Cherokee County School District

Agenda Request Form

Meeting Date	Agenda Item Number
November 19, 2026	Action Item 1

Title

Literacy Plan for Georgia Department of Education

Requested Action

School Board Consideration of Superintendent's Recommendation for Approval of the Literacy Plan for Georgia Department of Education

Summary Explanation and Background

From the creation of policy BAB - School Board Governance and policy IFAD - Literacy, this School Board has invested in literacy outcomes and literacy systems that lead to consistent experiences for all students in Cherokee County Schools. For your consideration is our unified district literacy plan - which will be submitted to the state after School Board approval, as required by House Bill 1193, The Early Literacy Act of 2026. This plan is our comprehensive approach to supporting literacy, including district and school goals, instructional resources, intervention, data monitoring, and training.

Financial Impact

N/A

Exhibits: (List) — Enter URL below

See Attached Literacy Plan

Source of Additional Information — Open URL

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Part A: Local Literacy Vision and Context

Provide a brief introduction to the district's literacy vision and major priorities.

The Cherokee County School Board researched, authored, and adopted a literacy policy, School Board Policy IFAD. The School Board envisions a cohesive, districtwide approach to literacy that ensures every student develops the reading, writing, and communication skills necessary for academic success and unlimited future opportunities. Grounded in the belief that literacy is the foundation of all learning, CCSD prioritizes foundational literacy skills and grade-level proficiency through intentional instruction, meaningful practice, high-quality resources, and application across content areas. Literacy is a shared responsibility of teachers, leaders, and staff throughout the organization.

Our literacy vision includes building knowledgeable instructional leaders that establish the conditions for teachers to deliver effective reading instruction that is tightly aligned to the standards and grade-level skills, supporting the needs of all learners. Skilled teachers engage in ongoing professional learning and coaching provided by our 23 elementary school-based literacy coaches and middle school and high school Instructional Lead Strategists. Beyond core literacy instruction, we provide targeted interventions and support when learning gaps emerge and enrichment when proficiency is demonstrated. This instruction is supported by high-quality print and digital resources that enhance our focus on foundational skills, rich text, extended reading and writing, collaboration, and communication.

A balanced assessment system has been developed to ensure use of common screeners, diagnostic assessments, and student performance data to monitor growth, inform instruction, and guide continuous improvement. Finally, community and family partnerships promote shared responsibility through regular communication about student progress and strategies for supporting literacy development at home.

The aligned work throughout CCSD reflects the School Board's clarity found in Policy IFAD and the Reading Performance achievement goals that have been set by the School Board for all grade levels, 3-10. These achievement goals are a part of the Superintendent's annual evaluation metrics that are reported publicly and align with school-based improvement goals.

Summarize the student populations, grade spans, and key contextual factors that shape the district's literacy plan.

Cherokee County School district serves approximately 40,000 students across 40 schools and centers. This literacy plan addresses the needs of a large, diverse, and academically varied student population.

District achievement data demonstrates strong overall performance while identifying continued opportunities to increase grade-level reading and English language arts proficiency. In 2025, CCSD received its highest ever CCRPI score (87.0) and 2026 4-year graduation rate was the highest on record (93.8%). Our overall success is an important asset, but it does not eliminate the need to examine literacy performance by district, school, grade, and student group to ensure that every student is reaching their full potential.

CCSD's student population includes English learners (8.7%), students with disabilities (14%), gifted learners (13.5%), and students performing at varying levels of literacy proficiency requiring EIP/REP services (15%). The development of this unified literacy plan ensures a commitment to meeting the literacy needs of students within each of the subgroups noted above.

The various home languages of our students make explicit academic language instruction, vocabulary development, oral language practice, and integrated language and content instruction important districtwide priorities. Our instruction for students with disabilities requires an intentional focus on multisensory approaches to reading that is supported by specially designed instruction, appropriate scaffolds and accommodations, and a partnership between general education and special education teachers to maintain instruction at the level of the standard. The high number of students receiving support through EIP/REP indicates a need for clear intervention supports while also ensuring that students are experiencing effective Tier 1 instruction. Support for advanced learners include enrichment through advanced texts, differentiated instruction, and opportunities for students to extend their reading, writing, research, and critical thinking.

Part B: Measurable Literacy Goals and Data Use

List measurable literacy goals for all tested grade levels. Include relevant screener data (K-3) and Georgia Milestones data (3-8) & High School

Measurable Goal	Grade Spans	Data Source	Assessment Window	Baseline	Target
Increase % of students at/above benchmark.	K	Star Early Literacy Screener	August, December, April	61% Fall 2026	72% Spring 2027
Increase % of students at/above benchmark.	1	Star Early Literacy Screener	August, December, April	69% Fall 2026	72% Spring 2027

Increase % of students at/above benchmark.	2	Star Early Literacy Screener	August, December, April	58% Fall 2026	65% Spring 2027
Increase % of students at/above benchmark.	3	Star Early Literacy Screener	August, December, April	61% Fall 2026	70% Spring 2027
Increase % of students reading on or above grade level.	3	GA Milestones EOG/EOC Assessments	May 2027	71% Spring 2025	78% Spring 2027
Increase % of students reading on or above grade level.	4	GA Milestones EOG/EOC Assessments	May 2027	65% Spring 2025	71% Spring 2027
Increase % of students reading on or above grade level.	5	GA Milestones EOG/EOC Assessments	May 2027	80% Spring 2025	84% Spring 2027
Increase % of students reading on or above grade level.	6	GA Milestones EOG/EOC Assessments	May 2027	69% Spring 2025	69% Spring 2027
Increase % of students reading on or above grade level.	7	GA Milestones EOG/EOC Assessments	May 2027	78% Spring 2025	78% Spring 2027
Increase % of students reading on or above grade level.	8	GA Milestones EOG/EOC Assessments	May 2027	75% Spring 2025	81% Spring 2027
Increase % of students reading on or above grade level.	9	Star Reading Screener	May 2027	77% Fall 2026	80% Spring 2027

Increase % of students reading on or above grade level.	10	Star Reading Screener	May 2027	81% Fall 2026	84% Spring 2027

Explain how leaders and school teams will review data during the year.

Cherokee County School District (CCSD) uses a systematic, data-informed approach to monitor student literacy progress and guide continuous improvement throughout the school year. District leaders and school teams review screener data three times annually to identify student strengths, recognize learning gaps, and determine instructional priorities. A district data dashboard allows leaders to filter results by student subgroups at the district, school, and teacher levels, supporting targeted analysis and ensuring that students who need specific interventions or additional support are identified.

Screener results (K-10) are analyzed alongside early literacy skills assessments (K-2) and Georgia Milestones Assessment results (3-10) to develop and refine school improvement plan goals. These multiple measures provide a comprehensive understanding of student performance, from foundational literacy development to grade-level achievement. School teams translate identified needs into actionable improvement strategies, establishing clear action steps and implementing short-term action cycles to monitor progress, evaluate the effectiveness of instructional practices, and make timely adjustments throughout the year.

At the classroom level, grade-level professional learning communities regularly examine formative assessment data as part of collaborative planning. Teachers use these findings to adjust instruction, differentiate learning experiences, plan targeted small-group instruction, and respond to students' needs. Through coordinated district leadership, monitoring school improvement planning, and collaborative teacher decision-making, CCSD promotes a continuous improvement process that connects assessment results to instructional action and supports literacy growth for all students.

Part C: Birth to Five Collaboration

Describe how the district collaborates with early learning providers, families, and community partners to support school readiness and early language development. Include explicit strategies for collaboration with providers serving learners from birth to age five.

Describe any referral, screening, family engagement, or transition supports that connect pre-k or community settings to the district.

Cherokee County School District collaborates with community partners and early learning providers to establish a strong and consistent foundation for literacy development that supports students' early language, communication, and emergent literacy skills. Through partnerships with Georgia DECAL Bright from the start Georgia

Pre-K programs, licensed childcare centers, Head Start programs, Babies Can't Wait, and family resource organizations such as Ninth District Opportunity family liaisons, the district works to ensure that students develop the foundational competencies necessary for success from birth to kindergarten.

District literacy and early learning staff participate in joint professional learning opportunities with early childhood providers focused on language acquisition, emergent literacy, phonological awareness, vocabulary development, oral language skills, and evidence-based instructional practices. Teachers receive training in research-based programs and practices, including *Read It Once Again*, *Sounds and Scribbles*, and the Science of Reading. These collaborative efforts ensure alignment of instructional practices and literacy expectations across early childhood settings.

To strengthen connections between community-based programs and the district, multiple referrals, screening, family engagement, and transition supports are provided. District community-based preschool teachers partner with private preschools and childcare centers throughout the community, offering resources, coaching, and evidence-based practices to support positive outcomes for all students. Families receive information about developmental milestones, early literacy activities, and available educational services through family workshops, newsletters, and ongoing communication from teachers. Through partnerships with organizations such as Ninth District Opportunity, families are provided monthly parenting classes, literacy resources, and connections to community services.

In addition, the district collaborates with community agencies to facilitate referrals for developmental screenings, early intervention services, speech-language support, and special education evaluations when concerns are identified. Information gathered through preschool programs, developmental screenings, and family input is used to support successful transitions from Babies Can't Wait into preschool services and from preschool into kindergarten.

Part D: Transition from Kindergarten to Elementary

Describe the district's literacy transition plan for students moving from kindergarten into elementary school. Address how families are supported, how student information is shared, and how schools respond to students entering with different levels of readiness. If relevant, not how district procedures align to first grade readiness guidance and placement expectations.

Cherokee County School District (CCSD) implements a literacy transition process designed to support students as they move from kindergarten into first grade. The process emphasizes collaboration among teachers, school teams, families, and support personnel to ensure that instructional decisions are informed by student progress, individual needs, and Georgia's readiness expectations.

Student information is shared with families throughout the year through multiple communication opportunities. Literacy screener results are shared three times annually, providing families with information about foundational reading skills and progress. Teachers also utilize Georgia Kindergarten Inventory of Developing Skills (GKIDS) reports quarterly to communicate students' development toward kindergarten standards and

readiness for first grade. Families have access to parent-teacher conference days twice each year to discuss student strengths, areas for growth, and strategies to support learning at home. These opportunities promote shared responsibility for student success and help families understand how to reinforce literacy development.

To support instructional continuity, kindergarten teachers the assessments above to communicate student strengths and needs. This information helps first-grade teachers plan instruction that builds on students' existing skills and addresses areas requiring additional development.

CCSD's tiered system of instructional supports ensures that students entering first grade with different levels of readiness receive appropriate instruction. Tier 1 differentiation provides responsive core instruction for all students. Early intervention and remedial support address emerging skill gaps, while targeted intervention provides more intensive, evidence-based intervention and progress monitoring for students requiring additional support. Special education services and English learner supports are coordinated as appropriate to meet individual needs.

Consistent with Georgia's first-grade readiness guidance, CCSD considers assessment information, teacher recommendations, and parent or guardian input when making transition decisions. Students identified as significantly at risk for reading difficulties receive a tiered intervention plan. This approach promotes informed decisions, timely support, and a successful transition into first grade.

Part E: High-Quality Instructional Materials and Science of Reading Alignment

List the core K-3 Literacy materials used.

Grade band---core materials—supplemental materials---certification notes

Grade Band	Core Materials	Supplemental Materials	Certification Notes
Kindergarten	Savvas myView Literacy	Renaissance Freckle Renaissance Lalilo CCSD Early Literacy Skills Progression & Toolbox	Instructional resources are certified annually, by August 1st, to ensure alignment with state requirements.
First Grade	Savvas myView Literacy	Renaissance Freckle Renaissance Lalilo CCSD Early Literacy Skills Progression & Toolbox	Instructional resources are certified annually, by August 1st, to ensure alignment with state requirements.
Second Grade	Savvas myView Literacy	Renaissance Freckle Renaissance Lalilo CCSD Early Literacy Skills Progression & Toolbox	Instructional resources are certified annually, by August 1st, to ensure alignment with state requirements.
Third Grade	Savvas myView Literacy	Renaissance Freckle Renaissance Lalilo	Instructional resources are certified annually, by

		CCSD Early Literacy Skills Progression & Toolbox	August 1st, to ensure alignment with state requirements.

Describe how the district ensures materials and instruction align to the science of reading. Explain the local process for annual certification that K-3 literacy materials constitute HQIM aligned to the science of reading.

Cherokee County School District (CCSD) ensures alignment with the science of reading through the adoption of high-quality instructional materials, professional learning, and ongoing monitoring of classroom implementation. For the 2026–2027 school year, CCSD adopted Savvas myView Literacy resources for elementary English Language Arts. Savvas myView Literacy is included as the district's core instructional resource. The resource adoption process prioritized standards alignment and access to effective print and digital materials.

The district supports implementation through instructional rounds, which allow leaders and school teams to observe classroom practices, examine the use of instructional materials, identify strengths, and determine opportunities for additional support. These observations help reinforce consistent, effective instruction and inform professional learning and instructional coaching. CCSD's approach and core resource adoption also emphasize explicit, systematic literacy instruction, including phonemic awareness, phonics, decoding, fluency, vocabulary, comprehension, and written expression.

CCSD's annual certification process aligns with Georgia's Early Literacy and Dyslexia requirements. Each year, the district reviews its locally approved K–3 literacy materials to verify that they meet the state's definition of high-quality instructional materials (HQIM), including alignment with the science of reading, foundational literacy skills, and grade-appropriate English language arts standards. The district then completes the required certification to the Georgia Department of Education by August 1.

Through resource adoption, annual certification, instructional rounds, and ongoing professional learning, CCSD works to ensure that literacy materials and classroom instruction reflect evidence-based practices and support strong reading outcomes for all students.

Part F: Universal Screeners and Dyslexia-Related Supports

Identify the approved universal reading screener(s) used in grades K-3 and the district's administration windows. Grade—approved screener---administration windows.

Grade	Approved Screener	Administration Window
Kindergarten	Renaissance Star Early Literacy	August, December, April
1st Grade	Renaissance Star Early Literacy	August, December, April
2nd Grade	Renaissance Star Early Literacy	August, December, April

	Renaissance Star Reading	
3rd Grade	Renaissance Star Early Literacy Renaissance Star Reading	August, December, April

Describe how screener results are reviewed and used to support instruction and intervention.

Cherokee County School District (CCSD) reviews literacy screener data three times annually to monitor student progress, identify learning gaps, and guide instructional decisions. These data reviews provide district and school leaders with opportunities to evaluate student performance, recognize emerging needs, and determine whether current instructional practices are producing the desired outcomes.

CCSD utilizes a district data dashboard that allows results to be filtered by student subgroups at the district, school, and teacher levels. This functionality supports targeted analysis and helps teams identify students who may require additional instruction, intervention, or enrichment. Screener results are considered alongside early literacy skills assessments, and classroom formative assessments results to develop a comprehensive understanding of student achievement and growth.

School leaders and instructional teams use the findings to establish and monitor school improvement plan goals, develop action steps, and implement short-term action cycles. These cycles allow teams to evaluate the effectiveness of instructional strategies, monitor progress toward goals, and make timely adjustments throughout the school year.

At the classroom level, grade-level professional learning communities examine assessment data during collaborative planning to identify specific skill deficits, differentiate core instruction, and plan targeted small-group instruction. Students needing additional support receive assistance through CCSD's tiered system of instructional support, which includes Tier 1 differentiation, early intervention, targeted intervention, and special education services when appropriate.

Through consistent data reviews and collaborative decision-making, CCSD connects assessment results to purposeful instructional action, ensuring that student needs are identified and addressed in a timely manner.

Explain how the district responds when students are identified as significantly at risk of not attaining grade-level reading proficiency, including students with characteristics of dyslexia.

Cherokee County School District (CCSD) utilizes a tiered system of instructional support to respond when students are identified as significantly at risk of not attaining grade-level reading proficiency, including students demonstrating characteristics of dyslexia. Literacy screener results, early literacy skills assessments, classroom performance, and ongoing progress monitoring inform decisions about the type and intensity of support needed.

All CCSD teachers have received training in multisensory instructional approaches (LETRS, Georgia Literacy Modules) to address student learning needs. When students demonstrate significant risk, schools increase the frequency and intensity of targeted

instruction and provide additional opportunities for students to respond, practice, and receive immediate corrective feedback. Instruction emphasizes explicit, systematic development of foundational literacy skills, including phonemic awareness, phonics, decoding, fluency, and spelling.
School teams use assessment data to determine appropriate interventions, establish instructional goals, monitor progress, and adjust support based on student response. Students who do not demonstrate sufficient progress receive increasingly targeted, research-based interventions through the district's tiered system of support.
Collaboration among classroom teachers, interventionists, English learner teachers, special education personnel, and school-based literacy coaches helps ensure coordinated supports that address individual needs.
For students exhibiting characteristics of dyslexia, CCSD emphasizes early identification, clear communication, evidence-based literacy instruction, and timely intervention consistent with state requirements. Progress monitoring helps teams evaluate intervention effectiveness and determine next steps. Through proactive identification, responsive instruction, and ongoing collaboration with families, CCSD works to prevent persistent reading difficulties and accelerate literacy growth for every student.

Describe how families receive information and support.

Cherokee County School District (CCSD) prioritizes family communication and collaboration when students demonstrate characteristics of dyslexia or are identified as significantly at risk of reading difficulties. Families receive information about their child's literacy development through screener results shared three times annually, classroom assessments, progress monitoring, and opportunities to meet with teachers during parent-teacher conference days twice each year. These opportunities allow families to understand their child's strengths, areas of need, and progress toward grade-level reading expectations.
When assessment results indicate significant risk, school teams communicate concerns with families and explain the instructional supports being provided. Teachers share information about evidence-based literacy practices, intervention strategies, and ways families can reinforce reading skills at home. Families are encouraged to ask questions, share observations about their child's learning, and collaborate with school personnel to support continued growth.
CCSD provides a tiered system of instructional support that includes differentiated core instruction, early intervention, and targeted, research-based interventions. All teachers have received training in multisensory instructional approaches to address student needs. For students requiring more intensive support, schools increase instructional frequency, intensity, and opportunities for student practice and feedback while monitoring progress and adjusting instruction as needed.
When concerns persist, school teams work with families to discuss additional support, referral procedures, and evaluation options, as appropriate. Through ongoing communication, data-informed decisions, and shared responsibility, CCSD strives to

ensure families understand their child's needs and can partner with educators to support successful literacy development.

Part G: First Grade Readiness and Tiered Reading Intervention

Describe the district's local process for first grade readiness, including the assessments or instruments used, how teacher input and other information are considered, and how placement decisions are made.

Explain the district's process for immediately developing and implementing a tiered reading intervention plan when a child is identified as significantly at risk.

Summarize parent notification, appeal, placement committee, and follow-up procedures.

In accordance with Board Policy IHE (Placement/Promotion/Retention), Cherokee County School District is committed to ensuring that every student master the grade-level standards needed for long-term success and is fully prepared for the next grade level. Placement, promotion, and retention decisions are guided by a focus on student learning and growth from multiple sources that inform first-grade readiness decisions and ensure that students receive appropriate literacy instruction and support. The process emphasizes early identification, collaboration among educators and families, and timely intervention for students who demonstrate significant risk of reading difficulties.

CCSD considers kindergarten literacy screener results, early literacy skills assessments, quarterly Georgia Kindergarten Inventory of Developing Skills (GKIDS) reports, classroom formative assessments, and student work to evaluate progress toward grade-level expectations. Screener results are shared with families three times annually, and parent-teacher conference opportunities are provided twice each year. Kindergarten teachers contribute professional observations regarding foundational reading skills, language development, classroom performance, response to instruction, and readiness for first-grade standards. When making placement recommendations, school teams consider the full body of available evidence rather than relying on a single assessment.

When a student is identified as significantly at risk of not attaining grade-level reading proficiency, CCSD develops and implements a tiered reading intervention plan consistent with Georgia requirements. The plan identifies the student's specific literacy needs, instructional strategies, intervention frequency and intensity, progress-monitoring procedures, and criteria for evaluating growth. For students requiring additional support, schools increase the frequency and intensity of intervention and provide more opportunities for student practice, responses, and corrective feedback. School teams review progress and adjust interventions according to student response.

In compliance with Georgia's requirements, CCSD provides written parent notification when a student is identified as significantly at risk, including assessment results, the intervention plan, proposed supports, progress reporting, and strategies families can use

at home. Communication around potential concerns about readiness should be sent in writing during the kindergarten school year.

If the student remains significantly at risk after intervention, the principal or designee will work with a team to determine whether the student is ready for first-grade placement or promotion. Parents may appeal this determination. The placement committee for first grade readiness includes the principal or designee, parent or guardian, and teacher or other instructional support staff. The committee reviews overall readiness and reading progress. The placement is a committee decision.

After following the steps and criteria outlined in Board Policy IHE, the decision about placement, promotion, or retention will result in an individualized reading plan that prescribes needed instruction and intervention, additional assessments as appropriate, and continuous progress monitoring through the subsequent school year. For students receiving special education services, the IEP committee serves as the placement committee.

Part H: Grades 4-12 Literacy and Career Readiness

Describe how the district supports continued literacy development beyond grade 3. Address how literacy is strengthened across content areas, how students receive support when they need intervention or acceleration, and how literacy connects to graduation, postsecondary pathways, and workforce readiness.

Board Policy IFAD outlines a vision that literacy is the shared responsibility of all teachers, leaders, and staff in the district's organization. As students progress through grade levels and across content areas, teachers and staff ensure that they are equipped with the literacy skills needed for successful graduation and beyond. Beginning in elementary school and continuing through high school, students engage in authentic reading and writing through multiple disciplinary lenses. These experiences are enhanced by the district’s commitment to print resources that help build reading stamina, strengthen comprehension and critical thinking, expand academic vocabulary, and develop the literacy skills necessary for success in college, careers, and life.

CCSD holds a firm belief in acceleration for all students and has instituted structures to be responsive to student needs. Elements such as the CCSD K-2 Skills Progression and Assessment, the district’s first secondary structured literacy professional learning cohort, and school-based reading intervention plans create the conditions for effective student interventions to ensure acceleration toward grade-level success. A continued focus in CCSD is the development of adolescent literacy skills through professional learning related to content and disciplinary literacy. This focus allows all content area teachers to share in the understanding and ownership of literacy growth for all students.

Advanced pathways and course offerings, an increased focus on professional learning and support for teachers of gifted students, and access to high-quality extension materials located in a comprehensive district repository ensure acceleration

beyond grade-level success. These acceleration paths, bolstered by literacy instruction across content areas, prepare students to not only meet graduation requirements but also navigate the demands of 21st century postsecondary and workplace environments. By leveraging the reading, writing, speaking, and listening skills honed in CCSD schools, our graduates are ready to interpret complex information, solve problems, and communicate effectively in a professional setting.

Part I: Educator, Leader, and Coaching Supports

Describe the professional learning, coaching, and leadership supports that will build capacity to implement this plan.

Include district structures for school-based coaching, RESA support, collaborative planning, administrator support, and monitoring of implementation.

If the district uses literacy coaches or intervention specialists, briefly explain their role.

Cherokee County School District (CCSD) builds capacity to implement its literacy plan through coordinated professional learning, school-based coaching, collaborative planning, and ongoing leadership support. Each elementary school has a literacy coach whose primary responsibilities include providing professional learning, modeling effective literacy instruction, and delivering on-the-job coaching for reading teachers. These coaches support teachers in implementing evidence-based practices, strengthening foundational literacy instruction, and responding to student needs through effective core instruction and targeted intervention.

To support continued professional growth, school-based literacy coaches participate in monthly meetings with district staff and regional literacy coaches. These meetings strengthen coaches' instructional knowledge, develop coaching expertise, and promote consistency in literacy practices across schools. District representatives also participate in monthly professional learning communities with North Georgia RESA participating districts to maintain shared communication, exchange effective practices, and monitor progress toward literacy improvement goals.

Each school-based literacy coach develops a literacy coaching plan in collaboration with the Principal. These plans align coaching priorities with the school improvement plan and the reading intervention plans established through the school improvement process. This alignment ensures that professional learning, classroom coaching, and intervention support address identified student needs and contribute directly to school improvement priorities. Principals provide leadership by collaborating with coaches, supporting implementation, and connecting instructional priorities to school-level goals.

CCSD uses screening data to monitor implementation of instruction and coaching three times annually. In addition, schools use monitoring tools embedded in ongoing short-term action cycles to evaluate implementation, review student progress, and make timely instructional adjustments. These continuous improvement cycles allow leaders and teachers to assess the effectiveness of instructional strategies and determine where additional support is needed.

At the district level, the Instructional Cabinet, School Improvement Cabinet, and Literacy Focus Group provide structures for continued oversight, collaboration, and accountability. Together, these leadership teams review progress toward the district literacy plan, identify implementation needs, and coordinate support across schools.

Through sustained coaching, professional learning, collaborative partnerships, and systematic monitoring, CCSD works to strengthen instructional capacity and improve literacy outcomes for all students.

Part J: Family and Community Partnership

Describe how the district will engage families and community partners in literacy improvement. Include strategies that support literacy development at home, encourage communication with families, and connect schools with community resources or organizations.

This section may also reference public libraries, healthcare partners, nonprofits, higher education, and local business or workforce partnership.

Cherokee County School District (CCSD) recognizes families and community partners as essential contributors to literacy development and is committed to building strong partnerships that extend learning beyond the classroom. Through coordinated communication, access to resources, and opportunities for family engagement, the district seeks to ensure that every student has the support needed to become a proficient reader and writer.

CCSD partners with the Sequoyah Regional Library System to provide automatic enrollment for all students to receive library cards and access library resources. This partnership expands students' opportunities to engage with books, develop reading habits, and access resources that support literacy development outside of school. Connecting families with public libraries encourages reading for enjoyment, strengthens home literacy routines, and provides access to a broader range of age-appropriate texts and learning materials.

The district also supports family engagement through communication connected to classroom instruction. CCSD's instructional resources provide parent letters for each instructional unit, explaining what students are learning and offering suggestions for how families can reinforce learning at home. These resources help parents connect classroom expectations with meaningful conversations, reading experiences, and writing activities. Additionally, the Academics team is developing a parent toolbox designed to help families understand their child's literacy needs, identify practical strategies for supporting learning at home, and access resources aligned with instructional priorities.

CCSD recognizes that effective literacy instruction depends on knowledgeable educators. Through its partnership with North Georgia RESA, the district works to ensure teachers have access to reading and dyslexia endorsement opportunities that strengthen their expertise in evidence-based literacy practices and support students with diverse learning needs.

Schools will continue to encourage family communication through parent-teacher conferences, assessment updates, and opportunities to discuss student progress, strengths, and areas requiring additional support. These interactions promote shared responsibility and allow families to participate meaningfully in literacy improvement efforts.

Through collaboration with public libraries, regional educational partners, families, and other community organizations, CCSD will continue to expand access to literacy resources and strengthen the connection between school, home, and community. These partnerships reinforce the district's commitment to ensuring that all students have opportunities to develop strong literacy skills and achieve future success.

Part K: Monitoring, Review, and Continuous Improvement

Describe how the district will monitor progress on this plan during the year and how it will review and update the plan over time. Identify who is responsible for reviewing implementation and outcomes and how adjustments will be made when needed.

Cherokee County School District (CCSD) will monitor implementation and outcomes of the district literacy plan through a continuous improvement process that emphasizes shared responsibility, measurable goals, and data-informed decisions. CCSD defines accountability as setting goals and celebrating when we meet those goals and adjusting when we do not. This approach promotes transparency, recognizes progress, and ensures that identified needs lead to meaningful action.

Progress toward literacy goals will be reviewed as a part of the School Board's Quarterly Accountability Check-ins that focus on key performance indicators and the monitoring of progress toward the Superintendent's evaluation metrics. At the school level, progress is formally reviewed three times annually using literacy screener results, supplemented by early literacy skills assessments, classroom formative assessments, and Georgia Milestones Assessment results. District and school teams will use data dashboards to examine outcomes across schools, grade levels, teachers, and student subgroups. Ongoing short-term action cycles will provide additional opportunities to evaluate instructional practices, monitor progress, and make timely adjustments throughout the year.

School-based literacy coaches and principals will monitor implementation of school literacy coaching plans, school improvement goals, and reading intervention plans. The district's Instructional Cabinet, School Improvement Cabinet, and Literacy Focus Group will provide additional oversight, reviewing implementation evidence, student outcomes, and progress toward district priorities. District representatives will also collaborate with RESA partners and other districts through monthly professional learning communities.

When progress falls short of established goals, teams will identify contributing factors, refine action steps, adjust instructional practices, and provide targeted professional learning or coaching. Successful practices and achievement gains will be celebrated and shared across schools. The district will use annual reviews and ongoing monitoring to update priorities, strengthen implementation, and ensure the literacy plan remains responsive to student needs and supports continuous improvement for all learners.