

Cartersville City Schools

COMPREHENSIVE K-5 LITERACY PLAN

This plan is built on the unwavering belief that all students can succeed, with literacy serving as the essential foundation for success across all grade levels and content areas.



We inspire all students to build the skills and confidence to find their passions and achieve their goals.

Want to learn more? Scan the QR code or visit our website cartersvilleschools.org

Cartersville City Schools
Dr. Marc Feuerbach-Superintendent

CCS Vision Statement

Building Legacies - One Student at a Time

CCS Mission Statement

We inspire all students to build the skills and confidence to find their passions and achieve their goals.

CCS Core Values

- **COMPASSION** – CCS understands that as a member of the global community we must exhibit compassion as we build relationships based on trust and mutual respect. We celebrate diversity and demonstrate awareness, sensitivity, and respect as we build relationships.
- **COMMUNITY** – CCS involves students, parents, teachers, and the community to support student learning. We firmly believe students will learn best when engaged with the community and when the community is invested in student learning- ensuring that we are all achieving at the highest level.
- **EQUITY** – CCS supports every student and creates a learning environment in which all of our diverse learners can achieve their highest potential. We believe that all students have the capability to learn at a high level and we encourage them to find their passions and achieve their goals.
- **ENGAGEMENT** – CCS believes that engagement is at the core of all student success. We know students learn best when they participate in a student-centered, standards-based curriculum that emphasizes hands-on, project-based learning. Our innovative staff strives to create a dynamic, engaging learning environment for all students.
- **HIGH EXPECTATIONS** – CCS staff and students hold the highest expectations for their own achievement and believe in the motivating power of hope combined with unwavering determination. We align curriculum, instruction, and assessments as an accountability tool for continuous learning. We are committed to providing all students with the skills that will ensure their ability to achieve success for career, college, and life.
- **SHARED LEADERSHIP** – CCS is committed to a vision of shared leadership that is collaborative and courageous. The district is led by a team of highly qualified partners who invite all community stakeholders to contribute to the decision-making process. We look forward to the momentum that occurs when the hopes and dreams of the community fuse with the expertise of caring innovative educators.

CCS Literacy Vision Statement

Cartersville City School’s vision for literacy is for all learners to become successful readers by:

- employing literacy instruction that is grounded in the science of reading
- embedding authentic reading, writing, and discussion opportunities every day across all content areas
- identifying, targeting, and addressing individual student reading needs
- investing in high-impact and continuous professional learning for administrators and teachers
- fostering a partnership for literacy with parents, guardians, and community stakeholders
- ensuring high-quality instruction in every classroom

CCS is committed to closing literacy achievement gaps and meeting the literacy needs of all students through a focused, intentional, and systematic approach.

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2024-2025 K-5 Literacy Plan Design Team

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Mrs. Bobbie Bruton | CES Teacher Support Specialist

Mrs. Lauren Robinson | CPS Teacher Support Specialist

Mrs. Randi Sonenshine | CMS Teacher Support Specialist, District ELA Liaison

Literacy Plan Design Process

April 2024-September 2024
Initial Development of K-5
portion of Comprehensive
Literacy Plan *COMPLETED*

- assemble Literacy Plan Development Design Team
- examine Georgia Early Literacy Act HB 538, High Quality Instructional Materials guidance & GA Mandatory Screening Act SB 48 implications for CCS
- study and discuss GA Literacy Frameworks/Standards
- examine CCS historical & current literacy data
- conducted external comprehensive literacy reviews at CPS & CES to examine what areas we are excelling at and those that need improvement
- examine existing CCS instructional resources and materials
- explore new High Quality Instructional Materials focused on the Science of Reading principles
- draft literacy commitments to our students and community
- finalize literacy commitments to our students and community
- developed District Images of Literacy for Students, Teachers, Families & Community
- finalize K-5 Literacy Assessment & Screening Cycles
- determine upcoming professional development and training needs related to the new Literacy Plan implementation
- finalized literacy professional development plan for all K-5 teachers
 - *Growing Readers PL (CPS Teachers) (CES Teachers 2025-26)*
 - *LETRS Training (CPS & CES Teachers & School/District Admin)*
 - *GA Literacy Academy (CPS & CES Teachers)*
- determine means of monitoring student achievement
- design individual student reading (literacy) improvement plans
- determine means of monitoring district progress
- determine means of communicating with and supporting parents, caregivers, and families regarding K5 Literacy Plan and supports

March 2025 – 2026
Further Development of 6-
12 section of the
Comprehensive Literacy
Plan
TO BE COMPLETED

- determine a broader team of varied stakeholders to serve on 6-12 Literacy Design Team
- schedule meetings of the 6-12 Literacy Design Team
- determine CCS literacy improvement goals
- examine year-end literacy data from 2024-2025
- identify areas of strength and areas that need improvement
- conduct root-cause analysis for challenge areas
- determine best practices for Tier 1 instruction and remediation protocols.
- articulate measurable literacy improvement goals for all 6-12 content areas
- create an actionable plan for each literacy improvement goal (steps, responsibility, timeline, success measure)
- amend the initial comprehensive literacy plan with 6-12 literacy improvement goals and action plans.

Introduction

At the heart of this literacy plan is the unwavering belief that all students can succeed, with literacy serving as the essential foundation for success across all grade levels and content areas. We are committed to ensuring that every student is reading on grade level by the 3rd grade. For those who are not, a comprehensive, individualized plan will be implemented to ensure they reach this goal by the 5th grade.

This plan provides a comprehensive framework for literacy development that will serve as the foundation for curriculum, instruction, and assessment across Cartersville City Schools. Its primary goal is to support the entire CCS community in cultivating students who are proficient readers, writers, independent thinkers, and effective communicators. By focusing on literacy, we aim to prepare students not only for academic success but also for future career opportunities, equipping them with the essential skills needed for lifelong learning and personal growth.

This literacy plan is designed to clarify expectations for all stakeholders—students, parents, teachers, and administrators—and to ensure consistent, high-quality implementation across the district. It emphasizes the central role of literacy as a cornerstone of academic instruction, guiding educators in delivering effective, research-based practices that foster literacy development at every grade level. The plan also highlights the importance of collaboration and communication among all members of the CCS community to ensure that literacy is integrated seamlessly across subjects, promoting student engagement and achievement in every classroom.

Ultimately, this plan aims to create a shared vision for literacy education in Cartersville City Schools, with a commitment to continuous improvement, equity, and excellence in preparing students for the challenges and opportunities of the future.

This is a dynamic document that will be revisited and updated both at regularly planned intervals and as needs arise to meet the demands and challenges that will be encountered by students, teachers, leadership teams, parents, and community members and to be responsive to new research, evolving technology, emerging high-quality resources, and best practices in literacy education.

This document aligns with the goals and strategies included in *CCS Strategic Direction* as well as the CCS Instructional Framework and meets or exceeds requirements of the Georgia Early Literacy Act HB 538 & GA Mandatory Screening Act SB 48. As well as the most recent legislation, House Bill 307 (HB 307), House Bill 538, Senate Bill 48, and Senate Bill 211.

Definition of Literacy

Within the Georgia public school system, literacy is defined broadly, encompassing the ability to use print and written information to function in society and achieve one's goals. This includes not only reading and writing, but also oral communication, visual design, and nonverbal communication. The state emphasizes a structured literacy approach, focusing on explicit, systematic, and cumulative instruction in foundational literacy skills like phonics, phonemic awareness, and reading comprehension.

CCS academics and instruction is centered on **authentic literacy**, which emphasizes engagement with real-world texts and materials to develop strong reading, writing, discussion, and comprehension skills.

Authentic Literacy?

Authentic literacy is a concept that emphasizes engaging with real-world texts and materials in any content area to develop strong reading and comprehension skills.

Definition and Importance

Authentic texts are those that exist in the real world, beyond the classroom or instructional context. These texts include books, articles, newspapers, websites, advertisements, and more.

Authentic literacy recognizes that reading extends beyond textbooks and contrived passages in any language. It involves interacting with materials that have genuine relevance and meaning.

Exposure to authentic texts helps readers develop critical thinking, cultural awareness, and a deeper understanding of various topics.

Characteristics

Real-world context: Authentic texts are encountered in everyday life, reflecting the situations readers encounter outside of school.

Richness and complexity: These texts often present complex ideas, diverse perspectives, and nuanced language.

Varied genres: Authentic texts span different genres, including fiction, nonfiction, poetry, and more.

Cultural diversity: They expose readers to diverse cultures, experiences, and voices.

Purposeful communication: Authentic texts serve a purpose beyond mere practice—they inform, entertain, persuade, or educate.

Benefits of Using Authentic Texts

Motivation: Authentic texts engage readers because they relate to real-life interests and experiences.

Vocabulary development: Exposure to varied vocabulary enhances language skills.

Critical thinking: Analyzing authentic texts encourages deeper thinking and interpretation.

Cultural competence: Readers gain insights into different cultures and perspectives.

Preparation for real-world reading: Authentic literacy prepares students for lifelong reading beyond the classroom.

Examples

Novels and literature: Classic novels, contemporary fiction, and poetry.

News articles: Current events, opinion pieces, and investigative journalism.

Websites and blogs: Online content covering diverse topics.

Advertisements: Analyzing ads helps develop media literacy.

Personal narratives: Memoirs, autobiographies, and personal essays.

Authentic Literacy Assessment

In summary, authentic literacy assessment invites students to engage with meaningful, real-world texts that inspire curiosity, deepen understanding, and foster a genuine love of reading. By incorporating authentic assessment practices—such as writing essays, creating multimedia presentations, and participating in rich discussions—we ensure students are not only mastering literacy skills but also applying them in purposeful, relevant ways. At Cartersville City Schools, we are committed to cultivating thoughtful, confident readers and communicators who are prepared to thrive both in school and in life. Authentic literacy is not just an instructional strategy—it is a promise to prepare students for a world that values insight, empathy, and effective communication.

In summary, authentic literacy encourages readers to explore beyond textbooks, fostering a love for reading and a deeper understanding of the world.

The Georgia Statewide Commitment to K-12 Literacy

The State of Georgia remains steadfast in its mission to ensure every child learns to read proficiently by the end of third grade and continues to grow as a literate learner throughout their academic career. Through strategic legislation—most recently House Bill 307 (HB 307), the Georgia Early Literacy and Dyslexia Act—the state has strengthened and streamlined its literacy framework by integrating and enhancing the requirements from House Bill 538, Senate Bill 48, and Senate Bill 211.

Key Legislative Actions Supporting Early Literacy

House Bill 307 – Georgia Early Literacy and Dyslexia Act (2024)

HB 307 brings clarity and cohesion to the state's early literacy efforts by consolidating and updating mandates from **HB 538 and SB 48**. Key elements include:

- **Universal Screenings:** Requires K–3 students to be screened three times annually using approved tools that assess both reading proficiency and dyslexia characteristics.
- **Prohibition of Three-Cueing:** Prohibits the use of the three-cueing system (MSV) in reading instruction as the main instructional method, reinforcing alignment to structured literacy principles.
- **Updated Definitions:** Refines terms like “foundational literacy skills,” “structured literacy,” and “reading intervention” to reflect evidence-based practice and eliminate outdated or ineffective methods.
- **Support for Students with Dyslexia:** Establishes clear procedures for identifying students with characteristics of dyslexia and mandates timely parental notification and support planning.
- **Literacy Coaching Infrastructure:** Creates a Coordinator of Georgia Literacy Coaching and a Georgia Literacy Coach Coordinating Committee within the Governor’s Office of Student Achievement (GOSA) to oversee and strengthen literacy coaching across the state.
- **Ongoing Monitoring and Reporting:** Updates requirements for reporting student literacy outcomes, instructional materials, and dyslexia identification data to ensure accountability and continuous improvement.

Senate Bill 211 – Georgia Council on Literacy (2023)

Establishes a 30-member council charged with overseeing the coordinated implementation of literacy policies statewide and advising on best practices, research, and future improvements.

Central Commitment to the Science of Reading

At the heart of these initiatives is Georgia’s commitment to the science of reading—a body of research grounded in cognitive science and linguistics. This approach emphasizes explicit, systematic instruction in the essential components of literacy:

- Phonological and phonemic awareness
- Phonics and decoding
- Fluency
- Vocabulary
- Reading comprehension

By aligning instruction with these principles, Georgia ensures that students develop the foundational literacy skills needed for academic and lifelong success.

Ongoing Statewide Support and Local Implementation

To support schools and districts in implementing these initiatives, the Georgia Department of Education (GaDOE) provides:

- A list of approved universal reading and dyslexia screeners
- A list of approved high-quality instructional materials (HQIM)
- Annual updates to literacy resources and the dyslexia informational handbook
- Professional development through the Georgia Literacy Academy
- State and federal funding to assist with training, screening, and high-quality instructional materials
- Guidance documents to help schools align practices with legislation and best practices

Our Commitment to Engaging Families and Communities

Parents, guardians, and community stakeholders play a critical role in supporting student literacy. Georgia mandates that families be informed within 15 school days if their child is identified as significantly at risk for not attaining grade-level reading proficiency or as demonstrating characteristics of dyslexia.

Importantly, this determination is not based on a single screener alone. Instead, it reflects a comprehensive and thoughtful review process that includes:

- Universal screening data,
- Additional quantitative and qualitative data sources,
- Teacher observations and professional judgment, and
- The student's response to targeted, evidence-based interventions.

This multi-layered approach ensures that identification is accurate and individualized. Parent notifications include:

- A description of the data reviewed,
- The intervention plan the teacher will implement,
- Strategies to support literacy development at home,
- Resources and information about dyslexia, and
- Notification of the right to opt out of proposed interventions.

Through these measures, Georgia emphasizes collaboration with families as an essential component of early literacy success.

To explore Georgia's literacy efforts and access tools, screeners, and resources for families and educators, visit the Georgia Department of Education's literacy hub:

<https://gadoe.org/learning/literacy>

CCS Literacy Vision Statement

Cartersville City Schools envisions a future where every learner becomes a successful reader, equipped with the skills necessary to thrive academically and in life. We are dedicated to fostering literacy development through:

- Employing literacy instruction grounded in the science of reading to ensure that every student has a strong foundation in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Embedding authentic reading, writing, and discussion opportunities every day across all content areas to build a culture of literacy that extends beyond language arts instruction.
- Identifying, targeting, and addressing individual student reading needs through the use of universal screenings and tailored interventions, ensuring that every student receives the support they need to succeed.
- Investing in high-impact and continuous professional learning for administrators and teachers, empowering them with the tools, resources, and strategies necessary to deliver effective literacy instruction.
- Fostering a partnership for literacy with parents, guardians, and community stakeholders to ensure a collaborative approach to supporting student learning and achievement.
- Ensuring high-quality instruction in every classroom, with a focus on meeting the needs of all students, including those with dyslexia or other reading challenges.

Cartersville City Schools is committed to closing literacy achievement gaps and meeting the literacy needs of all students through a focused, intentional, and systematic approach. We will continue to prioritize literacy as the foundation for student success, ensuring that all students, regardless of background, have the skills and knowledge needed to excel in their academic and personal pursuits.

CCS IMAGE OF LITERACY IN K-5 CLASSROOMS

Vocabulary

- use of tier 2 words in classroom dialogue & writing
- explicit strategies for finding out the meaning of unknown words

Writing

- use narrative, expository, opinion, and poetic techniques
- analyzing texts and research
- use of conventions in writing

Effective Communicator

- engage with others to share knowledge
- develop appropriate use of language in speaking, listening, and writing

Engagement of content

- effective use of design qualities
- clarifying prior knowledge to help learners guide their educational journey
- goal setting in terms of what is needed to be successful in the class, grade, and citizen

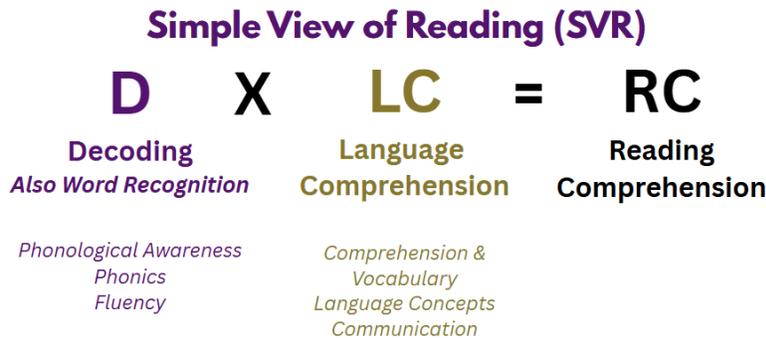
Interacting with text

- students will engage with varying texts
- use multiple comprehension strategies
- build background to enhance their learning



Science-Based Reading Research

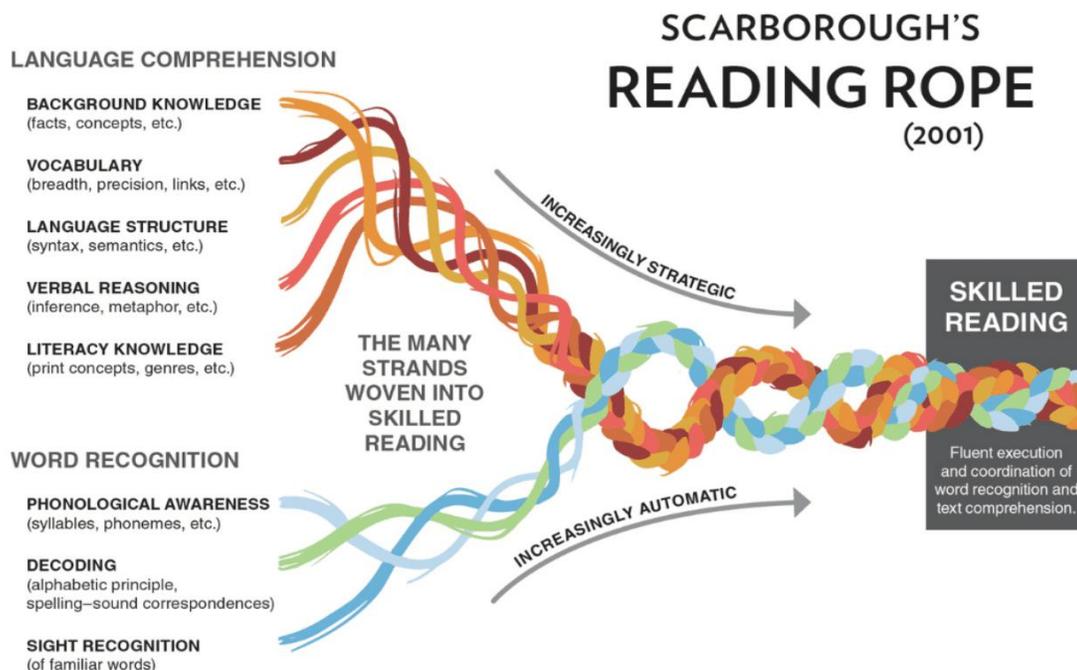
Science-based reading research comprises decades of scientific research about how students become proficient readers. The research can be loosely summarized by a formula known as the Simple View of Reading:



The Simple View of Reading means that to become skilled readers:

- Students must be able to decode (D) the words on the page by understanding the sounds that letters make and blending those sounds together to make words
- Students must also have the necessary language comprehension (LC) skills, such as vocabulary, background knowledge, and understanding of language structures, to comprehend what they decode.
- Once students can do both these things—decode and comprehend—with sufficient fluency, they will become proficient readers with ample reading comprehension ability (RC).

Another way of capturing this idea is through Scarborough’s Reading Rope. This provides a more detailed visual representation of the decoding (D) and language comprehension (LC) skills that must be explicitly taught for students to become skilled readers.



A third way of understanding the process of developing skilled readers and the model that is at the core of our district's philosophy is the Active View of Reading developed by Duke, Ward, and Pearson in 2021.

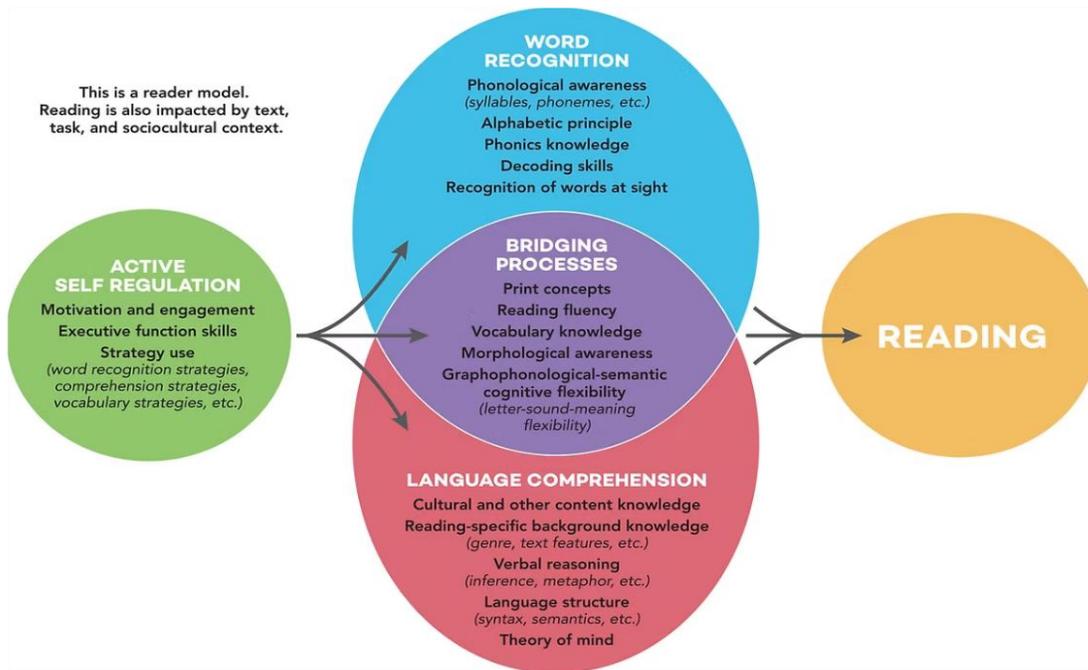
The Active View of Reading emphasizes the dynamic, interactive process between a reader and the text. It highlights that reading is not a passive activity but requires active engagement, which includes:

- **Decoding:** Converting written symbols (letters and words) into spoken language.
- **Comprehension:** Understanding what the text means, including drawing on prior knowledge and experiences to interpret the text.
- **Active Strategies:** Engaging in self-monitoring, predicting, questioning, and clarifying as the reader interacts with the text.
- **Fluency:** The smooth, automatic ability to recognize words and construct meaning quickly, without needing to pause for decoding or decoding effort.

The focus of the Active View is on the integration of these cognitive processes during reading, encouraging readers to interact dynamically with the text, continually adjusting their strategies to improve comprehension and fluency. **(Example Studies Supporting Constructs in the Active View of Reading)**

The Active View of Reading

Duke and Cartwright, 2021



Evidence-Based Literacy Instruction

Evidence-Based Literacy Instruction (EBLI) refers to classroom practices based on clear and convincing data from well-designed research.

EBLI, in short, is the idea that classroom practices related to literacy should be grounded in the best available current scientific evidence about how children learn to read, write, and think critically rather than relying on past tradition, limited anecdotal evidence, social media trends, and online education influencers, individual personal judgment, or other influences lacking research-based support. EBLI should follow a systematic scope and sequence, be explicit, and provide many opportunities for students to practice with newly acquired skills. Simultaneously, instruction should allow all students to access complex texts that build knowledge about the world and important topics through a coherent sequence.

It is important to acknowledge that the evidence base for literacy instruction evolves and changes over time. This means that educators need both initial training and ongoing professional development with access to credible sources on current science to base their teaching decisions on evidence rather than opinion and assumptions. See Page 17 -Evidence-Based Literacy Training for the CCS professional development.

High-Quality Instructional Materials in Cartersville City Schools

As outlined in the Georgia Department of Education’s Literacy Guidance Rubric for Vetting Supplemental and Intervention Resources, High-Quality Instructional Materials (HQIM) are those that provide evidence-based content and structured support aligned to foundational literacy skills. These materials serve as the cornerstone of effective reading instruction across all classrooms.

At Cartersville City Schools (CCS), High-Quality Instructional Materials (HQIM) are defined as the core resources formally adopted by the district to ensure strong, Tier 1 literacy instruction for all students. These materials are aligned with the Science of Reading and meet the requirements of the Georgia Early Literacy Act (HB 538). All selections are guided by the Georgia Department of Education’s vetting rubric, which prioritizes alignment with key literacy components—phonological awareness, phonics, fluency, vocabulary, comprehension, and spelling—as well as usability and instructional support for teachers.

In CCS, core HQIM are adopted for daily instruction in grades K–5, exceeding the state's K–3 mandate. These resources are designed to provide every student with access to grade-level, research-based content delivered through a systematic approach. In grades 6–12, CCS also implements evidence-based literacy programs that extend foundational skills through more advanced reading and writing instruction.

Supplemental and Intervention Resources

Supplemental materials in CCS are used to enhance and differentiate core instruction. These resources are carefully selected by the district to align with HQIM and are typically used for small-group instruction or to address specific skill gaps within the classroom setting.

Intervention programs are targeted supports used in more intensive instructional settings, such as reading recovery classes, tutoring, or push-in/pull-out formats. All supplemental and intervention materials are reviewed and vetted using GaDOE’s rubric to ensure quality and alignment with literacy standards.

Implementation and Classroom Expectations

The expectation in CCS is that daily literacy instruction in grades K–5 is consistently grounded in the district’s selected HQIM, supported by approved supplemental and intervention resources as needed. Instructional leaders are expected to observe classrooms where these materials are in daily use, ensuring coherence and fidelity to the instructional model.

Materials from unvetted sources—such as online marketplaces should not be used in place of district-approved HQIM. These expectations help maintain a high standard of instructional quality and ensure that all students are taught using the best available resources.

This approach does not eliminate teacher autonomy. As noted in state guidance, HQIM are not intended to “script” instruction but to anchor it. Teachers in CCS are encouraged to focus on how to engage students with high-quality materials, rather than spending time creating lessons from scratch. By providing consistent, well-developed materials, CCS enables educators to devote their time and expertise to tailoring instruction and responding to student needs.

High Quality Instructional Materials in CCS for 2025-2026 *(includes all ELA/Writing Materials)*

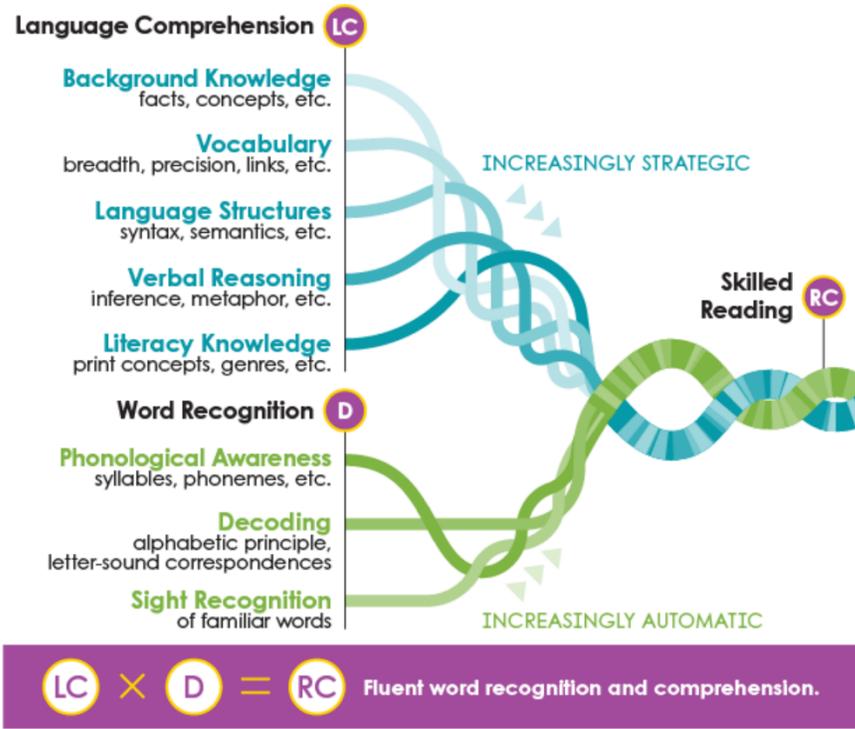
	General Education	Special Populations
Core pre-K	<i>Frog Street</i>	<i>Frog Street</i>
Core K-5	<i>Benchmark Advance</i> <i>Heggerty</i>	<i>ESOL-</i> <i>Benchmark Advance</i> <i>-Express</i>
Supplemental K-5	<i>eSpark (K-2)</i>	<i>ESOL-</i> <i>Grapeseed (Newcomers)</i> <i>Benchmark – Hello (Newcomers)</i> <i>Lexia English (3rd – 5th)</i>
Intervention K-5	Benchmark Steps to Advance	Benchmark Steps to Advance



CARTERSVILLE CITY SCHOOLS LITERACY ALIGNMENT



Scarborough's Reading Rope



Background Knowledge



Vocabulary



Language Structures



Verbal Reasoning



Literacy Knowledge



Phonological Awareness



Decoding



Sight Recognition



Evidence-Based Literacy Training

CCS is committed to prioritizing and maintaining ongoing professional development in the science of reading. CCS educators are receiving comprehensive professional development in the Science of Reading through three key initiatives: the Georgia Literacy Academy, Growing Readers, and LETRS.

- **Georgia Literacy Academy:** This statewide program, developed by the Georgia Department of Education in partnership with the Rollins Center for Language & Literacy, offers online courses in structured literacy. The courses are accredited by the International Dyslexia Association and are designed to meet the professional learning requirements of the Georgia Early Literacy Act.
- **Growing Readers:** Implemented through Georgia's 16 Regional Educational Service Agencies (RESAs) and administered by the Governor's Office of Student Achievement and the Georgia Department of Education, this initiative provides K-5 teachers with consistent, high-quality professional learning. It combines off-site training with on-site coaching to enhance reading instruction and increase student proficiency.
- **LETRS (Language Essentials for Teachers of Reading and Spelling):** This professional development program, developed by literacy experts Louisa Moats and Carol Tolman, equips educators with deep knowledge of the Science of Reading. LETRS focuses on the five essential components of literacy—phonological awareness, phonics, fluency, vocabulary, and comprehension—and is widely used across the United States to improve reading instruction.

Collectively, these initiatives aim to empower CCS educators with the knowledge and skills necessary to provide evidence-based reading instruction, ultimately improving literacy outcomes for students statewide.

The chart below outlines current plans for initial science of reading training, supported by the Georgia Department of Education & Georgia Literacy Academy.

Training	Target Audience	Date/Year
Language Essentials for Teachers of Reading and Spelling (LETRS)	All CPS teachers, EL teachers, and special education teachers	October 2024 - Present
Growing Readers Academy	CPS Teachers, CES Teachers (2025-26)	October 2024- Present
Georgia Literacy Academy	CPS & CES Teachers	October 2024- Present
Benchmark Advance	CPS & CES Teachers	May 2025- Present
Top 10, Reading Endorsement, Dyslexia Endorsement, Orton-Gillingham	Teachers & Support Staff	Ongoing

Screening & Monitoring Student Achievement and Progress

K-5 LITERACY & DYSLEXIA SCREENING TIMELINE 2025-2026			
	Fall	Winter	Spring
Kindergarten	<i>Amira – Diagnostic, Benchmark Assessment & Dyslexia Screener</i>	<i>Amira – Diagnostic, Benchmark Assessment & Dyslexia Screener</i>	<i>Amira – Diagnostic, Benchmark Assessment & Dyslexia Screener</i>
1st Grade	<i>Amira – Diagnostic, Benchmark Assessment & Dyslexia Screener</i>	<i>Amira – Diagnostic & Benchmark Assessment & Dyslexia Screener MAP Reading</i>	<i>Amira – Diagnostic, Benchmark Assessment & Dyslexia Screener MAP Reading</i>
2nd Grade	<i>Amira – Diagnostic, Benchmark Assessment & Dyslexia Screener MAP Growth Reading 2-5</i>	<i>Amira – Diagnostic & Benchmark Assessment & Dyslexia Screener MAP Growth Reading 2-5</i>	<i>Amira – Diagnostic, Benchmark Assessment & Dyslexia Screener MAP Growth Reading 2-5</i>
3rd Grade	<i>Amira – Diagnostic, Benchmark Assessment & Dyslexia Screener MAP Growth Reading 2-5</i>	<i>Amira – Diagnostic & Benchmark Assessment & Dyslexia Screener MAP Growth Reading 2-5</i>	<i>Amira – Diagnostic, Benchmark Assessment & Dyslexia Screener MAP Growth Reading 2-5</i>
4th Grade	<i>M-Class Reading MAP Growth Reading 2-5</i>	<i>M-Class Reading MAP Growth Reading 2-5</i>	<i>M-Class Reading MAP Growth Reading 2-5</i>
5th Grade	<i>M-Class Reading MAP Growth Reading 2-5</i>	<i>M-Class Reading MAP Growth Reading 2-5</i>	<i>M-Class Reading MAP Growth Reading 2-5</i>

CCS Student Support Specialist, Teacher Support Specialist & Reading Coaches

Each building in the district is staffed with a Teacher Support Specialist, Student Support Specialist, and partners with the Northwest Georgia RESA to provide a Reading Specialist and Coach at the primary and elementary school. The district also has a Coordinator position specifically created to support K-5 early learning and literacy. All building-based Teacher Support Specialists (TSSs) and Student Support Specialists (SSSs) work collaboratively to ensure every student develops strong, grade-level literacy skills by the end of third grade. TSSs provide ongoing, embedded support to teachers by modeling and promoting effective instructional practices that strengthen literacy development and overall academic achievement. At the same time, SSSs support both students and staff by implementing strategies that reduce behavioral barriers to learning and help create a positive, focused classroom environment.

Together, TSSs and SSSs form a cohesive, school-based support team dedicated to improving literacy outcomes across the district. By aligning instructional and behavioral supports, they help create the conditions necessary for all students to thrive—especially in building the foundational literacy skills essential for long-term academic success.

Individualized Reading Plans for Students K-3

Beginning in 2025-2026, a building-based reading intervention team will create an individualized reading plan for each student in grades K-3 who has not made sufficient reading progress as determined by GADOE standards. Each reading plan will include the student's specific reading skill deficiencies; goals and benchmarks; a description of the measures to evaluate and monitor student reading progress; evidence-based literacy instruction, strategies, resources, and materials to be provided to parents in support of reading progress; and any additional services the team may deem beneficial and appropriate. It is anticipated that Individualized Reading Plans will be required for students in grades 4-8 beginning in school year 2026-2027.

Engaging Parents, Caregivers, and Community

CCS believes in being positive and proactive in educating parents, caregivers, and the community about the importance of literacy in achieving student success across all grade levels and subject areas. CCS is currently developing family engagement opportunities through Canes Community Connection events to inform parents and caregivers of elementary school students and engage them as literacy advocates.