# School Improvement Plan
# 2025 - 2026



# Coffee County
# Coffee County High School

# SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

General Improvement Plan Information

| District | Coffee County |
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| School Name | Coffee County High School |
| Team Lead | Van Allen |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Traditional funding (Federal funds budgeted separately) |

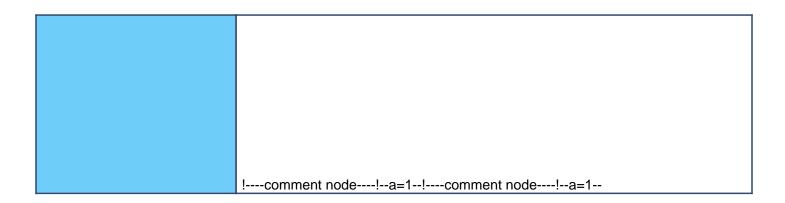| Factors(s) Used by District to Identify Students in Poverty (Select all that apply) | |
|---|---|
| | Free/Reduced meal application |
| ✓ | Community Eligibility Program (CEP) - Direct Certification ONLY |
| | Other (if selected, please describe below) |

# 2. SCHOOL IMPROVEMENT GOALS

## 2.1 Overarching Need # 1

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Providing responsive and effective professional development to faculty |
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| Root Cause # 1 | Professional development has not been consistently targeted to specific needs. |
| Root Cause # 2 | Professional development has not been delivered in the most effective manner. |
| Goal | By May 2026, 90% of instructional staff will have participated in differentiated professional development, as measured by participation records, including reflections, meeting notes, and feedback surveys. |

Action Step # 1

| Action Step | Meet with faculty to determine individual professional learning needs |
|---|---|
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction<br>Professional Capacity |
| Method for Monitoring Implementation | Survey<br>Survey Data |
| Method for Monitoring Effectiveness | Ninety percent of academic and CTAE faculty will participate. |
| Position/Role Responsible | Administrators, Academic Coach |
| Timeline for Implementation | Others : August 2025 |

| 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)? | |
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Action Step # 1

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Action Step # 2

| Action Step | Implement a professional development framework based on feedback that focuses on instructional experience, content, interests, and/or TKES plans/goals |
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| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction<br>Professional Capacity |
| Method for Monitoring Implementation | PD framework<br>Attendance at PD |
| Method for Monitoring Effectiveness | Sign-In Sheets<br>Framework in Google Drive<br>Admin Meeting Minutes<br>Classroom Walkthroughs |
| Position/Role Responsible | Administrators, Academic Coach |
| Timeline for Implementation | Others : August 2025-May 2026 |

SCHOOL IMPROVEMENT GOALS

Action Step # 2

| 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)? | !----comment node----!--a=1--!----comment node----!--a=1-- |
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Action Step # 3

| Action Step | Provide teachers with books, resources, and/or materials to use in individual professional development plans |
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| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant |
| Systems | Coherent Instruction<br>Professional Capacity |
| Method for Monitoring Implementation | Review invoices and PD framework for use purchase and use of materials |
| Method for Monitoring Effectiveness | Classroom Walkthroughs |
| Position/Role Responsible | Administrators, Academic Coach |
| Timeline for Implementation | Others : August 2025-May 2026 |

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)? | |
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# 2. SCHOOL IMPROVEMENT GOALS

## 2.2 Overarching Need # 2

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Increasing student achievement |
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| Root Cause # 1 | Assessment data is not collected and analyzed consistently |
| Root Cause # 2 | Assessments are not common in all disciplines or consistently aligned to standards |
| Root Cause # 3 | Instruction is not monitored consistently or with timely and effective feedback. |
| Root Cause # 4 | Students and parents are not always aware of opportunities for additional help. |
| Goal | By May 2026, students scoring Distinguished, Proficient, or Developing on Biology and US History End-of-Course Assessments will increase by 3% and students scoring 3, 4, or 5 on Advanced Placement tests will increase by 3%. |

Action Step # 1

| Action Step | Conduct walkthroughs to monitor instruction on a routine basis and provide timely and effective feedback |
|---|---|
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant |
| Systems | Coherent Instruction<br>Effective Leadership |
| Method for Monitoring Implementation | Google Walkthrough Form<br>Sample of Walkthrough documents and feedback in Drive |
| Method for Monitoring Effectiveness | Each teacher is observed at least twice per month September through November. |
| Position/Role Responsible | Administrators, Academic Coach, and Sped Referral Coordinator |
| Timeline for Implementation | Others : August 2025-May 2026 |

Action Step # 1

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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)? | !----comment node----!--a=1--!----comment node----!--a=1-- |

Action Step # 2

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| Action Step | Provide students with the support of instructional resources and materials, including digital resources and resources for project-based learning |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant |
| Systems | Coherent Instruction<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Invoices for purchase of resources, including digital |
| Method for Monitoring Effectiveness | Resources are allocated per teacher request |
| Position/Role Responsible | Principal, API |
| Timeline for Implementation | Others : August 2025-May 2026 |

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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)? | !----comment node----!--a=1--!----comment node----!--a=1-- |

Action Step # 2

| 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)? | !----comment node----!--a=1--!----comment node----!--a=1-- |
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Action Step # 3

| Action Step | Develop a student support schedule and share with students and parents in multiple ways |
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| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | Student support schedule shared on social media, on Google Classrooms, via Parent Square, and the school website<br>Schedule displayed in parent resource lobby |
| Method for Monitoring Effectiveness | Schedule offers opportunities throughout the day Monday through Thursday and posted on all outlets |
| Position/Role Responsible | API |
| Timeline for Implementation | Others : August 2025-May 2026 |

| 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)? | !----comment node----!--a=1--!----comment node----!--a=1-- |
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Action Step # 4

| Action Step | Create and implement a pre and post assessment for all contents |
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| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity |
| Method for Monitoring Implementation | Framework shared in Drive and monitored by administrators and academic coach<br>Assessments in Illuminate<br>CHS Assessment Calendar Document Shared in Drive<br>Sample data review during admin meetings shared in Drive |
| Method for Monitoring Effectiveness | Assessments and data are monitored bi-weekly during administrative meetings and framework monitored by discipline administrators and academic coach |
| Position/Role Responsible | Administrators and Academic Coach |
| Timeline for Implementation | Others : August 2025-May 2026 |

| 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)? | !----comment node----!--a=1--!----comment node----!--a=1-- |
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# 3. REQUIRED QUESTIONS

## 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

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| 1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). | Coffee High School's leadership team met during the month of June to review data from Milestones assessments, surveys completed by staff and parents to evaluate and revise the previous year School Improvement Plan.  As a course of meeting, parents, community partners, and students were invited to participate.  A survey in Google Forms format was sent to the faculty to provide feedback. The leadership team met again in July to review and complete the plan. The results of the reviews and the identification of  concerns will be shared and discussed with the staff during preplanning and with the School Governance Council at the beginning of the 2025-2026 school year. |

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| 2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. | Coffee High School strives to hire highly qualified teachers.  All teachers are provided support throughout the school year to assist them in their areas of weakness.  Areas of assistance include the help of the academic coach, academy leads, leadership, and newsletters providing tips on teaching strategies, technology, and professional standards.

New teachers attend New Teacher Orientation and have department and academy mentors who workwith them throughout the year. Mentors assist new teachers to the system with support on TKES, school procedures, and pedagogy.  In addition, academy members and fellow content teachers offer support in various ways, including providing materials, ideas, and emotional support.

Teacher effectiveness is assessed based on walkthrough data and data collected with the Teacher Keys Effectiveness System (TKES) and assessment data from the Georgia Milestones Assessments and End-of-Pathway assessments. Administration determines if a teacher is ineffective, which results in recommended summer professional development to improve teacher effectiveness and the writing of a professional learning plan to help support the teacher in developing efficacy.

In addition, the master schedule is created based on the results of the information gathered to determine what a teacher will teach.  Coffee High School also strives to keep class size to a minimum and strives to establish a collaboration schedule for veteran teachers to support teachers in learning, using, and improving teaching and differentiation strategies to meet the needs of Coffee High School's diverse learners. |

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| 3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable). | Our program focuses on addressing academics, CTAE courses with End-of-Pathway Assessments, and AP courses. Achievement for academically at-risk students is addressed through various means. First, a systematic tutoring schedule is in place that allows students different opportunities to work with teachers in all academic contents at various times of the day. Teachers in each content area work together to provide options for morning, during the school day, and after school. These opportunities are offered Monday through Thursday and are clearly communicated to students and parents during parent meetings, on social media, via the communication platform Parent Square, and on the school website. |
| | Students who are deficient in literacy skills are placed in Remedial English, where they receive support to improve their reading and writing skills through small group instruction. Students who are weak in math also have remedial courses, where teachers work to support them to close gaps. These students also have access to online support with the use of Progress Learning, IXL, Kuta, Newsela, Flocabulary, The New York Times, and Wayground to improve both their literacy skills and numeracy skills. |
| | These students are scheduled for CTAE courses based solely on their interests and future plans. Students are scheduled into a small-school environment known as an academy in which they find a family-like atmosphere headed by an academy assistant principal. Each academy has a dedicated counselor, administrative assistant, and teachers who get to know and support students over a three-year period. Students become more than faces and develop close relationships with their assistant principal, teachers, and fellow students and develop a sense of belonging that encourages success. |
| | Coffee High School also assists students with the cost of Advanced Placement exams based on their individual needs. CHS also purchases supplies, technology, and content materials as needed to support student academic achievement. |
| | To support the needs of diverse learners, teachers attend content-specific trainings to gain content and pedagogical knowledge to assist students in reaching their academic goals. Training attended focuses on interests, content, teaching experience, and TKES goals/plans. |

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| 4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service.  Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students. | N/A |

## 3. REQUIRED QUESTIONS

## 3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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| 5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. | N/A |

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| 6. If applicable, describe how the school 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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. | In order to facilitate a smooth transition from George Washington Carver Freshman Campus to Coffee High School, Coffee High visits freshman Trojan Seminar classes in which students  receive small group assistance in developing a four-year plan of study for their student. Students  work collaboratively with an advisor in a small-group setting  to discuss the proper course of study plan for a student based on his or her academic or career-related goals.  This meeting is held in addition to strategic study, planning, academy choice that has taken place at the freshman campus during the course of the class. Throughout the year, students also have access to counselors to discuss transition to high school, college, or career.

During advisement periods, students have an opportunity to listen to brief lectures or receive information from local business partners regarding employment skills and opportunities available to students at their institutions. Many students have opportunities to participate in  the Work Based-Learning Program or internships provided by our local business partners. Coffee High School's WBL teachers facilitate the transition for students into such programs.

Often, college representatives use advisement and lunch periods to speak with students regarding transition to college. Armed forces representatives are also available during lunch throughout the year to meet with students who are interested in pursuing the military as a career.  ESOL students also receive guided instruction through a group seminar led by college representatives that target specific needs of English Language Learners. Students are also given access to college tours throughout the school year. In addition, students receive information regarding college and careers through a structured Teacher as Advisors Program. As a result, many students participate in the Dual Enrollment program and successfully enter college after high school.

The school meets monthly with the School, Business and Industry partners within the business community in Coffee County to work together to meet the needs of Coffee High School students. |

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| 7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. | First and foremost, Coffee High School is dedicated to helping all faculty and staff members understand the importance of developing relationships with students as a first line of defense against student discipline issues.  We underscore that students who feel loved, accepted, and supported are generally not disruptive.  However, we understand that sometimes students make poor decisions, and that teachers, administrators, and staff members alike must sometimes deal with student discipline problems.<br><br>To avoid overuse of practices that remove students from the classroom, Coffee High School uses a progressive discipline model with levels and consequences clearly delineated in the student handbook.  In addition, administrators have been trained to use the Alternative Behavior Education models in place of multiple days of suspension. Not only does this eliminate multiple days of removal from classrooms, it also stresses education as a way to garner appropriate behavior versus the use of punitive measures to punish.  This year we will continue to implement Capturing Kids Hearts to help build positive relationships in the classroom. |

ADDITIONAL RESPONSES

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| 8. Use the space below to provide additional narrative regarding the school's improvement plan. | N/A |