



Comprehensive Needs Assessment 2026 - 2027 District Report



Cherokee County

1. PLANNING AND PREPARATION

1.1 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. If the LEA uploads sufficient evidence of required stakeholder input in Section F. Additional Files, the cross-functional monitoring indicator pertaining to CLIP required stakeholder input will be automatically met.

Required Stakeholders

Program	Position/Role	How did this stakeholder provide input into the CLIP
Multiple Program(s)	Principals	Meeting, Survey
Multiple Program(s)	Other School Leaders	Meeting, Survey
Multiple Program(s)	Charter School Leaders (if the LEA has charter schools)	NA
Multiple Program(s)	Teachers	Meeting, Survey
Multiple Program(s)	Paraprofessionals (if the LEA has this position)	Meeting, Survey
Multiple Program(s)	Specialized Instructional Support Staff	Meeting, Survey
Multiple Program(s) Title I, Part A Title III, Part A	Parents (s) Title I ParentEL Parent (if the LEA receives Title III, Part A funds)	Meeting, Survey
Multiple Program(s)	Community Partners	Meeting, Survey
McKinney-Vento Homeless	Homeless Liaison	Meeting
Title I, Part A – Foster Care	Foster Care Point of Contact	Meeting
Title I, Part C	Out-of-School Youth and/or Drop-out Participant (if the LEA receives Title I, Part C funds)	NA
Title II, Part A	Other Organizational Partners (such as RESA, SREB, REL, AIR, Solution Tree)	Meeting, Survey

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The stakeholders are selected based on various experiences, perspectives, backgrounds and educational levels. They represent both Title I and non-Title I schools. They are selected from District-based personnel, school-based personnel, parents, students and community leaders.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	All stakeholders are invited to attend the May District Revision and Input Meeting to share their feedback. The meeting is promoted through the District's monthly newsletter, which is emailed to staff and families, and is also posted on the District website. Community partners and organizations receive a direct email invitation as well. The meeting is conducted in person, and the accompanying presentation is made available on the District website for on-demand viewing, allowing stakeholders to review the information and provide feedback at their convenience. The PFEP, District Presentation, and Stakeholder Survey are translated into Spanish, and Spanish interpretation is available during the meetings. The survey includes open-ended questions to allow for detailed stakeholder input. The CLIP, PFEP, and District Presentation remain accessible on the District website throughout the year, and stakeholders may submit feedback at any time via the Stakeholder Survey. Input and feedback are collected throughout the year during previously scheduled stakeholder meetings to ensure greater participation and minimize common barriers to engagement. By using meetings that stakeholders already plan to attend, the process helps reduce transportation and time constraints that might otherwise limit involvement. This approach allows stakeholders to share perspectives in a familiar, convenient setting, supports consistent communication over time, and promotes equitable access to the feedback process without requiring additional travel or scheduling commitments.
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2. DATA COLLECTION ANALYSIS - OPTIONAL

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Class Observation Notes from Job Embedded Coaching Sessions District Nurses Meeting Recommendations Ace Academy Redemptive Program Data Attendance Data- Ga Department of Education Dashboard Ga Department of Education School Climate Surveys
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What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	The percentage of economically disadvantaged students enrolling in Advanced Placement (AP) courses and taking AP exams remains significantly lower than their non-economically disadvantaged peers. During SY2024-25, a total of 85 AP exams were taken by economically disadvantaged students. CCSD school nurses participate in regular virtual meetings led by the district's lead nurses. These meetings have highlighted the need for continuing education opportunities for nurses to enhance their knowledge in promoting student health and wellness. During SY2024-25, students visited school clinics 267,506 times for various health-related needs. Reducing repeat disciplinary incidents, particularly at ACE Academy, remains a district priority. The restorative Redemption program continues to support students in returning to their home schools by emphasizing academic progress, behavioral growth, and targeted interventions. During the first semester of SY2025–26, 96 students were eligible for the program, with 19 orientations conducted to establish expectations and supports. A total of 53 students successfully completed community service projects, reinforcing accountability and positive community engagement. In addition, students participated in 8 conflict resolution groups and 12 drug-free counseling sessions to address behavioral and decision-making skills. To ensure successful reintegration, 61 transition meetings were held in collaboration with students' home schools. These efforts reflect a continued commitment to providing structured supports that strengthen both behavioral outcomes and academic readiness, ensuring students are better prepared to re-engage successfully in the classroom and sustain academic progress. Perception data from the 2024–2025 School Climate Survey reflects a strong foundation of supportive learning environments, with students across grade levels reporting positive relationships with adults and a general sense of safety in their schools. At the same time, the data highlights opportunities to further strengthen access to student support
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	services, particularly in ensuring all students feel connected to a trusted adult and can easily access wellness resources such as counseling and mental health supports. Feedback from families and staff reinforces the importance of continued focus on communication, responsiveness, and comprehensive support systems. CCSD has continued to see an increase in identified homeless students, with identifications occurring during registration and through school social workers and counselors.
What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	TKES/LKES Evaluations School Schedules NTIP Manual Milestones Assessment Data Cherokee Instructional Leader Survey Results PowerSchool Professional Learning Survey Data
What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)	Leadership Administrators are evaluated through the LKES process. In the 2025-2026 school year, CCSD continued to implement a new principal support and evaluation system focused on instructional, operational, and relational leadership competencies. The three Assistant Superintendent and Director roles visit their zone schools multiple times each semester for success walks, data performance reviews, and comprehensive data analyses. These sessions provide principals with targeted coaching to strengthen their instructional leadership. The Superintendent's Leadership Academy (SLA) is a tiered leadership development program designed to cultivate the next generation of school and district leaders. The Cherokee Instructional Leaders Cohort (CILC) was implemented this year and empowers educators to lead beyond the classroom by building their skills in instructional planning and strategies utilizing our high-quality core resources. CILC builds the instructional leadership and coaching skills of participants to be able to be model classrooms and deliver professional learning to their colleagues. Through targeted learning and practical application, participants develop the ability to drive continuous improvement, support colleagues, and enhance student achievement. SLA includes: SLA I – For aspiring assistant principals SLA II - For new assistant principals SLA III - For aspiring principals SLA IV - For new Principals Cherokee Instructional Leaders Cohort (CILC) - School-Based Teacher leaders as identified by school-based administration. Each tier and CILC is designed to develop leadership capacity at every level. Through a combination of learning, coaching, and applied leadership practice, participants strengthen their expertise in instructional leadership, school operations, and organizational management—preparing them to drive excellence across CCSD. To further support instructional leadership, CCSD has added an additional leadership symposium focused on instructional excellence to the June

	professional learning calendar. This symposium will reinforce CCSD's core beliefs and instructional leadership competencies while providing practical strategies and tools for leaders to support teachers, improve instruction, and foster a culture of continuous achievement. Instruction In the 2025-2026 school year, our first key priority centered on elevating excellence in academics and achievement for all students. The instructional focus emphasized our Cohesive System of teaching and learning which includes standards, instructional materials and monitoring student learning. As in 2024-2025, this work continued to be grounded in the deep process of unpacking standards within Professional Learning Communities (PLCs). Teachers engaged in defining key vocabulary, analyzing essential skills and concepts, communicating standards through learning targets and success criteria and identifying characteristics of strong and weak student work. We have continued to build upon this foundation with a focus on the utilization of high-quality instructional resources to plan instruction for all students. Instructional Lead Strategists and Academic Facilitators provide professional learning and coaching to support this instruction as well as school improvement plan action steps. Additionally, district specialists for Title II, ESOL, Special Education, and content areas offer targeted professional learning and coaching to support schools. We have also partnered with our high-quality instructional material vendors to provide additional school-based coaching (for an identified set of schools) and teacher-leader capacity building. Our professional learning also includes literacy-based coaching for teachers of at-risk students, and instructional practices and strategies for teachers of EL's and gifted students. Teachers in CCSD receive classroom observations through the TKES process, which includes one formative observation and two walk-throughs each year. This system serves as a growth tool to enhance instructional practices aligned with the ten TKES standards. All CCSD schools have dedicated common planning time, which includes a weekly PLC. In most schools, ESOL and Special Education teachers actively participate in grade-level or content-area PLCs, contributing to data analysis and instructional decision-making to better support their students. This collaborative approach continues to drive instructional improvement and student success across the district. Recruitment The Recruitment team, housed within the Human Resources Department, utilizes recruitment ambassadors to attract high-quality educators from Georgia and beyond. These ambassadors, who are current CCSD teachers, provide firsthand insights into the district's culture, instructional practices, and professional opportunities. New certified employees are onboarded by the Human Resources Department. During the summer, before their contracted start date, they are invited to participate in Team Cherokee—a two-day event designed to introduce new certified staff to CCSD's instructional structures, curriculum implementation, key priorities, and professional growth opportunities. In SY26-27, Team Cherokee will be embedded into all new to CCSD educators contracts. This ensures an equitable access to all onboarding and professional learning resources. To further support new teachers, CCSD implements the New Teacher Induction Program (NTIP) to ensure that all first-year teachers are
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	paired with a mentor at their school. The school's Instructional Lead Strategist oversees new teachers and provides curriculum-based and school-based training. Mentors document a series of tasks to build the capacity of a new teacher to be successful in the classroom from day 1. Teachers in their second and third years also receive structured support from the Title II Specialist and/or content specialists, who conducts visits, observations, and provides targeted feedback to help them refine their instructional practice and build confidence in the classroom. Based on the process data, we must continue strengthening our cohesive system of teaching, learning, and professional development to build the capacity of our teachers and leaders. This includes further development of our balanced assessment system which is our third component of our Cohesive system of Teaching and Learning. Our efforts will remain centered on intentional and collaborative planning, particularly in the implementation of Professional Learning Communities (PLCs), New Teacher Induction, and teacher leadership development through the Cherokee Instructional Leaders Cohort and Superintendent's Leadership Academies. Additionally, we will enhance our Principal Support and Accountability model by expanding site visits, coaching, and feedback. To drive continuous improvement, we will establish high-quality goals and key performance indicators that promote growth and achievement for all students.
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What achievement data did you use?	AP WIDA ACCESS GMAS GAA 2.0 CCRPI
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What does your achievement data tell you?	Analysis of the 2025 district achievement data across Advanced Placement (AP), WIDA ACCESS, Georgia Milestones (GMAS), Georgia Alternate Assessment (GAA) 2.0, and CCRPI indicators reflects overall positive trends in student participation, achievement, and academic growth. District data shows continued strength in mathematics and advanced coursework participation, along with improvements in several content areas and CCRPI accountability measures. At the same time, literacy outcomes—particularly at the elementary level—and subgroup performance for English Learners (EL) and Students with Disabilities (SWD) remain areas for continued focus. The following district data trends summarize key observations from these assessments and accountability indicators that inform ongoing instructional priorities and targeted supports. District Data Trends Advanced Placement (AP) Exams: In Spring 2025, CCSD increased total AP exam participation by 11.9% compared to the previous year while also improving overall student
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performance, with the average score rising from 3.4 to 3.6. Eighty-five percent of CCSD AP test takers scored a 3 or higher, up from 82% in 2024, representing the highest pass rate achieved by the district. In total, 3,389 CCSD students took 7,797 AP exams in 2025. Participation and performance gains were also influenced by expanded access to rigorous coursework. In the second year of offering AP Precalculus across CCSD high schools, 508 students participated, earning an average score of 4.4. Nearly all participating students (99.4%) scored a 3 or higher, outperforming the Georgia average score of 3.69.

WIDA ACCESS:

For the 2025 WIDA ACCESS results as reported through the GaDOE CCRPI dashboard, progress among English Learners (ELs) varied by grade span. At the elementary level, approximately 70% of EL students have moved at least one performance band since 2024, with CCSD also noting a 1.5% increase in students moving more than one performance band. At the middle school level, growth continued from 2024 to 2025, with 54.4% of EL students increasing at least one performance band. At the high school level, Progress towards English Language Proficiency decreased from 2024. The percentage of students increasing at least one performance band decreased from 38.3% in 2024 to 34.3% in 2025. In addition to current WIDA ACCESS composite and domain scores, CCSD teachers have access to screener data three times per year to monitor student achievement and support students needing targeted interventions.

Georgia Milestone Assessment System (GMAS)

End of Grade (EOG) Results:

Data from the SLDS Historical Dashboard indicates that 2025 Georgia Milestones ELA results for Grades 3–8 increased slightly, with 50.5% of students scoring Proficient or above Achievement Level, compared to 49.3% in 2024.

When examining literacy indicators alongside these results, trends vary by grade band:

- Elementary: Students reading at or above grade level declined slightly from 72.16% (2024) to 71.8% (2025), aligning with relatively stable ELA performance.
- Middle School: Reading at or above grade level increased from 72.07% to 73.84%, reflecting improved literacy outcomes.
- High School: Reading at or above grade level increased from 77.6% to 79.1%, suggesting continued improvement in students' ability to engage with complex texts as they progress through grade levels.

When looking at individual grade level trends for ELA performance from 2024 to 2025, CCSD improved student achievement in fourth grade (+4.7%), sixth grade (+0.6%), and seventh grade (+2.5%). Areas of focus for the district include third grade (-5.9%), fifth grade (-8.3%), eighth grade (-1.4%), and high school (-1.8%) since these grade levels saw a decrease. In addition to GMAS data, screener data is monitored three times throughout the year to support teachers in identifying targeted interventions.

	Across other content areas, students continue to demonstrate stronger performance in Mathematics compared to ELA. In 2025, 57.3% of students scored Proficient or above Achievement level in Mathematics, an increase compared to 54% in 2024. Additional significant gains were observed in: ● Science: 48.4% Proficient or above in 2025 compared to 41.9% in 2024 (+6.5%) ● Social Studies: 55.3% Proficient or above in 2025 compared to 47.2% in 2024 (+8.1%) These gains suggest that instructional practices and content-area literacy strategies are supporting increased achievement across multiple subjects. However, relatively stable ELA performance combined with a slight decline in elementary literacy rates indicates the need for continued focus on strengthening foundational reading skills. The district will continue prioritizing strong Tier I literacy instruction, targeted intervention supports, and integration of literacy strategies across content areas in combination with screener results. High School End of Course (EOC) Results: Analysis of the 2024–2025 Georgia Milestones EOC results shows mixed trends across high school subjects when examining students performing at or above Proficient achievement. The district saw improved performance in math and science but decreases in social studies and ELA. Algebra: Concepts and Connections showed the most significant improvement in math, with the percentage of students scoring at or above Proficient increasing from 52.6% in 2024 to 60% in 2025 (+7.4). Biology also increased the percentage of students scoring at or above Proficient from 59% to 63% (+4%). In contrast, American Literature and Composition and U.S. History showed declines in students scoring at or above Proficient. The number of students scoring Proficient or above in American Literature and Composition decreased from 57.5% in 2024 to 55.7% in 2025 (-1.8%). The number of students scoring proficient or above in U.S. History decreased slightly from 56.2% in 2024 to 55.5% in 2025 (-0.7%). Despite this, the percentage of students reading at or above grade level increased from 77.6% in 2024 to 79.1% in 2025, indicating overall improvement in literacy readiness even as EOC proficiency declined. These trends reinforce the district's broader pattern of stronger growth in mathematics and science compared to literacy-heavy subjects and highlight the continued need for strengthening reading comprehension and writing across content areas. Subgroup Performance Trends: Annual trend data for English Learners (EL) indicates mixed performance across content areas from 2024 to 2025. In ELA, the percentage of EL students scoring Proficient or above increased in grade 7 (+3.6%) and American Literature and Composition (+1.7%)
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from 2024 to 2025. All other grade levels had a decrease in ELA performance. In math, the percentage of EL students scoring proficient or above increased in grade 4 (+4.4%), grade 5 (+2.7%), grade 7 (+4.5%), and grade 8 (+1.2%) from 2024 to 2025 indicating overall improvement in math performance. In science, EL student performance increased in grade 8 from 4% Proficient or above achievement in 2024 to 4.5% in 2025 (+0.5%) and increased in Biology from 8% Proficient or above achievement in 2024 to 9.4% in 2025 (1.4%). Social studies performance in grade 8 slightly decreased (5.1% in 2024 to 4.9% in 2025) but EL students improved from 4.6% Proficient or above in 2024 to 8.9% in 2025 for U.S. History. While the areas noted with improvements suggest gains in content-area learning and developing literacy skills, EL students continue to perform below the overall student population, indicating the need for continued targeted language development and literacy supports.

Students with Disabilities (SWD) demonstrated consistent improvement across all GMAS content areas from 2024 to 2025. In ELA, all tested grade levels improved in the percentage of students scoring proficient or above except for grade 7 (-0.9%), with all other grades increasing by 0.5% to as much as 2.7% higher in 2025 compared to 2024 data. More notable growth occurred in math, where all tested areas increased in achievement by 1.1% to as much as 7.7% higher in 2025 compared to 2024 data. Science and social studies all showed improved performance as well, including a 7.6% increase for grade 5 science and an 8.5% increase for grade 8 social studies as the biggest areas with gains. Although these gains demonstrate growth trends for SWD students across multiple content areas, their overall performance continues to lag behind the general student population, reinforcing the need for sustained support through differentiated instruction, targeted interventions, and continued focus on strengthening foundational literacy skills.

College and Career Ready Performance Index (CCRPI):

The district's CCRPI results from 2024 to 2025 show overall positive trends across most accountability components, reflecting improvement in student achievement and growth measures. Content Mastery increased across all grade bands, with elementary rising from 79.3 to 79.6, middle school showing the largest gain from 74.2 to 78.9, and high school increasing from 81.7 to 85.8. These gains align with the previously identified subject-area trends in which mathematics and several content-area assessments demonstrated stronger improvement than literacy-heavy courses, contributing to higher overall mastery scores. The Progress component also improved across grade bands, indicating that students are demonstrating increased academic growth relative to academically similar peers in English Language Arts and mathematics, as well as progress toward English language proficiency in elementary and middle schools.

In addition, the Closing Gaps component shows strong performance at the secondary level, with middle and high schools reaching 100%, reflecting progress toward achievement targets for student groups. While elementary scored 74.1, the improvement target weaknesses mirror content mastery, indicating continued opportunity for

	improvement in subgroup performance at earlier grade levels in literacy and writing skills. Math and science improvement targets for subgroups reflect improvements in achievement rates, especially in science. The Readiness component showed mixed but generally stable results, with Elementary at 87.7, Middle School at 86.7, and High School at 79.7, reflecting improvement of on-level reading rates in the middle and high schools, with just a very slight decrease at the elementary and high school levels. Readiness encompasses Student Attendance, which improved at the middle school level, but both elementary and high school level showed a drop in student attendance from 2024. The district responded with outlining clear expectations on the attendance policy. High school enrollment in advanced placement and dual enrollment courses increased for the third year in a row. At the high school level, the graduation rate was 92.8%, a slight decrease (-0.8%) from the previous year but remaining above the state average and consistent with multi-year district trends. Overall, these CCRPI results indicate continued district progress in student growth and achievement, particularly in middle and high school performance, while highlighting ongoing priorities around early literacy development, subgroup performance, and college and career readiness indicators to sustain long-term improvement across all accountability measures.
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What demographic data did you use?	SI Dashboard: Student Enrollment, Student Discipline, Student Attendance Georgia Insights-Educator Pipeline: Teacher and Leader Retention
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What does the demographic data tell you?	Student Enrollment Trends (2023–2025) District enrollment remained stable from 2023–2025, with minor fluctuations of less than 1%. During this period, the district experienced a slight increase in the proportion of minority students, continued growth in English Learners, and rising enrollment percentages for Students with Disabilities. White enrollment percentage continues to decrease gradually. Across the three-year period, total district enrollment remains stable, with only minor fluctuations from 41,438 students in 2023 to 41,274 in 2024, and then a slight increase to 41,455 students in 2025. While overall enrollment holds steady, the demographic composition of the district continues to shift. Minority enrollment increases steadily from 37.9% to 39.2% and then to 40.3%, while the percentage of White students continues to decline from 62.1% in 2023 to 59.7% in 2025. Several specific student groups show notable growth. English Learner enrollment rises from 11% to 13% across the three years, reflecting an expanding multilingual population. Similarly, Students with Disabilities increase from 12.7% to 13.7%, indicating growing demand for specialized services. Additional subgroup data shows that Asian students experience gradual growth from 2.2% to 3.0%, and Hispanic
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students—one of the district's fastest-growing groups—rise from 22.2% to 23.7%. Multi-racial students show consistent but modest increases, while Black student enrollment remains relatively stable, moving only slightly from 7.8% to 8.0%.

These demographic patterns offer both strengths and considerations for the district. Enrollment stability supports predictable staffing and resource planning, ensuring continuity in district operations. At the same time, the rising proportions of English Learners and Students with Disabilities signal the need for sustained investment in specialized instructional programs, services, and staffing to meet the needs of an increasingly diverse student population.

District Discipline Trends (2023–2025)

Discipline data from 2023–2025 shows overall downward trends in ISS and OSS usage across the district, with particularly notable improvements for students with disabilities and economically disadvantaged students. While progress is evident, disparities persist across some student groups—most consistently among Black students, who continue to experience higher-than-average discipline rates in all categories.

Across the three-year period, the district shows steady declines in all major discipline categories. Both short-term and long-term In-School Suspensions (ISS) decrease consistently, and the same downward trend appears in Out-of-School Suspensions (OSS), with reductions in both short- and long-term assignments. As a result, the total number of students receiving discipline in every category decreases year over year. Students with Disabilities continue to have the highest discipline rates across the district; however, they also show the most substantial improvement. Their rates for ISS of 10 days or fewer decline from 23.4% in 2023 to 18.7% in 2025, and ISS of more than 10 days decreases from 41.2% to 35.4%. Similarly, OSS of 10 days or fewer drops from 29.0% to 24.2%, and long-term OSS falls significantly from 34.6% to 25.0% over the same period.

Economically disadvantaged students also demonstrate steady decreases across ISS and OSS, including a notable reduction in long-term OSS from 19.2% to 12.5%. Despite these improvements, Black students continue to have the highest discipline rates districtwide across nearly every measure, with rates often two to three times higher than the district average. In contrast, Asian, American Indian/Alaskan, and Other Pacific Islander students consistently maintain very low discipline rates—typically between 0% and 1%—while multi-racial and Hispanic students show small but steady declines across all categories. Overall, the district demonstrates a clear shift toward fewer OSS assignments, reduced loss of instructional time, and an increased reliance on in-school or alternative responses. Systemwide discipline is trending downward across all major categories, with especially strong improvements for Students with Disabilities and economically disadvantaged students. Long-term OSS use is decreasing significantly. However, persistent overrepresentation of Black students remains a critical concern, along with the need to continue narrowing disparities for high-needs groups such as Students with Disabilities, English Learners, and economically disadvantaged students. Continued investment in tiered behavioral interventions and restorative practices will be essential to sustain and deepen this progress.

	Student Attendance Trends (2023–2025) Attendance data from 2023–2025 shows a consistent, districtwide decline in attendance rates across nearly all student groups. The percentage of students missing 5 or fewer days continues to decrease, while the number of students missing more than 6 days—especially over 15 days—continues to rise. This pattern reflects a shifting distribution toward higher absenteeism, consistent with statewide and national post-pandemic attendance challenges. Across all students, attendance data shows that the percentage of students missing five or fewer days declines overall, dropping from 37.34% in 2023 before showing a slight increase to 40.52% in 2025. Even with this small rise, the long-term trend indicates that fewer students are achieving lower-absence status. Most student groups follow this downward pattern, with particularly notable declines among Economically Disadvantaged students, whose rates fall from 30.26% to 24.45%, and Students with Disabilities, whose rates drop from 11.14% to 8.41%. At the same time, more students are falling into the group missing 6–15 days of school. Although the overall percentage for all students remains relatively stable—from 46.65% in 2023 to 46.44% in 2025—this category continues to represent the largest portion of the student population. Economically Disadvantaged students and Students with Disabilities both maintain high rates within this range, and minority students overall remain consistently around 41–42%. While year-to-year changes are not dramatic, the sustained concentration of students in this category points to ongoing challenges with moderate chronic absenteeism. The percentage of students missing more than 15 days offers the clearest evidence of worsening attendance patterns. For all students, the rate remains essentially unchanged over three years, moving only slightly from 16.01% in 2023 to 15.04% in 2025. Several groups remain disproportionately represented in this high-risk band, including Students with Disabilities, whose rates increase slightly from 20.38% to 20.74%, and Hispanic students, who remain near 20%. Economically Disadvantaged students show improvement, decreasing from 23.85% to 18.85%, but their rate is still elevated. Minority students as a whole also remain overrepresented, with rates hovering between 17% and 18%. Chronic absenteeism—defined as missing 10–15% or more of the school year—continues to be disproportionately high among Students with Disabilities, Economically Disadvantaged students, Hispanic students, and several other minority groups. Despite these challenges, there are signs of progress. The number of students missing five or fewer days increases slightly in 2025, and the rate of students missing more than 15 days decreases for those who are Economically Disadvantaged. However, persistent high chronic absenteeism among Students with Disabilities, Economically Disadvantaged students, and multiple minority subgroups remains a critical area requiring continued focus. District Teacher and Leader Retention Trends (2021–2025) From 2021–2025, the district's retention rates for both leaders and teachers remain strong and consistently near or above 90%, generally
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	tracking close to or above the state, P-20 Region, and RESA averages. The district shows recovery after a dip around 2023, with gains in 2024–2025. Content-area retention also remains high, with most instructional areas retaining 90–95% of certified staff annually. Leader Retention Rate Trend District leader retention is consistently high, staying close to state and regional benchmarks. A drop occurs around 2023, reaching approximately 86–87%, followed by a rebound. By 2025, retention climbs back to approximately 91%, aligning with or exceeding state and region averages. Teacher Retention Rate Trend Teacher retention rates follow a pattern very similar to leader retention across the same period. Retention remains high in the earlier years, averaging around 91–92%, before experiencing a noticeable dip in 2023–2024, when rates fall to approximately 88%. By 2025, teacher retention rebounds, rising again to roughly 90–90.5%. Overall, the district's teacher retention trend closely mirrors the patterns seen at the state level, in the P-20 region, and within the RESA, indicating alignment with broader regional and statewide retention patterns. Retention by Content Area Most content areas demonstrate consistently high retention, typically ranging between 90% and 95% each year. These strong-performing areas include CTAE, ELA, Elementary, Fine Arts, Mathematics, Science, Social Studies, and World Languages, all of which maintain stable staffing with minimal year-to-year fluctuation. In contrast, a few areas show more variability. ESOL retention remains strong overall, fluctuating between 92% and 95%, but it does experience small annual shifts. Special Education displays the greatest variation, with retention rates ranging from 92% down to 86%, reflecting broader national trends of higher turnover in SPED positions. The district demonstrates strong overall retention for both leaders and teachers, consistently maintaining rates around 90% or higher. These high levels of retention indicate a stable workforce, and the upward trend heading into 2025 reflects continued improvement and strengthening of staff stability across the system. Despite these positive trends, there are still important areas that require ongoing attention. Special Education, in particular, experiences more variability in retention from year to year, signaling a need for targeted supports and strategies to improve consistency in this high-demand area. Additionally, the district should continue monitoring staffing needs in ESOL, as growing student enrollment in this program may increase the need for qualified educators and require proactive planning to maintain adequate capacity.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns - Optional

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	NA-not required
Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	NA-not required
Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	NA-not required
Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	NA-not required

Strengths and Challenges Based on Trends and Patterns

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	NA-not required
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Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	NA-not required
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Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	NA-not required
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

Strengths	Cherokee County School District (CCSD) is a graduate of the Georgia Department of Education's State Systemic Improvement Plan (SSIP) initiative, which is designed to improve graduation outcomes for students with disabilities (SWDs). All CCSD high schools, along with targeted middle schools, continue to participate in SSIP-aligned activities intended to support student success. These activities include credit rescue and recovery opportunities, initial credit courses delivered in small-group settings, mentoring, prioritized scheduling, and access to job fairs. In addition to school-based supports, CCSD hosts an annual
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

	Community Resources Fair where local agencies provide families with information and resources to support students and their families. The district also offers family trainings to assist with navigating decision-making pathways, including guardianship, conservatorship, kinship navigation, and supported decision-making. CCSD has implemented a specialized K–10 reading support grounded in the principles and elements of the Science of Reading to strengthen literacy outcomes. The district is also implementing a targeted professional learning plan focused on specially designed instruction and evidence-based interventions to address student needs in literacy, mathematics, and behavior. To ensure accountability and student growth, CCSD continues to utilize a systemic process for progress monitoring and data collection aligned to Individualized Education Program (IEP) goals. These coordinated efforts reflect the district's ongoing commitment to improving outcomes for students with disabilities through intentional instruction, family engagement, and data-driven decision-making.
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Challenges	Systemic implementation of specialized instructional programs in reading, math, and writing deficits, along with behavior interventions for all students, remains a work in progress as the district responds to an increase in student behavioral needs. CCSD continues to support and monitor fidelity of implementation through ongoing professional learning, classroom observations, instructional rounds, and coaching cycles for teachers and administrators. These efforts focus on strengthening instructional and behavioral strategies and specially designed instruction to ensure all students' needs are effectively addressed. In addition, CCSD is working to strengthen collaboration with Vocational Rehabilitation (VR) to improve enrollment rates and access to postsecondary transition supports for students with disabilities. The district is actively increasing communication and coordination among school teams, transition staff, and VR partners to ensure students and families understand available services and are connected earlier in the transition planning process. This increased collaboration is intended to improve student outcomes beyond graduation, including employment and independent living readiness. While progress is ongoing, these instructional, behavioral, and transition-related challenges continue to impact graduation outcomes for students with disabilities. Currently, CCSD's graduation rate for students with disabilities is 86.85%, which is above the state graduation
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

	rate of 78.36%. CCSD remains committed to strengthening instructional practices, behavioral supports, and interagency collaboration, including VR participation, to improve graduation outcomes and close this gap.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	The support and training provided by the Title I Department to Title I School Administrators, Family and Community Engagement Liaisons, Academic Success and Family Engagement Coach and Academic Facilitators is ongoing based on school needs. The Academics and Accountability Division collaborates with schools to analyze student data annually and identifies students who are at risk of not meeting state standards. Schools are supported with developing their Comprehensive Needs Assessment, Schoolwide Plan and Title I budget, along with selecting schoolwide reform strategies.
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Challenges	District staff continues to educate new Title I staff regarding grant implementation and best practices through technical assistance meetings. Alignment of resources to support implementation of identified schoolwide reform strategies and ongoing continuous improvement processes remain a key area of focus.
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Title I, Part A - Foster Care

Strengths	Effective practices are in place to provide all necessary services for identified foster care students. There is collaboration and support between the schools, the Cherokee County School District and the Division of Family and Children Services (DFCS). In addition to frequent communication, as needed, semester meetings have been scheduled with the Foster Care Director for Cherokee DFCS and the District's point-of-contact for foster care students to ensure questions are answered and issues are addressed. The communication channels are kept open for the benefit of our students in foster care. The point-of-contact person for foster care students in the District meets
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Title I, Part A - Foster Care

	monthly with other point-of-contact personnel across districts in the metro-Atlanta area. Students in foster care are treated fairly and are provided resources to ensure success through consistent communication with CCSD counselors. Local Points-Of-Contact (POC) meetings occur between School Operations and foster care liaisons in local districts. The purpose of these meetings is to share information about identifying and supporting foster care students and sharing best practices. The District and DFCS have developed and implemented a plan to ensure that our District is compliant with O.C.G.A. § 20-2-152.2 (a.k.a. HB855) which requires local school systems to immediately and deliberately assess whether exposure to trauma has had, or is likely to have, an adverse impact on the educational performance of students in foster care.
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Challenges	In the District, the main challenge with students in foster care remains the identification process. The District's main source to identify these students is notification by the foster family and communication from DFCS. However, this does not always occur which creates a challenge for the District. Educational, transportation and logistical challenges can also arise when CCSD students are placed in foster families outside of the District or when Cherokee County residents are a foster family for a student in a different school district. Communicating the various resources available to new foster parents/guardians is also a challenge. These challenges have impacted the coordination of HB855-Education Performance Impact of Trauma on Foster Care Students.
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Title I, Part A - Parent and Family Engagement

Strengths	Title I schools engage in proactive, persistent and embedded opportunities to build meaningful parent engagement. Opportunities are provided to parents and families to build capacity for involvement through parent events, input opportunities, ongoing communications and resources. Feedback and guidance for parents and students relating to Parent and Family Engagement Shared Student Success and parent/staff trainings are also provided by the Title I Department. Family and Community Engagement Liaisons and Academic Success and Parent Engagement Coaches participate in Title I technical assistance meetings and department check-ins to share best practices.
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Title I, Part A - Parent and Family Engagement

Challenges	Parent transportation for face-to-face meetings is a challenge in some areas. According to the Annual Title I Parent Survey, a large percentage of parents reference a lack of time to participate in events. Technical support regarding data alignment for the parent capacity component to improve student outcomes is ongoing through technical assistance.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through a consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	Migratory students are identified through coordinated efforts between CCSD staff and state and regional migrant education staff. Parent Occupational Surveys are carefully reviewed for both newly enrolled and returned to Region 1 state staff members to ensure eligibility is accurately determined. Decisions regarding supports and services are made through ongoing collaboration district and school-based staff to best meet the academic and developmental needs of eligible students. Targeted support is most often delivered through local supports to include but not limited to EIP/REP remedial services, before/after school programs, supplemental software programs, summer extension, enrichment or remediation. Student progress is continuously monitored through review of report cards and progress reports, allowing adjustments to services to ensure students receive appropriate and responsive academic support.
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Challenges	Many migratory families in our district continue to navigate significant transitions as they adjust to new school systems, cultural expectations, and educational norms that may differ from those in their previous communities. These differences can create uncertainty for both students and parents as they work to understand academic expectations and how families can best support learning. Work schedules, competing responsibilities, and unfamiliarity with school practices can make it difficult for some parents to actively engage in their child's education. As a result, students may often depend on siblings or other family members for academic guidance and support.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	In-person tutoring has been implemented at all of the Neglected and Delinquent facilities (Goshen Valley Boys Ranch, Goshen Valley Hope House and North Georgia Angel House). Title I funds have also been used to purchase school supplies and books. Summer tutoring is offered for elementary and middle school students. Summer school is provided to high school students.
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Challenges	There are a limited number of tutors interested in tutoring due to the time of tutoring sessions and the location of the facilities. The facilities also have difficulty scheduling students for tutoring due to conflicts with doctor appointments, family visits and other required meetings. Additionally, the certifications of the tutors do not always closely align with the students' academic needs.
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Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of Title II, Part A funds."

Strengths	The Cherokee County School District is a unified community of learners, employees, families, partners, the superintendent, and the board of education. Together, we are committed to high expectations, strong communication, and continuous improvement to ensure students learn more, grow more, and achieve more than anywhere else in Georgia. CCSD implements a strategic and systematic approach to recruiting, hiring, and retaining a highly qualified workforce of professional and support staff. These efforts ensure stability and continuity across schools, with the district consistently maintaining a 90%+ retention rate, a 99% first-day fill rate, and over 98% of educators meeting highly qualified criteria without waivers. To strengthen instruction and build systemwide capacity, the Board has established a cohesive system of teaching and learning grounded in clearly defined standards, aligned instructional resources, and ongoing monitoring of student progress. This system provides clarity and consistency across classrooms while honoring the professional expertise of educators and supporting responsive, high-quality instruction for all students. CCSD's commitment to alignment from the boardroom to the classroom is reflected in the structures and supports that guide instructional practice. District and school leaders play a critical role in monitoring and improving instruction through TKES/LKES, professional learning, and instructional coaching. These processes are designed not only to evaluate performance but to drive continuous growth and refinement of
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Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of Title II, Part A funds."

	instructional practices across the system. Instructional Lead Strategists (ILS) and Academic Facilitators provide targeted coaching and support to ensure access to high-quality, standards-based instruction. This work is further supported by district specialists across content areas, Learning Support, behavior, MTSS, and federal programs, who provide professional learning, job-embedded coaching, and implementation support aligned to district priorities. It is also supported by teacher leaders who, selected by their principals, are developed through the Cherokee Instructional Leaders Cohort to build capacity for leading and sustaining high-quality, standards-based instruction for all students. CCSD also prioritizes the development of current and future leaders through structured leadership learning opportunities that build instructional, organizational, and relational capacity across the district. Professional Learning Communities (PLCs) serve as a central structure for instructional improvement, where teachers collaborate to plan, analyze student learning, and adjust instruction based on evidence. These collaborative practices are grounded in rigorous, standards-based instruction and contribute to increased collective efficacy and improved student outcomes. Districtwide professional learning further emphasizes literacy across all content areas, ensuring students develop strong reading, writing, and communication skills. To support new educators, all teachers participate in a comprehensive induction program that includes mentoring, targeted professional learning, and job-embedded support. In addition, teachers in Years 2–3 continue to receive structured check-ins and support from district instructional coaches to ensure sustained growth, strengthen instructional practices, and build long-term effectiveness in the classroom.
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Challenges	Despite progress and successes, we still face challenges in recruitment, particularly in areas such as Special Education, ESOL-endorsed teachers, and Secondary Math and Science. To address these needs, recruitment efforts will continue to prioritize these critical areas while strengthening pipelines of highly qualified educators. Given ongoing student achievement gaps for English Learners, Students with Disabilities (SWD), and in K–8 ELA/Reading, CCSD will continue to prioritize professional learning and instructional coaching for both teachers and leaders. This includes a more targeted approach to developing teacher leaders who directly support these student groups and content areas, ensuring instructional practices are both responsive and aligned to district expectations. Additionally, there remains a need to increase the number of teachers holding ESOL endorsements. As CCSD's student population continues
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Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:
 "100% transfer of Title II, Part A funds."

	to grow and diversify, it is essential to recruit and retain a workforce equipped to meet the needs of all learners. Key focus areas for ongoing professional learning and support include strengthening standards-based instructional practices across all content areas, advancing K-12 students skills in literacy, and enhancing supports for teachers of students in Special Education, ELs and MTSS.
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Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

- If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	Cherokee County School District continues to value the linguistic and cultural assets English Learners and immigrant students bring to the school community. Intentional structures are in place to ensure EL students are appropriately identified through the Home Language Survey and supported through collaborative processes involving school staff and district leaders. This coordinated approach promotes consistency in services and ensures that programming decisions reflect both student language proficiency levels and academic needs. Instructional supports for English Learners and immigrant students are designed to provide meaningful access to grade-level content while strengthening language development. Teachers implement research-based strategies that promote academic language, student discourse, and scaffolded access to complex texts and tasks. Title III staff provide professional learning, coaching, and resources to support educators in delivering instruction that integrates language development with content learning, ensuring students have equitable opportunities to demonstrate understanding. Digital language development programs such as Lexia English continue to supplement classroom instruction by providing personalized pathways for English acquisition. These tools allow students to build vocabulary, listening comprehension, speaking skills, and foundational literacy in flexible formats that can be accessed both in and beyond the school day. The district remains committed to strengthening family engagement through parent outreach and English language learning opportunities
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Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

- If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

	that build confidence and capacity for families to support student success. Parent English classes and school communication supports help families better understand academic expectations and navigate the school system, strengthening the connection between home and school. Analysis of ACCESS for ELLs data from 2024 to 2025 indicates continued progress in English language acquisition at the elementary and middle school levels. Approximately 70% of elementary English Learners advanced at least one proficiency band, while 54.4% of middle school students progressed one proficiency level. High school results showed a slight decline, with 34.3% of students advancing at least one proficiency level compared to 38.3% the previous year, highlighting the need for continued emphasis on secondary language development supports. Georgia Milestones results from 2024 to 2025 reflect varied patterns of performance across content areas. In English Language Arts, the percentage of EL students scoring Proficient or above increased in Grade 7 (+3.6%) and American Literature and Composition (+1.7%), while other grade levels experienced modest declines. In mathematics, the percentage of EL students achieving Proficient or above increased in Grade 4 (+4.4%), Grade 5 (+2.7%), Grade 7 (+4.5%), and Grade 8 (+1.2%), demonstrating continued growth in content understanding supported by language development practices. Science performance showed improvement in Grade 8 (+0.5%) and Biology (+1.4%), while social studies results indicated a slight decrease in Grade 8 but notable growth in U.S. History (+4.3%). While these improvements suggest positive movement in academic achievement, English Learners continue to perform below the overall student population, underscoring the importance of sustained focus on language-rich instruction and targeted literacy supports across grade levels.
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Challenges	As the population of English Learners (ELs) and immigrant students continues to grow, building educator capacity remains an ongoing priority. Schools continue working to ensure sufficient staffing of teachers with expertise in language development and culturally responsive instruction. A limited pool of ESOL-certified educators and varying levels of familiarity with specially designed instruction can impact the consistency with which grade-level content is made comprehensible for ELs. Continued professional learning is needed to strengthen teachers' ability to intentionally integrate language supports
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Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

- If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

	within content instruction, design meaningful assessment opportunities, and scaffold rigorous learning experiences. Strengthening teacher capacity is essential to accelerating language proficiency growth and improving academic outcomes reflected in ACCESS and Georgia Milestones data trends. Gaps persist in access to advanced academic opportunities. English Learners and immigrant students continue to be underrepresented in gifted programs, Advanced Placement (AP) courses, Career, Technical and Agricultural Education (CTAE) pathways, and dual enrollment opportunities. While many ELs demonstrate the potential to succeed in advanced coursework, language demands, limited awareness of pathways, and inconsistent identification practices can create barriers to participation. Increasing access to these opportunities remains a focus area to ensure ELs are fully represented in programs that promote college and career readiness. The sustainability of programs and services designed to support English Learners can be influenced by fluctuations in funding sources. Variability in federal and supplemental funding impacts the district's ability to maintain staffing levels, expand program offerings, and provide ongoing professional learning needed to support effective language development practices. Continued strategic planning is necessary to ensure continuity of services that promote long-term academic success for ELs and immigrant students. While ACCESS for ELLs data from 2024 to 2025 shows continued progress in English language acquisition at the elementary (70% advancing at least one proficiency band) and middle school levels (54.4% advancing one proficiency level), high school progress declined slightly from 38.3% to 34.3%. These data indicate continued need to strengthen secondary language development supports, particularly in academic literacy and disciplinary language needed for success in content-area coursework. Academic achievement data from Georgia Milestones reflects ongoing challenges in English Language Arts (ELA). Although modest gains were observed in Grade 7 (+3.6%) and American Literature (+1.7%) from 2024 to 2025, most grade levels experienced slight declines in the percentage of EL students scoring Proficient or above. Overall performance patterns suggest that many ELs continue to require additional support in reading comprehension, academic vocabulary development, and written expression. These trends highlight the importance of strengthening instructional practices that integrate language development with literacy instruction across content areas.
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Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

- If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

	Mathematics performance shows areas of improvement, with increases in the percentage of EL students scoring Proficient or above in Grades 4 (+4.4%), 5 (+2.7%), 7 (+4.5%), and 8 (+1.2%) from 2024 to 2025. While these gains suggest progress in conceptual understanding, overall proficiency levels remain below those of the general student population. Continued emphasis on academic language development in mathematics instruction is needed to ensure students can fully demonstrate their understanding of mathematical concepts and problem-solving processes. Collectively, these data points reinforce the need for sustained focus on strengthening teacher expertise in specially designed instruction, expanding equitable access to advanced learning opportunities, and maintaining stable program supports that enable English Learners and immigrant students to reach higher levels of academic achievement. Continued investment in professional learning, instructional coaching, and language-focused strategies will be critical to closing performance gaps and supporting long-term student success.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	NA-Grant not available to CCSD
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Challenges	NA-Grant not available to CCSD
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Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:
 "100% transfer of Title IV, Part A funds."

Strengths	The Cherokee County School District (CCSD) is committed to fostering academic achievement, student well-being, and a supportive school culture through intentional programming and collaborative efforts. One
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:
"100% transfer of Title IV, Part A funds."

	of the district's key strengths is its proactive approach to student wellness. School nurses are supported through ongoing professional learning and collaboration, ensuring they are well-equipped to address student health needs and contribute to safe, supportive learning environments. CCSD has successfully implemented restorative practices across all schools. Through district-wide training and embedded coaching, school personnel have developed consistent strategies for promoting positive behavior, improving school climate, and supporting students in making productive choices. The district's alternative education program continues to provide students with opportunities for reflection, growth, and reintegration through structured support systems. The district remains committed to expanding opportunities for all students to reach their full academic potential, including those from economically disadvantaged backgrounds. By providing support and reducing barriers related to Advanced Placement (AP) exam participation, CCSD ensures that more students are able to demonstrate their learning through rigorous, nationally recognized assessments. These efforts reflect the district's dedication to fostering academic success for every learner. Family and staff engagement remains a clear strength for the district. Increased outreach and communication efforts have strengthened connections with stakeholders, reinforcing a shared investment in student success. The district also continues to improve identification and support systems for students experiencing homelessness, ensuring barriers are removed so students can stay focused on learning.
Challenges	While the Cherokee County School District continues to make notable progress in many areas, several ongoing challenges remain that require focused attention and strategic planning. Supporting economically disadvantaged students in accessing Advanced Placement exams continues to be a priority. Ongoing efforts are focused on ensuring students have the necessary information, encouragement, and resources to participate confidently in these rigorous assessments. In the area of student discipline and behavior, the district has completed job-embedded coaching for all schools to support the implementation of restorative practices. As this phase concludes, the primary challenge moving forward is sustaining these practices with consistency across schools. Continued focus will be needed to embed restorative strategies into school-wide systems, provide ongoing professional learning, and ensure new staff are equipped to uphold the district's expectations for student support and accountability. The

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:
"100% transfer of Title IV, Part A funds."

	district will continue expand trauma-responsive professional development and identify additional behavior support strategies to help schools meet the evolving needs of students. The identification and support of students experiencing homelessness also present challenges. As the number of identified students continues to grow, so does the demand for individualized support and resources. Meeting these complex needs requires continued collaboration across departments and external agencies to ensure students have what they need to remain engaged in their education.
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Title I,Part A - Equitable Access to Effective Educators

Strengths	CCSD engages in a strategic and systematic process to recruit, hire, and retain a highly qualified and sufficient workforce of professional and support staff. These efforts ensure the district can fulfill its mission and support the goals of individual schools and educational programs. Principals are the hiring manager of their building and have the flexibility to utilize their allotments to meet the identified needs of the school. The equitable distribution of teachers across instructional settings is closely monitored through scheduling practices, transfer protocols, and staffing decisions. Teacher assignment patterns are designed to support equity across all grade bands, leveraging the strengths of staff from elementary through high school. Processes such as TKES evaluations, staffing allotment meetings, certification verification, and student scheduling are intentionally aligned to ensure that every student is taught by an effective teacher. Ongoing monitoring at both the district and school levels helps prevent the assignment of inexperienced, ineffective, or out-of-field teachers. Professional Learning Communities (PLCs) within each school provide teachers with collaborative spaces to refine lesson planning, deepen data analysis, and strengthen collective efficacy. These collaborative structures, grounded in standards-based and rigorous instruction, drive instructional decision-making and improve student achievement. Instructional Lead Strategists (ILS) at every school and Academic Facilitators at Title I schools provide targeted coaching and training to ensure equitable teacher quality and instruction. District-level specialists in content areas, Learning Support Specialists (SWD), Behavior Coaches, MTSS Lead, Title II-Part A, and Title III coaches further support schools through professional development, job-embedded coaching, and capacity-building initiatives. All new teachers participate in the New Teacher Induction Program (NTIP), which offers individualized support through instructional and classroom management training, mentoring, and job-embedded
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Equitable Access to Effective Educators

	warning. Each new teacher is paired with a mentor and has access to ongoing professional learning opportunities designed to support their success in the classroom and long-term growth in the profession.
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Challenges	Despite progress and successes, we still face challenges in recruitment, particularly in areas such as Special Education, ESOL-endorsed teachers, Secondary Math/Science, and selected Career, Technical, Agricultural Education (CTAE) courses. To address these challenges, recruitment efforts will continue to focus on these critical areas. Given the ongoing student achievement gaps for English Learners, Students with Disabilities (SWD), and in K-8 ELA/Reading, professional learning and instructional coaching for both teachers and leaders will be prioritized. This includes a more targeted effort to develop teacher leaders who work directly with these subgroups or in these key areas. Additionally, there is a continued need for teachers holding ESOL, Gifted, and Dyslexia Endorsements. As our student population grows and becomes more diverse, it remains essential to focus on attracting and retaining a diverse teaching staff with the skills and experience needed to best serve all students. Key focus areas for ongoing professional learning and support include equitable instructional practices across all content areas. Teacher Leader and Administrator leadership academies and training (TLA, SLA I, II, III) focused around the CCSD leadership competencies will continue to increase instructional, organizational, and relational capacity.
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Title V, Part B - Rural Education

Strengths	NA-Grant not available to CCSD
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Challenges	NA-Grant not available to CCSD
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 and 3.2 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.2.

Overarching Need # 1

Overarching Need	To improve the quality of literacy and mathematics instruction for grades K-12
How severe is the need?	
Is the need trending better or worse over time?	
Can Root Causes be Identified?	
Priority Order	

Additional Considerations	
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Overarching Need # 2

Overarching Need	To implement evidence-based programs and supports that enhance the overall well-being of staff and students grades K–12 by promoting emotional regulation, self-efficacy, and access to critical academic, behavioral, and wellness resources ensuring schools are equipped to meet the evolving needs of their communities.
How severe is the need?	
Is the need trending better or worse over time?	
Can Root Causes be Identified?	
Priority Order	

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis - Optional

Select the top 2-4 overarching needs from 3.3. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - To improve the quality of literacy and mathematics instruction for grades K-12

Root Cause # 1

Root Causes to be Addressed	Inconsistent implementation of evidence-based instructional practices and rigorous and relevant standards-based instruction K-12.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	Inconsistent understanding, alignment, and application of assessment practices that inform K-12 instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Inconsistent expectations for students to engage in rigorous and relevant academic instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Lack of understanding and effective response to the unique needs of student groups and families.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Overarching Need - To implement evidence-based programs and supports that enhance the overall well-being of staff and students grades K–12 by promoting emotional regulation, self-efficacy, and access to critical academic, behavioral, and wellness resources ensuring schools are equipped to meet the evolving needs of their communities.

Root Cause # 1

Root Causes to be Addressed	Need for resources and supports to promote student growth in performance in health, emotional regulation and behavioral well-being.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 1

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Cost of Advanced Placement Exams limit the number of low socioeconomic status students from taking the exams and thus possibly earning college credits for taking the class.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Need for technology professional development to support gaps in skills and knowledge across multiple educational applications.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 3

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Need for resources and supports for students and their families that are homeless or near homeless.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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District Improvement Plan 2026 - 2027



Cherokee County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Cherokee County
Team Lead	Lynda Wallace
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☒	Free/Reduced meal application
☐	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? Yes

Flex Waiver # 1 - LocalProgrammaticWaiver

A. A waiver is requested of an ESSA statutory or regulatory requirement applicable to the following program(s) (Please select all that apply):

☐	Title I, Part A
☐	Title I, Part C
☐	Title I, Part D
☐	Title II, Part A
☒	Title IV, Part A

B. Define the specific statutory or regulatory requirement to be waived.

Cherokee County School District requests a waiver of the statutory requirement under Section 4106(d)(2)(A) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), which requires that Title IV, Part A funds be expended to support all three content areas: (1) well-rounded educational opportunities; (2) safe and healthy students; and (3) the effective use of technology. Cherokee County School District seeks a waiver of the associated requirement that at least 20 percent of the LEA's Title IV, Part A allocation be used for activities supporting well rounded. A portion of the budget will be allocated to support effective use of technology to provide professional learning and well-rounded to provide access to AP exams for economically disadvantaged students.

C. If waived, what will be done that is different from what is currently required under the statute or regulation cited? Note: The LEA response must include a statement/evidence that the underlying purposes of the statutory requirements will continue to be met.

If the waiver is approved, Cherokee County School District will not be required to allocate Title IV, Part A funds across all three statutory content areas or to meet the minimum 20 percent expenditure requirement for well-rounded educational opportunities. Instead, the district will concentrate Title IV, Part A funds on the area that best address current, locally identified student and district needs, as determined through a comprehensive needs assessment and stakeholder input. While the district will not be required to meet the minimum percentage allocation for well-rounded educational activities, the underlying purposes of Title IV, Part A will continue to be met. Cherokee County School District will ensure that students continue to have access to a well-rounded education through the use of other federal, state, and local funds, existing instructional programs, and districtwide curricular initiatives. In addition, district investments funded through Title IV, Part A will continue to support improved student outcomes, access to educational opportunities, and conditions for student learning, consistent with the

Flex Waiver # 1 - LocalProgrammaticWaiver

	intent of the statute. The requested waiver will provide the flexibility needed to maximize the effectiveness of Title IV, Part A funds, reduce programmatic fragmentation, and ensure that resources are used strategically to support district priorities while maintaining compliance with the overall goals of the Student Support and Academic Enrichment program.
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D. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver? (Please include both districtwide and/or local school level results or measurable goals)	The application of this waiver is expected to result in improved student and staff well-being, strengthened school climate, and safer, more supportive learning environments across Cherokee County School District. At the districtwide level, the district will create and implement strategic actions to address the overall well-being of students and staff. Expected measurable outcomes include: • An annual increase in positive indicators on the Georgia School Climate Survey, reflecting improvements in student and staff perceptions of safety, relationships, support, and overall school environment. • Demonstrated improvement in other relevant data sources and stakeholder feedback, indicating enhanced engagement and well-being. • A minimum 3% annual increase, reflecting improved behavioral supports, mental health practices, and proactive intervention strategies.
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E. How was public notice made regarding this waiver? (Please select all that apply)	
☒	LEA Website
☐	LEA/School Newsletter
☐	Newspaper
☐	Other (Please specify)

Please provide any comments received as a result of the public notice here:	No responses at this time.
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3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve the quality of literacy and mathematics instruction for grades K-12
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Inconsistent implementation of evidence-based instructional practices and rigorous and relevant standards-based instruction K-12.
Root Cause # 2	Inconsistent understanding, alignment, and application of assessment practices that inform K-12 instruction.
Root Cause # 3	Inconsistent expectations for students to engage in rigorous and relevant academic instruction.
Root Cause # 4	Lack of understanding and effective response to the unique needs of student groups and families.
Goal	Meet or exceed three-year student performance goals established by the CCSD School Board (see attachment).

Action Step # 1

Action Step	Continue the training and implementation of evidence-based instructional practices for literacy and mathematics.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Documentation (Agendas, Sign-In Sheets, and Presentations); Instructional Coaching Logs; Instructional Round Observation Documentation; Short-term Action Plan; Professional Learning Participant Survey; District/School Professional Learning Plans
Method for Monitoring Effectiveness	Analysis of Professional Learning Surveys; Analysis of Coaching Logs; Analysis of Instructional Rounds; Analysis of Short-term Action Plan; Analysis of Professional Learning Participant Survey; Analysis of District/School Professional Learning Plans

Action Step # 1

Position/Role Responsible	Instructional Lead Strategists; Supervisor Professional/Staff Development; Title II Professional Development Specialist; District Content Specialists; Learning Support Specialist; Academic Facilitators; Academic Success and Family Engagement Coach; Title I Coordinator; Schoolwide Plan Support Staff; Title I Program Support
Evidence Based Indicator	

Timeline for Implementation Others : Bi-annually

Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 2

Action Step	Salaries and benefits for Title II Specialist to provide professional development and job embedded coaching for Title II allowable expenses.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 2

Subgroups	Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Documentation; Professional Learning Surveys
Method for Monitoring Effectiveness	Analysis of Professional Learning Surveys
Position/Role Responsible	Supervisor of Professional/Staff Development
Evidence Based Indicator	

Timeline for Implementation Others : Bi-annually

Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 3

Action Step # 3

Action Step	Continue to provide professional learning opportunities to teachers of English learners, administrators and certified support staff in best practices in English Language Development (integrating GSEs, WIDA ELD standards, Can Do Descriptors, Culturally Responsive Teaching).
Funding Sources	Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Rounds; Title III Coaching Logs; Professional Learning Documentation
Method for Monitoring Effectiveness	Analysis of Instructional Round ; Analysis of Coaching Log; Analysis of Professional Learning Survey
Position/Role Responsible	Title III Coaches; Title III Supervisor
Evidence Based Indicator	

Timeline for Implementation Others : BI-annually

Does this action step support the selected equity intervention?

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 4

Action Step	Provide AP Summer Institute and endorsements to eligible employees to develop understanding of identified student groups and enhance instructional opportunities for all students.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Registration; Rosters; Completion Documentation; Endorsement Certificate; Course Surveys; Candidate Supervisor Surveys
Method for Monitoring Effectiveness	Analysis of Course Survey; Analysis of Candidate Supervisor Survey
Position/Role Responsible	Supervisor of Professional/Staff Development
Evidence Based Indicator	

Timeline for Implementation Others : Bi-annually

Action Step # 4

Does this action step support the selected equity intervention?	
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 5

Action Step	Continue to expand recruitment through use of an online service platform, staff, substitutes, and additional pay to ensure that schools remain fully staffed throughout the year with highly qualified teachers to support the growing needs of a diverse population of students and high need content areas.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Recruitment Fair Documentation; Handshake Reports; Recruitment Ambassador Logs
Method for Monitoring Effectiveness	Analysis of Handshake Report; Analysis of Recruitment Ambassador Logs
Position/Role Responsible	Supervisor of Recruitment
Evidence Based Indicator	

Action Step # 5

Timeline for Implementation	Others : Bi-annually
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Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 6

Action Step	Funding of supplemental pay for mentors of zero-year teachers that participate in the New Teacher Induction Program (NTIP).
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Quarterly Coaching Assignments; Participant Feedback Surveys
Method for Monitoring Effectiveness	Analysis Quarterly Coaching Assignments; Analysis of Participant Feedback Surveys

Action Step # 6

Position/Role Responsible	Title II Specialist; Supervisor of Professional/Staff Development
Evidence Based Indicator	

Timeline for Implementation Others : Bi-annually

Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 7

Action Step	Salaries and benefits for Recruitment Specialist to recruit high quality teachers and provide training to recruitment ambassadors.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity

Action Step # 7

Method for Monitoring Implementation	Handshake Report; Professional Learning Documentation
Method for Monitoring Effectiveness	Analysis of Handshake Report; Analysis of Surveys from Recruitment Trainings
Position/Role Responsible	Supervisor of Recruitment
Evidence Based Indicator	

Timeline for Implementation Others : Bi-annually

Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 8

Action Step	Provide professional learning opportunities to teachers of students with disabilities, special education facilitators, administrators, certified and classified support staff in best practices of specially designed instruction (extended content standards and high leverage practices).
Funding Sources	Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 8

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Rounds; Coaching Logs; Professional Learning Documentation
Method for Monitoring Effectiveness	Analysis of Instructional Rounds; Analysis of Coaching Log; Analysis of Professional Learning Surveys
Position/Role Responsible	Learning Support Specialist; Intellectual Disabilities Support Specialist; Assistive Technology Specialist; AAC Specialist; Director, Special Education Instructional Services
Evidence Based Indicator	

Timeline for Implementation Others : Bi-annually

Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 9

Action Step	Implement a coordinated family engagement approach that builds the capacity of parents and staff to support ELA and math learning through grade-level aligned practice resources, family learning opportunities, and ongoing two-way communication about student progress.
Funding Sources	Title I, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent Capacity Event Documentation; Parent University Video Summary; Parent English Class Documentation
Method for Monitoring Effectiveness	Analysis of Parent Capacity Event Surveys; Analysis of Parent University Parent Surveys; Analysis of Parent English Class Surveys
Position/Role Responsible	Title I Coordinator; Director Special Education Instructional Services; Title III Supervisor
Evidence Based Indicator	

Timeline for Implementation Others : Bi-annually

Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To implement evidence-based programs and supports that enhance the overall well-being of staff and students grades K–12 by promoting emotional regulation, self-efficacy, and access to critical academic, behavioral, and wellness resources ensuring schools are equipped to meet the evolving needs of their communities.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Need for resources and supports to promote student growth in performance in health, emotional regulation and behavioral well-being.
Root Cause # 2	Cost of Advanced Placement Exams limit the number of low socioeconomic status students from taking the exams and thus possibly earning college credits for taking the class.
Root Cause # 3	Need for technology professional development to support gaps in skills and knowledge across multiple educational applications.
Root Cause # 4	Need for resources and supports for students and their families that are homeless or near homeless.
Goal	Create and implement strategic actions to address the overall well-being of students and staff as evidenced by an increase in Georgia School Climate Survey results, other relevant data and a decrease in restraint data by 3% annually.

Action Step # 1

Action Step	The CCSD nurses will attend the GASN Conference sessions relating to CCSD mission and vision, redeliver information to their colleagues and demonstrate the use of this information in their professional practice.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Workshop Documentation
Method for Monitoring Effectiveness	Analysis of Participant Feedback Survey

Action Step # 1

Position/Role Responsible	District Lead Nurse; Director of School Support and Athletics
Evidence Based Indicator	

Timeline for Implementation Yearly

Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 2

Action Step	Support the development and implementation of professional learning, resources and strategies for school personnel to including the district's Redemption Program, suicide awareness, positive behavior framework, deescalation and restraint, employee wellness, school climate that promote supportive school discipline, school based mental health counseling and relationship building skills.
Funding Sources	Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 2

Subgroups	Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Workshop Documentation; Student Data
Method for Monitoring Effectiveness	Analysis of Professional Learning Surveys; Analysis of Student Data
Position/Role Responsible	Director of School Support and Athletics; Supervisor of Student Support; Student Support Advisors; Director of Special Education Compliance; Behavior Specialist
Evidence Based Indicator	

Timeline for Implementation Others : Bi-annually

Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

N/A-not required

Action Step # 3

Action Step	Increase the opportunity for low socioeconomic students to take AP exams.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School Request Form for Funding (AP Exams)
Method for Monitoring Effectiveness	Number of Students who Take Assessment
Position/Role Responsible	School Counselors; AP Coordinators; Director of Accountability and Assessment; Director of School Support and Athletics
Evidence Based Indicator	

Timeline for Implementation Yearly

Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 4

Action Step	Develop comprehensive professional learning for staff aimed at bridging skill and knowledge gaps across various educational technology platforms utilized by students.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Professional Development Workshop Documentation
Method for Monitoring Effectiveness	Analysis of Professional Learning Survey
Position/Role Responsible	Supervisor of Instructional Technology; Director of School Support and Athletics
Evidence Based Indicator	

Timeline for Implementation Yearly

Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 5

Action Step	Guide homeless or near homeless students and their families through CCSD, ensuring they have access to necessary services, resources and support, thereby improving their overall outcomes.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting Documentation with Community-based Organizations and Families; Tracking of Homeless Student Support; Calendar/Travel Log
Method for Monitoring Effectiveness	Evaluation of meetings; Analysis of calendar/travel log
Position/Role Responsible	Supervisor of Student Support; Director of School Support and Athletics; System Navigator
Evidence Based Indicator	

Timeline for Implementation Others : Bi-annually

Action Step # 5

Does this action step support the selected equity intervention?	
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 6

Action Step	Expand the access and opportunity to band/orchestra programs by offering support for the maintenance, repair, and/or replacement of instruments and supplies.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Purchase Orders; Invoices
Method for Monitoring Effectiveness	Analysis of Pre and Post Survey Data; Analysis of Program Participation Data
Position/Role Responsible	Coordinator of Fine Arts; Director of School Support and Athletics
Evidence Based Indicator	

Action Step # 6

Timeline for Implementation	Others : Bi-annually
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Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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Action Step # 7

Action Step	Conduct a district-wide audit of audiometers to identify non-operating or outdated equipment by establishing a routine maintenance and calibration schedule to prevent future equipment failure. Replace and/or repair faulty equipment with reliable audiometers.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Purchase Orders; Invoices
Method for Monitoring Effectiveness	Analysis of Audit Reports, Maintenance Reports and Inventory
Position/Role Responsible	District Lead Nurses; Director of School Support and Athletics

Action Step # 7

Evidence Based Indicator	
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Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A-not required
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4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Each spring, the district holds a planning meeting to establish goals and action steps that ensure coordination of federal funds. This meeting supports the ongoing and continuous coordination of services across all federal programs to maximize effectiveness and efficiency. Federal funds are strategically braided to support professional learning, instructional improvement, and equitable access to resources. Titles I, II, III, and IV collectively support professional development aimed at strengthening teachers' content knowledge and instructional practices. Title II funds provide mentors for first-year teachers through the New Teacher Induction Program and support teacher and leader recruitment and professional development to promote equitable learning opportunities. Title I funds are used to employ Academic Facilitators or Academic Success and Family Engagement Coaches at Title I schools who provide job-embedded professional learning in ELA and mathematics with an emphasis on at-risk students. Title III funds support instructional coaches who assist teachers in meeting the needs of English Learners within the general education classroom. Title I and Title III funds are also used to build parent capacity for involvement. In addition, Title I funds are used to employ Family and Community Liaisons or Academic Success and Family Engagement Coach to strengthen parent engagement in ELA and mathematics. Title IV funds are utilized to support a well-rounded education, safe and healthy schools, and the effective use of technology. The Foster Care Point of Contact (FCPOC) routinely communicates with the Director of Transportation when students enter foster care, making every effort to maintain students in their school of origin to ensure stability. The FCPOC participates in a monthly work group with counterparts from metro-Atlanta and North Georgia districts to discuss transportation, records maintenance, academic supports, and communication with the Division of Child and Family Services (DFCS). Annually, the FCPOC meets with district staff to review the rights of students in foster care and the responsibilities of the local educational agency (LEA). Identification of students in foster care primarily occurs at the school level during enrollment or at the time of placement. The FCPOC collaborates with school principals and DFCS to determine appropriate supports and facilitates meetings involving Court Appointed Student Advocates (CASA), Guardians Ad Litem (GAL), and other stakeholders to support enrollment, tutoring, IEP and 504 meetings, and related services. Schools provide school supplies, enrollment assistance, free and reduced lunch, and educational supports to students in foster care. CCSD employs six full-time social workers who investigate referrals related to child safety and welfare. In some cases, social workers
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Coordination of Activities

	initiate referrals to DFCS that may result in foster care placement. They also serve as liaisons to connect children and foster families with community resources as needed. The District FCPOC serves as the primary educational contact with DFCS, assisting with the verification of enrollment and educational records required to obtain social security documentation for students in foster care. The CCSD Title IV Program Administrator participates in multiple agency and community partnerships, including Cherokee FOCUS, Cherokee Collaborative, and the Title IV Advisory Committee, through regularly scheduled meetings. Community-based organizations such as Cherokee FOCUS and Cherokee Collective coordinate resources to address the diverse needs of students and families. The Title IV Advisory Committee meets each semester to review and reflect on initiatives supporting safe and healthy students, well-rounded education, and effective technology use. Title II also collaborates with North Georgia RESA to provide endorsement programs and job-embedded literacy coaching. The district maintains partnerships with several community organizations, including the Service League of Cherokee County, Give a Kid a Chance, the Lions Club, Cherokee, Inc., and MUST Ministries. These organizations provide essential support such as food, clothing, school supplies, health services, housing, and employment assistance. Through these partnerships, at-risk and high-poverty students receive backpacks, clothing, vision, hearing, and dental screenings, books, classroom supplies, and other critical services. Counselors and administrators collaborate with these organizations to identify families with immediate needs. These partnerships foster year-round collaboration that benefits students, families, schools, and the broader community.
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Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by: 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	Ineffective: - TKES evaluation practices, allotment processes focused on staffing levels and placement/certification verification and student scheduling ensure the highest opportunity for an effective teacher for each student. - The District's Instructional Framework (IF) is supported throughout all professional learning processes and deliveries. - Professional Learning Communities (PLCs) at each school provide all teachers collaborative support for data collection and interventions/instructional strategies to support quality instruction and individualized student achievement monitoring. - The Title II Specialist provides school-based consultant services, instructional coaching and direct technical assistance to instructional personnel via school-based training. School-based trainings in District initiatives include academic content standards, assessment practices, instructional strategies and differentiation strategies.
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Serving Low Income and Minority Children

	- School-based Instructional Lead Strategists (ILS) and Academic Facilitators (AF) facilitate the New Teacher Induction Program (NTIP) program and provide instructional coaching for all teachers. - District-wide professional learning cohorts for endorsement completion, blended learning cohorts and co-teaching support quality instruction for rigor, relevance and learner engagement, as well as targeted instruction for multilingual students, students with disabilities and students that are economically disadvantaged. - Title II Specialist provides training for best practices in instructional strategies and assist with the effective implementation of curriculum standards. District coaching and professional learning positions [Professional Development Specialists, Academic Facilitators, Title III Coaches, Instructional Lead Strategists (ILS), Instructional Technology Specialists (ITS)] support effective teacher instruction, District initiatives and various training implementation at schools across the District. Out-of-Field: - All provisionally hired teachers are required to participate in a certification plan to earn full teaching certification that is monitored by the District. - TKES evaluation practices, allotment processes focused on staffing levels and staff placement/certification verification, as well as student scheduling processes, ensure a minimum opportunity for out-of-field instructional staff and the highest opportunity for an effective teacher for each student. Inexperienced: - District-wide distribution of teachers with varying levels of experience across the range of instructional settings is equitable and monitored through scheduling practices and employee transfer practices. - The District's New Teacher Induction Program (NTIP), facilitated by ILSs and AFs, supports year-long mentors for new teachers, as well as specific professional learning for this critical group of teachers. - Through support of both District-wide and School-based processes, the Title II Specialist manages and provide technical assistance and instructional support for NTIP participants to enhance retention of professionally qualified teachers. - Consistent monitoring of the processes at both the District and school levels ensures students are not served at a disproportionate rate by an inexperienced, ineffective or out-of-field teacher.
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Professional Growth Systems

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools).	The School Improvement Plan (SIP) Professional Development Action Plans and budgets outline goals and actions based on school and District needs assessment processes. The resulting goals are linked to both the Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES). CCSD Professional Development days, protection of time in the school day for PLCs and collaboration, instructional coaching and observation ensure the intentional dedication to job- embedded, sustained model of professional development. Cherokee County Board of Education Policy GAD, includes individual teacher growth (PLG), mentoring and modeling for teacher leadership and implementing Professional Learning Communities (PLCs) District-wide for all educators. District coaching and professional learning positions [Title II Specialist, Academic Facilitators (AF) , Title III Coaches, Instructional Lead Strategists (ILS), Instructional Technology Specialists (ITS), Behavioral Intervention Strategist, Learning Support Specialists] support effective teacher instruction, District initiatives and various training implementations at schools across the District. The training for these support personnel is ongoing and skill based. The Instructional Coaching Endorsement is offered and encouraged to these positions. Monthly meetings, including collaborative projects, content area and support breakouts, and training based on school level and years of experience as an instructional coach are provided. The CCSD Coaching Handbook is provided for guidance. The CCSD Teacher Leader Academy, a training mechanism for principal-selected teachers who are school-based influencers, is a quarterly training experience that extends capacity building both at the school and in the District. The Superintendent's Assistant Principal Training Sessions and Leadership Academies extend the learning of teacher leaders and administrators for future capacity building in school-based instructional coaching positions and administrative positions. TKES requires a Professional Learning Plan (PLP) or a Professional Learning Goal (PLG) for all certified teachers and contributing professionals. The same approach is used for LKES. This information is aligned to teacher/leader performance and creates targeted individualized goals. To increase evidence-based practices, processes for effectiveness monitoring of professional learning programs are implemented and will be strengthened over time. Formative assessments, benchmarks and state content assessments provide critical information regarding improvement levels and student outcome results. Ongoing data monitoring and analysis from various sources inform all decisions and planning.
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

Professional Qualifications

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule – Strategic Waivers (160-5-1-.33), does the district intend to waive certification? [ESSA Sec. 1112(c)(1)(B)(ii)]

✓	Yes
	No (no further action)

If the LEA waives certification, specify the waiver option below:

✓	The LEA waives certifications for all teachers allowable by law. (no further action)
	Other (If other, describe the minimum qualifications required for employment of teachers for whom certification is waived.)

State and Federally Identified Schools

Describe the actions the district will implement to support federally identified schools (CSI/TSI/ATSI). Include a statement explaining how the district will prioritize and allocate funds to support federally identified schools. If the LEA has no federally identified schools, enter "N/A".	CCSD currently has no identified schools needing support. The CCSD policy IA, Instructional Accountability, outlines specific processes to assist and monitor schools in need of support in a proactive measure. In the event a CCSD school should be identified as a CSI or TSI school, the appropriate federal funds would be prioritized and allocated directly to the school as per specific needs and the school-based allocation would address the area(s) of focus.
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CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry	N/A-not required
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CTAE Coordination

professionals and, if appropriate, academic credit.	
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Cherokee County School District's Major System Priority is insuring that all students and staff have a safe and secure environment for teaching and learning. To support efforts for keeping students safe, engaged and in school, the district has utilized behavior standards for student actions by creating policies and procedures. Additionally, the District partners with the following agencies: - Georgia Department of Behavioral Health and Developmental Disabilities - Cherokee County Health Department - Children's Healthcare of Atlanta - The Council on Alcohol and Drugs - Georgia/School-based PTA - Highland Rivers/Goshen Valley Therapeutic Services - Division of Family and Children Services - Cherokee County Juvenile Courts - Cherokee Focus District level personnel work with school-based staff to evaluate patterns of student behavior to reduce or prevent specific violations. Schools receive services based on the data evaluated by District level personnel. Data sources include the District's Student Information System, Discipline Dashboard, and the Georgia Department of Education and the Governor's Office of Student Achievement. Data is also used to provide additional trainings for administrators to specifically address discipline issues that prevent students from remaining in the regular school setting. The District provides alternative school settings, both virtual and face-to-face, for students who are not thriving in the regular school setting. If students are attending the alternative school due to disciplinary infractions, students may be able to participate in the redemption program. Funded through Title IV, Part A, students qualify for the redemption program based upon specific disciplinary infractions. This program allows students to earn time back so that they can return to their home school early. The program at ACE Academy also includes applicable counseling, mentorship and required community service. At the school level, CCSD takes great pride in administering progressive discipline and utilizing restorative practices to minimize loss of class time as a result of suspension. Schools employ progressive discipline processes to create the expectations so the degree of discipline will be in proportion to the severity of the behavior, as well as consideration given to each student's previous discipline history and other relative factors. Many schools utilize some form of a redemption program so that students can earn back time from ISS or
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	OSS. Schools have also implemented restorative modules on a variety of code of conduct topics wherein students reflect upon their actions, make efforts to correct harm that was caused and learn healthy replacement behaviors/actions. CCSD will continue to have school data teams pull and review suspension data monthly. Data will be used to determine staff professional development and student interventions.
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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Educational Program - Optional

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	N/A-not required
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Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	N/A-not required
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Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	N/A-not required
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Title I, Part A – Educational Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.	N/A-not required
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium and Direct-Funded LEAs describe:How to support the records transfer process for students moving in and out of the school (including academic and health records), andHow they collect and how they use the occupational survey during new student registration and back-to-school registration for all returning students, and how it is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe:How the Migrant Student Information Exchange (MSIX) is used in the records transfer process (consortium LEAs describe how they coordinate with the MEP Consortium):Who in the LEA accesses MSIX when migratory children and youth enroll and depart?How the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	The Cherokee County School District will not receive direct Migrant Education Program (MEP) funding during the FY27 school year. However, the District remains committed to identifying and supporting eligible migrant students and families in accordance with federal and state requirements. Annually, the Supervisor of ESOL reviews the Parent Occupational Survey for content accuracy and updates provided by the Georgia Department of Education (GaDOE) prior to uploading the document to the District's online student registration platform. All new enrollees are presented with the Parent Occupational Survey during enrollment through the Registration Gateway Online System. The Supervisor of ESOL receives electronic notification when survey responses indicate a move within the previous three years for immediate review and follow-up. Survey information is submitted through approved Georgia Department of Education procedures to support the migrant student identification process. Parent Occupational Surveys are also included in the annual Back-to-School online registration process for all returning students. The Cherokee County School District is dedicated to providing essential information and support to all identified migrant families. The Supervisor of ESOL is trained in the use of the Migrant Student Information Exchange (MSIX) and other available state resources to assist in identifying and supporting migrant students who enroll in the District. Information regarding newly identified migrant students and student mobility will be communicated to the appropriate state and regional contacts as required by the Georgia Department of Education. Food service managers at each school understand the importance of providing immediate meal services to students identified through the migrant student identification process. In addition, each school has designated personnel responsible for requesting, receiving, copying, and transferring student records for students entering or leaving the school. The District follows the following procedures for timely transfer of student records: - Student records are requested from the previous school on the day the student enrolls in a Cherokee County School District school. - Student records requested by another school are copied and forwarded within two school days of the request. - When records are difficult to obtain, particularly for highly mobile students, the District utilizes available resources including MSIX, GaDOE systems, and collaboration with other Local Education Agencies (LEAs) to facilitate timely access to student information. Upon identification and notification of migrant eligibility, District staff will
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Title I, Part C – Migrant Intrastate and Interstate Coordination

	review available student records, including MSIX records when appropriate, to obtain information that assists school personnel in placing the student in the appropriate grade level, course, and educational program. This review helps ensure continuity of instruction and access to appropriate services. When migrant students withdraw from the District, school and District personnel will follow established state procedures for reporting student mobility and transferring records to support continuity of educational services. Available information will be shared through approved state systems, including MSIX when applicable, to assist receiving schools and districts in supporting the student's educational needs.
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Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe: 2. How academic and non-academic services are coordinated for all participants (P3–P5, K–12, OSY) with the MEP 3. Direct-funded LEAs describe: 4. How the needs of preschool children (P3–P5) and families are identified and how services are implemented and evaluated during the regular school year and summer 5. How the academic and non-academic needs of Out-of-School Youth (OSY) and Drop-Outs are identified, how the OSY Profile Form is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer	The Cherokee County School District will not receive direct Migrant Education Program (MEP) funding during the FY27 school year. However, the District remains committed to identifying and supporting eligible migrant students and families in accordance with federal and state requirements. When migrant-eligible students demonstrate a need for academic assistance, supplemental educational support, or access to community resources, the Supervisor of ESOL, in consultation with local school administrators, counselors, teachers, and other appropriate staff, will coordinate and secure services and resources necessary to support the student's success. The Supervisor of ESOL works cooperatively and collaboratively with local school personnel and various public and private agencies throughout the District to ensure migrant students and families have access to available educational and community supports. Services may be provided before, during, or after the instructional school day and may be delivered in person or virtually, depending on student and family needs. For out-of-school youth (OSY), the District will coordinate outreach efforts as appropriate to identify needs, connect individuals with available resources, and support educational, English language acquisition, workforce readiness, and high school equivalency opportunities. Technology-based devices may be made available, when feasible, to assist OSY with English language development and other educational or career-related learning needs. For migratory children ages 3 through 5 who are not yet enrolled in school, the Cherokee County School District will consult with families to identify educational, developmental, and support needs and provide information regarding available early learning opportunities and community resources. When appropriate, families may be referred to local preschool programs, Head Start and Pre-K opportunities, library literacy programs, community-based early childhood services, and other resources that support school readiness and early language and
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Title I, Part C – Migrant Supplemental Support Services

	literacy development. The District will work collaboratively with families to increase awareness of available services and facilitate access to programs that promote successful transitions into kindergarten and future educational success. Based on identified needs and available resources, the District may coordinate summer learning opportunities or supplemental services for migrant students. These services will be reviewed and evaluated to determine their effectiveness in supporting student academic achievement and overall well-being. The Supervisor of ESOL will collaborate with school staff and community partners to assist migrant families in accessing available resources related to healthcare, food assistance, clothing, transportation, housing stability, and other basic needs. The District's strong relationships with local agencies and organizations help facilitate timely support for migrant students and their families. Parental and family engagement remains an ongoing and essential component of supporting migrant students. Families and out-of-school youth will be provided information regarding educational opportunities, English language learning resources, high school equivalency programs, workforce development opportunities, and other available community services. All supplemental services provided to migrant students and families will be documented in accordance with Georgia Department of Education Migrant Education Program requirements. Service records will include information regarding academic, educational, and support services provided, as well as referrals made to community agencies and organizations. Documentation will be maintained by the District to ensure accountability and to support continuous evaluation of services provided to migrant students and families.
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity	1. Special Education Facilitators (SEFs) will continue to provide strategic support to all school special education teachers, regularly. - Directors of Special Education or designee will complete instructional round per school annually to ensure effectiveness and fidelity of instructional support and to document any additional needs. 2. Special Education Facilitators (SEFs) and teachers will receive targeted Transition Plan training to increase post-secondary options that are meaningful to the student based on interest and in compliance with IDEA requirements. Action Steps: - SEFs will train local school Special Education administrators, Career Tech Instruction (CTI) teachers and special education teachers in creating, monitoring and implementing effective transition plans. - Department of Special Education will collaborate with the CCSD Parent Mentor to create a supportive Transition Plan training for parents and families. 3. Continue to ensure that self-contained teachers are trained on Georgia Alternative Assessments 2.0 (GAA 2.0) Action Steps: - Intellectual Disabilities Curriculum Specialist collaborates with the Office of Student Assessment to update and deliver trainings to Special Education administrators, case holders and teachers. - Intellectual Disabilities Curriculum Specialist will continue to provide building level support for adapted certified teachers teaching adapted curriculum to become familiar with, prepare and administer the GAA 2.0 assessment and the crosswalk of the Georgia Performance Standards, GAA 2.0 Blueprint (extended standards) and specialized programs. 4. Provide training, coaching and feedback for teachers to assist with the implementation of specialized programs/specifically designed instruction (accommodations, strategies and programs) and best practices in the resource and small group program settings to ensure FAPE. Action Steps: - Learning Support Specialist (LSS) to provide training of specialized programs/specifically designed instruction (SDI). - LSS to complete coaching cycle with teachers in grades K-12 responsible for implementing specialized instruction/small group/resource classes and co-taught classes. 5. Continue to build capacity to ensure sustainable practices that foster student engagement and implement instructional and behavior strategies. Action Step: - Department of Special Education Behavior Team work collaboratively
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IDEA Performance Goals:

	with the local schools and the small group program case holders/teachers to provide collaborative opportunities to support the students. - DSE Behavior Team to complete coaching cycle with teachers in grades K-12 responsible for implementing specialized instruction/small group/resource classes and co-taught classes. 6. Continue to monitor post-secondary outcome activities and report data. - Executive Director or designee will train high school special education facilitators, Sped Administrator, and case holders to review post-secondary outcome data.
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Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings	1. Continue to build capacity to ensure best practices and implementation of instructional strategies that provide access to the curriculum and prepare students for kindergarten. Action Steps: - Embed Bright from the Start (BFTS) Department of Early Care and Learning (DECAL) GELDS standards in all special needs preschool classes. - Increase, as appropriate, access to instruction and/or nonacademic (e.g., shared mealtimes, recess, access to GAPK and GA inclusion classes, etc.) time with typical peers. - Provide community-based services to students in local daycares to include instructional supports, speech therapy, physical therapy and occupational therapy. - Increased focus on the GELDS social and emotional development and Second Step curriculum (specific to Head Start classes) into the special education preschool curriculum to improve student engagement/student behavior. - Provide teacher training and regularly scheduled professional learning with an emphasis on the implementation of the GELDS and continuous administrative feedback. - Train preschool administrators regarding compliance, Free and Appropriate Education (FAPE), Least Restricted Environment (LRE) and CCSD guidelines with targeted Department of Special Education (DSE) trainings, as needed. - Community-Based service delivered within preschool programs located within the community as well as at CCSD satellite locations as appropriate - Facility-Based service delivered within small group classrooms housed within CCSD preschool centers. - Co-Teaching and Supportive Instruction delivered within Georgia Pre-K and Head Start classrooms housed within CCSD preschool centers and satellite locations. - Private preschool/daycare program, Head Start or Georgia Pre-K program housed within or outside of a CCSD facility. 2. Collaborate with District and outside agencies to provide professional learning (PL) opportunities. - All staff of preschools to develop Professional Learning Communities
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IDEA Performance Goals:

	(PLCs) and collaborate monthly. - SEF to provide monthly redelivery meetings to staff. - Georgia Pre-K and Ninth District Opportunity (NDO) to provide training annually per program requirements. - Director of Special Education will continue to hold periodic meetings with Babies Can't Wait (BCW)/Preschool Assessment Team (PSAT) to share information, review transition process and discuss caseloads. - Department of Special Education Support Specialists to work with Director of Special Education or designee, Preschool Administrators and staff to provide targeted professional learning based on needs (e.g. behavior support, instructional support, compliance support). - Department of Special Education will update the Cherokee County School District website bi-annually with access to resources. 3. Include any parent training and/or informational sessions that are provided by the district. - Parent Mentor will work collaboratively with pre-school team to provide at least one training per semester to parents of pre-school students with disabilities to improve the understanding of processes, services, transition and available resources. - Parent University, which is a series of educational opportunities, will be provided by the Cherokee County School District Department of Special Education throughout the school year free of charge to all participants. - Continue to inform parents and the public about the Child Find program two times per year. Post a publicity ad in the local newspaper and utilize the District's different media platforms to advertise the program, i.e. District's website, twitter account, Facebook. - Continue the effort of conducting mass emails to childcare centers, private schools and medical entities with information on how to help us identify students that might need evaluations.
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Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	- Executive Director or designee will continue to expand trainings and resources for parents of students with disabilities with the assistance of our Parent Mentor to improve communication. All certified staff must complete designated Special Education Guidelines modules in the Learning Management System (LMS). Special Education Administrators will monitor compliance and notify the Executive Director or designee of 100% completion. - Executive Director or designee will continue to provide staff development for special education facilitators, school administrators via Principal/Assistant Principal/School Improvement Planning trainings to review CCSD's annual performance, including timelines data, state assessment data for the SWD subgroup, update compliance best practices throughout the school year. -Executive Director or designee will develop professional learning to enhance teacher retention, develops leaders in special education, integrates a comprehensive approach that combines compliance with instructional best practices, and increases teachers' expertise by equipping them with skills tailored to support students with disabilities.
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IDEA Performance Goals:

	- Executive Director or designee will continue to ensure that schools are considering the full continuum of services and support for SWDs. - Executive Director or designee will continue to locate, review and pilot research-based academic and behavior resources for students with disabilities. - Executive Director or designee will continue to provide teacher training and online resources to assist with classroom management and the identification of strategies to embrace/engage all students with disabilities. - Executive Director or designee will continue to provide access to and training for assistive technology to provide and ensure access to the curriculum. -Executive Director or designee will continue specialized instruction and Behavior Intervention Plan (BIP) fidelity checks by District special education staff to ensure that procedures and methods of instruction are being followed, per best practices. - Executive Director or designee will continue to ensure that teachers of students with disabilities are provided a list of accommodations and modifications after IEP meetings and at the beginning of each school year via the SIS. - Executive Director or designee will use the following data: Graduation rate, outcome data (college, work, college readiness), LRE data, discipline data, appropriate representation in SPED data and disaggregated eligibility data to inform student progress. - Executive Director or designee will continue to offer the full continuum of services for students with disabilities: Regular Education: Regular Education Teacher, No Special Education Support. Additional Supportive Services: Para, Interpreter, Other Assistive Personnel, or other teacher (not special education). Direct Service: Consultative Regular Education Teacher and Special Education Teacher who provides Direct Service according to the Consultative Delivery Model. Direct Service: Collaborative Regular Education Teacher and Special Education Teacher who provides Direct Service according to the Collaborative Delivery Model. Direct Service: Co-teaching Regular Education Teacher and Special Education Teacher who provides Direct Service according to the Coteaching Special Education Teacher: Child with a disability receives direct service from the special education teacher in a special education classroom. Separate Day School or Program Special Education Teacher: Child with a disability receives direct service from the special education teacher in a special education classroom in a separate school or program. Home-based Instruction: Special Education Teacher Child with a disability receives direct service from the special education teacher at the child's home. Homebased Instruction may be used as a short-term placement option on occasions when the parent and LEA agree at an IEP meeting. Residential Placement In-State or Out-of-State Special Education Teacher: Child with a disability receives direct service from the special education teacher in a residential setting as determined by the IEP team. Hospital/Homebound Instruction: Special Education Teacher Child with a disability and a medically diagnosed condition restricting them to
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IDEA Performance Goals:

	hospital or home receives direct service from a special education.
Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	1. Executive Director of Special Education or designee will continue to work cooperatively and collaboratively with parents to respond to concerns and ensure that students are being successful. Action Steps - CCSD will continue to employ SEFs that will be assigned to each school to ensure compliance and due process. - Executive Director of Special Education or designee will consult with the Special Education attorney on best practices, procedures and recent cases impacting CCSD. Such information will be disseminated to the Lead Special Education Facilitators and other Specialists to include in all applicable trainings. - SEFs will attend meetings led by the Department of Special Education staff. - Training will include redelivery of GaDOE trainings, procedures/guidelines, and case studies. - SEFs will hold monthly meetings with Special Education Departments at their assigned schools to redeliver training including best practices, procedures and case studies. - Documentation of participation in trainings will be maintained through PL platform and will be monitored by the Department of Special Education. - Executive Director and designees will use Special Education Connection (online legal resource) to tailor professional learning and targeted assistance provided to schools regarding recent compliance issues. 2. Continue participation in the Parent Mentor Partnership. CCSD's Parent Mentor (PM) is instrumental in assisting CCSD in responding to parent needs, questions and concerns. PMs assist with GaDOE initiatives and parent training. - Continue to expand trainings and resources for parents of students with disabilities with the assistance of our Parent Mentor to improve communication and allow parents to partner with CCSD in the continued success of their child. -Continue participation in Local Interagency Panel Team (LIPT) to assist with mental health and behavioral health needs of students and/or families. - Parent Mentor will work collaboratively with the Department of Special Education to create trainings for parents and guardians of Preschool transition students with disabilities on topics such as transition between education levels, guardianship, waivers, and Individualized Education Plans. - Executive Director of Special Education or designee will update the Cherokee County School District website bi-annually with access to resources. 3. CCSD Special Education Leadership Team (including the Executive Directors of Special Education, Directors, Lead SEFs, Lead SLP, Lead School Psychologists, BCBAs and Specialists) will continue to attend

IDEA Performance Goals:

	professional development trainings to ensure current compliance, best practices, regulations, research-based strategies, programs and methodologies are utilized to ensure FAPE. Action Steps: - Members of the Special Education Leadership Team will meet to discuss and review best practices, regulations, strategies, and methodologies. - Members of the Special Education Leadership will attend external professional development trainings as well as consortia meetings that apply to their specific area of expertise. Information from the professional development trainings and consortia meetings will be shared with the Special Education Administrative team. 4. Executive Director or designee will use the list of GADOE Due Dates to plan for timely compliance of data submission. - Executive Director will add all required due dates to the CCSD Special Education Leadership Team calendar and assign the task of monitoring the data and documentation to a designated team member. -Designee will gather the data and prepare the information for submission and provide the data to the Executive Director prior to the deadline. - Executive Director or designee is responsible for timely and accurately completing the submission of all data into the GaDOE's Portal. Data is collected, verified and reviewed prior to the deadline and the Executive Director is responsible for submission by the due date. - All noncompliance identified by the GADOE will be addressed by the Executive Director or designee via the required GaDOE corrective action plan, applicable revisions to procedures/guidelines and targeted professional learning to all appropriate staff. 5. Executive Director of Special Education and the CCSD Special Education Leadership Team will review and update the CCSD Special Education Guidelines Manual annually and share will all appropriate staff. - Executive Director or designee will release the Special Education Guidelines Manual in a self-paced course to be completed by a specified due date. - Various staff including special education facilitators, special education administrators, and school psychologists, as part of their daily work, will review documents for relevant compliance issues. Any concerns will be shared with the case holder to correct. Support for any compliance issues will be provided by the Lead Special Education Facilitators, Lead School Psychologist, or other Specialists. - Executive Director or designee will consult with the Special Education Attorney as needed to address any compliance concerns. 6. Executive Director or designee is responsible for working collaboratively with the appropriate District and school teams to complete the formal complaint, mediation, due process hearing processes and any actionable/appropriate corrective action steps in a timely manner.
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

If transferring 100% of Title IV, Part A, INSERT the following statement in the REQUIRED QUESTIONS: “100% transfer of Title IV, Part A funds.”

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	CCSD will provide funds for Economically Disadvantaged students to enable them to take Advanced Placement (AP) exams. The goal is to have a 3% increase in the number of ED students taking AP exams over the prior year. (Overarching Need 2/Action Step 3; Continuing)
B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	Nurses will attend the Georgia Association of School Nurses Conference related to the CCSD mission and vision. The intended outcome is for the nurses who attend to present at a CCSD Nurses meeting to share the information they received and demonstrate the use of the information in their professional practice. A Student Support Advisor will support Safe and Healthy activities including, but not limited to, access to school based mental health counseling, assisting with the development and implementation of the district's Redemption Program, school-based attendance meetings, serving as a liaison for Local Interagency Planning Teams (L.I.P.T.), developing and improving Employee Wellness programs and the Youth Voice program. The intended outcome is to continue professional learning addressing access, opportunity and cultural competence; continue to provide necessary personnel to support trauma-informed practices and training; maintain mental health/suicide awareness training; expand training related to implementation focusing on trauma based informed practices; and continue to support/promote staff well-being and self-care. (Overarching Need 2/ Action Step 2; Continuing) The System Navigator will serve as a home, school and community liaison for homeless children and their families and provide wraparound services to include academic supports, trauma-informed care, social-emotional support and mental health services. The intended outcome is for homeless families and students to have increased access to resources and supports. (Overarching Need 2/ Action Step 5; Continuing) Conduct a district-wide audit of audiometers to identify needed equipment. The intended outcome is to enable nurses to complete screeners in a timely manner. (Overarching Need 2/ Action Step 7; Continuing)

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	Develop comprehensive professional learning for staff across various educational technology platforms. Measurable outcomes for Educational Technology (ET) will be assessed by utilizing a pre/post survey to assess the skills that are acquired during the training. (Overarching Need 2/ Action Step 4; Continuing)
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D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	N/A
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	Stakeholder and community involvement is a central component of the systemic implementation and monitoring of Title IV, Part A in the Cherokee County School District. The meetings will be held yearly and will serve as a forum for feedback and guidance on the use of Title IV funds and program implementation. Stakeholder feedback is solicited via in-person or virtually using Microsoft Teams. During these meetings, the focus will be on progress towards meeting program goals or intended outcomes.
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