



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



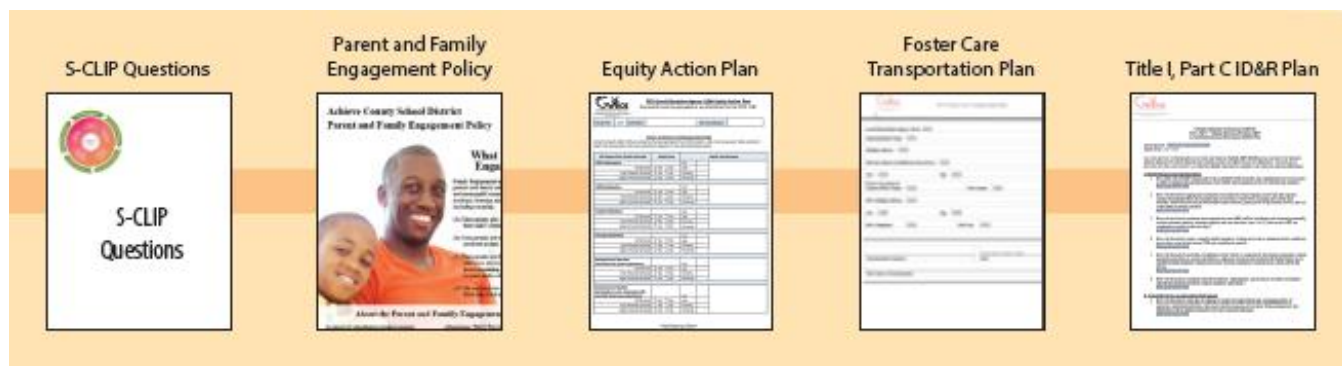
DISTRICT NAME: Coffee

DISTRICT TEAM LEAD: Christina Tucker

FY22 DISTRICT PLAN

As an alternative to completing its Consolidated Local Educational Agency (LEA) Improvement Plan (CLIP) through the Statewide Longitudinal Data System (SLDS) format, an LEA that gives the assurance below that it has implemented a locally-developed school improvement process may submit this Streamlined Consolidated LEA Improvement Plan (S-CLIP) for funding under Section 8305 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015. An LEA will complete and submit the responses below to the S-CLIP questions as the first component of the S-CLIP for federal funding.

An LEA's completed application submission under the S-CLIP will include the following:



☒ **ASSURANCE:** The LEA has in place a locally-developed school improvement process and/or current strategic plan and/or charter system contract.

The following prompts include both text space for narrative and, where appropriate, checkboxes for identifying options related to responding to the prompts. Responses to all prompts must be completed.

1. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) in planning for continuous improvement through its locally-developed school improvement process and/or current strategic plan and/or charter system contract.

The Coffee County Board of Education adopted a resolution, in October 2017, authorizing the superintendent and staff to develop a new five year strategic plan for implementation 2019-2023. On November 6, 2017, the Coffee County School System began a formal planning initiative designed to transform our system into one that provides the highest quality educational experience possible for all of our students. Our goal is to become a world-class school system focused on our core business of teaching and learning.

Prior to this planning initiative, the school board and system staff engaged in a series of activities to continue AdvancED/SACS accreditation and to renew the school system charter with the Georgia Department of Education. In March of 2014, a team from AdvancEd/SACS evaluated our school system, and we received notification that our system was reaccredited for a five year period from 2014-2019. In the Fall of 2017, the Coffee County School System began the process of renewing the system charter. After an on site visit and review by the Georgia Charter System Division, the State Board of Education granted a new five year charter to extend from 2018 through 2023.

Guided by the Ford Next Generation Learning model, the district began the planning process on November 6, 2017, by holding a community conversation with approximately 75 participants including business leaders, teachers, paraprofessionals, parents, students and other stakeholders. The purpose was to ensure that we understood the vision our citizens have for their school system now and in the future. After the initial meeting, we held conversations with students at the high school and middle school levels. We engaged in conversations with business and industry, city and county elected officials, the faith community, and our post secondary partners - South Georgia State College and Wiregrass Georgia Technical College. We also met with the system's parent and school advisory councils, the superintendent's teacher advisory council, and other individuals and groups to share our plan as it has evolved and to receive feedback. Invitations and notifications of the meetings were publicized through PeachJar, system websites, email groups, local newspaper, and chamber newsletters. In partnership with Ford Next Generation Learning (FNGL), a formal review process was established to examine the work of our strategic planning team and to make recommendations for improvement. A crosswalk was conducted to ensure that the plan aligns to the recommendations of the Georgia Vision Project, AdvancED Standards, FNGL Essential Practices and Charter System Performance Measures. The FNGL framework outlined a process that involved all stakeholders - educators, employers, and community leaders - in strategic planning. Everyone had a voice and is responsible in educating our children. Three distinct but interconnected strands comprise the FNGL framework. Strand 1: Transforming Teaching and Learning; Strand 2: Transforming the School Experience; and Strand 3: Transforming Business and Civic Engagement. A set of Essential Practices for each strand provided specific guidance to help the district and community implement this model. These practices were drawn from research based strategies shown to be effective by successful FNGL communities. This work established the current 5-year strategic plan.

Presentations were made to the Board of Education, an executive committee which includes business and education partners, and to school system staff. The plan contained here is the basis for our continued work as a Georgia Charter System and the foundation of our continuous improvement efforts leading to re-accreditation through AdvancED/SACS in February of 2019. The final 2019-2023 Strategic Plan is included as an attachment.

In February 2019, the LEA completed the AdvancEd/SACS review and received rave remarks from the Engagement Review Team with an overall Index of Education Quality (IEQ) score of 335.16.

In addition, the LEA held a meeting in May 2021 with school administrators, paraprofessionals, MEP staff, ESOL teachers, teachers, district administrators, special ed staff, the superintendent, parents, and representatives from various community organizations to review data (achievement, attendance, behavior) and to monitor the Coffee County Strategic Plan and the Strategic Plan Action Plan & Performance Measures to provide meaningful and ongoing feedback and to plan for next steps and set goals for the 21-22 school year.

2. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) as part of its locally-developed school improvement process to address the needs of subgroups.

Guided by the Ford Next Generation Learning model, we began our Strategic Plan (SP) process on November 6, 2017,

by holding a community conversation with approximately 75 participants including business leaders, teachers, paraprofessionals, parents, students and other stakeholders. The purpose was to ensure that we understood the vision our citizens have for their school system now and in the future. After the initial meeting, we have held conversations with students at the high school and middle school levels. We engaged in conversations with business and industry, city and county elected officials, the faith community, and our post secondary partners - South Georgia State College and Wiregrass Georgia Technical College. We also met with the system's parent and school advisory councils including the Migrant Parent Advisory Council and English Learner Family Literacy group, the superintendent's teacher advisory council, and other individuals and groups including Family Connection Collaborative to share our plan as it evolved and to receive feedback. Family Connection Collaborative included Department of Family and Children Services, Unison, Coffee County Health Department, Douglas Housing Authority, Satilla Library, Department of Labor, Called to Care (foster family support) and other agencies to support families of all subgroups. The LEA's special education department worked diligently with teachers, school and district administrators and RESA leaders to target the needs of the special education students including the implementation of the SSIP (Student Success: Imagining the Possibilities). Invitations and notifications of the meetings were publicized through PeachJar, system websites, email groups, local newspaper, and chamber newsletters.

Fall 2020, Stakeholders (teachers, students, paraprofessionals, parents, business and community leaders, family connection agencies, Migrant Parent Advisory Council) completed perception surveys for the LEA to use for improvement. Continuous improvement meetings were held with these stakeholders throughout the year to discuss data and monitor the strategic plan for improvement and identify next steps. Early spring 2021, stakeholders completed a Needs Assessment Survey and Professional Learning Needs Assessment. In addition, the LEA held a meeting in May 2021 with school administrators, paraprofessionals, MEP staff, ESOL teachers, teachers, district administrators, special ed staff and the superintendent to review data (achievement, attendance, behavior) and to monitor the Coffee County Strategic Plan and the Strategic Plan Action Plan & Performance Measures to provide meaningful and ongoing feedback to plan for next steps and set goals for the 21-22 school year.

During these meetings, the needs of Coffee County students were at the forefront of meaningful conversations: 12.26% of students are identified as special education; 9.19% are English Learners; 4.05% are Migrant; 87.49% of elementary/middle school are Economically Disadvantaged; 29.65% are Black students; 20.50% are Hispanic; 45.45% are White. Data from all subgroups were addressed in the review and monitoring of the SP and Action Plan & Performance Measures. The findings indicated students in the Black, Special Education and Economically Disadvantaged are the subgroups needing the most support.

The review process revealed the following targeted opportunities for growth:

- Provide low performing students including low performing subgroups targeted support in all content areas, differentiate instruction based on data analysis and provide evidence-based interventions to meet student needs.
- Expand and develop more STEAM opportunities including implementing career and employability skills for all students.
- Using innovative teaching and learning approaches, develop and integrate additional career exploration, guidance, and pathway avenues.
- Continue to develop deeper and stronger relationships between business/industry and education to enhance workbased learning and career development possibilities and address their workforce needs.
- Broaden our support of the whole child, including health and well-being, and remove barriers to success.
- Increase parent and family engagement to support student achievement.

Focus areas identified in the SP process are: Teaching and Learning; Workforce & Life; People & Culture and Family & Community.

3. Describe how the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the state's ESSA plan for continuous improvement within the:

- problem solving process: identify needs, select evidence-based interventions, plan implementation, implement plan, and examine progress

- Georgia Systems of Continuous Improvement: coherent instruction, professional capacity, supportive learning environment, family & community engagement, and effective leadership.

Response options (choose one or more):

☐ *Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving; or*

☐ *Highlight (in blue) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving and submit with this template; or*

☒ *Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 3.*

Throughout the 20-21 school year, stakeholders met to review current data and make necessary revisions and updates for improvement. The ongoing meaningful conversations with stakeholders and school/district leaders and monitoring data of all subgroups provided evidence of effective strategies and interventions for student growth and improvement. Our problem solving process included a comprehensive needs assessment (CNA) where LEA held a meeting with school administrators, paraprofessionals, MEP staff, ESOL teachers, teachers, district administrators, special ed staff and the superintendent to review data (achievement, attendance, behavior) and to monitor and have meaningful conversations about the Coffee County Strategic Plan and the SP Action Plan & Performance Measures to plan for next steps and set goals for the 21-22 school year. At this meeting, the stakeholder teams engaged in meaningful conversations as data from all subgroups were analyzed. Strengths and weaknesses were identified using the 5 why process to identify root causes and the group collaborated to plan next steps for improvement. Based on the areas of need, interventions were identified for targeted support and a plan was developed and implemented. The five systems of Georgia Systems of Continuous Improvement along with the AdvancEd standards are embedded within the LEA's 2019-2023 Strategic Plan Focus Areas: Teaching & Learning; Workforce & Life; People & Culture; Family & Community; Financial Responsibility. The Resource Allocation Methodology Plan (RAMP) guides the LEA in providing the base education for all students with state and local funds. Federal funds are supplemental in providing additional resources and interventions for all subgroups. Needs for these funds are determined from targeted areas of need based on data analysis and identified priorities in the Strategic Plan and School Improvement Plans. School Improvement Plan implementation is progress monitored quarterly to redirect areas of focus based on data. Stakeholders are actively engaged throughout this process of evaluating and modifying the plan. Leadership teams (district/school), Parent Advisory Councils, School Governance Councils, Teacher Advisory Council and Title I Parent & Family Engagement meetings are held periodically throughout the year to solicit feedback for school improvement. Additionally, surveys are administered to all stakeholders as a means of continuous improvement. The 2019-2023 Strategic Plan (SP) includes nine measurable goals and performance measures are defined for each of the focus area within the plan.

- 4a. What components of the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the ESSA plan requirements for identifying and addressing the needs and achievement gaps of its lowest performing students; and how supplemental federally-funded services for Economically Disadvantaged (ED), EL, migratory, homeless, children in foster care, children with disabilities, those who are neglected and delinquent, are coordinated to support the strategic plan.

Response options (choose one or more):

☐ *Copy selected excerpts from the documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above.*

☐ *Highlight (in green) selected excerpts (as applicable) from the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above and submit with this template.*

☒ *Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4a.*

The LEA's mission, vision and beliefs drive school improvement for district and school levels.

Mission: Destination Graduation for College, Career, and Life

Vision: Creating a stronger community through an equitable and excellent education for every student.

Beliefs:

Community: We foster and sustain strong community partnerships.

Opportunity: We provide opportunities for all students to learn, thrive and succeed.

Focus: We focus on raising student achievement and preparing our students for their futures.

Fairness: We ensure all children equitable access to the resources necessary for academic success.

Ethics: We promote integrity and honest communication and maintain responsible stewardship of resources.

Excellence: We pursue the highest standards in educational and operational performance.

Our problem solving process included a comprehensive needs assessment (CNA) where all school and district leaders met to analyze data from all subgroups and identify strengths and weaknesses. Based on the areas of need, interventions were identified for targeted support and a plan was developed and implemented. Throughout the 20-21 school year, data was analyzed quarterly to assess the implementation and progress of interventions. For FY22, system and school leaders met to review the current CNA and make necessary revisions and updates based on data from all subgroups using SLDS.

The LEA's data management system, Illuminate, is inclusive of all data for all subgroups. Using this system, all data is analyzed and needs are addressed for low performing students in all subgroups including ED, EL, Migrant, Homeless and Foster Care in the strategic plan and school improvement plans

- 4b. From the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract, how is the LEA ensuring ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA.

Response options (choose one or more):

☐ *Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA; or*

☐ *Highlight (in yellow) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA, and submit with this template; or*

☒ *Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4b.*

Developing the strategic plan was a true collaborative process and a purposeful collection of stakeholder input focused on developing the direction of our school system. Beginning in August 2017, the district leadership created an Executive Strategic Planning Stakeholder Committee which included current leaders from business, higher education, civic groups, school and district level administrators, and FNGL facilitators. The process also included a Community Conversation meeting that included approximately 75 participants from business and civic groups, higher education, faith-based groups, parents, students, teachers, paraprofessionals and school and district level administrators including foster care point of contact, homeless liaison and federal programs director (Title I-A, Title I-C, Title II-A, Title IV-A, Title V-B and Title III). In addition, the team conducted numerous planning/work sessions, interviews, focus groups and surveys. The purpose of this extensive data gathering was to gain an understanding of the strengths and opportunities for growth for the district from the perspective of its internal and external stakeholders. We believe this strategic plan captures those perspectives and translates them into a set of targeted focus areas. The plan was approved at the

April 2018 BOE meeting. This plan drives our work and is continuously monitored throughout the five year period. Implementation of the strategic plan began in FY19 with the continuation of collaboration of federal programs to supplement state and local funds for all students of Coffee County. Throughout the year, monthly meetings are held with school principals, assistant principals, academic coaches, homeless liaison, foster care point of contact, federal programs director, special ed director, special services director, transportation director, maintenance director, finance director, superintendent, assistant superintendent for instruction, assistant superintendent of operations and nutrition director to collaborate and discuss academic improvement for all students. These discussions are centered around the strategic plan goals and focus areas to ensure that all students in all subgroups needs are addressed and the implementation of the plan is on track. The implementation of the plan and goals are monitored quarterly to ensure progress of the goals and plan. Monthly Family Connection meetings are held with community agencies, faith based organizations, city and county officials, DFACS, Unison, foster care point of contact, homeless liaison, parent & family engagement coordinator, social workers, federal programs director and assistant superintendent of instruction to discuss and share resources available for students in Coffee County. This information is shared with school level counselors, social workers and administrators to ensure areas of need are addressed for all students in all subgroups. Additionally, school level leadership and district leadership meetings are held to focus on school and district improvement aligned with the needs of students and the strategic plan.

Services for all students including Migrant, EL, Foster Care, Homeless, Sped and Title I students are supported with federal programs. A collaboration of all programs ensures all needs are addressed. Beyond the basic education provided with state and local funds, Title I supplements needs for all students based on the comprehensive needs assessment. Other federal programs, Title I-C, Title III and IDEA, supplement needs of specific subgroups, migrant, EL and Special Education. Foster Care needs and Homeless needs are supplemented with Title I. Title IIA funds are used to support teacher and leader development to increase pedagogical skills to increase student achievement for all students. Title IVA funds supplement needs for all students based on the comprehensive needs assessment. Title V-B funds are used to provide students supplemental instructional and technology resources, as well as provide a prevention educator to teach life skills.

There are no neglected and delinquent facilities in the district.

The LEA has one school identified as TSI. Title IIA funds are not prioritized. The school is allocated Title I using rank order. The identified TSI school is supported through the use of the TSI funds it receives.

4c. If the LEA is consolidating state, local, and federal funds through Fund 400, provide the intent and purposes statement for those funds that are being consolidated in the table below.

Describe how the Intent and Purpose for each consolidated funding source will be met by the district.	
Program	Intent and Purpose Statement
Title I, Part A	
Title I, Part D	
Title II, Part A	
Title III, Part A, EL	
Title III, Part A, Immigrant	
Title IV, Part A	
Title V, Part B	
Title I, 1003 (a)	
Title I, 1003 (g)	
Title IX, Part A	
Title I, Part C	

LEAs not consolidating funds must fill out Section 4d below. An LEA completing Section 4b must also complete section 4d for federal funds not being consolidated through Fund 400 and Fund 150.

Transferability (ESSA Sec. 5103(b)) – If the LEA is transferring funds, indicate below:

Transfer from:	Allocation	Transfer to:
<input type="checkbox"/> Transfer Title II, Part A	<input type="checkbox"/> 100% <input type="checkbox"/> Less than 100%	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> Title ID
<input type="checkbox"/> Transfer Title IV, Part A	<input type="checkbox"/> 100% <input type="checkbox"/> Less than 100%	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title VB <input type="checkbox"/> Title ID

4d. Please check the activities that the district may include in its detailed program budgets for the LEA's available funds. For a district that consolidates funds through Fund 400 or Fund 150, fill out the tables below only for those funds that are not being consolidated.

Coherent Instruction (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Curriculum for additional interventions	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Professional development to teach curriculum with fidelity	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Supplemental curriculum	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Multi-Tiered System of Supports (MTSS)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Progress monitoring	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Mid-year review process with each school	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Online programs	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Blended learning	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Data and evaluation team	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Early warning systems	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> College and career readiness preparation	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Full-day kindergarten	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Instructional materials	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input checked="" type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Extended instructional time during the school year	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Instructional interventionist	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Behavior specialist	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Instructional coaches	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Supplemental tutoring	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Preschool Services	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Summer school	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Job-embedded professional learning	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Dual-concurrent enrollment programs/courses	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Career and technical education programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Supplemental curriculum and instructional materials/personnel	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input checked="" type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input checked="" type="checkbox"/> Title IA School Improvement

2.12.2021

NOTE: EVEN THOUGH AN LEA SUBMITS ONLY THE REQUIRED INFORMATION IN ITS CONSOLIDATED APPLICATION, AN LEA MUST STILL MEET ALL ESSA REQUIREMENTS FOR EACH PROGRAM FOR WHICH THE LEA ACCEPTS FUNDS.

<input checked="" type="checkbox"/> Interventions and Support for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Extended Learning Opportunities	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Technology	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input checked="" type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Social Emotional Learning/Programming	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Academic Based Field Trips	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title ID <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> Homeless <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

Supportive Learning Environment (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Creating a culture of high expectations	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> School improvement (restructuring, reform, transformation, planning & design)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Bullying Prevention	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Home school liaison	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input type="checkbox"/> Home visit programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input type="checkbox"/> Assemblies (e.g., suicide prevention, bullying prevention, etc.)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Parent, family, and community engagement	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Family surveys	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Restorative justice programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Building Parent Capacity	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Building School Staff Capacity	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Continuous communication and meaningful consultation with parents and family members	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> School-Based Mental Health	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

Family and Community Engagement (Choose all that apply from the suggested list below.)

<input type="checkbox"/> Non-academic support (socioeconomic/emotional/cultural)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Dropout prevention and student re-engagement	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Engaging parents/families (may include materials in a language that families understand, interpreters, and translators)	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Family literacy	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> College and career awareness preparation	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Services to facilitate transition from preschool	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Support for children and youth experiencing homelessness	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Classes for parents and families (e.g., ESOL, GED, citizenship, parenting, etc.)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Internet safety	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Community liaison	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Parent liaison/family engagement coordinator	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

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<input type="checkbox"/> Welcome center/community school centers	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Child care for parent engagement events	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Back-to-school kick-off	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> PD for family engagement liaisons	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Homeless liaison	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Career and technical education (CTAE) programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Academic Parent-Teacher Teams (APTT)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Childcare/transportation for Parent, Family, and Community classes/programs/events	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Transition programs for Pre-K	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA

Professional Capacity (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Differentiated, job-embedded professional learning opportunities	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Professional Development provided by school or district staff	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Recruit and retain effective educators	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Teacher advancement initiatives	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Improvement of teacher induction program(s)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Conference attendance (registration, travel, etc.)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Curriculum specialists	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Improvement of teacher or other school leader induction program(s)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Preparing and supporting experienced teachers to serve as mentors	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Preparing and supporting experienced principals to serve as mentors	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA

Effective Leadership (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Leadership Development	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Improvement Planning Development	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Safety and Security Training	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Training for monitoring and evaluating interventions	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Leadership Conference Attendance	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA

5. Professional Qualifications

- Part 1 –For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification?

☒ Yes ☐ No

[ESSA Sec. 1112(e)(1)(B)(ii)]

- Part 2 - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
 - i. for all teachers (except Special Education service areas in alignment with the student's IEP), or
 - ii. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).

[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]

The LEA waives certification for all teachers except Special Education service areas in alignment with student's IEP.

- Part 3 - If the LEA waives certification, state the minimum qualifications required for employment of teachers for whom certification is waived (example: bachelor's degree, content assessment, coursework, field experience, etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]

For teachers employed in the Coffee County, (except Special Education) the minimum qualifications include: 1) Clearance Certificate AND 2) Bachelor's Degree

6. Describe how the district will meet the following IDEA performance goals:

[20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;
What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?

Include:

- Description of your district's procedures
- Specific professional learning activities
- Plan to monitor implementation with fidelity

Students with disabilities are assigned a case manager that works with the student throughout the year, holding meetings with the students, teachers, and parents as needed. Special Education Teachers attend various professional learning throughout the year and receive monthly updates from lead teachers that attend district meetings. New special education teachers are assigned a mentor during their first year of teaching. They also attend the Special Education Mentoring Academy, provided by GLRS, which provides direction on various topics such as, how to hold an IEP meeting, how to write an IEP, etc. Teachers have a printed Procedures Manual, which is also available online, that provides guidance for anything and everything related to special education.

Transition Plans are developed by the end of the 8th grade to begin making plans for post-secondary goals. Students have been involved with the ASPIRE Program, where they have become more involved in participating and in making decisions at their IEP meetings.

The district transition specialist representative participates in the Transition Consortia through the local GLRS. Students participate in the Transition Fair, which is held yearly. Students also participate in Vocational Rehabilitation and in the High School High Tech Program. A recent meeting was held with the Vocational Rehabilitation Counselor to develop ways to increase enrollment in the program for next school year. The district earned 100% on the FY21 Transition Planning Survey. Virtual parent workshops sponsored by Parent to Parent have been posted to our website, since face-to-face meetings have been placed on hold due to COVID.

Students with disabilities, as well as other at-risk students, continue to be monitored to ensure that students are on track for graduation. Many opportunities are in place for unit and credit recovery, so that every student has ample opportunity to gain a high school diploma. We have previously been an intensive SSIP district, so additional monitoring has been put in place with school teams to track student attendance, behavior and grades/course completion. Check and Connect training has been completed at the high school level. School counselors and social workers counsel with students and

parents to encourage continued school attendance and achievement. Additional options that students have access to include our Wiregrass College and Career Academy and Coastal Plains Charter High School.

Various interventions such as Reading 180 and Math 180 are available at the secondary level to reinforce academic achievement in these areas. Coffee High School has transitioned to Academies this year. They are Fine Arts, Business & Information Technology; Public Services & Education; Engineering, Agriculture & Mechanics; and Health & Human Services.

Proper identification of students needing to take the GAA is obtained so that they are eligible to obtain a high school diploma, if appropriate. The District Policy has been updated to reflect the GaDOE Graduation Rule changes involving the Alternate Diploma that became effective beginning with FY 21's ninth grade class.

We have a Project SEARCH Program that is housed at Coffee Regional Medical Center. Project SEARCH is a one-year transition program for our students with significant cognitive and developmental disabilities. It is designed to provide real-life work experience combined with training in employability and independent-living skills to help these students make successful transitions to productive adult life by finding competitive employment when they leave the school system.

All schools are implementing Positive Behavioral Interventions and Supports (PBIS). PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

Due to COVID-19, services have also been provided virtually to ensure students with disabilities are able to make progress towards their IEP goals. Students that have not made sufficient progress due to not being able to attend school, have been offered COVID Recovery Services. Students can also participate in Unit Recovery or Credit Recovery to obtain missed credits or to bring up their grade so they will continue to be on track for graduation.

Current data indicates a 4-year cohort graduation rate of 64.29% in FY20 (Indicator 1), which met the state target of 62.27%, but did not meet the LEA target of 76.23%. The district's graduation rate for all students was 90.4%. The dropout rate for SWD was 4.49% (Indicator 2), which met the state target of 5.4%. The district dropout rate was 1.3%. Currently, school counselors and social workers are working with previous SWD students that dropped out of school and encouraging them to re-enroll. A system-wide program called Kinolved is used to help monitor student attendance and alert parents of absences. This program is also utilized to send positive messages to parents. However, our efforts have fallen short with Post-School Outcomes data. We did not meet the State targets in these three areas (Indicator 14).

- IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;

What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?

Include:

- LEA procedures
- Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head start, homes, community-based classrooms, PreK classrooms)
- Staff that will be designated to support the 3-5 population
- Collaboration with outside agencies, including any trainings conducted by the LEA
- Parent trainings

The district and preschool special education coordinator work closely with Babies Can't Wait and Children's First to identify students with disabilities at an early age. The preschool coordinator

maintains a monthly ongoing log of children enrolled in the Babies Can't Wait Program. A process is in place to obtain documents, complete evaluations, and schedule meetings prior to the child's third birthday to determine eligibility and develop an IEP, if appropriate.

IDEA services are available and provided at the local preschools, day care centers, Head Start, public school, private school, and homeschool students. Services vary depending on the needs of the students. Consultation meetings are held in the spring, prior to the next school year, to provide notification of services to private and home school students. Attendance of meeting participants is obtained. An Affirmation of Representative of Private Schools is signed to document that a consultation was held with the local private schools.

The district currently has 4.5 preschool special education teachers, one speech language pathologist and three paraprofessionals. In FY20 52% of preschool students received the majority of their special education services in a regular early childhood program, with 30% receiving services in a separate class. The district uses the Alpha Skills Preschool Curriculum. Each activity for each day is closely aligned to the GELDS, Head Start, and NAEYC standards. The units include activities matched to each instructional area of language and literacy, mathematics, science, and social studies while building on children's interests and their varying cultural and/or developmental levels. This curriculum is also used by the district's Pre-K, which lends itself to a smooth transition of students moving from preschool to Pre-K. Professional learning is provided/offered to preschool staff throughout the year such as, autism training, legal updates, Picture Exchange Communication System (PECS), Mindset, Alpha Skills, GA Seeds Nurturing Positive Relationships and Behavior Communicates, and additional Bright From the Start Trainings.

Special education staff also assist with preschool registration and kindergarten round-up to identify other potentially eligible students. Staff work with parents and other teachers to find the least restrictive environment in which to serve these students.

The district has a MTSS process for students enrolled in Pre-K. Training is provided to Pre-K staff to ensure understanding. Documentation of deficit areas is gathered and presented to the peer review committee, prior to a referral for an evaluation.

Information on Child Find is located on the system website, in the student handbook, local newspaper, local schools, and brochures are distributed to local agencies such as day cares, health department, and pediatrician offices.

The FY20 Annual Performance Summary indicates that our Early Childhood Transition Rate (Indicator 12) was 100%. Our Preschool Outcomes (Indicator 7) met or exceeded the state target in five of six areas. The indicator that we did not meet the state target of 72% was "Use of Appropriate Behaviors." We actually scored 71.93%.

- IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities;

What specific activities align with how you are providing FAPE to children with disabilities?

Include:

- How teachers are trained on IEP/eligibility procedures and instructional practices
- How LRE is ensured
- The continuum of service options for all SWDs
- How IEP accommodations/modifications are shared with teachers who are working with SWDs
- Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided

FAPE is made available to eligible children with disabilities residing in the district, provision by 3rd birthday for children coming from Babies Can't Wait, through age 21. Children are entitled to continue to receive special education and related services through their 21st year, or until the end of the semester when they turn 22, if they remain eligible for special education and they have not graduated with a regular high school diploma.

MTSS procedures are in place to ensure at-risk students are identified and obtain interventions, prior to being identified as a student with a disability. Professional learning is held with School Coordinators and a Resource Manual is provided with the procedures and forms needed. The School MTSS Coordinator ensures the correct protocol and documentation is obtained at each tier that addresses the referral area(s) of academic, behavior, speech/language. They ensure that school staff are trained in the procedures to follow for each tier and provides training as needed. Peer review meetings are held six times during the year for folder review, prior to submission for an initial evaluation. Professional learning for MTSS is offered at the district level for system employees. School Coordinators hold additional training at the beginning of each school year with their school staff. MTSS coordinators meet with intervention teachers to monitor and supervise progress monitoring documentation and time spent on interventions. Technical assistance is provided to teachers as needed. Staff also participate in online professional learning opportunities provided by the GaDOE.

The district provides professional learning at the beginning of each school year, which includes any "hot" topics in special education and any changes to policies or procedures by the state or district. A Special Education Mentoring Academy is held at the beginning of the school year to teach/review the needed information for developing and writing effective IEPs, Transition Plans, and Behavior Intervention Plans. The district uses the GaDOE GO-IEP Program.

Special Education staff participate in various trainings throughout the year that are sponsored in district and by GLRS. Monthly meetings are held with special education lead teachers from the schools. These lead teachers redeliver this information to all special education teachers at their respective schools.

Special education teachers provide IEP accommodations/modifications and Behavior Intervention Plans with all personnel that work with individual students, such as regular education teachers, lunchroom manager, school nurse, school counselor, bus driver, paraprofessionals, and school administrators. Staff are required to sign off that they have received the list of needed accommodations/modifications or BIPs.

The system school psychologists complete comprehensive psychological evaluations on students that are referred for evaluation. They maintain timelines to ensure evaluations are completed within the 60 day timeline for initial evaluations and within the three-year re-evaluation timeline for re-evaluations. They look at the whole child and consider district data when making recommendations to the eligibility team. They maintain logs of students evaluated and the determinations made by the eligibility committee.

The school special education lead teacher (Referral Coordinator) schedules the Eligibility/IEP meeting with needed participants. To maintain timelines, teachers plan to hold annual reviews at least two weeks prior to the due date. The case manager develops a draft IEP prior to the meeting and it goes through a peer-review process for any additional suggestions. A copy of the finalized paperwork is turned into the district office within two weeks of the meeting being held. District paperwork logs are maintained for each case manager, to allow the district office to monitor that timelines are being met. The IEP team focuses on providing services to students in the least restrictive environment, based on the individual student's needs. A continuum of services are available including consultative, collaborative, co-teaching, small group, and home-based services. Due to COVID, services have also been provided virtually to ensure students with disabilities are able to make progress towards their IEP goals. Students that have not made sufficient progress due to not being able to attend school, have been offered COVID Recovery Services. In addition, Extended School Year Services are considered for all students with a disability to ensure skills are maintained or not lost over breaks from school.

For FY20, our district served 72% of students in the regular education setting equal to or more than 80% of the day. Seventeen percent were served in regular education less than 40% of the day; and .68% were identified as being in separate placements.

Interventions are being utilized with special education students to aid in improving deficit areas as noted within their IEP. Progress monitoring is completed monthly to monitor the effectiveness of the intervention(s) and to assess progress towards goals. Benchmark testing is completed quarterly to evaluate progress towards grade level expectations in relation to instructional level progress. Changes are made based upon data obtained. The district uses Teach Town/enCORE as the elementary curriculum to support our lower level learners. It is a standards-based core-curriculum that utilizes applied behavior analysis and provides students access to the general education curriculum. Unique Learning is a standards-based modified curriculum used at the middle and high school levels. Through Unique Learning System our students have access to News-2-You, L3 Skills and Unique Inspired Classics to enhance the learning experience. Skillstreaming is used in all schools to teach prosocial skills. Sensory rooms and sensory items are provided for students requiring support for their sensory needs.

Goalbook Toolkit is used by our middle and high school teachers to help vary the levels of instructional support for students. Research-based resources, strategies and training is available to assist our teachers in individualizing goals based on student needs.

Our district had four personnel to participate in the Max Scholar Training this school year. This is a program that uses the Orton Gillingham Approach to address reading, writing, comprehension and math skills. This program is being introduced into the county to proactively address the growing concern of dyslexia identification and intervention.

During the FY 21 school year, virtual learning options have been made available to students that opted not to attend school face-to-face due to COVID-19. Specific special education teachers were designated as virtual teachers to provide services to these students. Many virtual professional learning opportunities were made available to staff to help them design and implement the most effective virtual learning teaching experiences as possible.

Over the past few years, we have systematically moved small group classes back to their home schools instead of just having a centrally-based approach. There still remain a few specific small group classes that need to be centrally located due to the small number of students requiring these services, such as a class for students that need specialized strategies due to being nonverbal/autism; sever/profound; emotional behavior disorder.

Our district supports students with disabilities by providing staff to work with students. We currently have 71 special education teachers, 11 speech language pathologists, 55 paraprofessionals, and two sign-language interpreters. Our related services department includes occupational and physical therapy. There are also additional personnel to work with students and teachers as needed. These additional personnel include a Preschool Coordinator, Behavior Specialist, GO-IEP Coordinator, Adaptive PE Coach and Assistive Technology Specialist. We have two in-house school psychologists and one that is contracted to provide evaluations virtually. We use a School Psychology Assistant/Tele-therapy Assistant that coordinates evaluations that are conducted virtually.

The district and schools notify parents of upcoming IEP meetings, parent workshops, and parent/teacher conferences to ensure a strong collaborative partnership is used as a means of improving services and results for our students with disabilities. The district's Special Education Parent Involvement Rating for FY20 was 96.22% (Indicator 8).

The district Child Find Rating was 98.45% (Indicator 11). The Special Education Department continuously monitors this through the GO-IEP Platform Timeline Report to ensure compliance is met in the future.

GLRS provided training to district staff, school administrators, and referral coordinators regarding FTE coding and funding. Based on this training, the district is planning to provide additional support by paraprofessionals in the future.

- IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

How procedures and practices are implemented in your district to ensure overall compliance?

Include:

- LEA procedures to address timely and accurate data submission
- LEA procedures to address correction of noncompliance (IEPs, Transition Plans)
- Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance
- Supervision and monitoring procedures that are being implemented to ensure compliance

Special Education Legal updates are held for school administrators and lead special education teachers (Referral Coordinators). Additionally, a countywide special education meeting is held to address ongoing issues and updates in the field of special education. District staff attend Collaborative Communities with GLRS, participate in state workshops, read the weekly Email Blast from the GaDOE, and participate in monthly webinars with the GaDOE. Information is re-delivered to other staff during monthly Referral Coordinator Meetings. School administrators are updated about topics related to special education at monthly Principal/Director meetings.

Referral Coordinators maintain and submit monthly timeline reports to the district special education office. They attend monthly collaborative meetings with district personnel and redeliver this information to additional special education staff at their individual schools.

Professional learning is provided to new teachers, as well as a mentor. New special education teachers participate in a Mentoring Academy, which is hosted by South Central GLRS. Special education workshops are scheduled for new and veteran teachers to update them on IEP development, Transition Plans, Behavior Intervention Plans, assistive technology, and completing Eligibility Reports. Additional training is held with teachers that use specific curriculums, such as Teach Town and Unique Learning.

The Special Education Procedures Manual is updated annually to reflect the most recent changes in policies and procedures of the district and state. Teachers have access to the manual in print and online. Technical assistance is provided to any staff in need of additional guidance in writing IEPs or adhering to policies and procedures.

Special education teachers develop draft IEPs prior to meetings being held with parents. These drafts are reviewed and recommendations are made. Draft IEPs are used as the Prior Written Notice at the time of the IEP meeting. On occasion, it is necessary after the meeting to write a more specific Prior Written Notice document to provide to a parent when they are not in agreement with the IEP committee's decision. The district frequently consults with our special education attorneys in regards to compliance with state and federal laws.

The district GO-IEP Coordinator processes, reviews and tracks special education paperwork to make sure timelines are maintained. IEP paperwork is reviewed to ensure accuracy and completion prior to IEPs being finalized and submitted to the district office.

With the assistance of the district Technology Department, a spreadsheet has been formulated that allows school administrators to monitor their school's students with disabilities suspension rates. School Administrators keep this log of SWD suspensions and monthly submit this to the district special education office, which double-checks the ISS and OSS data to ensure compliance. Technical assistance is provided to administrators if data shows inconsistencies. The district System Information Specialist also provides training to administrative staff regarding correctly coding discipline events based on state guidance. Alternative Behavior Educator (ABE) modules are used as an intervention to remediate behaviors and lower suspension rates. All staff countywide participated in Cultural Competency Training throughout the FY21 school year.

Current data from GA Appleseed indicates that the suspension rate for FY19 was 4.8% for the district. According to the DOE, the District Determination for FY20 was 100%. It was determined that the district had "No Determination of Significant Disproportionality, Disproportionate Representation of Significant Discrepancy." We met the targets for Suspension and Expulsion and Suspension and Expulsion by Race and Ethnicity (Indicator 4). However, we scored poorly on Timely and Accurate Data, with a rating of 66.67% (Indicator 20) and we are currently in Needs Assistance Year 1 for this rating. Upon investigation, our system did not sign-off on Student Class, FTE-1 and Student Record within the designated time frame. Meetings have been held between the Superintendent, SIS Coordinator, and the Special Education Department (along with our GaDOE District Liaison) to ensure that future deadlines are met.

7. Overarching Needs for Private Schools

In this section, summarize the identified needs for participating private schools that will be addressed with FY22 federal funds. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	No participating private schools
Title II, Part A	No participating private schools
Title III, Part A	No participating private schools
Title IV, Part A	No participating private schools
Title IV, Part B	No participating private schools
Title I, Part C	No participating private schools
IDEA 611 and 619	No participating private schools



Georgia Department of Education
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FY22 Local Education Agency (LEA) Equity Action Plan

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Fiscal Year	2022	LEA Name	Coffee	LEA Coordinator	Christina Tucker
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Data Profile Variable and Equity Intervention Selected for Equity Gap #1	
Data Variable	STUDENT ACHIEVEMENT
Equity Intervention	EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS
If applicable, student achievement area of focus	ALL CONTENT AREAS
If applicable, grade level spans of focus	ALL GRADE LEVELS
Indicate subgroup focus	ALL SUBGROUPS
Required Analysis: Using the State Longitudinal Data System (SLDS), LEAs must briefly analyze the data variable selected for focus this fiscal year. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.	<p>An analysis of all 2019 grade level content data using SLDS Historical Data Dashboard for Milestone End of Grade scores grades 3-8 signified content area gaps exists in: ELA & Math. Reviewing the Spring End of Course data gaps were identified at the High School in 9th Literature, American Literature, Algebra I, Geometry, US History and Economics</p>

Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).

Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #1.	Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #1.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #1.	Describe how the LEA will <u>ALLOCATE/COORDINATE</u> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
Pedagogy/Content Specific Training- Incorporate opportunities to meet the needs of teachers' development in skills and strategies to increase student learning in all content areas.	PLC minutes/agendas; Professional Learning agenda/redelivery- Training PowerPoints/sign in sheets; PBIS Implementation Plans/Data;	Formative data (benchmarks, CBMs, Lexiles, midterms/finals) Summative (EOG and EOC), Endorsement data, lesson plans	Title IIA funds –core content training, Standards-based classrooms, poverty training; wall to wall academy training and development; data use, DI, additional support for TKES/LKES/CCRPI, Diverse Learners; State/Local Funds-	Title IIA Coordinator Principals & APIs Academic Coaches	Monthly - July 2021- June 2022

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<p>TKES/LKES/CCRPI – additional support/training</p> <p>Diverse Learners – Incorporate strategies to meet the needs of at-risk and high achieving learners including MTSS, Gifted, EL, STEAM, Migrant, at-risk, ED, SWD</p> <p>Student engagement/ classroom management – implement PBIS, Annette Breau, The Behavior Doctor</p> <p>Academic coaches – provide academic coaches at every school</p>	<p>formative data; summative data;</p>		<p>Activities not Title IIA allowable; GaDOE-PBIS</p>		<p>Quarterly July 2021- June 2022</p>
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Data Profile Variable Selected for Equity Gap #2					
Data Variable	TEACHER RETENTION				
Equity Intervention	EI-5 SUPPORT THE RETENTION OF EFFECTIVE TEACHERS & EFFECTIVE SCHOOL LEADERS				
If applicable, student achievement area of focus	ALL CONTENT AREAS				
If applicable, grade level spans of focus	ALL GRADE LEVELS				
Indicate subgroup focus	ALL SUBGROUPS				
Required Analysis: Using the State Longitudinal Data System (SLDS), LEAs must analyze the data variable selected for focus. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/ or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.	<p>According to the SLDS Data Profile for 2019, teacher retention in the LEA has held steady for two years, but has dropped from the 91% recorded in 2016. The LEA compared to the state is above the state by 4%. It is the LEA's desire to continue to focus on teacher retention for improvement.</p>				
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).					
Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #2.	Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #2.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #2.	Describe how the LEA will <u>ALLOCATE/COORDINATE</u> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
New Teacher Academy (for teachers new to system, field, or position) Title IIA Coordinator and HR Director work together to coordinate the New Teacher Academy which includes managing the school environment, building relationships, fostering instructional development, and facilitating a supportive school context. The	New Teacher Academy – school leadership will monitor new teacher progress through TKES, walk-throughs, and lesson plans.	Retention rate of teachers measured over 2 years (2020-2021 and 2021-2022) TKES data and annual student growth measures Data from exit surveys; Mentor/Mentee Program	Title IIA - Induction activities (NTA, Mentor Program, Incentives) stipends, contracted services, and PL books required for training; State/Local funds- Activities not Title IIA allowable	HR Director Title IIA Coordinator Asst. Superintendent Principals & APs New teachers	July 27 & 28, 2021

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<p>academy includes 2 days (Two days prior to pre-planning (July 27 & 28))</p> <p>Mentor Program (for teachers/leaders new to system, field, or position) Title IIA Coordinator meets with school administrators to determine mentor coach/mentors and then meets with mentors/mentees to overview Mentor Program/Handbook. This program continues and expands the New Teacher Academy throughout the year and offers support in TKES/LKES standards. Mentors are required to meet weekly with mentors, observe and coach them in their classrooms, and provide an opportunity for the new teacher/leader to observe a veteran teacher/leader. This program is provided as a support to teachers up to 3 years as needed.</p> <p>New Teacher Incentives - provided for the most effective new teachers (1-3 years) at each level: elementary, middle, high school</p>	<p>Mentor Program – Title IIA coordinator (Federal Programs Director), school leadership, and academic coach will monitor implementation of the program through the quarterly documentation required in the Mentor Handbook.</p> <p>New Teacher Incentives – TKES, walk-throughs, growth measures</p>	<p>Evaluations 2020-2021 and 2021-2022</p>		<p>HR Director Title IIA Coordinator Asst. Superintendent Principals & APis Mentors</p>	<p>Mentors – Monthly August – May</p> <p>Job-embedded coaching Monthly August – May</p> <p>Annually</p>
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FY21 Equity Gap #1

Reflect on FY21 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY21 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation: LEA's current retention rate is 90% slightly higher than the state's retention rate of 86%. Some secondary schools have increased the retention rate, whereas others still remain lower: CHS(89%) and GWCFC(76%). One elementary school is seeing a decline in retention: Westside (85%). Special Education and HS Math teachers are the most difficult to retain as well as recruit. Minority teachers are another area of need. Our exit surveys indicated moving and early retirement the main reasons for leaving the school system. Approximately 33% of the school leaders have less than 3 years of experience in that position. More than ½ of the academic coaches have less than 3 years of experience. Early retirement also creates the need for new leaders.

According to MySPA data, 10.9% of CoffeeCounty teachers are new to education which is lower than the state's average at 17.25%. Of the LEA's teaching staff, 12.45% of teachers work in special education; 15% of this group is new to the profession or district. The LEA's robust Mentor Program has been effective for monitoring new teachers and leaders. New teachers were assigned a Mentor in the same content area and at the same school (whenever possible) to provide support throughout the year. According to the Mentor Program Evaluations, the program was effective for new teachers whereas many have learned from their mentors as well as gleaned instructional strategies to improve instruction. Mentors provided support to new teachers in the areas of TKES, classroom management, RTI, goal setting, establishing a standards-based classroom and providing constructive feedback to new teachers to the enhance their pedagogy.

New teacher financial incentives were given to four recipients for FY21. School building administrators nominated teachers with 3 years or less experience by providing a narrative about the teacher, their TKES evaluation summary and student achievement data. The four recipients were recognized at the BOE meeting and presented a 500.00 reward for their performance. Each of the new teacher incentive award winners returned to teach in Coffee County.

FY21 Equity Gap #2

Reflect on FY21 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY21 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation: In FY21, professional learning has been pervasive throughout Coffee County Schools enhancing instructional pedagogy and strengthening knowledge of core content of teachers. GMAS 2019 data showed Coffee County Schools are beating the odds which signify gains are being made in achievement despite the high economically disadvantaged demographics of students. TKES 2019 summative data showed teachers' mean score from 2.08-2.44 over all of the ten TKES standards. Additional support is needed in the areas of instructional planning, differentiated instruction, assessment strategies, and assessment uses. Teachers were provided support in PLCs on each campus by



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the Academic Coach and/or teacher leaders and mentors to enhance these areas of need. Coffee County Schools have worked to improve literacy instruction and achievement this year by providing professional learning opportunities. Teachers on each campus have focused on literacy instruction ensuring the instructional literacy block includes a balanced literacy approach using the Bookworms framework and writing instruction. Data from the Reading Inventory shows students are closing reading gaps by increasing their Lexile score. An emphasis on instructional technology has been evident this year as schools consistently and pervasively used Illuminate and other assessment platforms to assess students where appropriate at all grade levels and use the data from these assessments to plan and adjust instruction as well as be used as a source for remediation and acceleration of content and skills. An identified need for some teachers at various locations was classroom management; therefore those areas (CMS, CHS, FC) have implemented PBIS and CHS continues with Habitudes. Coffee County Schools are 100% PBIS. Although behavior referrals have decreased, there is still a need for classroom management strategies. The need to address diverse learners is a perennial focus for the district RTI-Response to Intervention and differentiated instructional strategies were provided to new teachers and to those who needed additional training. Additional Gifted/Talented teachers were needed; therefore several teachers completed their endorsement and were hired to as Gifted/Talented teachers for FY19- FY21. MTSS will be a focus for FY22 to ensure all needs of all subgroups are addressed.

Coffee County Schools

Parent & Family Engagement Policy

2021-2022

2021-2022
Revised April 16, 2021
1311 S. Peterson Avenue
Douglas, GA 31533
www.coffee.k12.ga.us



What is Parent & Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) That parents and families play an integral role in assisting their child's learning.
- (B) That parents and families are encouraged to be actively involved in their child's education.
- (C) That parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the ESSA.

About the Parent & Family Engagement Policy

In support of strengthening student academic achievement, the Coffee County School System has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful parent and family engagement and guides the strategies and resources that strengthen school and partnerships in the district's Title I schools. This policy describes Coffee County School System's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do

better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive parent and family engagement at every level of the program, such as in the development and implementation of the district and school policy, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. Consistent with Section 1116, the Coffee County Schools will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA.

Jointly Developed

Throughout the school year, each school gathers feedback from parents and families on the system and school Parent and Family Engagement Policies. The system conducts a spring parent survey and solicits input/feedback on the System Parent and Family Engagement Policy. During the annual parent meeting in April 2021, all parents were invited to participate and provide suggestions and ideas to improve the system parental involvement plan for the upcoming school year. The system sent the information to the local newspaper, notified on the system website, and had each school send an automated phone message to all parents to inform them about the meeting. During this meeting, parents reviewed and discussed the District Improvement Plan. Upon final revision, the System Parent and Family Engagement Policy was submitted to the state. Parents and families are welcome to submit comments and feedback regarding the plan at any time to the Federal Programs Director or by submitting written comments to their child's school. All feedback received is reviewed and included in the school policy.

The System Parent and Family Engagement Policy is posted on system and school websites, distributed during the annual Title I school parent meetings early in the school year, and made available in the schools' parent resource centers.

Strengthening Our School

The System Family Engagement Coordinator (FEC) provides technical assistance and support to all Title I schools to ensure parental and family requirements are satisfied and that strategies and activities are being implemented. Title I schools receive notifications and resources from the System FEC to help improve and strengthen family engagement. In addition to frequent communication and school visits, the System FEC holds meetings and trainings with Title I schools' FECs review parent and family engagement policies and activities. Additionally, the System FEC works with principals and School FECs in the spring to review parent and family engagement requirements and plan opportunities for engagement activities and meetings for the remainder of the school year and begin planning for the upcoming year.

Reservation of Funds

The Coffee County School System will reserve 1 percent from the total amount of Title I funds it receives in FY22 to carry out the parent and family engagement requirements listed in this policy and as described in Section 1116 of the ESSA. The schools' leadership has opted to use the reserved funds for a district-wide project by providing family engagement coordinators at each of the schools. The system provides clear guidance and communication to assist each Title I school in developing an adequate parent and family engagement budget that addresses their needs assessment and recommendations. Title I schools hold a School Improvement Planning Meeting in the spring for parents, families and faculty to provide suggestions on how these parents and family engagement funds will be used in the upcoming year at the system and school level. Comments and minutes from these meetings are reviewed by the system to determine areas of need for the upcoming school year and consider changes to the parent and family engagement budget.



Opportunities for Parent and Family Consultation

Input and suggestions from parents and families are an essential component of the district and school improvement plans that are developed each year. All parents and families of students eligible to receive Title I services are invited to attend various meeting opportunities to share their ideas and suggestions to help the district, schools, and students reach academic achievement goals established for the school year.

Spring Parent and Family Engagement Surveys

An annual survey is conducted in March/April in which all parents and families are asked for feedback/input on the district and school parent and family engagement policies, the District Improvement Plan/CNA and the use of Title I funds. Major effort is put forth during the spring parent-teacher conference day to obtain as many completed surveys as possible. Kinvo messages telling about the surveys are sent to all parents and/or guardians. Links to access the electronic versions of the surveys are available on the school and district websites. The surveys are also available in Spanish for our growing Hispanic population. Parents can also request a hard copy of the survey instead of taking it online.

District and School Parent and Family Engagement Meetings – Spring

During the spring of each year, the district holds a meeting at which time all parents and families can review and provide input into the System Parent and Family Engagement Policy, the Strategic Plan/District Improvement Plan/CNA and use of funds for the upcoming school year. Also, during this meeting, an analysis of the spring parent and family engagement survey results are presented. The schools likewise convene a parent meeting at the school to discuss/review the Schoolwide Plan, Parent and Family Engagement Policy, and Parent-School Compact. Schools also ask for parents/families to comment on the School-Parent Compacts, the Parent and Family Engagement Policy, and the use of Title I funds, in particular the 1% parental engagement set aside money. Schools use the information solicited from all parents and families in developing plans for the upcoming school year. Notices regarding the district and school meetings are distributed in various ways: websites, Facebook pages, automated phone calls, newspaper articles, and flyers. If someone is unable to attend any of these meetings, they can visit the district website at www.coffee.k12.ga.us to review the documents. Comments/input may be sent to Mrs. Tamara Morgan, the district Family Engagement Coordinator.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Adoption

This system wide parent and family engagement policy has been developed jointly and agreed upon with parents and families of children participating in Title I, Part A programs as evidenced by the collaboration of parents, families and school and system personnel at the annual policy revision meeting. This policy was reviewed and revised by the Coffee County School System on April 16, 2021 and will be in effect for the 2021-2022 academic school year. The school system will make this policy available to all parents of participating Title I, Part A children on or before August 9, 2021.

Building Staff and Parent/Family Capacity

The Coffee County School System builds the staff and parent/family capacity for strong engagement. The following activities and programs are provided in order to ensure effective engagement of parents and families and to support a partnership among the Title I schools, parents, families and the community to improve student academic achievement.

The Coffee County School System works with its Title I schools to provide assistance to parents and families in understanding state and system academic information connected to their student's learning and progress, as well as information regarding the Title I program. The System FEC works with each school to provide training for parents and families to gain knowledge about the Georgia Standards of Excellence and the achievement standards, as well as the required assessments for Georgia students, including alternative forms of assessment. The dates and locations for these classes are communicated via the school Website, flyers posted at the school, newspaper articles, notices sent home, as well as shared in each school's newsletter. The Coffee County School System also provides a page on the system website that contains Title I information and resources.

The Coffee County School System coordinates and integrates the System's Parental and Family Programs with the Head Start program and the Early Learning program within the system. While neither program receives Title I funds, the parents and families of these students are invited to attend parent engagement activities/programs. Pre-K Transition activities are provided each year prior to the start of school. Parents receiving training on student experiences that will take place in school (eating lunch, riding the bus, etc.) The system also coordinates with these programs to ensure that parents are informed about available resources.

To ensure that information related to system, school, and parent programs, meetings, and activities are available to all parents and families in an understandable and uniform format, each Title I school posts meeting days/times in their front office as well as send home information about upcoming programs/activities. Parent notifications and resources are sent home in parents'/family's native language, mostly Spanish, and interpreters are available at events and meetings, as needed. Information posted on the system website will be translated to the extent practicable. The system also utilizes the automated phone system, school websites, local newspaper, and the Parent Portal to post information for parents and families. An employee of the system assists with all translations.

The Coffee County School System Family Engagement Coordinator provides technical assistance to principals, assistant principals and school family coordinators at the beginning and throughout the school year to learn and discuss strategies to build staff capacity in creating a welcoming environment, increasing family engagement, improving school-family communication and building ties with parents and community. The continuous focus is on improving parent and family engagement. Articles and videos are shared with each school FEC to share ideas and strategies with all staff to build the capacity to engage families and communities in their child(ren)'s education. The System FEC also provides technical assistance opportunities by visiting each Title I school to review and discuss parental involvement requirements and initiatives.

Each school in the Coffee County School System has established a Parent/Family Advisory Council comprised of parent and family representatives to provide advice on all matters related to parent and family engagement in Title I, Part A programs. The school invites community and business partners to serve on this council each year. Their collaboration and participation is most valuable in building school and parent/family capacity.

Parent and Family Engagement Evaluation

Each year, the Coffee County School System conducts an evaluation of the content and effectiveness of this parent and family engagement policy and engagement activities to improve the academic quality of the Title I schools through an annual parent and family survey. This survey is conducted in March of each year.

In addition, during March, April & May, each Title I school sends home information for parents and families to provide valuable feedback regarding the parent and family engagement activities and programs, the School-Parent Compacts and the Parent and Family Engagement Policy. These policies are posted on the System and school

websites for parents and families to review and provide feedback.

Title I schools also conduct a School Improvement Planning meeting to facilitate group discussions to discuss the needs parents and families of children eligible to receive Title I services and to design strategies for more effective parental and family engagement.

The Coffee County School System uses the findings from the system and school meetings and feedback throughout the year to design strategies to improve effective parental and family engagement, to remove possible barriers to participation, and to revise its parent and family engagement policies.



FY22 Foster Care Transportation Plan

Local Educational Agency (LEA) Coffee

Superintendent Name Dr. Morris Leis

Mailing Address 1311 S. Peterson Ave.

Physical Address (if different from above) _____

City Douglas Zip 31533

Foster Care Point of

Contact (POC) Name April Thomason

POC Email april.thomason@coffee.k12.ga.us

POC Mailing Address 1311 S. Peterson Ave.

City Douglas Zip 31533

POC Telephone (912)384-2086

POC Fax (912)383-5333


Superintendent Signature

5/12/2021

Date

Morris C. Leis
Print Name of Superintendent

FY22 Foster Care Transportation Plan

The Georgia Department of Education (GaDOE) is required to ensure the educational stability of children in foster care. (ESEA section 1111(g)(1)(E)). In coordination with state and tribal child welfare agencies, the GaDOE must ensure that its LEAs implement the Title I educational stability requirements for children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and,
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. (ESEA section 1111(g)(1)(E)(i)-(iii)). In fulfilling this role, the SEA should coordinate with the state or tribal child welfare agency to develop and disseminate uniform guidelines for implementing the Title I educational stability provisions. Developing uniform statewide policies and procedures for ensuring educational stability for children in foster care, as many States have already done under the Fostering Connections Act, will facilitate successful implementation at the local level. This is particularly important given the shared agency responsibility for educational stability under Title I and the Fostering Connections Act, and because a single LEA or local child welfare agency will likely have to collaborate with multiple partner agencies in implementing these provisions.

Additionally, the SEA must conduct regular monitoring and oversight to guarantee appropriate implementation of these provisions at the local level. (See 2 C.F.R. §§ 200.331(d), 200.328(a); 34 C.F.R. § 76.770).

On the state level, the Georgia Department of Human Services (DHS), which houses the Division of Family and Children Services (DFCS) periodically sends a list of children in foster care that are flagged in the GaDOE's student information system for information sharing and reporting purposes. On the local level, LEAs are now able to retrieve a list of children in foster care to better identify and provide services. LEAs are to continue collaborating with their local child welfare agencies and may periodically receive information directly from foster parents, Court Appointed Special Advocates (CASA), DFCS case workers, or Education Support Monitors (ESM), within the Educational Programming, Assessment and Consultation (EPAC) unit of DFCS. Once identified, LEAs must implement its plan to ensure educational stability for children in care. For the best interest of the children in care, LEAs should follow all mandated regulations under FERPA and keep the status of these children confidential.

As a result, the GaDOE is requiring all LEAs, including virtual schools and charter schools that function as an LEA, to complete a Foster Care Transportation Plan. The plan should be completed in addition to the development and implementation of written transportation procedures and the identification of a Foster Care Point of Contact. Please complete this plan and return it by:

Friday, July 30, 2021

Instructions for submission:

- After the LEA superintendent signs the assurances, scan the entire document as a PDF and save it as the "FY22 Foster Care Transportation Plan".
- Upload the signed PDF version of the document to the CLIP online portal via the Consolidated Application for FY22.

FY22 Foster Care Transportation Plan

NOTE: In order to answer the questions below, refer to the [Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#).

I. Foster Care Transportation Plan: PLANNING

A. The LEA's role is to have a transportation plan in place for children in foster care to their school of origin. Describe your plan to:

1. Coordinate transportation with the local child welfare agency.
2. Implement steps to be taken if additional costs are incurred.
3. Execute the local dispute resolution process.

Include the roles of key players (e.g. LEA Foster Care Point of Contact, LEA Superintendent, LEA Federal Program Director, EPAC Unit Education Support Monitor, Case Worker, Court Appointed Special Advocate, Juvenile Court representative, etc.) *Please limit the response to 1,000 characters.*

Collaboration between the team (Case Manager, Ed Support Monitor, LEA FC Point of Contact, FC Parents and Court App. Sp. Advocate) will occur to make best interest transportation plans for FC students. "No Cost" plans will be explored first. Options: FC Parent transports child w/in 25 miles round trip, to the nearest school transp. pick up site or LEA follows existing plan for SWD foster students. When additional costs are incurred, LEA and DFCS will share costs. Team will collaborate to explore options: LEA rerouting transp. to pick up child at nearest stop or FC home and transp. to school or to pick child up at county line point agreed upon by Team in FC student is placed in neighboring county or DFCS will pay FC parent to transp. over 25 miles round trip or contact transp. company to transp. to school or agreed upon county line pickup. In the event of a dispute, LEA and DFCS will defer to the LEA Fed. Prog. Dir and DFCS Dir. for final determination of resolution.

B. What steps should an LEA and local child welfare agency take to ensure that transportation is provided immediately, even if they face difficulty reaching agreement on how to pay for additional transportation costs? *Please limit the response to 1,000 characters.*

LEA and DFCS will work to ensure transportation is no barrier to the educational stability of FC children. Steps below will be followed :1)It is pre-determined that LEA will assume financial responsibility for costs incurred as a result of re-routing of school buses while DFCS will assume financial responsibility for costs linked with reimbursing parents for travel or the cost of contracting with local transportation companies. (2) Initial transportation planning will occur at the lowest level between CM, ESM-DFCS POC, LEA FC-POC, Foster Parents and CASA (when appropriate). Disputes will be forwarded to the LEA Federal Programs Director and DFCS County Director for resolution. (3) Final determination of how to pay for additional transportation costs will be made by the LEA Transportation Director. (4) Daily attendance will not be impacted by transportation disputes between LEA and DFCS. In accordance with ESSA , LEA will provide or arrange for adequate and appropriate transportation.

C. The LEA must designate a Foster Care Point of Contact that coordinates with the local child welfare agency. Describe the point of contact's role and responsibilities. *Please limit the response to 1,000 characters.*

The Family Connection Coordinator will serve as the point of contact that coordinates with local DFCS. This individual will assume the responsibility for streamlined communication and collaboration with DFCS Case Managers and Education Support Monitor (DFCS POC). This collaboration will result in smooth implementation of provisions outlined in ESSA to include: thoughtful Best Interest Determinations; appropriate and timely transportation plans for those children place out of zone of their school of origin; and, immediate enrollment and records transfer. In addition, the LEA POC will facilitate training for LEA staff with regards to the unique challenges of children in foster care; ensure monitoring of attendance and progress of foster children enrolled in LEA; and ensure effective and confidential data collection and sharing.

FY22 Foster Care Transportation Plan

II. Foster Care Transportation Plan: GUIDING QUESTIONS

A. If a child is placed within the LEA's school attendance area and projected transportation cost are negligible, transportation should be immediately provided without supplemental assistance from the local child welfare agency. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:

	YES	NO	N/A
1. The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.	N/A		
2. The LEA agrees to pay for the cost of such transportation.	N/A		
3. The LEA and local child welfare agency agree to share the cost of such transportation.	Yes		

Describe the agreement the LEA has made with the local child welfare agency regarding transportation costs. *Please limit the response to 1,000 characters.*

Should additional transportation costs be unavoidable, LEA and DFCS will share transportation costs. The DFCS will assume responsibility for extraordinary costs such as contracting with transportation companies or paying foster parents to transport farther than 25 miles. The LEA will assume financial responsibility for costs associated with re-routing LEA transportation.

B. All LEAs must meet the requirement to provide transportation for children who are in foster care to their schools of origin (*Similar to the McKinney-Vento requirement for students experiencing homelessness*). Does your LEA currently provide transportation services? If no, describe your plan to meet this mandate.

Yes

Please limit the response to 1,000 characters.

FY22 Foster Care Transportation Plan

ASSURANCES

By checking the box beside each statement and by affixing my signature to these Assurances, I certify that I have read each and agree to be held accountable for the content of each of the following statements:

- ☒ The LEA will collaborate with state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care.
- ☒ The LEA ensures that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner.
- ☒ The LEA ensures that children in foster care remain in the school of origin while any disputes regarding transportation costs are being resolved.
- ☒ The LEA will collaborate with State or local child welfare agency to provide transportation if a child is placed in foster care placement across district, county, or State lines.
- ☒ In accordance to the Every Student Succeeds Act (ESSA) and the Fostering Connections Act, the LEA will continue to provide transportation to children that exited foster care for the remainder of the school year, if it is in the best interest of the student.

I am authorized to sign and submit this application on behalf of the applicant. My signature certifies that all information included in the application is accurate. I understand that all information submitted is subject to verification.

Coffee
LEA Name

Morris C. Leis
Printed Name of Superintendent


Signature of Superintendent
(Please sign in blue ink only)

Superintendent
Title

5/12/2021
Date



Equity & Excellence



Coffee County School System
Douglas, Georgia

Strategic Plan FY19-FY23





From the Superintendent

DR. MORRIS LEIS
Coffee County Board of Education
1311 South Peterson Ave., Douglas, GA 31533
912-384-2086

April 27, 2018

To the citizens of Coffee County and the staff of the Coffee County Schools,

Over the past nine months our school system has been engaged in a formal planning initiative designed to transform our system into one that provides the highest quality educational experience possible for all of our students. Our goal is to become a world-class school system focused on our core business of teaching and learning. The Coffee County Board of Education adopted a resolution, in October 2017, authorizing the superintendent and staff to develop a new five-year strategic plan.

Prior to this planning initiative, the school board, our staff, and I engaged in a series of activities to continue AdvancED/SACS accreditation and to renew the school system charter with the Georgia Department of Education. In March of 2014, a team from AdvancED/SACS evaluated our school system, and we received notification that our system was reaccredited for a five-year period, from 2014-2019. In the Fall of 2017, the Coffee County School System began the process of renewing the system charter. After an on-site visit and review by the Georgia Charter System Division, the State Board of Education granted a new five-year charter to extend from 2018 through 2023. The Coffee County Schools will engage in its next AdvancED/SACS review in March of 2019.

Guided by the Ford Next Generation Learning model, we began our planning process by holding a community conversation with approximately 75 participants including business leaders, teachers, parents, students and other stakeholders. The purpose was to ensure that we understood the vision our citizens have for their school system now and in the future. We have held conversations with students at the high school and middle school levels. We have engaged in conversations with business and industry, city and county elected officials, the faith community, South Georgia State College and Wiregrass Georgia Technical College. We have also met with the system's parent and school advisory councils, the superintendent's teacher advisory council, and other individuals and groups to share our plan as it has evolved and to receive feedback.

A formal review process was established to examine the work of our strategic planning team and to make recommendations for improvement. A crosswalk was conducted to ensure that the plan aligns to the recommendations of the Georgia Vision Project, AdvancED Standards, Ford Next Generation Learning Essential Practices and Charter System Performance Measures. Presentations were made to the Board of Education, an executive committee which includes business and education partners, and to school system staff. In this document we share the plan that has been developed. The plan contained here is the basis for our continued work as a Georgia Charter System and the foundation for our continuous improvement efforts leading to re-accreditation through AdvancED/SACS in March of 2019.

I wish to thank everyone involved in the strategic planning initiative for their work, their support, their vision, and their constructive feedback which has resulted in a plan that we believe will transform our school system.

Superintendent
Coffee County School System



Executive Summary

The Coffee County School System participated in a strategic planning process in partnership with Ford Next Generation Learning (FNGL) to develop a new five-year strategic plan and to become a FNGL Community. Planning started in August 2017 and ended in June 2018. This process is a continuation of a very successful strategic planning process that the district incorporated in 2013. The FNGL partnership brought a unique and comprehensive community approach to the process to increase community prosperity shared by all; a strengthened talent pipeline; young people prepared for college, careers, lifelong learning, and leadership; educational equity and justice for all; and the capacity for all students to contribute and go further. FNGL infuses high expectations and academic rigor of college preparatory academic programs with real-world relevance and rigor of career and technical education. Students choose from among career academies across a variety of sectors that drive economic growth in the community. FNGL uses the power of **workplace relevance** and business relationships to excite stakeholders about education - STEAM (science, technology, engineering, arts and math) education in particular - and to prepare them for college, career, and life.

The FNGL framework outlined a process that involved all stakeholders - educators, employers, and community leaders - in strategic planning. Everyone had a voice and is responsible in educating our children. Three distinct but interconnected strands comprise the FNGL framework.

A set of Essential Practices for each strand provided specific guidance to help the district and community implement this model. These practices were drawn from research-based strategies shown to be effective by successful FNGL communities.

Using the FNGL Self-Assessment as well as other environmental and organizational scans, our district was able to identify our roadmap for improving our current practices and continuing to better prepare our students. This model supports our work as a charter system and pairs resources with flexibility and accountability to empower our schools. The model will allow us to focus deeply on student achievement and preparedness through developing strong academic and technical skills, preparing our students to navigate life beyond graduation, providing a welcoming environment and positive culture, engaging families and community members, and developing and managing our fiscal resources. The Coffee County School System is dedicated to our mission of **Destination for College, Career, and Life** and our vision of creating a stronger community through an equitable and excellent education for every student. This strategic plan provides a focus for our district's work to support that mission and vision by identifying our top priorities for the next five years.

Strand 1: Transforming Teaching and Learning

Creating meaningful learning experiences that enable students to learn and apply academic, 21st century, and technical knowledge and skills to real-world challenges and that equip them for success in college and careers

+

Strand 2: Transforming the K-12 School Experience

Creating and maintaining the career and interest-themed academies and the collaborative culture, structures, and practices necessary to transform teaching and learning and to capitalize on community engagement

+

Strand 3: Transforming Business and Civic Engagement

Engaging employers, educators, and community leaders in building and sustaining transformed secondary schools that promote community growth and prosperity by preparing students for future work and citizenship

Our Community

Coffee County was established on February 9, 1854 and is named for General John E. Coffee, a state legislator and a U. S. representative.

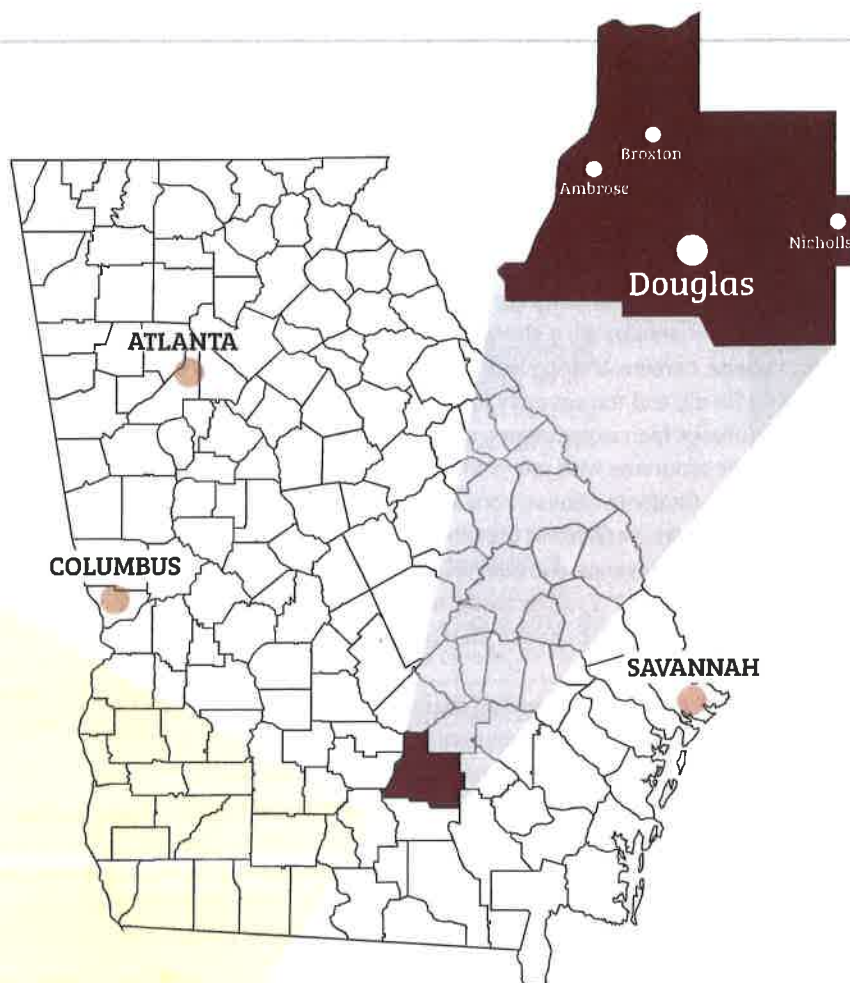
It is located in Southeast Georgia with the vast majority located on the Satilla River sub-basin of the St. Marys-Satilla River basin. It is fourteenth in size geographically among the state's 159 counties, and comprises 575.10 square miles. **Douglas is the county seat. Ambrose, Broxton, and Nicholls** are also located in the county along with several unincorporated communities.

The county's population in 2016 was 43,012 and is composed of 68.9% White, 28.2% Black, and 11.6% Hispanic. The population includes 28.1% under 19 years old, 59.4% 20-64 years old, and 12.1% 65 years or older. There are 51.1% males and 48.9% females.

Coffee County is a very progressive community. For much of the county's history, it was known for its agricultural products - tobacco, cotton, and peanuts. Today, agriculture still plays a role but manufacturing, distribution, material moving, service occupations, education, healthcare, and social services are major components of the local economy and provide a majority of the employment opportunities.

The mean household income is \$34,536 compared to \$55,322 for the state of Georgia. The cost of living is 20% lower than the national average. The **top 10 largest employers** include the Coffee County Board of Education, Walmart Distribution Center, Pilgrim's Pride Corporation, Coffee Regional Medical Center, Inc., PCC Airfoils, LLC, Diamond Cargo, LLC, Coffee Correctional Facility, Coffee County Government, Elixir Extrusion, and Southwire.

Educational data for 2012-2016 indicates 78.7% of persons 25 years old or older are high school graduates and 13.1% hold a bachelor's degree or higher. Coffee County has several licensed day care centers and two private schools.



Approximately 225 school-aged children are home schooled. The county has two public post-secondary institutions, **South Georgia State College** and **Wiregrass Georgia Technical College**.

The property tax millage rate is not significantly different in any of the taxing jurisdictions in Coffee County. For the calendar year 2017, the millage rate for Ambrose was 24.378 mills, Broxton 31.744 mills, Douglas 32.826 mills, Nicholls 31.227 mills and county unincorporated 24.378. The millage rate established by the Coffee County Board of Education for FY 2017 was 16.108 which is included in the rates enumerated above.

Our Schools

The Coffee County School System is composed of **eight elementary schools** (pre-kindergarten through grade five), **one middle school** (grades six through eight), a **ninth-grade academy**, **one comprehensive high school** (grades ten through twelve), **one separate college and career academy** (grades nine through twelve) and **one alternative school** (grades six through twelve). The school system is governed by a five-member board of education elected for a four-year term on a non-partisan basis. The school superintendent is appointed by the board and serves as the chief executive officer.

The system serves **7,584 students in kindergarten through grade twelve**. Forty-five percent of the students are White, 31% percent are Black, 20% are Hispanic and 4% other. The pre-kindergarten program serves 442 students or about two-thirds of the four-year-old population. The school system employs 534 K-12 classroom teachers, 494 leadership and support personnel and 301 substitute teachers and temporary employees. The student to teacher ratio is 22:1. Seventy percent of classroom teachers hold a master's or higher degree. The teacher turnover rate has declined from 9% in 2007-08 to 7% in 2017-18.

It is the goal of the Coffee County School System to provide students with a sequential, challenging curriculum that builds on a solid foundation and develops the skills and proficiencies needed for a successful career and productive life. The K-12 curriculum includes the **Georgia Standards, Career Pathways**, and additional state-required curriculum. The Coffee County School System provides a solid core curriculum that is supported by myriad resources and programs to help each student maximize his or her potential. Course offerings include language arts, mathematics, science, health/physical education, social studies, fine arts, foreign language, and career, technical and agricultural education. This is accomplished through the coordination of state and federal funding for programs such as those listed at right.

The student assessment program includes the state-mandated **Georgia Milestones End of Grade (EOG)** tests for grades 3-8. **End-of-Course (EOC)** tests are administered to grades 9-12 students in ten subjects. Benchmark and other formative assessments are administered periodically to determine students' progress as they pursue their program of study.



- ◆ **Pre-kindergarten Program for 4 year-olds**
- ◆ **Early Intervention Program Grades K – 5**
- ◆ **Title I Grades K – 12**
- ◆ **Migrant Education Program Grades Pre-K – 12**
- ◆ **English for Speakers of Other Languages (ESOL) Program Grades K – 12**
- ◆ **Special Education Program for Students with Exceptionalities Pre-K – 12**
- ◆ **Gifted Programs Grades K – 12**
- ◆ **Career Exploration Opportunities Grades 6 – 8**
- ◆ **Remedial Education Program Grades 6 – 12**
- ◆ **Honors/Advanced Placement Courses Grades 9 – 12**
- ◆ **Career, Technical and Agricultural Education (CTAE) Grades 9 – 12**
- ◆ **NJROTC – Grades 9 – 12**
- ◆ **Dual Enrollment at the Secondary Level with South Georgia State College and Wiregrass Georgia Technical College**
- ◆ **Technology Integration**
- ◆ **Virtual Learning/Georgia E-learning Online Courses**

Coffee County Schools by the Numbers

7,584
Students

13
Schools

2
High Schools

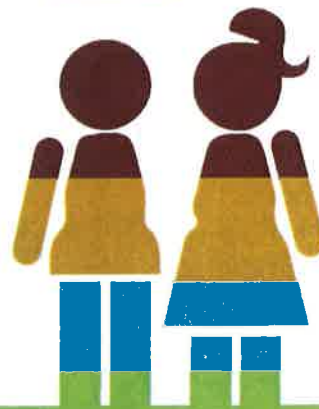
1
Freshman Campus

1
Middle School

8
Elementary Schools

1
Alternative School

\$
2017-18 Budget
\$63 million



Student Enrollment

- White: **45%**
- Black: **31%**
- Hispanic: **20%**
- Other: **4%**

600

Students identified as gifted **8%**

758

Students identified as SE **10%**

447

English language learners **6%**

282

Migrant students **3%**

89.7%

Percent qualifying for free or reduced meals in elementary and middle schools, **64%** in high school

1,370

Number of courses taken by students in Dual Enrollment

183

Number of Pathway Completers

97

Number enrolled in work-based Learning

289

Number enrolled in Advanced Placement

40

Summer Business/Industry Interns



1,329 Employees

534 Teachers

494

Student Support Staff,
Office Staff, and
Administrators

301

Substitutes and Temporary Employees

A B C



Our Process

Developing the strategic plan was a true collaborative process and a purposeful collection of stakeholder input focused on developing the direction of our school system. Beginning August 2017, the district leadership created an **Executive Strategic Planning Stakeholder Committee** which included current leaders from business, higher education, civic groups, school and district level administrators, and FNGL facilitators. The process also included a **Community Conversation** meeting that included approximately 75 participants from business and civic groups, higher education, faith-based groups, parents, students, teachers, and school and district level administrators. In addition, the team conducted

numerous planning/work sessions, interviews, focus groups and surveys.

The purpose of this extensive data gathering was to gain an understanding of the strengths and opportunities for growth for the district from the perspective of its internal and external stakeholders. We believe this new strategic plan captures those perspectives and translates them into a set of **targeted focus areas**. The plan was approved at the April 2018 BOE meeting. This plan drives our work and is continuously monitored throughout the five-year period.

August 2017 - June 2018

WORK/PLANNING SESSIONS

- ◆ BOE Meetings
- ◆ SP Stakeholder Executive Team Meetings
- ◆ Community Input Meeting
- ◆ School/System Leadership Team Meetings
- ◆ School Governance Council Meetings
- ◆ School, Business, and Industry Meetings

INTERVIEWS

- ◆ Board of Education
- ◆ Post-Secondary Institutions
- ◆ Business and Community Leaders

FOCUS GROUPS

- ◆ District Partners
- ◆ CCSS Families
- ◆ CCSS Staff
- ◆ Teacher Adv. Council
- ◆ CCSS Students
- ◆ Elected Officials
- ◆ Faith-based Leaders
- ◆ EL/Migrant Community

SURVEYS

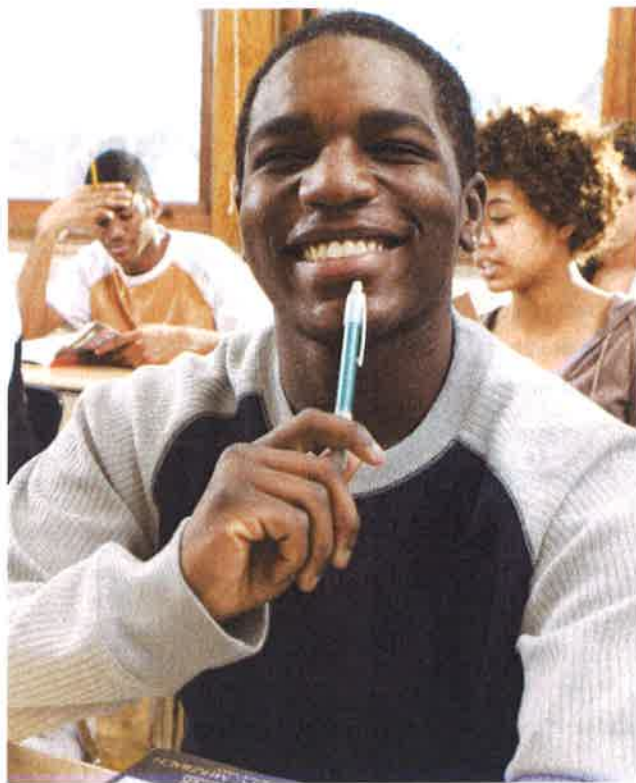
- ◆ CCSS Families
- ◆ CCSS Staff
- ◆ CCSS Students
- ◆ Community
- ◆ Business/Industry

Our Strengths



- ◆ The district's current Mission and Vision are deeply rooted in the community and will continue to guide us in the future.
- ◆ The district has strong, innovative leadership and a passionate, committed staff who purposely plan for the future of its students and their continued success.
- ◆ The district is a charter system and uses that status to ensure flexibility and innovation.
- ◆ Our community has a rich tradition of supporting our schools, valuing families and working together.
- ◆ Our local economy is based on a diverse mix of agriculture, manufacturing and entrepreneurship.

Opportunities for Growth



- ◆ Expand and develop more STEAM opportunities including implementing career and employability skills for all students.
- ◆ Using innovative teaching and learning approaches, develop and integrate additional career exploration, guidance, and pathway avenues.
- ◆ Continue to develop deeper and stronger relationships between business/industry and education to enhance work-based learning and career development possibilities and address their workforce needs.
- ◆ Broaden our support of the whole child, including health and well-being, and remove barriers to success.
- ◆ Increase parent and family engagement to support student achievement.

Through this extensive process, the district has developed its Mission, Vision, and Beliefs which will drive four broad focus areas: Teaching and Learning; Workforce and Life; People and Culture; and Family and Community. Financial Responsibility will be infused in all areas.

Mission:

**Destination Graduation
for College, Career, and Life**

Vision:

**Creating a stronger community through an
equitable and excellent education for
every student.**

Beliefs:

WE ARE COFFEE...

Community - We foster and sustain strong community partnerships.

Opportunity - We provide opportunities for all students to learn, thrive and succeed.

Focus - We focus on raising student achievement and preparing our students for their futures.

Fairness - We ensure all children equitable access to the resources necessary for academic success.

Ethics - We promote integrity and honest communication and maintain responsible stewardship of resources.

Excellence - We pursue the highest standards in educational and operational performance.



COFFEE COUNTY SCHOOL SYSTEM

Our Vision

Creating a stronger community through an equitable and excellent education for every student

Our Mission

Destination Graduation for College, Career, and Life

FOCUS AREAS

Teaching & Learning



We prepare students with strong academic and technical skills foundations.

- Project-Based Learning
- Performance-Based Assessments
- Literacy/Early Learning Collaborative
- Professional Learning Communities
- Ga State Standards
- Standards-Based Classrooms
- Technology Integration

Workforce & Life



We purposely prepare our students with the skills to navigate life beyond graduation.

- Employability Skills
- Career Development Plan
- Career Development Resource List
- STEAM Opportunities
- Rigorous & Data-Driven Instruction
- Career Academies
- Instructional Support Systems

People & Culture



We provide a welcoming environment and positive culture for students and employees.

- Career Academies - Support
- Teacher Externships
- Student Support Systems
- Positive Behavior Intervention/Habitudes
- Student Advocacy Plans
- Safe, Secure Environments
- Teacher Retention & Recruitment

Family & Community



We engage families, community members, and civic organizations as active partners.

- Business/Industry Councils
- School Governance Councils
- Dedicated Staff
- Community Engagement
- Family Engagement
- Parent/Teacher Conferences
- Community Partnerships
- Post-Secondary Partnerships

Financial Responsibility

We develop and manage resources to maximize student achievement.

Fiscally Sound

Allocate Resources Effectively

Adequate Cash Reserves

Meet Generally Accepted Governmental Accounting Standards (GAGAS)

FOCUS AREA 1 - TEACHING AND LEARNING

We prepare students with strong foundations in academic and technical skills.

Strategic Goal	Employ teaching strategies that develop students' knowledge and skills for college and career readiness.
Strategy 1	Define and develop a framework for Project-Based Learning (PBL) at each grade level or grade band.
Strategy 2	Develop and implement performance-based assessments.
Strategy 3	Expand literacy initiatives, implement early learning collaborative, and implement cursive handwriting instruction.
Strategy 4	Develop and provide ongoing professional learning and Professional Learning Communities (PLCs) in PBL, performance-based assessments, Illuminate (data management system), and literacy initiatives.
Timeline	Year 1 - Planning and Professional Learning; Year 2 - Full Implementation
Personnel	K - 12 Teachers, Instructional Coaches, School Administrators, System Administrators
Strategic Goal	Develop students' essential knowledge and skills for college and career readiness (CCR).
Strategy 1	Implement Georgia state standards and best practices and monitor for standards-based classrooms.
Strategy 2	Develop and implement instruction that is rigorous, data driven, and promotes global awareness, problem solving, creativity and innovation, and critical thinking.
Strategy 3	Promote and provide continued training and support for implementation of state standards and technology integration.
Strategy 4	Monitor and adjust instruction to differentiate for individual learners' needs and institutions' learning expectations.
Timeline	Year 1 - Planning and PL; Year 2 - Phase 1 Implementation for College and Career Readiness (CCR) Knowledge/Skills, Year 3 - Full Implementation
Personnel	K - 12 Teachers, Instructional Coaches, School Administrators, System Administrators

Performance Measures

- Graduation Rate (Four-year cohort)
 - Dropout Rate
 - SAT & ACT
 - District CCRPI Score
- 9th Graders earning 6 credits with 4 being academic
 - % Reading on Grade Level - 3rd
- % Reading on Grade Level - 8th
- % needing Reading Remediation
- % needing Math Remediation
 - Advanced Placement #s
- Advanced Placement (scoring 3 or higher)
- Current measures located on www.coffee.k12.ga.us

FOCUS AREA 2 - WORKFORCE AND LIFE

We purposely prepare our students with the skills to navigate life beyond graduation.

Strategic Goal	Integrate employability skills into the curriculum and learning experiences from K through 12th grade.
Strategy 1	Create clear guidance and indicators of what constitutes appropriate employability skills development (K-12 Employability Skills) with input from outside stakeholders for all grade levels.
Strategy 2	Create and implement K-12 Career Development Plan (career awareness and development, job shadowing, internships, career fairs, guest speakers, field trips, mock interviews, list of resources).
Strategy 3	Administer and incorporate the YouScience (career planning initiative) for all students.
Strategy 4	Incorporate career planning discussions into elementary advocacy plans/system K-5.
Timeline	Year 1 - Planning and PL; Year 2 - Full Implementation
Personnel	K - 12 Teachers, Instructional Coaches, School Administrators, System Administrators, Counselors, WBL Coordinators, Community, Business and Industry Members
Strategic Goal	Develop a timeline for phasing in high-quality Academies in order to reach all students.
Strategy 1	Develop rigorous expectations that prepare all students for post-secondary studies and monitor progress using the data.
Strategy 2	Transform the secondary schools to themed academies with students scheduled in cohorts and teachers of CTAE and academics partnering to implement best practices. Adopt board policy to include academies.
Strategy 3	Set expectations for implementing and monitoring academies. Work collaboratively with post-secondary institutions for the benefit of academy students.
Strategy 4	Integrate rigorous academic and career-relevant learning. Expand and monitor personalized learning, accelerated learning, and additional help for struggling students.
Strategy 5	Implement a night school option.
Timeline	Year 1 - Research & Planning; Year 2 - Begin Implementation Year 3 - Refine Implementation
Personnel	Secondary Teachers, Instructional Coaches, School Administrators, System Administrators, Counselors

Performance Measures

- Dual Enrollment
- Pathway Completers
- End of Pathway (EOP)
- Work-Based Learning Participants
- Summer Interns
- Career Guest Speakers
- Industry certified
- Current measures located on www.coffee.k12.ga.us

FOCUS AREA 3 - PEOPLE AND CULTURE

We provide a welcoming environment and positive culture for students and employees.

Strategic Goal	Prioritize professional development and form communities committed to shared learning that support schools and transform practice.
Strategy 1	Develop professional learning opportunities that enhance teacher effectiveness, increase student achievement and strengthen cultural competency.
Strategy 2	Lead, develop, and implement the transformation of the high school experience into academies and identify the resources and supports needed for the academies. (System and high school wall-to-wall academies development team)
Strategy 3	Secure and promote teacher externships, teacher post-secondary credentialing, and student real-world opportunities to enhance the school experience for all students.
Timeline	Year 1 - Research & Planning; Year 2 - Begin Implementation; Year 3 - Refine Implementation
Personnel	K - 12 Teachers, Instructional Coaches, School Administrators, System Administrators, Community Members and Industry Councils
Strategic Goal	Employ strategies that focus on the development of the whole child.
Strategy 1	Implement student support systems to enhance counseling, student attendance and engagement, and anti-bullying.
Strategy 2	Continue to implement and monitor PBIS (Positive Behavior Intervention & Supports), Habitudes, LIPT (Local Interagency Planning Team), CHIN (Children In Need of Services), school wellness committees, and student advocacy plan initiatives.
Strategy 3	Design and implement consistent, updated safety plans and secure environments for all locations which include local partnerships, enhanced communication, active shooter and safety trainings, and implementation of Gaggle, Online Anonymous Reporting System, and School Guard.
Strategy 4	Create alternative school placement option for elementary students.
Timeline	Year 1 - Continue to Support and Monitor Implementation
Personnel	Teachers, Counselors, Coaches, School and System Administrators, Social Workers, Community Partners
Strategic Goal	Build leader development and teacher retention and recruitment.
Strategy 1	Implement and monitor the effectiveness of the Mentoring Program for new teachers and administrators.
Strategy 2	Provide growing leaders opportunities for all staff and recognition of outstanding employees.
Strategy 3	Expand opportunities for innovative staffing. (HS Pathways/college partnership, TAP, GaTAPP, etc.)
Timeline	Year 1 - Continue Full Implementation
Personnel	System and School Administrators, Human Resources Director, CTAE Director, and Post-secondary and Community Partners

Performance Measures

- Teacher Externships
- Professional Learning Communities (PLCs)
- PBIS Implementation

- School Safety Training
 - Administrator and Teacher Retention
- Current measures located on www.coffee.k12.ga.us

FOCUS AREA 4 - FAMILY AND COMMUNITY

We engage families, community members, and civic organizations as active partners.

Strategic Goal	Engage the community in aligning employer and civic support through dedicated staff who facilitate industry council meetings and coordinate support for academies.
Strategy 1	Develop and implement written guidance and support of the academies.
Strategy 2	Mobilize industry support and convene industry councils and pathway advisory boards to ensure ongoing focus of academies.
Strategy 3	Assign dedicated staff on each secondary campus to coordinate support for the academies.
Timeline	Year 1 - Research & Planning; Year 2 - Professional Learning and Planning; Year 3 - Begin Implementation
Personnel	Secondary principals, Assistant Principals, CTAE Director, Central Office Staff, Community, Business, Industry Partners
Strategic Goal	Create a culture that builds community and parent understanding and ownership of our shared vision of creating college and career ready graduates.
Strategy 1	Develop and sponsor community events focused on the shared vision of creating college and career ready graduates.
Strategy 2	Develop active family engagement opportunities in all schools.
Strategy 3	Promote the importance of and attendance to Parent/Teacher conferences.
Strategy 4	Continue to secure community and post-secondary partnerships for the district and schools.
Strategy 5	Ensure School Governance Councils are taking an increased active role in school-level decision making.
Timeline	Year 1 - Planning and PL; Year 2 - Full Implementation
Personnel	Teachers, Instructional Coaches, System and School Administrators, & Community Business and Industry Partners

Charter System - Performance Measures

- Schools "Beating the Odds"
 - District CCRPI Score
 - Student Attendance
- Parent Perception Survey
- P/T Conference Attendance
- School Governance Councils
 - Industry Councils
- Current measures located on www.coffee.k12.ga.us

FINANCIAL RESPONSIBILITY

We develop and manage resources to maximize student achievement.

Charter System Performance Measures

Fiscally Sound
 Allocate Resources Effectively
 Adequate Cash Reserves
 Meet Generally Accepted
 Governmental Accounting Practices
 Current measures located on www.coffee.k12.ga.us

High School Career Academies

In the system's strategic planning process with Ford Next Generation Learning (FGNL), the district found that the **academies concept** for a traditional high school has been a successful transformation model. Academies consist of small learning communities that offer each student more personalized attention, recognition, and care with teachers, staff, and peers.

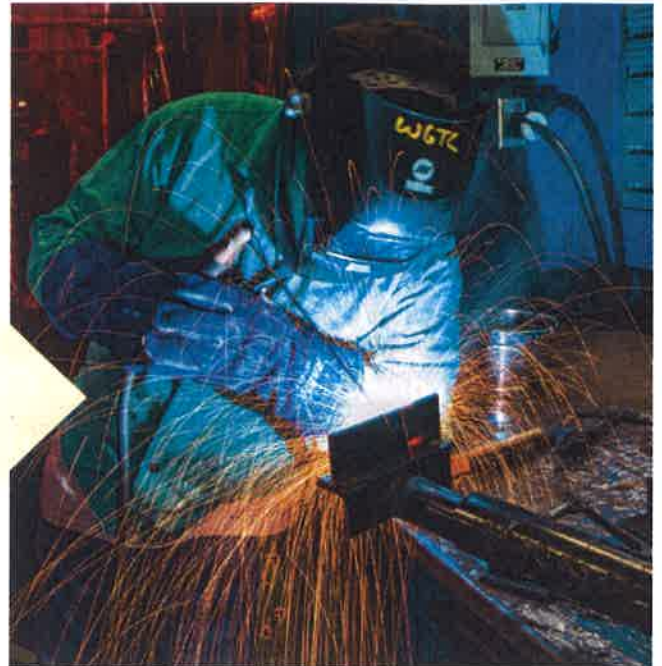
The primary goal of the academies approach is to enhance students' engagement and performance in high school and provide them with skills and credentials needed to make a successful transition to further education and/or a career.

Integrating Relevant Career Themes

Academies can play an essential role in high school success by integrating relevant career themes, engaging business and industry leaders in the education process, and, as a result, **driving academic achievement**. Engaging a group of students in commonly scheduled classes and a team of teachers working together across subjects creates a truly integrated and personalized educational environment. This focus assures that students will have opportunities to learn and participate in activities including work-based learning, job shadowing, and career exploration prior to entering post-secondary education and the workforce. It also allows students to have much broader exposure to a variety of career opportunities.

Engaging Business and Industry

Business and industry engagement becomes more meaningful and collaborative. Academies connect education and workforce development systems and lead to broader partnerships. They also provide local business and industry with a steady stream of **interested and well-qualified employees**. Relevant business and industry councils and pathway advisory boards can be created to keep them current and based on community needs. Engaging business and industry through these academies, the school system can decrease the dropout



rate, increase academic achievement, enhance technical skills, provide a more educated and stable workforce, and greatly improve community prosperity.

Driving Student Academic Achievement and Engagement

Successful and sustained implementation of academies raises student engagement and achievement. Coursework becomes more relevant. The academies help students develop skills beyond academic achievements that are important to career and life success. Experiences in the workplace and with employers allow students to **experience real work** and see beyond the classroom. Students who are given opportunities to work in teams on real projects begin to understand the importance of professionalism, reliability, teamwork, and clear oral communication skills. They also see how their education is related to a career field(s). Frequently, after being exposed to the realities of the workplace and careers during internships, students will press harder in their studies and set higher goals for college and careers. Career academies have demonstrated a lasting value to the communities that have implemented them.

Coffee County Board of Education

The Coffee County Board of Education is the governing body for the school system. Members are elected by the citizens for a four-year term on a non-partisan basis. As constitutional officers of Georgia, school board members are responsible for the management and control of the school system. The Board establishes educational policies and programs, employs school personnel, adopts annual budgets, sets tax rates for operation of the school system, and authorizes expenditures of school funds. As community leaders, school board members serve as advocates for the students in our schools and determine the actions the school board believes are in the best interest of the students and the community. The Board employs the superintendent as chief executive officer to administer the school system.

School Board Members

- District 1 Leola Johnson
- District 2 Jesse Jowers
- District 3 Reagan Miller, Vice Chair
- District 4 Bryan Preston, Chair
- District 5 Adam Lott



Coffee County School Board from left,



Strategic Planning Executive Team Members

• Morris Leis	Superintendent, Coffee County School System
• Bernie Evans	Assistant Superintendent for CIA, Coffee County School System
• James Banks	Assistant Superintendent for Operations/Facilities, Coffee County School System
• Bryan Preston	BOE Chair, Coffee County School System
• Vicki Lewis	President and CEO, Coffee Regional Medical Center
• Gary Evans	Community Member
• Danny Ross	Agent, State Farm Insurance
• Ingrid Thompson-Sellers	President, South Georgia State College
• LaToya Curtis	Assistant Financial Aid Director, South Georgia State College
• Ron Mancil	General Manager, Coats and Clark
• Brandy Wilkes	Associate Vice President for Academic Affairs, Wiregrass Ga Technical College
• Rowland Cummings	Principal, Coffee High School
• Rhonda Dorsey	Assistant Principal, Coffee High School
• Brad Riner	Director of Career, Technical and Agricultural Ed., Coffee County School System
• Pam Smith	Principal, Wiregrass Regional College & Career Academy
• Pam Smith	Counselor, Wiregrass Regional College & Career Academy
• Abe Morris	Principal, George Washington Carver Freshman Campus
• Sherri Berry	Principal, Coffee Middle School
• Mary Vickers	Principal, Ambrose Elementary School
• Allyson Speight	Principal, Broxton-Mary Hayes Elementary School
• Christina Tucker	Principal, Eastside Elementary School
• Tamara Morgan	Principal, Indian Creek Elementary School
• Lori Bratcher	Principal, Nicholls Elementary School
• Lee Mobley	Principal, Satilla Elementary School
• Anne Peterson	Principal, West Green Elementary School
• Wendy Jowers	Principal, Westside Elementary School
• Dana Vickers	Director of Special Services, Coffee County School System
• Tonya Johnson	Director of Special Education, Coffee County School System
• Kim Clayton	Director of Personnel & Public Relations, Coffee County School System
• Chan Newell	Director of Informations Systems, Coffee County School System
• Logan Evans	Instructional Technology Coordinator, Coffee County School System
• Kim Miller	Director of Federal Programs & PL, Coffee County School System
• April Thomason	Director of Family Connections, Coffee County School System
• Betsy Martin	Director of School Nutrition, Coffee County School System
• Thom Suddreth	Strategic Planning External Facilitator, Ford Next Generation Learning
• Cathy Myers	Strategic Planning External Facilitator, Ford Next Generation Learning
• Joy Perren	Strategic Planning Internal Facilitator & Director of Assessment & Acct., CCSS

Community Meeting Participants

- Angel Anderson
- Julie Anderson
- Angelique Austin
- Denise Banks
- James Banks
- Sherri Berry
- Barry Bloom
- Melanie Brunel
- Sally Bryant
- Kit Carson
- Dominique Carver
- Alan Chancey
- Kim Clayton
- Sloane Cliett
- Rowland Cummings
- LaToya Curtis
- Yolanda Daniels
- JoAnn Danna
- Donna E. Davis
- Theresa Dedmond
- Rhonda Dorsey
- Pam Elrod
- Bernie Evans
- Gary Evans
- Logan Evans
- William Fuller
- Ben Garrett
- W. Scott Gillis
- Amy Hughes
- Terrell Jacobs
- Charles Johnson
- Tonya Johnson
- Wendy Jowers
- Morris Leis
- Tonya LeSure
- Mike Lord
- Adam Lott
- Stanley Lott
- Vette Lott
- William Lott
- Ron Mancil
- Brandon McMillan
- Kim Miller



- Reagan Miller
- Lee Mobley
- Kawana Moffett
- Tamara Morgan
- Abe Morris
- Chan Newell
- Rob Page
- Chris Papierz
- Deborah Patton
- Joy Perren
- Anne Peterson
- Bryan Preston
- Danny Ross
- Aubrey Rossignol
- Cherie Rutland
- Tina Tucker Sapp

- Ingrid Thompson-Sellers
- Allyson Speight
- Rueben Speight
- Adam Smith
- Pam Smith
- Reny Suarna
- Christina Tucker
- Ashley Vickers
- Dana Vickers
- Amy Vining
- Brandy Wilkes
- Joel Williams
- Brittany Winters
- Garrett Winters
- Marti Vaughn

Business Partners

- AgSouth Farm Credit
- All About Soles
- Amerigroup Community Care
- Ameris Bank
- Amerson Tire
- BB&T
- Becky's Gifts & Antiques
- Blue Door Decor
- Boys & Girls' Club
- Burger King
- Chancey Signs
- Charles E. Lewis Construction
- Child Advocacy Center
- City of Douglas
- Coats & Clark
- Coffee Alliance for the Arts
- Coffee County Commission
- Coffee County Dept of Family & Children Services
- Coffee County Emergency Management Agency
- Coffee County Extension/4-H
- Coffee County Health Department
- Coffee County Sheriff's Department
- Coffee Regional Medical Center
- CRH Physician Practices, LLC
- Colony Bank
- Country Customs
- Covenant Christian Church
- Dairy Queen
- Danny's Pizza
- Davis Gifts & Jewelry
- Davis Tire
- Delorice's Florist
- Department of Juvenile Justice
- DJ's Steak & Seafood
- Douglas Area Employers Committee
- Douglas-Coffee Co Chamber & Economic Development Authority
- Douglas Exchange Club
- Douglas Housing Authority
- Douglas National Bank
- Douglas Parks & Recreation Department
- Douglas Police Department
- Douglas Rotary Club
- East Coast Asphalt
- El 1800 Mexican Restaurant
- Elixir
- Elixir Extrusions



- Eve
- Farrar, Hennesy & Tanner, LLC
- Fender Chevrolet
- Fender-Goggans Orthodontics
- Fitzgerald Family Eyecare
- First National Bank
- First National Bank South
- Flyin' Cowboy
- Fort Stewart Youth Challenge
- Fresher Brands
- Georgia Department of Labor
- Georgia State Patrol
- Gopher Plantation
- Griffin Warehouse, Inc.
- Harper & Company Builders
- Hurst & Hurst CPAs, LLC
- J & D Designs
- J & T Tire Company
- Kentucky Fried Chicken
- Lott Builders Supply Co.
- Lott Properties
- Magnolia House Shelter for Abused Persons
- Malcolm's Drug Store
- Mosquito Squad
- Murphy Eye Center
- Norris Shoe Store
- Oasis MedAesthetics
- Optima Chemical Group, LLC
- Pa Bill's BBQ

- PCC Airfoils, LLC
- Peach State Health Plan
- Perinatal Health Partners
- Premium Peanut
- Premium Waters
- Quality Lube Center
- Satilla Regional Library
- Saving Grace Ministries
- Shell Rapid Lube
- South Central Primary Care Center
- Southeastern Orthopaedics
- Southern Sass
- South Georgia State College
- Southwire
- Staffmate
- State Farm Insurance
- Sunbelt Greenhouses
- SunTrust Bank
- Surcheros
- Tip Top Gifts & Antiques, Deli
- Trophy World
- Unison Behavioral Health
- Vista Park
- Walmart
- Walmart Distribution Center
- Wellcare of Georgia
- Williams Institutional Foods
- Wiregrass Georgia Technical College

Coffee County Schools

Grades Pre-K-5

Ambrose Elementary
3753 Vickers Crossing Road
Ambrose, Georgia 31512
912-359-5500
Dr. Mary Vickers, Principal

Broxton-Mary Haynes Elementary*
410 South Alabama Street
Broxton, Georgia 31519
912-359-2391
Allyson Speight, Principal

Ambrose Elementary
603 North McDonald Avenue
Douglas, Georgia 31533
912-384-3187
Dr. Christina Tucker, Principal

Indian Creek Elementary
2033 Highway 158 West
Douglas, Georgia 31535
912-393-1300
Tamara Morgan, Principal

Nicholls Elementary
704 Van Streat Highway
Nicholls, Georgia 31554
912-345-2429
Lori Bratcher, Principal

Satilla Elementary
5325 Old Axson Road
Douglas, Georgia 31535
912-384-2602
Lee Mobley, Principal

West Green Elementary
106 School Circle Road
West Green, Georgia 31567
912-384-2032
Anne Peterson, Principal

Westside Elementary
1302 West Gordon Street
Douglas, Georgia 31533
912-384-5506
Wendy Jowers, Principal

** Pre K-6th Grade*

Grades 6-8

Coffee Middle School
901 Connector 206 North
Douglas, Georgia 31533
912-720-1011
Sherri Berry, Principal

Grade 9

G.W. Carver Freshman Campus
1020 South Gaskin Avenue
Douglas, Georgia 31533
912-384-1342
Abe Morris, Principal

Grades 10-12

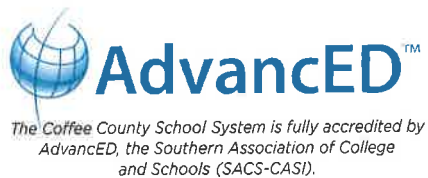
Coffee High School
159 Trojan Way
Douglas, Georgia 31533
912-384-2094
Dr. Rowland Cummings, Principal

Grades 9-12

Wiregrass Regional College and Career Academy
706 West Baker Highway
Douglas, Georgia 31533
912-389-6851
Pam Smith, Principal

Grades 6-12

Alternative School- J Building
1020 South Gaskin Avenue
Douglas, Georgia 31533
912-383-1342
Tonya LeSure, Principal



*The Coffee County School System is fully accredited by
AdvancED, the Southern Association of College
and Schools (SACS-CASI).*



Coffee County School System

1311 South Peterson Avenue
Douglas, Georgia 31533
912-384-2086
www.coffee.k12.ga.us

Georgia Department of Education (GaDOE)
Title I, Part C – Education of Migratory Children
Local Identification and Recruitment (ID&R) Plan

School District: *Coffee*

School Year: *2021-2022*

All school districts in Georgia follow the state and regional GaDOE MEP ID&R plan as outlined in the Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook. The plan below describes how the school district will implement ID&R requirements aligned to the state and regional ID&R plans.

I. ID&R Planning and Implementation

1. How often will the MEP contact meet with local ID&R staff (recruiters and supplemental service providers or SSPs) to monitor the implementation of this ID&R plan (minimum of once a semester and summer)?
Coffee County MEP Contact will meet with the Coffee County SSPs once a month. Sign-in sheets, agendas and minutes from each meeting will be kept on file for documentation. During the last monthly meeting in May, the Coffee County MEP will address the summer recruitment with the Coffee County Migrant Staff and communicate with the Regional Migrant Recruiter to ensure summer recruiting needs are met.
2. Describe how will the district manage and coordinate year-round (regular school year and summer) and ongoing recruitment efforts for enrolled and out-of-school youth (OSY) including pre-school aged children? Describe how staff's schedules will be flexible during peak periods of agricultural activity, visits to seasonal and temporary work sites such as; farms, packing sheds, and meat processing plants; such as poultry, beef, or lumber mills. Include narrative that ensures the use of the ID&R Activities checklist to guarantee all ID&R activities are taking place at the appropriate time with required documentation.
Student Support Providers will use the first two weeks of school, the first two weeks in January, and the last two weeks of school to support recruitment efforts. SSPs will recruit weekly as needed in the evening to meet the MEP recruitment needs. The peak season periods for Coffee County are April-July (chicken eggs, cucumbers, snap beans, blueberries, squash, zucchini, bell peppers, eggplant, cabbage, tobacco, watermelons, cantaloupes, blackberries, peanuts, and grapes). When needed, Coffee County MEP will contact the Regional office to ask for assistance with recruiting. A map will be kept in the MEP office with names of farms and addresses to aid in recruiting
3. How will the district coordinate with regional and state MEP staff for identifying and contacting potentially eligible migratory families, targeting enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed as needed (within two days)?
The Enrollment Center will notify the Coffee County Migrant Contact or SSP when a student is/has enrolled into the Coffee County School System so that they may contact potential eligible migrant families. For the Out of school Youths (OSYs) the Coffee County Migrant SSPs will follow the peak season schedule and make contact with local growers, crew leaders, farmers, and employment agencies to assist with recruiting OSYs. These Coffee County Migrant SSPs or MEP Contact will also contact the state recruiter as needed for coordination.
4. How will the district contact currently eligible migratory children and youth to determine if new qualifying moves have occurred and ensure COEs are completed as needed?
Currently eligible families and OSYs will be contacted by the Coffee County SSPs, the Coffee County MEP Contact or the state Migrant Recruiter by phone, letters, and/or physical contact during the re-sign period and after school break. At the time of contact the family or OSY will be interviewed to determine if a qualifying move has occurred.
5. How will the district ensure the occupational survey (which is completed by all students during new student registration and back-to-school registration) is gathered, reviewed, and prioritized for further follow up to



identify potential migratory children and youth? Include a reference to training local school staff on the process.

At the Enrollment Center, all new enrollees will receive a copy of the Occupational Survey in the enrollment packet when entering the Coffee County School System. All returning students in the Coffee County School System will receive an Occupational Survey at the beginning of each school year to be filled out by their parent and returned to the school's SSP. The Migrant SSPs will follow-up on each survey: Migrant SSP- Westside Elementary/Nicholls Elementary; Migrant SSP- Ambrose Elementary/Broxton-Mary Hayes Elementary; Migrant SSP- Indian Creek Elementary/Eastside Elementary; Migrant SSP - Satilla Elementary/West Green Elementary; Migrant SSP-Coffee Middle School; and Migrant SSP-Coffee High School/George Washington Freshman Campus/Wiregrass Regional College & Career Academy.

6. How will the district coordinate with other agencies, organizations, and/or gather resources to build a recruitment network to identify potentially eligible migratory participants?

Migrant SSPs and the Coffee County MEP Contact will network with the local agencies such as DFACS, DOL, Telamon, Churches, and Salvation Army by phone or in person.

II. School District/Local Agricultural Information

1. How will the district create and/or maintain a current local agricultural or employment locations map containing profiles of employers, if applicable, agricultural activities, crops and/or growing seasons in your area? Please explain how this information will be updated during the year (each semester minimum).

MEP staff will maintain an agricultural activity map with the appropriate agricultural activity locations marked on it. This map will be located at the Coffee County Migrant Office. The Coffee County Migrant Contact and SSPs will update the map at the beginning of each semester(August and January). A list of all employers will be on file at the Coffee County Migrant Office with the name of the business/farms, their address, and the name of the contact person at that business/farm.

2. How will the district create and or maintain a local residential map that includes the areas/neighborhoods and labor camps/apartment complexes where migratory families may reside? Please explain how this information will be updated during the year (each semester minimum).

The Coffee County MEP staff will maintain the agriculture activity map along with mapping the various neighborhoods, mobile home parks, and labor camps where families reside. Information will be updated once each semester (August and January) along with the employer roster.

3. What is the district's plan for contacting employers within its boundaries regarding hiring practices, crops and growing seasons in order to identify potentially new eligible migratory families?

The MEP staff will contact employers, local growers, businesses and crew leaders that receive H2A workers to acquire information as to when crops will be harvested and when they will be hiring throughout the year.

4. The district's list of agricultural activities, local agricultural map, residential map, and list of employers must be readily available to be shared with the GaDOE MEP staff throughout the current school year when requested and/or needed. Where will this information be stored in the district? (Please ensure to keep all this information current and on file).

The agricultural/residential map and the list of employers will be filed at the local Migrant Office. This information will be read and available to the GaDOE as needed. This information will be updated each semester

The Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook is the primary source of information for all aspects of ID&R.



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Reminders

- All quality control procedures must follow the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* quality control descriptors. Please visit: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/publications.aspx> and click on the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* link.
- You may use the Georgia MEP State Agricultural Activities map as a starting point when creating your local agricultural map: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Identification-and-Recruitment.aspx>
- Remember that your local agricultural map must include information unique to your area and compliment the Georgia MEP State agricultural map with information not currently identified/found in it.

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