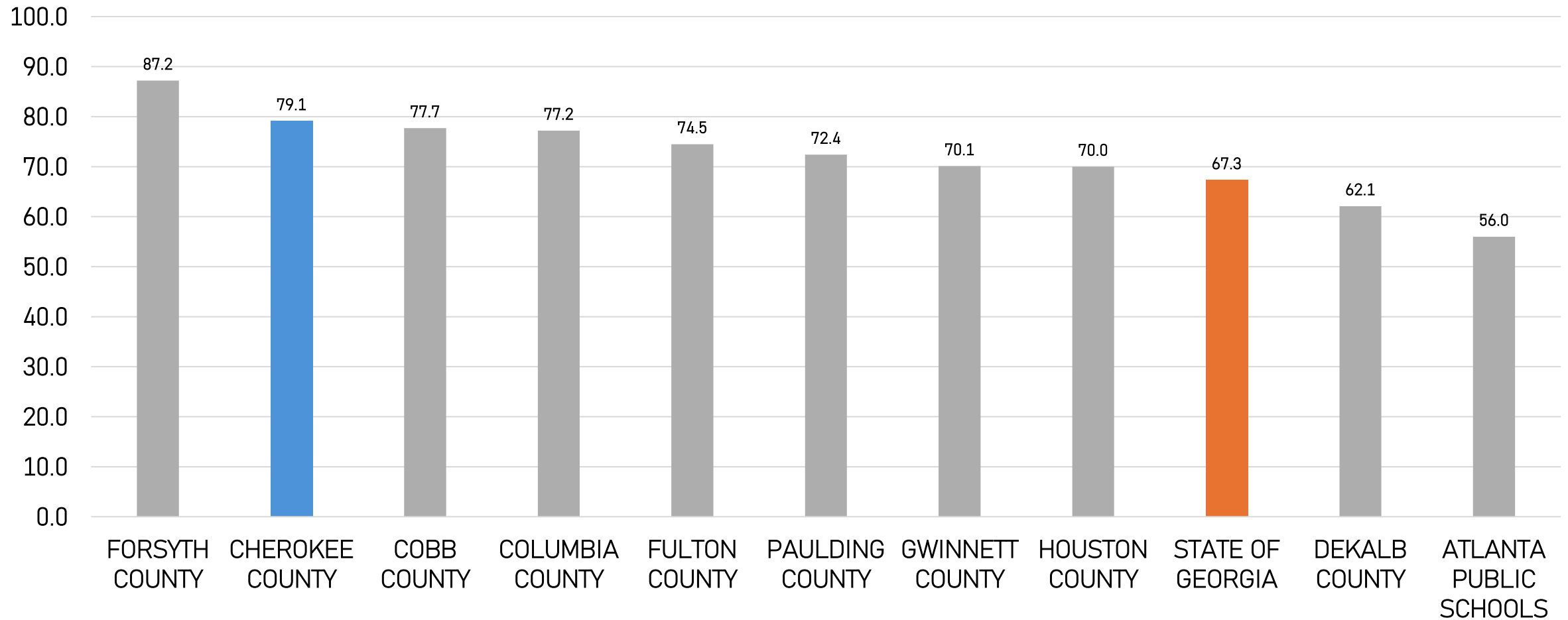
8th Grade Reading State Comparison School Districts

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

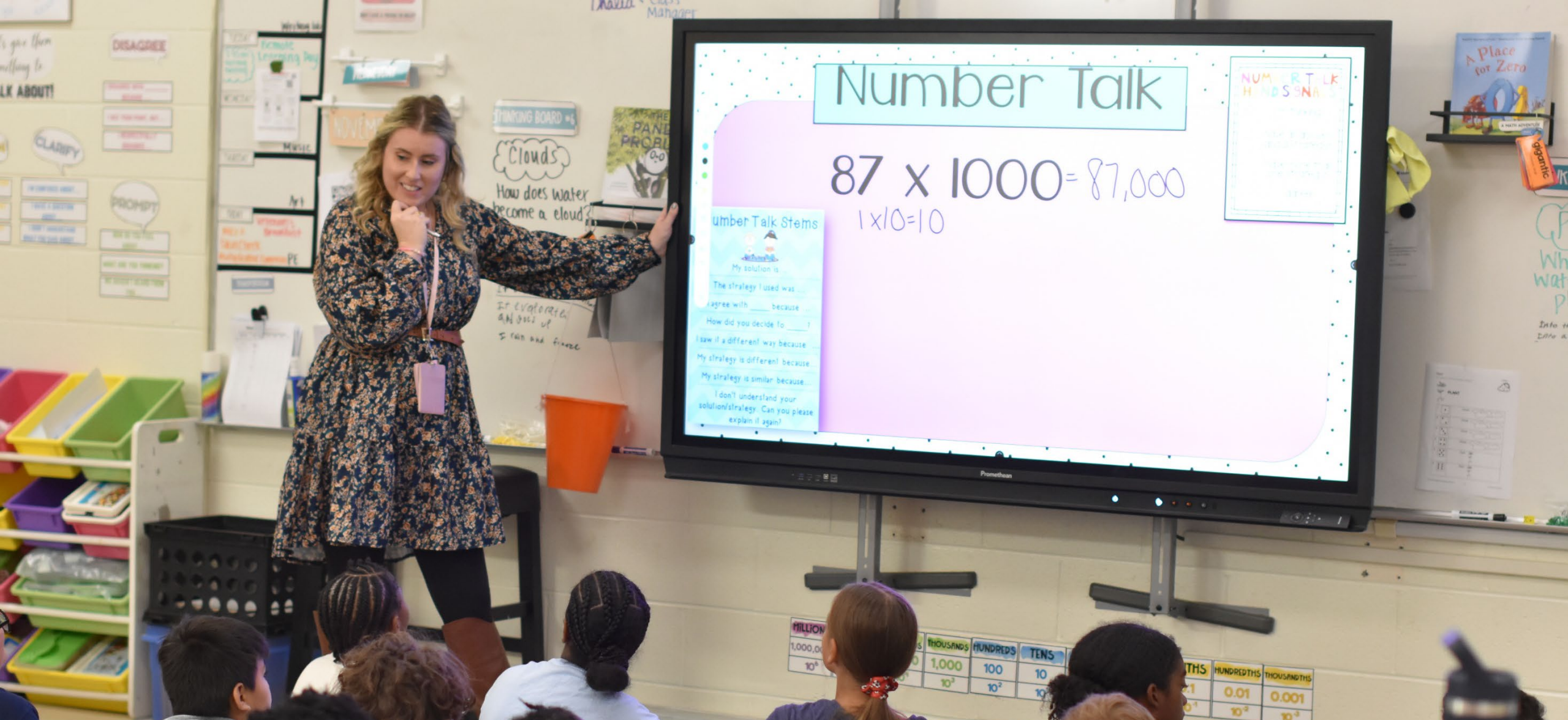
Combined ES/MS/HS

Reading

Local School Bright Spots (2025)

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

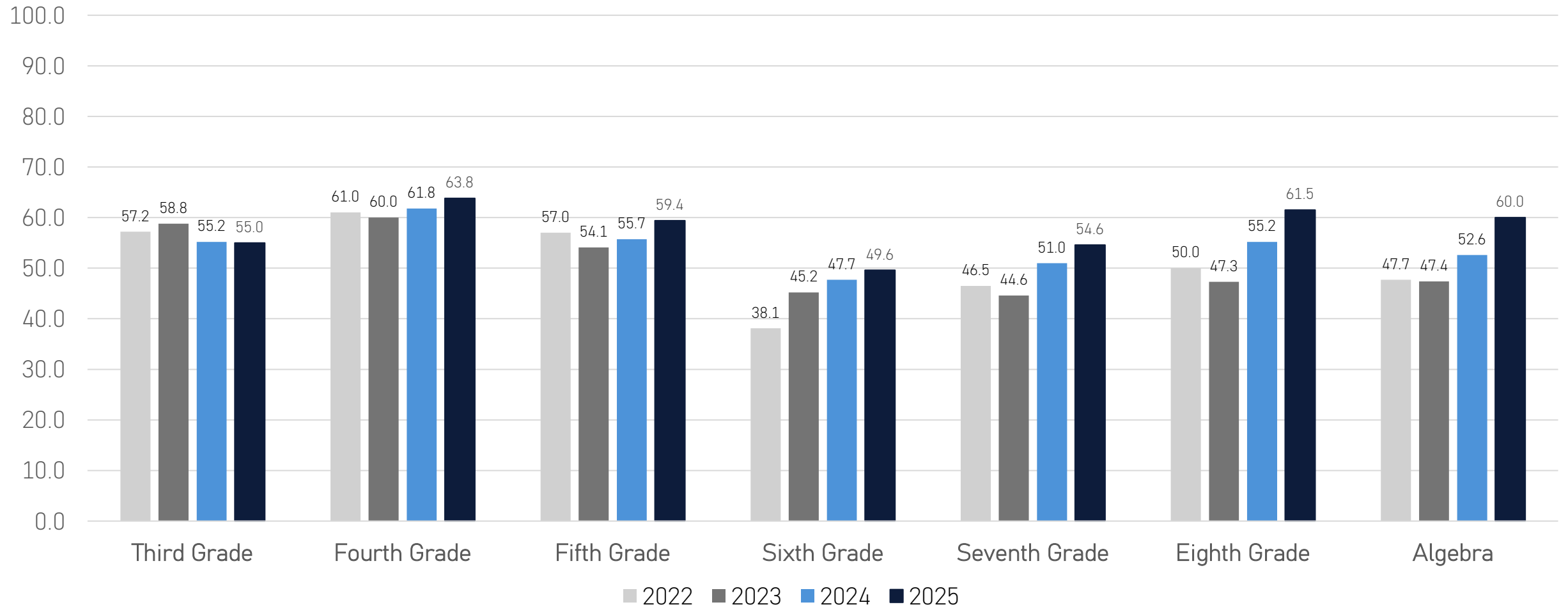
Elementary		Middle	
Arnold Mill ES (3 rd and 5 th Grade)	+ 7.7%, + 6.1%	Creekland MS (6 th Grade)	+ 8.0%
Avery ES (4 th Grade)	+ 7.3%	E.T. Booth MS (7 th Grade)	+ 6.3%
Ball Ground ES (5 th Grade)	+ 13.3%	Mill Creek MS (6 th Grade)	+ 8.9%
Holly Springs ES (4 th and 5 th Grade)	+ 9.6%, + 13.0%	Woodstock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

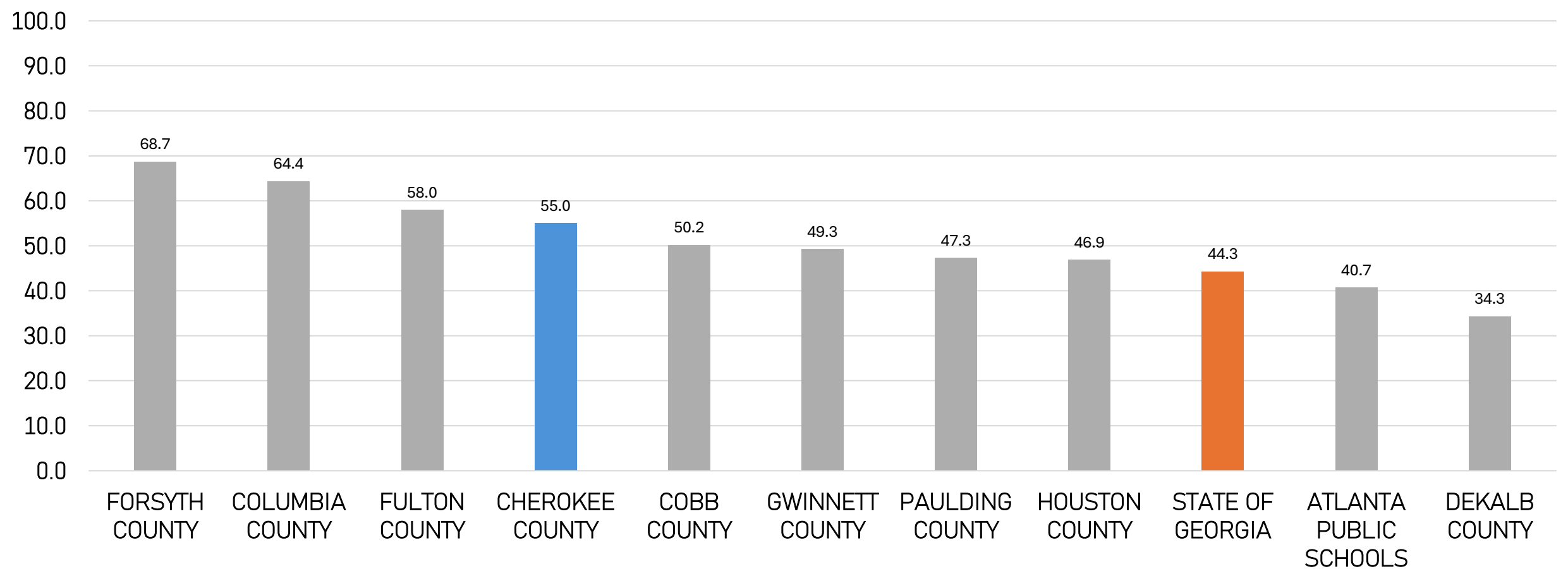
Percent Proficient and Above



3rd Grade Math

State Comparison School Districts

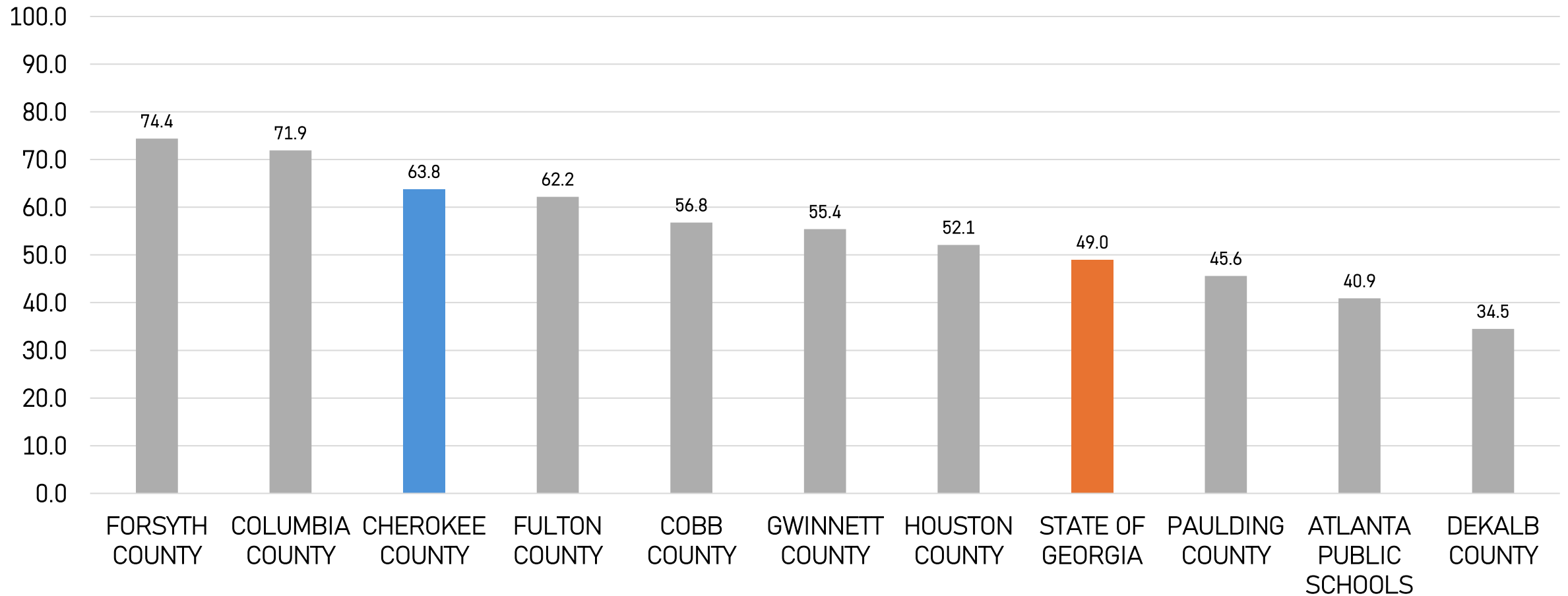
Percent Proficient and Above



4th Grade Math

State Comparison School Districts

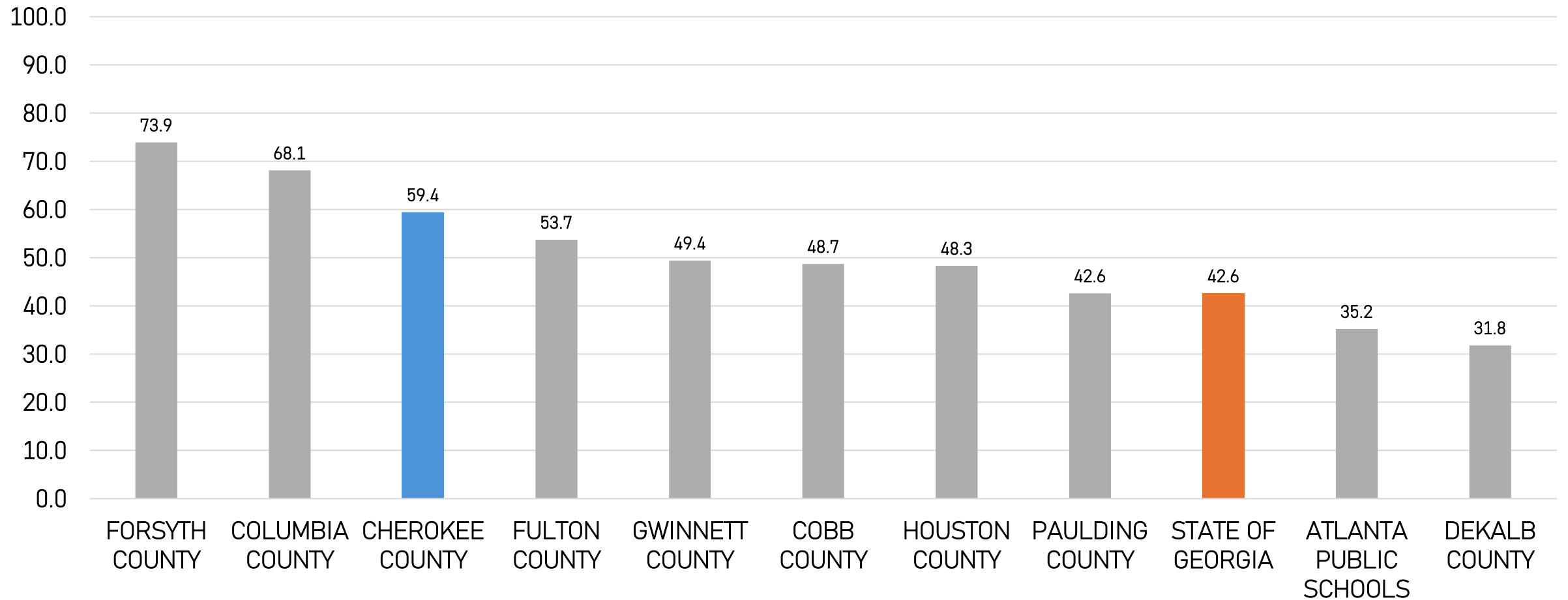
Percent Proficient and Above



5th Grade Math

State Comparison School Districts

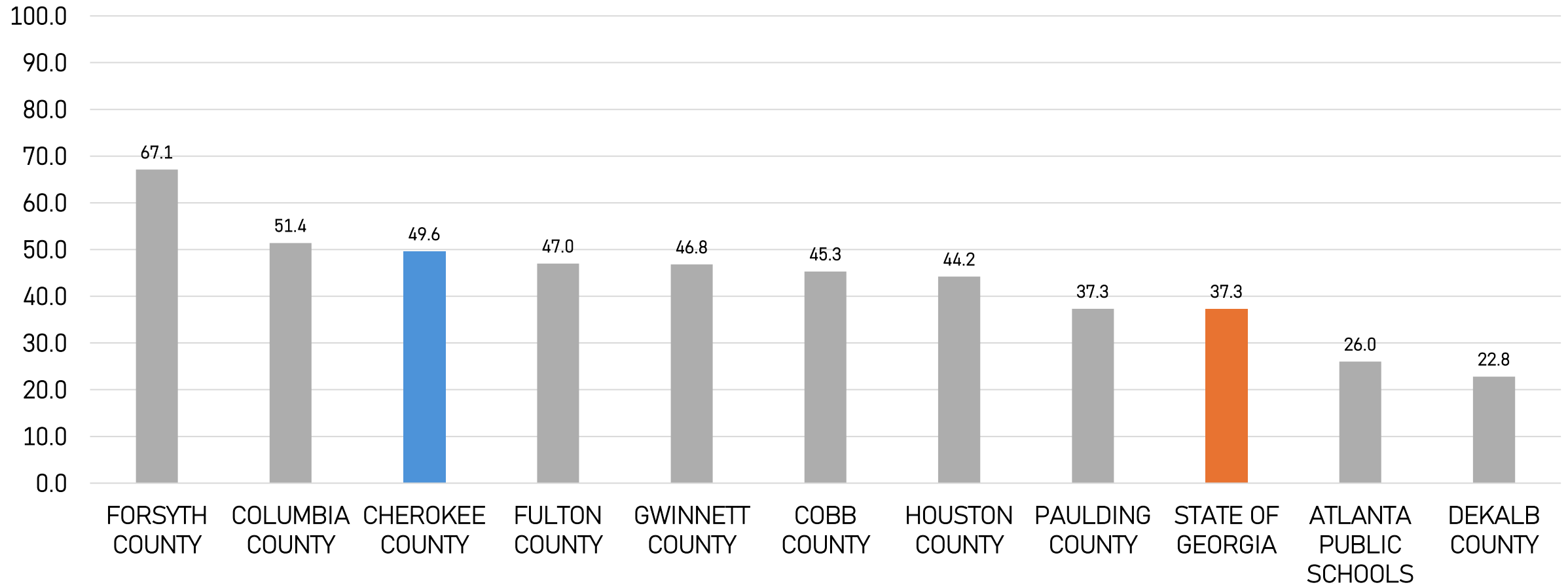
Percent Proficient and Above



6th Grade Math

State Comparison School Districts

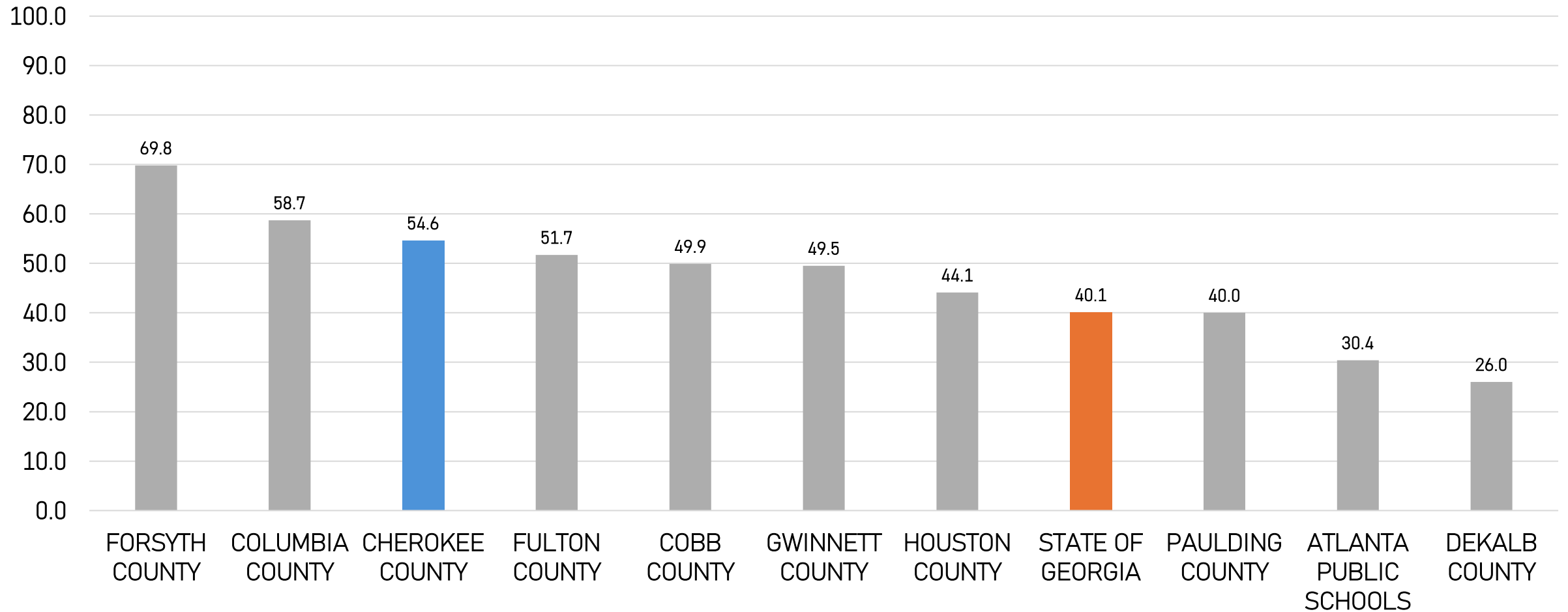
Percent Proficient and Above



7th Grade Math

State Comparison School Districts

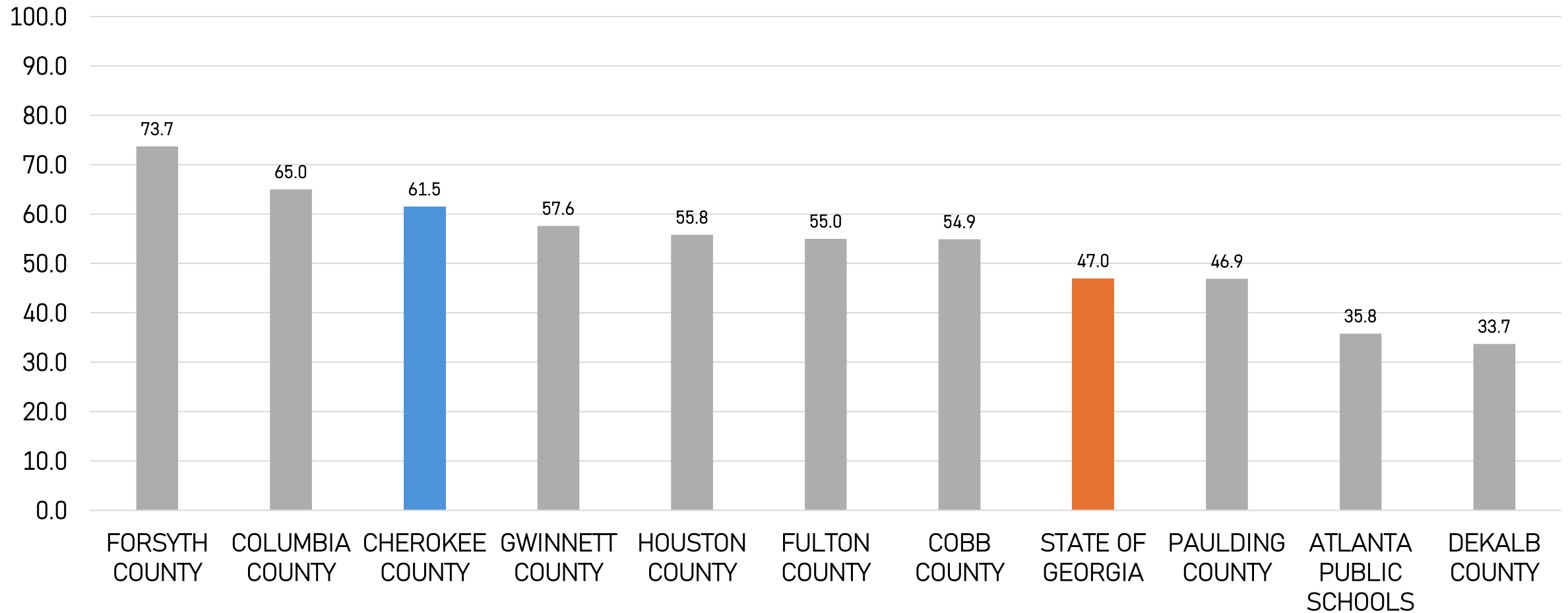
Percent Proficient and Above



8th Grade Math

State Comparison School Districts

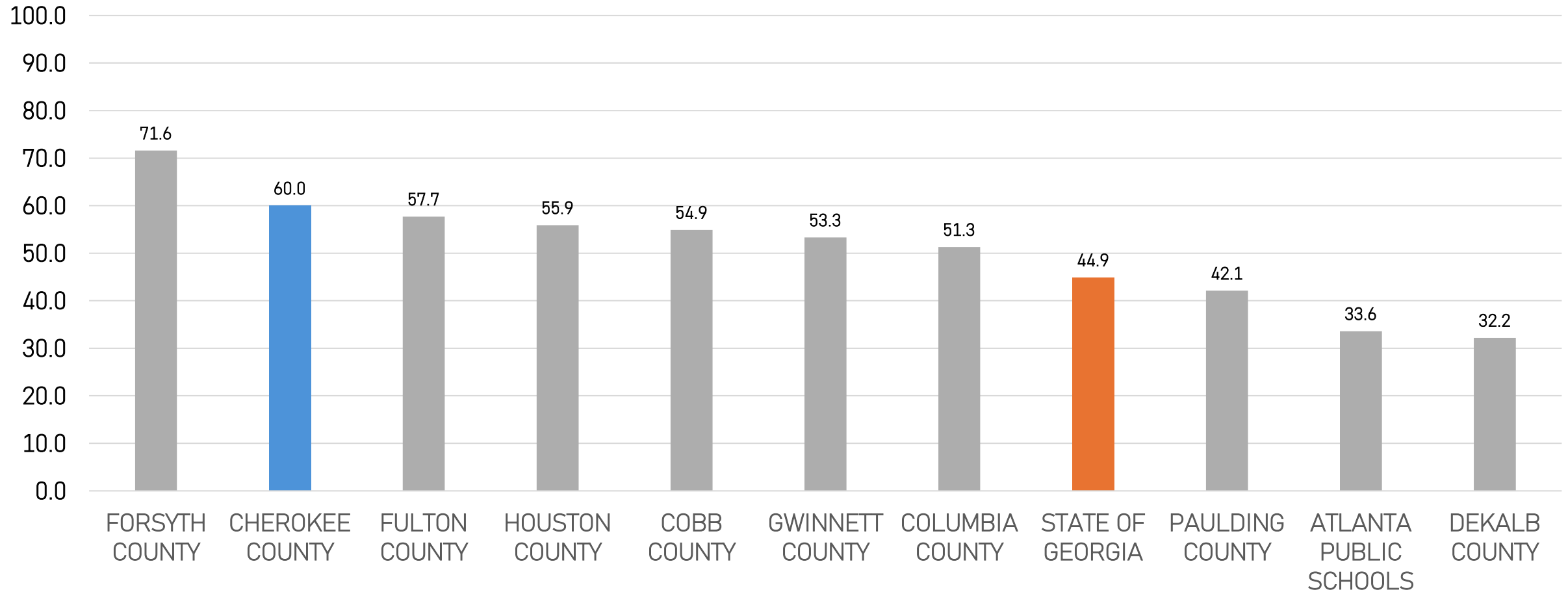
Percent Proficient and Above



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

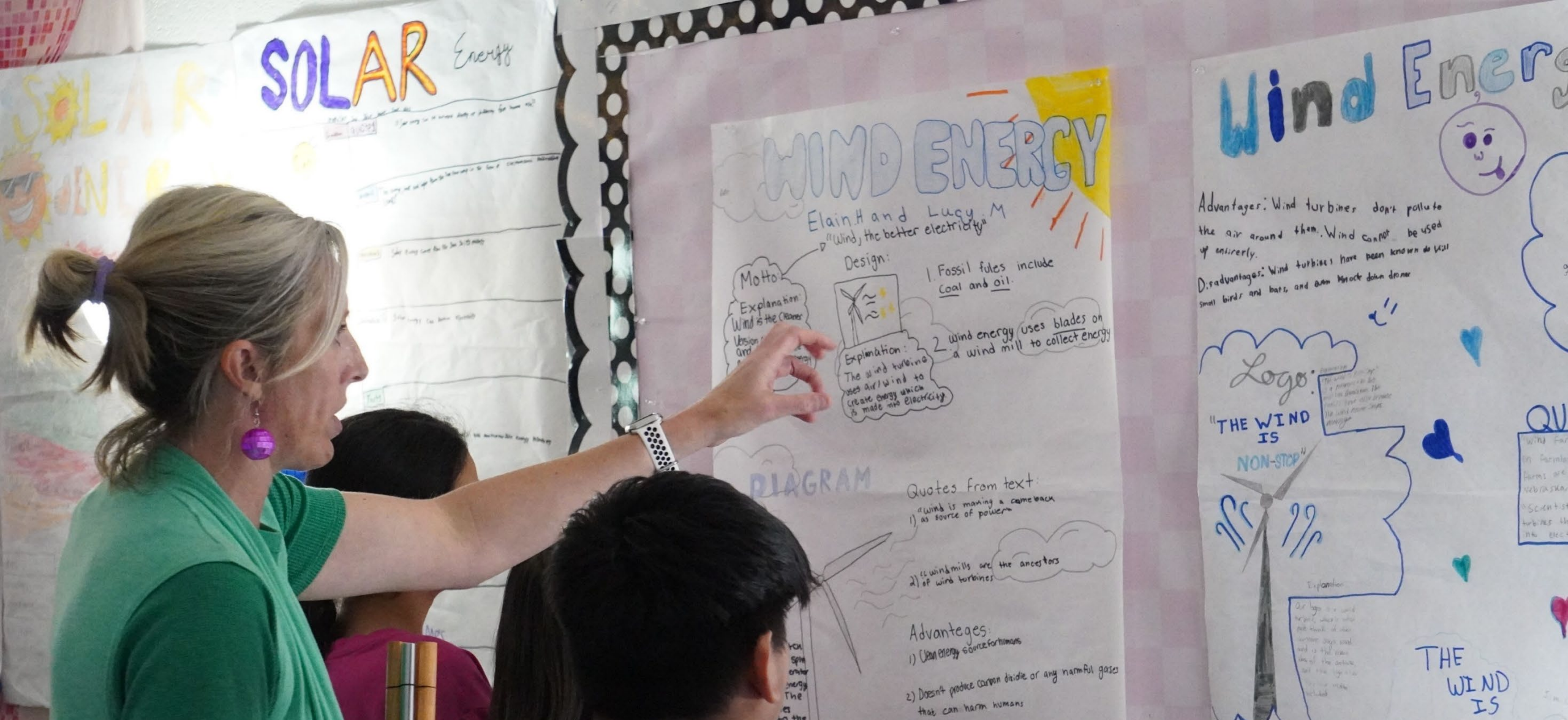
Local School Bright Spots (2025) Compared to Baseline

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)

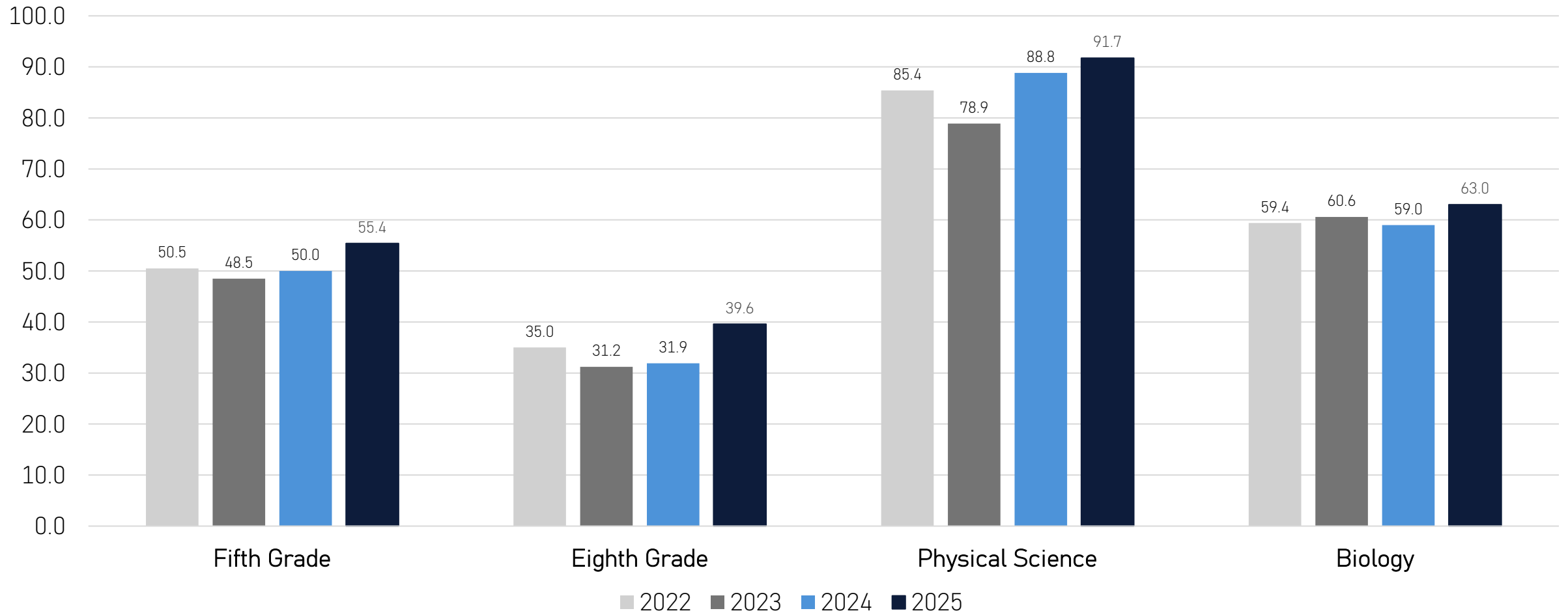
Elementary		Middle & High	
Avery ES (4 th Grade)	+ 14.7%	Freedom MS (8 th Grade)	+ 14.8%
Ball Ground ES (3 rd and 5 th Grade)	+ 10.1%, + 19.1%	Mill Creek MS (6 th and 8 th Grade)	+ 12.5%, + 17.4%
Boston ES (4 th Grade)	+ 10.5%	Teasley MS (8 th Grade)	+ 14.5%
Clayton ES (4 th and 5 th Grade)	+ 13.4%, + 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)

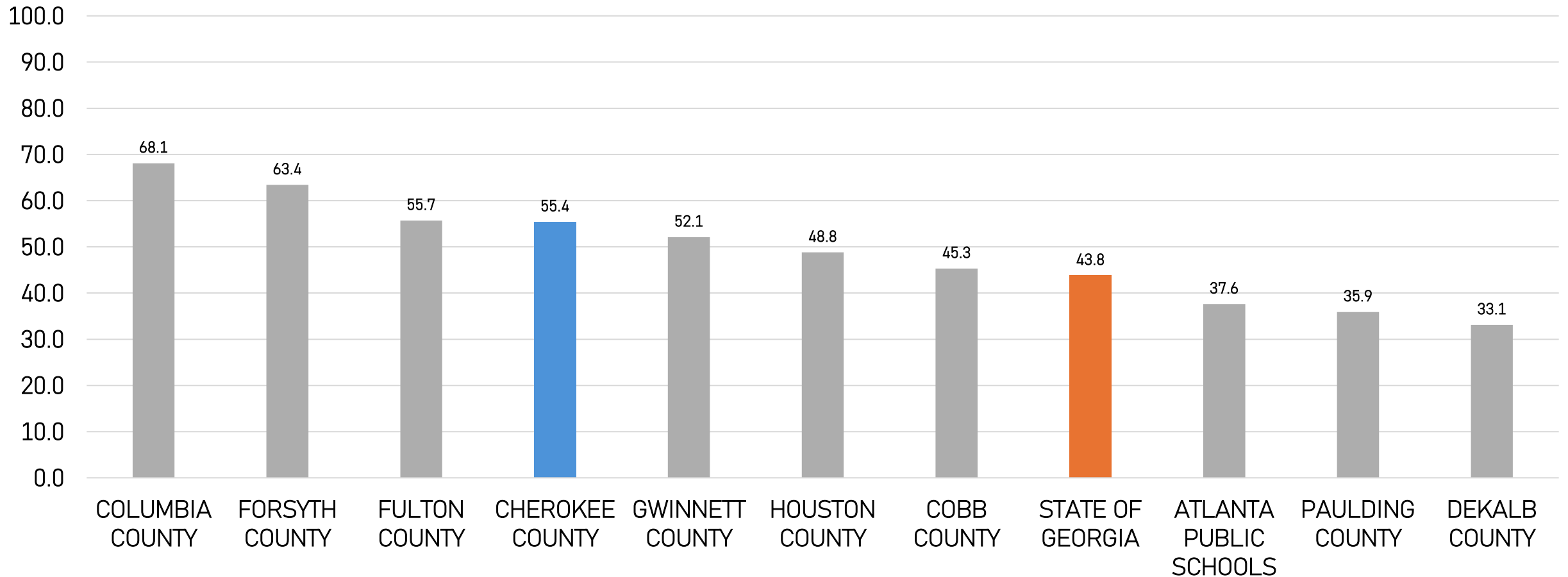
Percent Proficient and Above



5th Grade Science

State Comparison School Districts

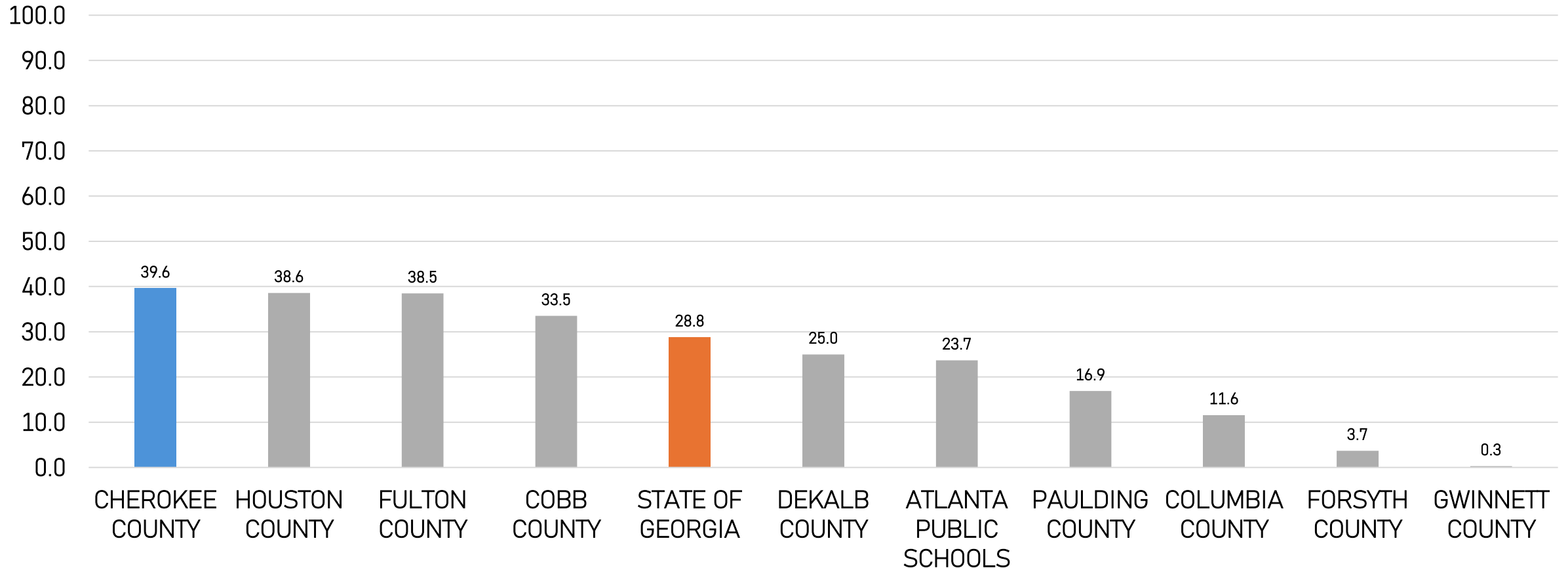
Percent Proficient and Above



8th Grade Science

State Comparison School Districts

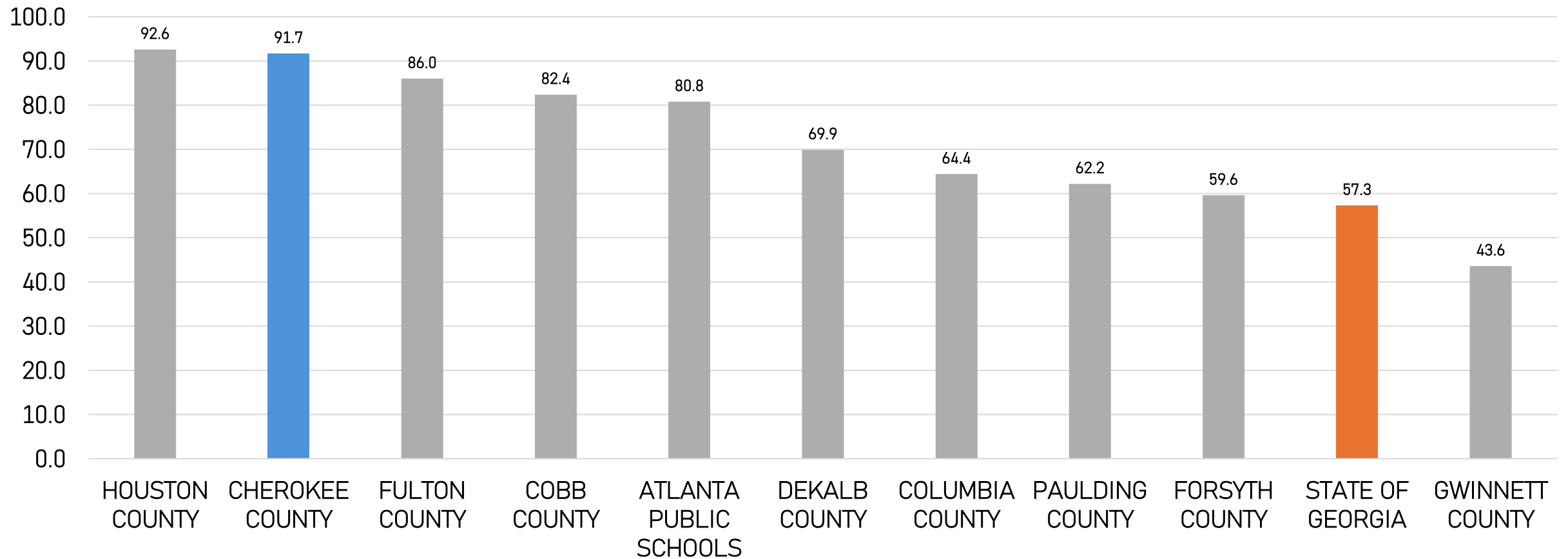
Percent Proficient and Above



HS Physical Science

State Comparison School Districts

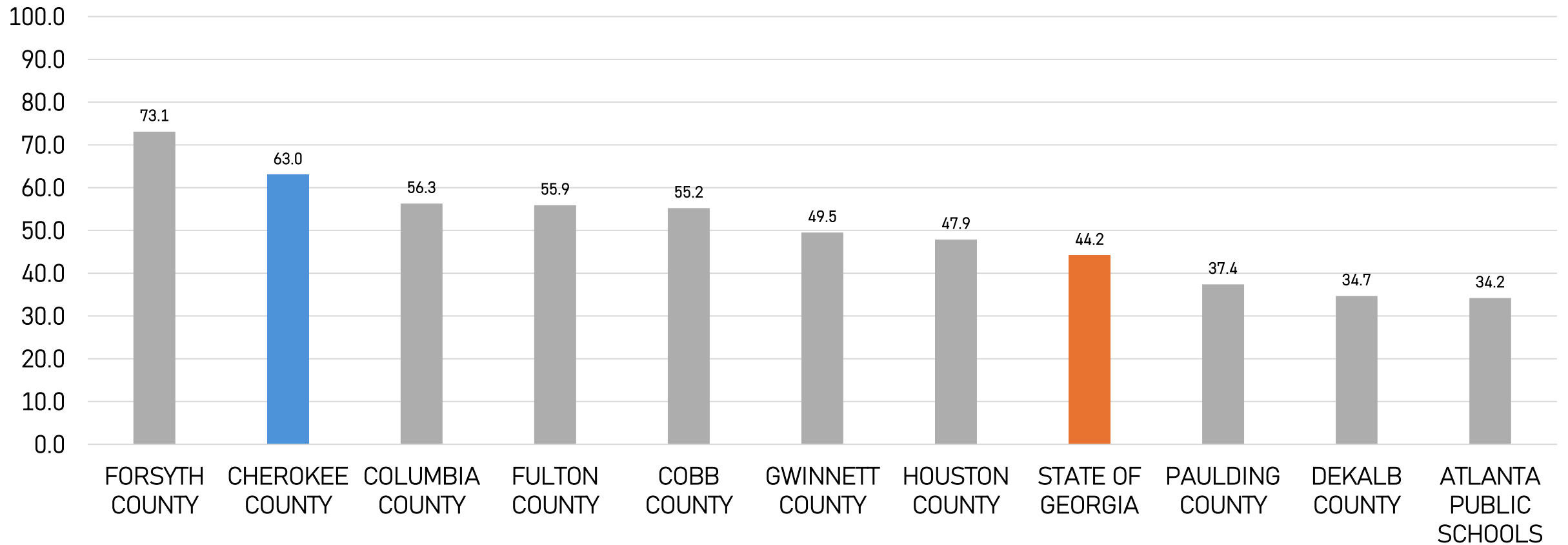
Percent Proficient and Above



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

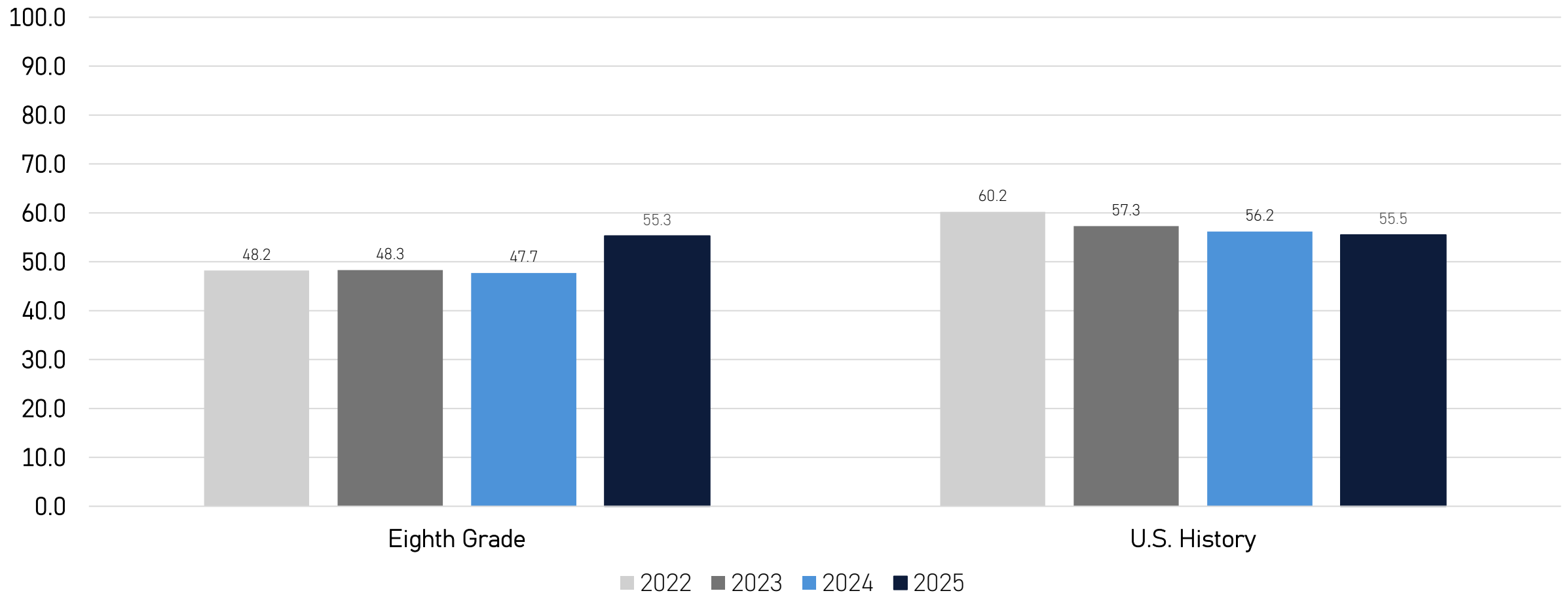
Sequoyah HS
Woodstock HS



Social Studies

District Performance Over Time (2022-2025)

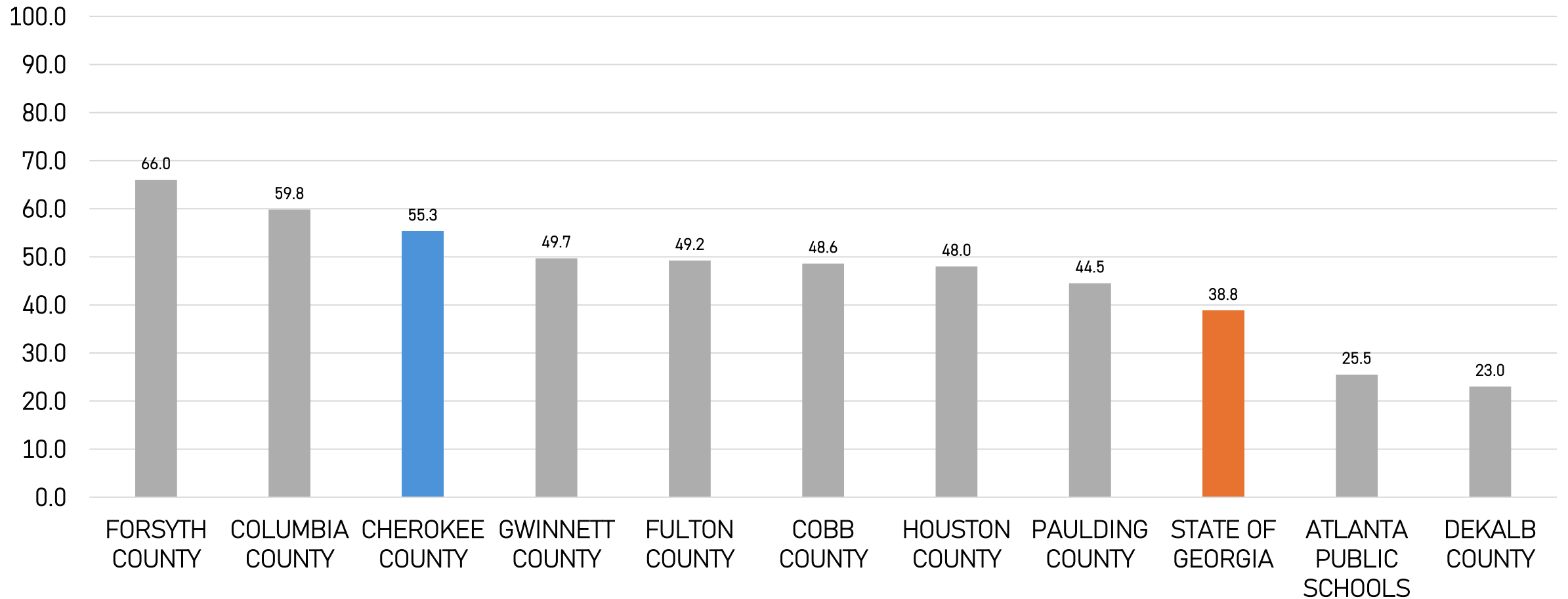
Percent Proficient and Above



8th Grade Social Studies

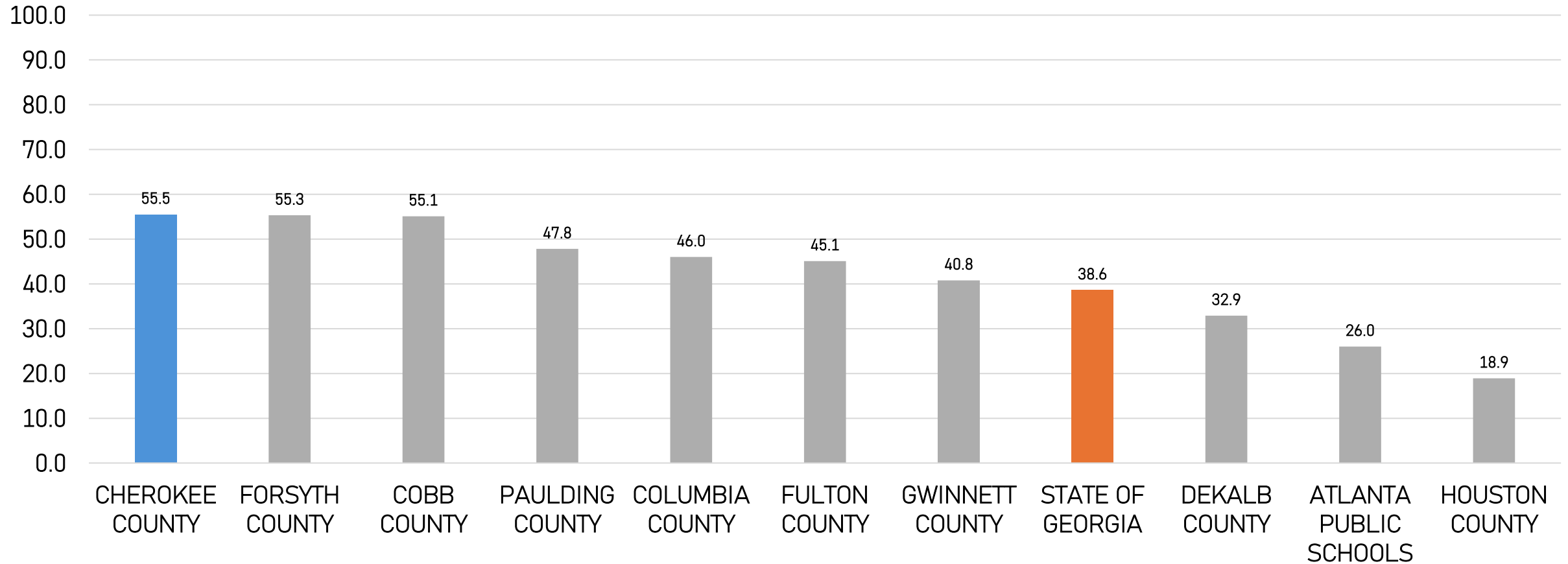
State Comparison School Districts

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)	
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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!

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-quality education for all students.

Core Beliefs

Core Beliefs are essential to the School Board's vision and mission and are shared by the superintendent and staff.

1. All students are capable of achieving their full learning potential.
2. Employees are trained and supported to elevate student outcomes.
3. Families and our community are essential to the success of our students to receive a high-quality education.
4. Schools are held accountable for student achievement and growth.

Cohesive System of Teaching & Learning

The School Board collects and analyzes data on instruction for students across the School District content areas. The School Board ensures every teacher brings to the classroom the appropriate resources, and the School Board provides the necessary support for all students.

As such, the School Board is committed to a Cohesive System of Teaching & Learning that ensures every student has access to a high-quality education.

Standards – Teachers develop effective instruction to teach the CCSD Teaching & Learning Standards aligned to the Georgia Standards for Mathematics and Science.

Standards – Teachers develop effective instruction to teach the CCSD Teaching & Learning Standards aligned to the Georgia Standards for Mathematics and Science.

Instructional Resources – The School Board provides instructional resources (e.g., curriculum, standards-aligned print and digital assessment) to support but not limit the teaching of each resource does not limit teachers' ability to use resources based on their professional judgment available on the School District website.

Monitor Student Learning – The School Board monitors student learning at the level of the standard throughout the school year, including ways to formatively and summatively assess student learning.

While the School Board expects a foundation of clarity and consistency in: what is taught, how it is taught, and the resources available to teach, the School Board also recognizes that each classroom teacher and support staff operate within the established foundation by meeting the needs of all students.

Accountability & Support

The School Board is committed to high expectations and consistent accountability coupled with the resources and support needed for students to be successful.

Performance is defined as: the process of measuring, monitoring, and achieving more as defined by achievement goals.

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

Accountability starts with the School Board categories. The School Board-established goals and evaluation instrument that will be made available to all employees.

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 school performance.

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 Accountability & Support Model.

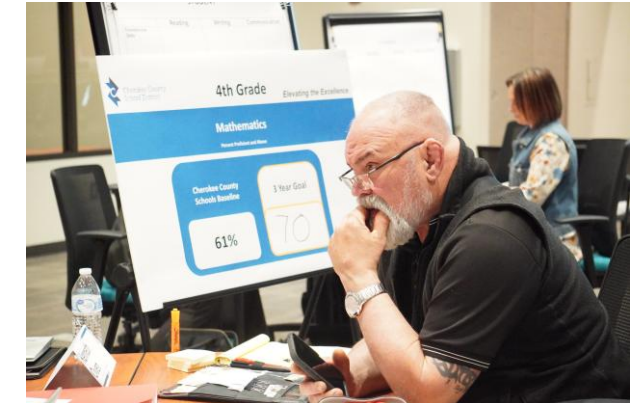
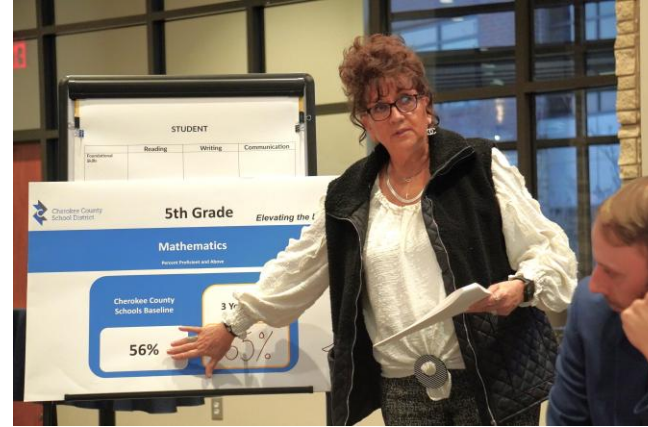
The Superintendent will establish and maintain guidelines as necessary for administration of the Accountability & Support Model.

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.



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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%	-18.3%	66%
Grade 4	56.2%	3.8%	63.9%
Grade 5	54.7%	9.3%	58.4%

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!



Cherokee
County
School
District

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%

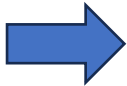
Student Attendance Action Steps

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
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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 Alegbra.

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

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Cherokee County
School District

School Improvement Plans

Board Report

August 21, 2025