

# Colquitt County Schools

## Strategic Plan



Initially Adopted: March 25, 2013

Revised: March 25, 2019

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## **Goal 1: Develop Future Ready Students:**

100 % of Colquitt County graduates will be future ready by having successfully completed a college and/or career pathway.

## **Goal 2: Hire and Retain 21<sup>st</sup> Century Professionals:**

100% of staff employed and retained by the Colquitt County Schools will be highly qualified/properly credentialed.

## **Goal 3: Cultivate Leadership for Innovation and Collaboration:**

The plan to foster leadership for innovation and collaboration by meeting on a scheduled basis with parents, teachers, students, and community partners will be followed with 100% fidelity.

## **Goal 4: Incorporate 21<sup>st</sup> Century Systems:**

The system will provide technology necessary to support the 21<sup>st</sup> century student learning and teacher instruction in 100% of the schools.

## **Goal 5: Implement a Balanced Budgeting, Planning and Funding System:**

Each year, Colquitt County School System will implement a balanced budgeting, planning, and funding system while providing facilities, technology, safety, and other pertinent matters necessary to support 21<sup>st</sup> century student learning.

**Goal I: Develop Future Ready Students:**

**100 % of Colquitt County graduates will be future ready by having successfully completed a college and/or career pathway.**

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<b>Objective</b>	<b>Responsibility</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Timeline/Expectation</b>
1.1 Ensure teacher understanding and alignment of Georgia Performance Standards to instructional practices. (Vision Project 4.3)	Assistant Superintendent of Curriculum & Instruction	Provide on-going training within the county for all teachers on the GSE and associated assessments	Curriculum Directors, academic coaches, and possible consultants. Title II and Title V-B funds for training	100% of Colquitt County School System teachers will participate in appropriate curriculum alignment professional learning in 2019-2020.
1.2 Utilize Professional Learning Communities to support vertical and horizontal alignment and facilitate collaboration. Ensure that teachers work and plan together, learn and share effective teaching practices, and are provided support for their on-going learning. (Vision Project 4.1)	Assistant Superintendent of Curriculum & Instruction	Generate resource materials that outline vertical/horizontal alignment across grades	Curriculum Directors, academic coaches, and possible consultants. Teacher leaders in each school to re-deliver	100% of Colquitt County schools will develop, implement, and support on-site Professional Learning Communities in 2019-2020.
1.3 Utilize disaggregated data and to ensure effective instruction in order to improve performance of all subgroups. (Vision Project 3.3)	Assistant Superintendent of Curriculum & Instruction	Generate student performance data for schools, provide training on Statewide Longitudinal Data Systems and expect its use at the teacher level, support Georgia Formative Instructional Practices in all schools	Testing clerk, Director of Technology, Directors of Curriculum. School site administration oversight of Formative Instructional Practices implementation.	100% of Colquitt County School System’s teachers will be trained in the utilization of SLDS and on how to effectively analyze student data to guide instruction in 2019-2020.
1.4 Align paths of study and courses in elementary, middle, junior high and senior high schools based on college and career readiness. (Vision Project 4.3)	Assistant Superintendent of Curriculum & Instruction	Train principals in the CCRPI and what is expected at each level to be on track for college and career readiness.	Ensure all principals participate in online webinars and use the information to plan for student success towards college/career	100 % of Colquitt County schools will be trained to effectively evaluate CCRPI results each year in 2019-2020.

1.5 Continue improving gifted instruction and programming K-12.	Assistant Superintendent of Curriculum & Instruction & Directors of Gifted Services	Continue PR and communications efforts with parents and stakeholders.- Evaluate historical data regarding K-12 GT student achievement, and adjust program requirements, testing procedures, and pedagogy accordingly	Parent input, GA DOE guidance, visit exemplary programs in GA., gifted endorsed teachers, design advanced curriculum content	100% of Colquitt County School System's schools will be trained on GT instructional models and testing procedures in 2019-2020.
1.6 Ensure consistency across the county with all forms of assessments	Assistant Superintendent of Curriculum & Instruction & Director of Assessment	Provide system wide testing orientation for all state mandated assessments; facilitate the development of a balanced assessment system to include: common formative and common summative benchmark assessments	Testing Clerk, Curriculum Directors, Director of Assessment, Principals, Assistant Principals, Title I, Professional Development, and Title V-B	100% of Colquitt County School System's administrators and teacher leaders will be trained in the development of student assessments and district guidelines in assessment and grading in 2019-2020.
1.7 Use multiple forms of assessment grounded in objective data to direct teachers' instructional decisions, to regularly provide meaningful feedback to students and parents, and to ensure that teachers use varied measures to determine what students know and can do. (Vision Project 4.4)	Assistant Superintendent of Curriculum & Instruction	Review report cards for all grades in terms of standards taught, decide upon effective progress monitoring of student work, use of formative assessment	Parent Portal, revised reporting of student work, use of Statewide Longitudinal Data Systems, improved communications to parents at parent conferences	At least twice in in 2019-2020, student benchmarks and universal screener data will be reviewed to evaluate student growth.
1.8 Foster relationships with early learning partners that include all public and private human service organizations. (Vision Project 3.1, 3.2, and 3.5)	Assistant Superintendent of Curriculum & Instruction, Pre-K Director, and Pre-School/Pre-K Transition Coach	Coordinate efforts with other human service organizations to provide educational opportunities for children birth to five.	Community participation, resources/grants, and common vision of the effect of early learning on long-term success of students.	The Early Childhood Collaborative will meet three times in 2019-2020..

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## Goal 2: Hire and Retain 21<sup>st</sup> Century Professionals:

**100% of staff employed and retained by the Colquitt County Schools will be highly qualified/properly credentialed.**

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<b>Objective</b>	<b>Responsibility</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Timeline/Expectation</b>
2.1 Provide staff professional development opportunities that are aligned with district priorities, i.e., Curriculum - CCGPS, Instruction - Effective Strategies, Assessment - Summative and Formative.	Assistant Superintendent of Human Resources, Federal Programs Directors	All system staff will complete professional learning survey. Each school staff will complete Title IIA Needs Assessment. System Professional Learning committee will meet and use Needs Assessment data to determine priorities.	Assistant Superintendent of Curriculum & Instruction will prepare and implement professional learning survey system-wide. Principals and school leadership will complete Title IIA needs assessment document.	100% of all certified staff will participate in professional learning activities annually.
2.2 Implement TKES/LKES (Teacher/Leader Keys Effectiveness System) (Vision Project 6.3)	Principals and Superintendent	All designated professional staff members will be assessed utilizing the new State mandated model	Training and time.	100% of all certified staff will be evaluated using TKES/LKES annually.

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**Goal 3: Cultivate Leadership for Innovation and Collaboration:**

**The plan to foster leadership for innovation and collaboration by meeting on a scheduled basis with parents, teachers, students, and community partners will be followed with 100% fidelity.**

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<b>Objective</b>	<b>Responsibility</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Timeline/Expectation</b>
3.1. Establish a county-wide parent leadership committee.	Superintendent	There will be parent leadership meetings scheduled throughout each school year. (At least annually)	Each principal will submit at least two parents from their parent leadership members to serve on this committee.	Hold 100% of the meetings annually.
3.2 Establish a county-wide teacher leadership committee.	Superintendent	There will be teacher leadership meetings scheduled throughout each school year. (At least annually)	Each principal will submit two to three teachers from their faculties to serve on this committee.	Hold 100% of the meetings annually.
3.3 Establish connections with community leaders and agencies through presentations and/or membership by district leaders	Superintendent	The superintendent and/or district leaders will partner with local community organizations through membership/participation	Organizations such as Rotary, the Chamber, NAACP, United Way, the Hospital, Kiwanis, the YMCA, the Colquitt County Arts Center, the Moultrie-Colquitt County Library, ABAC, SRTC, and many other agencies will be identified.	District leaders will participate or present annually at community events/organizational meetings.
3.4 Establish a secondary school student leadership committee (Vision Project 8.7)	Superintendent	There will be student leadership summits held each school year. (At least annually)  Students from the middle, junior and senior high schools will be identified from the school's student council to participate in these leadership summits.	Each principal will submit at least twenty students per school from the middle/junior/high school to serve on the student summit.	Hold 100% of the meetings annually.

<p>3.5 Implement and monitor Colquitt County School Systems Communications Plan to promote public education as the cornerstone of American democracy by publicizing student and school success through all available media. (Vision Project 2.1)</p>	<p>Superintendent/ School Community Relations Coordinator</p>	<p>Improve two-way communication between school system and publics we serve. Improve awareness of system accomplishments in the community. Improve employee and student morale.</p>	<p>Student, Parent, and employee input.</p>	<p>Annually review and/or revise Communications Plan and survey data annually to determine stakeholder perceptions of schools and school district. (Vision Project 8.4) and that 100% of all goals are being met to effectively communicate to all stakeholders.</p>
<p>3.6 Develop safe, orderly, supportive learning environments built on respect and encouragement where all individuals believe they can make a positive difference (Vision Project 8.1 and 8.2)</p>	<p>Superintendent/ Assistant Superintendent of Student Services, Faculty/Staff</p>	<p>Continue to re-enforce our Mission Statement in word and deed. The Colquitt County School System is committed to the daily pursuit of excellence in student achievement while working with parents and the community to serve the needs of all children in a positive and safe environment.</p>	<p>Participation by all personnel in striving to live out our mission statement.</p>	<p>Annually review all stakeholder feedback to determine the climate of our schools/offices.</p>

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**Goal 4: Incorporate 21<sup>st</sup> Century Systems:**

**The system will provide technology necessary to support the 21<sup>st</sup> century student learning and teacher instruction in 100% of the schools.**

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Objective	Responsibility	Strategy	Resources Needed	Timeline/Expectation
<p>4.1 Establish a technology device purchase and re-cycle plan.</p>	<p>Director of Instructional Technology and Information Services, Director of Network Services &amp; Superintendent of Curriculum and Instruction</p>	<p>Ascertain the current status of our district technology inventory and develop an appropriate cyclical plan for centralized purchasing and recycling.</p>	<ul style="list-style-type: none"> <li>• Web-based inventory software.</li> <li>• Completion of school technology needs assessment.</li> <li>• Budget meetings with schools regarding opinion of appropriate budgetary allocation.</li> <li>• School Improvement Plan indicative of technology usage, needs assessment and purchasing plan.</li> <li>• Centralized purchasing process to take advantage of volume discounts.</li> <li>• Procedure for properly rating the condition of equipment for active use, surplus, or recycling.</li> </ul>	<p>Ongoing 100% completion of web based inventory, May.  100% completion of school needs assessments, April/May.  100% participation in budget meetings March.</p>



<p>4.2 Utilize technology-to support all aspects of instructional and administrative functions. (Vision Project 4.2)</p>	<p>Director of Instructional Technology and Information Services, Director of Network Services &amp; Assistant Superintendent of Curriculum and Instruction</p>	<p>Engage in continuous technology professional development, evaluate technology integration, and monitor student and teacher technology literacy. Increase training opportunities delivered face-to-face trainings, via blended learning or on-demand on SLDS/state related resources, Google Apps for Education including Google Educator Certifications, and other web-based tools that support the curriculum.</p>	<ul style="list-style-type: none"> <li>• Attendance at state/national technology conferences, consortia meetings, and local professional development.</li> <li>• Locally developed, targeted, curriculum-based blended learning and on-demand training opportunities for teachers and staff.</li> <li>• Enhanced professional collaboration between academic coaches and instructional technology staff with the goal of supporting increased use of technology in the classroom.</li> </ul>	<p>100% participation in applicable conferences by instructional technology staff by July 1 each year.</p> <p>All instructional technology specialists and director will obtain Google trainer certification by December 2019.</p> <p>100% of schools/sites will offer the Google Fundamentals training developed and delivered by instructional technology staff by May 2020.</p> <p>Academic coaches and instructional technology staff will complete ISTE certification course by May 2020.</p>
<p>4.3 Ensure that network infrastructures are up to industry standards.</p>	<p>Director of Network Services</p>	<p>Update Wireless network to 802.11 AX .</p> <p>Update switches on an as-needed basis</p> <p>Replace servers and storage devices to latest technology available.</p> <p>Continue to implement virtual software to keep physical devices at a minimum.</p>	<ul style="list-style-type: none"> <li>• System/School Inventory Reports</li> <li>• Input from vendors.</li> <li>• Continued funding through E-Rate and SPLOST</li> </ul>	<p>100% completion of school needs assessments by March of each year.</p>

<p>4.4 Ensure that all classrooms meet the baseline for required classroom technology.</p>	<p>Director of Instructional Technology and Information Services &amp; Director of Network Services</p>	<p>Increase the number of instructional classrooms meeting the baseline for required technology.          PK-1<sup>st</sup> Baseline:          5-7 iPads          1-2 Student Desktop Computers          Teacher Desktop connected to Interactive Whiteboard with data projector or interactive panel.          2<sup>nd</sup>- 12th Baseline:          1 Chromebook per student with cart for charging/storage.          Classroom display device (recommended 75" minimum for standard-sized classrooms; large screen television or monitor, Interactive Whiteboard with Projector, or Interactive Panel.</p>	<ul style="list-style-type: none"> <li>• Key Concerns including but not limited to:             <ul style="list-style-type: none"> <li>○ Purpose.</li> <li>○ Classroom exclusions.</li> <li>○ Device exclusions.</li> <li>○ Network connectivity exclusions.</li> <li>○ Theft/disciplinary details.</li> </ul> </li> </ul>	<p>Ongoing</p> <p>100% of 2nd-12<sup>th</sup> grade academic classrooms meet baseline by May 2020.</p> <p>Increase number of PK- 1<sup>st</sup> grade classrooms meeting baseline by 20% each year.</p>
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**Goal 5: Implement a Balanced Budgeting, Planning and Funding System:**

**Each year, Colquitt County School System will implement a balanced budgeting, planning, and funding system while providing facilities, technology, safety, and other pertinent matters necessary to support 21<sup>st</sup> century student learning.**

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<b>Objective</b>	<b>Responsibility</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Timeline/Expectation</b>
5.1 Prepare a five year spending plan. (Vision Project 9.3)	Senior Assistant Superintendent of Finance & Business Services	Work closely with system and building level administrators to determine needs and future financial goals.	Historical financial data found in Munis and current/future year budget and actual information.	Meet twice annually to discuss five-year spending plans and make adjustments where needed.
5.2 Research innovative ways and means to be more effective, efficient, and fiscally responsible.	Superintendent & Assistant Superintendent of Curriculum & Instruction	Work closely with system and building level administrators to determine needs and future financial goals. In addition, take advantage of professional learning opportunities relating to school finance and keep abreast of legislation and legal issues regarding school finance.	Work with other state/local agencies and finance personnel in other Georgia school systems.	Meet monthly with system and building level personnel to discuss budget/finance as well as legislative/legal issues.
5.3 Develop safe, orderly, supportive learning environments built on respect and encouragement where all individuals believe they can make a positive difference (Vision Project 8.1 and 8.2)	Senior Assistant Superintendent of Finance & Business Services	Coordinate efforts of law enforcement agencies both local and state to ensure the safety of all students and staff  Coordinate with principals/administrators concerning school safety plans, conduct safety walk through of all schools, and hold mock emergency drills.	Assistance of staff, local law enforcement agencies, and GEMA.	Annually or as needed, meet with local/state law enforcement agencies to stay current on all law and regulations concerning school safety.  Annually or as needed, meet with 100% of principals/administrators to review safety plans and procedures.

5.4. Establish a senior administrative succession plan. (Vision Project 6.3)	Superintendent	Prepare and implement a succession plan for senior staff administrators.	Research established succession plans for executive and CEO positions.	Conduct an annual review of current succession plan to ensure effective coverage in all positions in the event of personnel change.
5.5 Instill that while individual schools need to remain autonomous we must function as a school system	Assistant Superintendent of Curriculum & Instruction	Conduct yearly Curriculum/Instruction meetings with Principals and Assistant Principals of all grade levels (elementary, middle, high); establish system level non-negotiables with the collaboration and cooperation of school personnel	Department of Curriculum & Instruction, Principals/ Assistant Principals, Superintendent's Cabinet	Hold 100% of all meetings annually.
5.6 Manage the progress of the AdvancEd monitoring and reporting	Assistant Superintendent of Curriculum & Instruction	Document progress on the-required actions as identified by the visiting committee.	Staff Involvement	Complete by November 2019
5.7 Implement year five of five year Charter System status	Superintendent	Implement expectations identified for year one in our charter contract	Staff and Community Involvement	Complete by May 2019

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**Colquitt County School System**  
**Balanced Scorecard**  
 Updated -02/06/2018

**Strategic Goal I: Develop Future Ready Students**

Strategic Goal I Objectives:	Performance Measure	14-15	15-16	16-17	17-18	18-19
1.1	GKIDS ELA	76.4	78.6	75.6	75.5	78.5
1.2						
1.3	GKIDS Math	81.0	83.7	82.3	80.1	83.1
1.4						
1.5	GKIDS Science	N/A	N/A	N/A	N/A	N/A
1.6						
1.7	GKIDS Social Studies	N/A	N/A	N/A	N/A	N/A
1.8						
	% of 3rd graders scoring Level 3 or higher on ELA GMAS EOG	19	21	23	25	28
	% of 4th graders scoring Level 3 or higher on ELA GMAS EOG	27	20	20	25	58
	% of 5th graders scoring Level 3 or higher on ELA GMAS EOG	20	27	23	25	58
	% of 6th graders scoring Level 3 or higher on ELA GMAS EOG	24	23	24	24	27
	% of 7th graders scoring Level 3 or higher on ELA GMAS EOG	27	26	17	25	28
	% of 8th graders scoring Level 3 or higher on ELA GMAS EOG	26	29	23	24	27
	% of 3rd graders scoring Level 3 or higher on MATH GMAS EOG	28	31	45	38	41
	% of 4th graders scoring Level 3 or higher on MATH GMAS EOG	36	32	38	38	41
	% of 5th graders scoring Level 3 or higher on MATH GMAS EOG	28	32	26	27	30

% of 6th graders scoring Level 3 or higher on MATH GMAS EOG	25	25	25	29	32
% of 7th graders scoring Level 3 or higher on MATH GMAS EOG	28	28	27	29	32
% of 8th graders scoring Level 3 or higher on MATH GMAS EOG	27	31	30	33	36
% of 5th graders scoring Level 3 or higher on SCIENCE GMAS EOG	19	23	24	24	27
% of 8th graders scoring Level 3 or higher on SCIENCE GMAS EOG	24	22	21	22	25
% of 5th graders scoring Level 3 or higher on SOCIAL STUDIES GMAS EOG	14	14	15	16	19
% of 8th graders scoring Level 3 or higher on SOCIAL STUDIES GMAS EOG	26	27	25	31	34
% of Students in grades 1-5 completing the prescribed career awareness lessons	97.827	99.921	100	100	100
% of 3rd graders achieving Within or Above Lexile Stretch Band	55	64	67	58	61
% of 4 <sup>th</sup> graders achieving Within or Above Lexile Stretch Band	50	44	42	49	52
% of 5th graders achieving Within or Above Lexile Stretch Band	50	58	57	56	59
% of 6th graders achieving Within or Above Lexile Stretch Band	46	41	48	47	50
% of 7th graders achieving Within or Above Lexile Stretch Band	63	61	57	60	63
% of 8 <sup>th</sup> graders achieving Within or Above Lexile Stretch Band	59	62	59	58	61
% of students in 9 <sup>th</sup> Grade Literature/ achieving Within or Above Lexile Stretch Band	64	70	68	65	68
% of students in American Literature achieving Within or Above Lexile Stretch Band	46	61	64	64	67
% of students scoring at Level 3 or higher on 9th grade literature GMAS EOC	34	31	35	39	42

% of students scoring at Level 3 or higher on American Literature GMAS EOC	31	31	38	37	40
% of students scoring at Level 3 or higher on Algebra GMAS EOC	27	22	34	33	36
% of students scoring at Level 3 or higher on Geometry GMAS EOC	35	31	35	35	38
% of students scoring at Level 3 or higher on Physical Science GMAS EOC	22	26	31	29	32
% of students scoring at Level 3 or higher on Biology GMAS EOC	35	36	35	39	42
% of students scoring at Level 3 or higher on US History GMAS EOC	32	38	32	35	38
% of students scoring at Level 3 or higher on Economics GMAS EOC	34	34	29	33	36
% of graduates completing a career, advanced academics, fine arts or foreign language pathway	84.091	86.290	83.969	76.44	79.44
% of K-5 students with disabilities served in general education environment at least 80% of the day	85.053	84.476	83.966	84	87
% of 6-8 students with disabilities served in general education environment at least 80% of the day	79.592	84.068	85.859	86	89
% of students tested for gifted	1.4	1.40	1.30	2.4	
% of students qualified for gifted	60	73	72	62	
% of 6-8 English Language Learners with positive movement from one performance band to a higher performance band as measured by ACCESS for ELs				47.64	50.64
% of 9-12 English Language Learners with positive movement from one performance band to a higher performance band as measured by ACCESS for ELs				71.36	74.36
<b>Cox:</b> Progress towards English Language Proficiency. English Language Proficiency measures whether students are improving within a performance band or moving up to another band.				89.24	92.24
<b>Doerun:</b> Progress towards English Language Proficiency. English Language Proficiency measures whether students are improving within a performance band or moving up to another band.				83.35	86.35

<b>Funston:</b> Progress towards English Language Proficiency. English Language Proficiency measures whether students are improving within a performance band or moving up to another band.				87.50	90.50
<b>Norman Park:</b> Progress towards English Language Proficiency. English Language Proficiency measures whether students are improving within a performance band or moving up to another band.				100.00+	100.00+
<b>Odom:</b> Progress towards English Language Proficiency. English Language Proficiency measures whether students are improving within a performance band or moving up to another band.				85.99	88.99
<b>Okapilco:</b> Progress towards English Language Proficiency. English Language Proficiency measures whether students are improving within a performance band or moving up to another band.				100.00+	100.00+
<b>Stringfellow:</b> Progress towards English Language Proficiency. English Language Proficiency measures whether students are improving within a performance band or moving up to another band.				100.00+	100.00+
<b>Sunset:</b> Progress towards English Language Proficiency. English Language Proficiency measures whether students are improving within a performance band or moving up to another band.				100.00+	100.00+
<b>Wright:</b> Progress towards English Language Proficiency. English Language Proficiency measures whether students are improving within a performance band or moving up to another band.				100.00+	100.00+
% of students evaluated for special services within 60 days of receiving parent consent	100%	100%	100%	100%	100%
Parent engagement opportunities promoting student achievement occur at least quarterly at each school	Yes	Yes	Yes	Yes	Yes
Professional Learning Communities for School Improvement	N/A	Emerging	Emerging	Emerging	Established
Annual meeting with early learning partners	Yes	Yes	Yes	Yes	Yes
Graduation Rate (4-year Graduation Rate)	85.737	80.286	81.241	80.7	83.7
College Career Readiness Performance Index- CCHS	85.7	76.3	76.8	67.1	70.1
College Career Readiness Performance Index- CAG HS	84.6	76.8	78.8	69.1	72.1



College Career Readiness Performance Index- CAG MS	75	68.2	74.3	78.2	81.2
College Career Readiness Performance Index- CCAC	N/A	N/A	N/A	23.0	N/A
College Career Readiness Performance Index- WJW	66.9	64.1	58.7	66.7	39.7
College Career Readiness Performance Index- Cox	55.5	54.7	60.4	68.6	71.6
College Career Readiness Performance Index- Doerun	59.7	54	68.2	63.5	66.5
College Career Readiness Performance Index- Funston	58.6	66.9	77.8	60.1	63.1
College Career Readiness Performance Index- Hamilton	66.4	69.3	86.5	74.1	77.1
College Career Readiness Performance Index- Norman Park	69.8	65.5	76.2	70.7	73.7
College Career Readiness Performance Index- Odom	67.5	62.1	55.7	64.5	67.5
College Career Readiness Performance Index- Okapilco	80.6	72.7	63.9	48.8	51.8
College Career Readiness Performance Index- Stringfellow	64.3	63.8	59.3	53.6	56.6
College Career Readiness Performance Index- Sunset	70.8	65.6	73.7	70.2	73.2
College Career Readiness Performance Index- R. B. Wright	84.1	74.6	65.2	73.5	76.5
<b>College Career Readiness Performance Index- CCSS Elementary</b>	67.9	64.2	67.2	67.2	70.2
<b>College Career Readiness Performance Index- Middle Schools</b>	64.8	65.6	61.7	72.6	75.6
<b>College Career Readiness Performance Index- High Schools</b>	83.2	75.3	76.9	69.2	72.2
<b>College Career Readiness Performance Index- District Score</b>	71.7	68.2	69.7	68.9	71.9

	GOSA Beating the Odds Designation- CCHS	Beat the Odds	Beat the Odds	Beat the Odds	Below Expected Range	Beat the Odds
	GOSA Beating the Odds Designation- CAG	Did not beat the Odds	Beat the Odds	Did not beat the Odds	Within Expected Range	Beat the Odds
	GOSA Beating the Odds Designation- CCAC	Did not beat the Odds	Beat the Odds	Did not beat the Odds	Below Expected Range	Beat the Odds
	GOSA Beating the Odds Designation- WJW	Did not beat the Odds	Did not beat the Odds	Did not beat the Odds	Below Expected Range	Beat the Odds
	GOSA Beating the Odds Designation- Cox	Did not beat the Odds	Beat the Odds	Beat the Odds	Beating The Odds	Beat the Odds
	GOSA Beating the Odds Designation- Doerun	Did not beat the Odds	Did not beat the Odds	Did not beat the Odds	Below Expected Range	Beat the Odds
	GOSA Beating the Odds Designation- Funston	Did not beat the Odds	Beat the Odds	Beat the Odds	Within Expected Range	Beat the Odds
	GOSA Beating the Odds Designation- Hamilton	Did not beat the Odds	Did not beat the Odds	Beat the Odds	Below Expected Range	Beat the Odds
	GOSA Beating the Odds Designation- Norman Park	Did not beat the Odds	Did not beat the Odds	Beat the Odds	Within Expected Range	Beat the Odds
	GOSA Beating the Odds Designation- Odom	Beat the Odds	Beat the Odds	Did not beat the Odds	Below Expected Range	Beat the Odds
	GOSA Beating the Odds Designation- Okapilco	Beat the Odds	Beat the Odds	Did not beat the Odds	Below Expected Range	Beat the Odds
	GOSA Beating the Odds Designation- Stringfellow	Beat the Odds	Beat the Odds	Beat the Odds	Within Expected Range	Beat the Odds
	GOSA Beating the Odds Designation- Sunset	Beat the Odds	Did not beat the Odds	Beat the Odds	Within Expected Range	Beat the Odds
	GOSA Beating the Odds Designation- R.B. Wright	Beat the Odds	Beat the Odds	Did not beat the Odds	Within Expected Range	Beat the Odds
<b>Strategic Goal II: Hire and Retain 21st Century Professionals</b>						
<b>Strategic Goal II Objectives: 2.1</b>	% of recruitment done at HBCUs	28.57	33.33	50	50	53
	# of universities with a MOU on file with CCSS			6	6	7

2.2	System recruitment team attends no less than 4 recruitment fairs	Yes	Yes	Yes	Yes	Yes
	% of district Mean Growth Percentile (MGP)			46.60%	46.85%	100%
	% of new teachers participating in Mentor Program	100%	100%	100%	100%	100%
	% of teachers retained in the system annually	79.2%	82.5%	85.5%	85.5%	87.8%
	% of principals retained in the system annually	92.9%	92.9%	95.9%	78.58%	81.58%
	% of inexperienced teachers (less than 4 years)	9.5%	11.6%	8.6%	10.6%	7.6%

**Strategic Goal III: Cultivate Leadership for Innovation and Collaboration**

<b>Strategic Goal III Objectives:</b> 3.1 3.2 3.3 3.4 3.5 3.6	% of board members completing approved annual training requirements	100%	100%	100%	100%	100%
	Board review of Code of Ethics on annual basis	100%	100%	100%	100%	100%
	Annual training requirements met for system employees with regard to Code of Ethics for Georgia Educators, suicide prevention, and mandatory child abuse reporting	100%	100%	100%	100%	100%
	All schools represented in Professional Learning Community for District Improvement	Yes June	Yes June	Yes June	Yes July	Yes July
	Annual county-wide parent leadership committee	100%	100%	100%	100%	100%
	Annual county-wide teacher leadership committee	100%	100%	100%	100%	100%
	Annual county-wide student leadership committee	100%	100%	100%	100%	100%

**Strategic Goal IV: Incorporate 21st Century Systems**

<b>Strategic Goal IV Objectives:</b> 4.1	Ratio of CCSS-owned technology available to students K-5 Devices/Students			1.07:1 4826/ 4525	1:1	1:1
	Ratio of CCSS-owned technology available to students 6-7			.85: 1 1184/ 1393	2:1	1:1

4.2	Ratio of CCSS-owned technology available to students 8-12			1.11:1 3423/ 3080	2:1	1:1
4.3						
4.4		Number of professional learning opportunities for teachers concerning technology integration			23	83

**Strategic Goal V: Implement a Balanced Budgeting, Planning, and Funding System**  
(While providing facilities, technology, safety, and other pertinent matters necessary for 21st century learning)

<b>Strategic Goal V Objectives:</b> 5.1 5.2 5.3 5.4 5.5 5.6 5.7	Number of OSS days across the system	4306	3340	4190	3301	3202
	Number of ISS days across the system	3309	3149	2471	2468	2394
	District Disproportionate for Identification (Intellectual Disabilities- Black	4.9164	4.9106	4.4982	2.8	<3.0
	District Disproportionate for Discipline (Events per Student-Black)	2.9348	3.7652	3.9398	2.8	<3.0
	Climate Star Ratings as measured by CCRPI- CCHS	3	4	3	4	5
	Climate Star Ratings as measured by CCRPI- CAG	3	2	4	4	5
	Climate Star Ratings as measured by CCRPI- CCAC	1	N/A	N/A	N/A	N/A
	Climate Star Ratings as measured by CCRPI- WJW	3	2	3	4	5
	Climate Star Ratings as measured by CCRPI- Cox	3	4	4	4	5
	Climate Star Ratings as measured by CCRPI- Doerun	4	3	4	4	5
	Climate Star Ratings as measured by CCRPI- Funston	4	4	5	5	5
	Climate Star Ratings as measured by CCRPI- Hamilton	4	4	5	5	5
	Climate Star Ratings as measured by CCRPI- Norman Park	4	4	5	5	5
	Climate Star Ratings as measured by CCRPI- Odom	4	3	4	5	5

Climate Star Ratings as measured by CCRPI- Okapilco	3	4	4	4	5
Climate Star Ratings as measured by CCRPI- Stringfellow	3	4	4	4	5
Climate Star Ratings as measured by CCRPI- Sunset	3	3	4	5	5
Climate Star Ratings as measured by CCRPI- R.B. Wright	5	4	5	5	5
Annual training requirements met for bus drivers and students	Yes	Yes	Yes	Yes	Yes
Annual training requirements met for school nutrition employees	Yes	Yes	Yes	Yes	Yes
New school/facility construction completed within timeline	Yes	Yes	Yes	Yes	Yes
New school/facility construction completed on budget	Yes	Yes	Yes	Yes	Yes
Budget presented annually for BOE approval by June 30	Yes	Yes	Yes	Yes	Yes
Annual training for principals, department heads, and school bookkeepers on financial procedures	Yes	Yes	Yes	Yes	Yes
Financial Efficiency Star Rating- CCHS			3	3	3.5
Financial Efficiency Star Rating- CAG			3.5	3.5	4
Financial Efficiency Star Rating- CCAC			N/A	.5	N/A
Financial Efficiency Star Rating- WJW			2	2.5	3
Financial Efficiency Star Rating- Cox			2	2.5	3
Financial Efficiency Star Rating- Doerun			3.5	3.5	4
Financial Efficiency Star Rating- Funston			3	2.5	3

Financial Efficiency Star Rating- Hamilton			3	3	3.5
Financial Efficiency Star Rating- Norman Park			3.5	3.5	4
Financial Efficiency Star Rating- Odom			2.5	3	3.5
Financial Efficiency Star Rating-Okapilco			2.5	2	3
Financial Efficiency Star Rating- Stringfellow			1	1	1.5
Financial Efficiency Star Rating- Sunset			3	2.5	3
Financial Efficiency Star Rating- R.B. Wright			3	3	3.5
Monthly financial reports for stakeholders	Yes	Yes	Yes	Yes	Yes
Year-end general fund balance increase	Yes	Yes	Yes	Yes	Yes
Number of findings in Georgia Department of Audits annual report	0	0	0	0	0
% of students participating in school nutrition program	84.9	84.4	83.1	84	87
Code of Conduct reviewed and revised annually by May 1	Yes	Yes	Yes	Yes	Yes
School Nutrition/Food Based Learning Meal Participation Rate CCHS/CCAC- Breakfast/ Lunch	21.3/ 66.8	15.5/ 67.7	21.7/ 67	50/ 68	
School Nutrition/Food Based Learning Meal Participation Rate CAG- Breakfast/ Lunch	24.5/ 79.2	26.5/ 82	20.8/ 80	24/ 80	
School Nutrition/Food Based Learning Meal Participation Rate WJW- Breakfast/ Lunch	29.3/ 90.3	32.3/ 85.3	33.9/ 86.2	38/ 87	
School Nutrition/Food Based Learning Meal Participation Rate Cox- Breakfast/ Lunch	64.7/ 89.9	75.3/ 89.1	67.8/ 88.4	80/ 94	
School Nutrition/Food Based Learning Meal Participation Rate Doerun- Breakfast/ Lunch	78.8/ 89.2	77/ 89.8	75.5/ 87.7	80/ 91	

School Nutrition/Food Based Learning Meal Participation Rate Funston- Breakfast/ Lunch	85.3/ 96.4	81/ 96.1	77.5/ 95.3	75/ 92	
School Nutrition/Food Based Learning Meal Participation Rate Hamilton- Breakfast/ Lunch	53.4/ 88.3	55.2/ 86.6	58.9/ 86.3	71/ 90	
School Nutrition/Food Based Learning Meal Participation Rate Norman Park- Breakfast/ Lunch	55.9/ 93.1	52.8/ 91.8	53.7/ 90.2	61/ 89	
School Nutrition/Food Based Learning Meal Participation Rate Odom- Breakfast/ Lunch	64.3/ 95.1	66.4/ 94	64.4/ 93.2	62/ 93	
School Nutrition/Food Based Learning Meal Participation Rate Okapilco- Breakfast/ Lunch	62.2/ 91.9	63.2/ 90.3	62.4/ 89.3	60/ 91	
School Nutrition/Food Based Learning Meal Participation Rate Stringfellow- Breakfast/ Lunch	81.4/ 97.5	88.6/ 97.2	88.8/ 95.7	94/ 98	
School Nutrition/Food Based Learning Meal Participation Rate Sunset- Breakfast/ Lunch	49.4/ 88.1	54/ 88.9	49.5/ 86.6	51/ 87	
School Nutrition/Food Based Learning Meal Participation Rate R. B. Wright-Breakfast/ Lunch	51.7/ 79.8	45.2/ 78.4	41/ 74	43/ 71	

Key:

Green= Remained at same level or improved

Red= Decreased from previous year's level

Yellow=At Risk

Light Grey= upcoming goals