

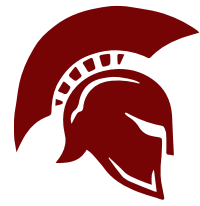


Charting Our
Future



Coffee County
School System
Douglas, Georgia

Strategic Plan FY24-FY28



A Message from Coffee County Schools

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

June 26, 2023

On April 26, 2022, the Coffee County School System began a formal strategic planning initiative designed to transform our school system into one that provides the highest quality educational experience possible for all of our students. The Board of Education adopted a resolution in August 2022 authorizing the Superintendent and staff to develop a five-year strategic plan for implementation from 2024-2028. Our goal is to continue to become a world-class school system focused on our core business of teaching and learning.

Guided by the Georgia School Board Association (GSBA), the district began the planning process on September 15, 2022 by holding an engagement meeting with the school board to acquire feedback regarding strengths, areas of improvement, opportunities, and threats to consider for the new five-year plan from their perspective. GSBA also facilitated a community conversation in November 2022 with a focus group of 73 participants, including business and industry leaders, healthcare representatives, community and civic leaders, post-secondary institution representatives (South Georgia State College & Wiregrass Georgia Technical College), teachers, paraprofessionals, parents, students, and other stakeholders. The purpose was to gain feedback regarding strengths, areas of improvement, opportunities, and threats from various perspectives and to gain insight on the vision our citizens have for their school system now and its future. Emails and social media posts were utilized to invite additional community members to participate in a survey for additional input from community members' perspective.

GSBA compiled all feedback into a Community Engagement Report to use as a tool for review with the planning team. A planning team meeting was held in January 2023 with a representative group of stakeholders to review the feedback and evaluate current practices to determine areas of focus to prepare our students for college, career, the workforce, and life. With consideration of effective initiatives from the FY19-FY23 Strategic Plan and feedback from the Community Engagement Report, the planning team began the process of redesigning a new targeted plan; agreeing to maintain our current mission, vision, and goals; identifying new goal areas, performance objectives, and action steps. In February 2023, Action Teams engaged in a more focused process to establish initiatives to support each identified action, as well as performance measures and targets for implementation and monitoring. A meeting was held with the planning team to review the final draft of the strategic plan and to provide an opportunity for additional input. The strategic plan was presented to the school board in several phases and a final draft provided for their review in April 2023. The final draft of the five-year plan was presented and approved by the Board of Education on May 26, 2023.

We believe that by working together, we can provide the best possible education for our students and create a more prosperous community. We are committed to transparency, accountability, and continuous improvement, and we look forward to sharing our progress with you over the next five years.

Thank you for your continued support of Coffee County Schools.



Executive Summary

The Coffee County School System participated in a strategic planning process in partnership with the Georgia School Board Association (GSBA) to develop a new five-year strategic plan and to continue to strengthen the school system. Planning initially began in March 2022 and ended in May 2023. This process is a continuation of a very successful strategic planning implementation of two five-year plans originally incorporated in 2013. The GSBA partnership brought a unique and comprehensive approach to the vision of creating a stronger community by providing an excellent education to every student. The district maintains a focus on strengthening the talent pool by preparing young people for college, career, the workforce, lifelong learning, and leadership through high expectations and academic rigor of college preparatory academic programs with real-world relevance and rigor of career and technical education. Further, a focus remains on providing a variety of choices for

students through career academies across a variety of sectors that drive economic growth of the community. GSBA Strategic Planning facilitators guided the most current strategic planning process using strategies to develop a plan that reflects a comprehensive, community approach to the educational success of the students of Coffee County.

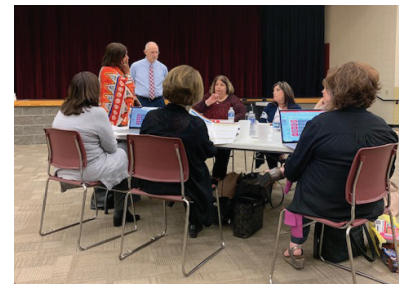
GSBA outlined a process that involved stakeholder input, including educators, employers, and community leaders; review of the current mission, vision, and beliefs; conducting a review of current data and feedback; and identifying goals, performance objectives, and action steps for the future. The process results in a well-designed, targeted strategic plan with measurable data points for monitoring goals and objectives for the life of the plan. Everyone had a voice in the creation of the strategic plan, partnering in the responsibility of educating the children of Coffee County.

GSBA believes it is essential that all high-performing governance teams have strong strategic plans in place, make decisions that are aligned with the plan, and monitor the plan for progress toward each goal for the life of the plan.



Using the SWOT analysis and Community Engagement Report, 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 create stronger learning environments that lead to opportunities for student success. The model will allow the district and stakeholders to place an intentional focus on student and academic achievement and preparedness through high quality and engaging curriculum, instruction, assessments, and through the expansion of the academy and workforce development models.

Additionally, the model will allow for a continued focus on strengthening communication and stakeholder engagement; developing and maintaining a high-quality workforce, ensuring organizational effectiveness, and generating a supportive culture and climate for students and staff. The Coffee County School System places increased emphasis and dedication to our mission of Destination Graduation 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 and stakeholders in supporting the mission and vision through the implementation of the identified priorities for the next five years.



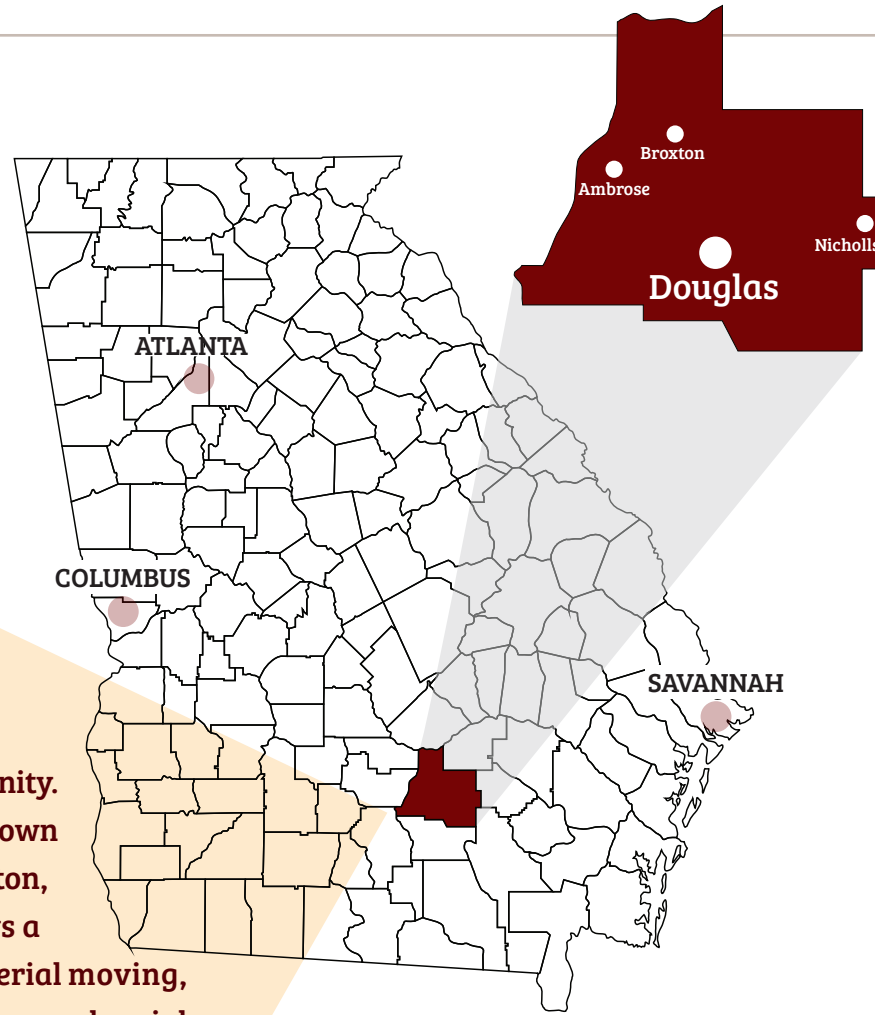
Our Community

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 2023 was 43,378 and is composed of 57.4% White, 28.6% Black, and 13.4% Hispanic. The population includes 27.8% under 19 years old, 58.1% 20-64 years old, and 14.1% 65 years or older. There are 51.8% males and 48.2% 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 median household income is \$45,636 compared to \$69,506 for the state of Georgia. The cost of living is more than 20% lower than the national average. The **largest employers** include the Coffee Correctional Facility, Coffee Regional Medical Center, Diamond Builders Modular & Cargo, Elixir Door & Metal, Elixir Extrusion, Fleetwood Homes, Live Oak Homes, Optima Chemical, PCC Airfoils, Pilgrim's, Premium Waters, Southwire, Spectrum Distribution Center, Sunbelt, Wal-Mart Dispatch Center, and Wal-Mart Distribution.



Educational data for 2023 indicates 80.2% of persons 25 years old or older are high school graduates and 15.8% 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.



Our Schools

The Coffee County School System is comprised 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 program. 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 school system serves 7,438 students in Pre-K through grade twelve. Forty-four percent of the students are White, 29% are Black, 22% are Hispanic, and 5% percent other. The school system employs 1,123 including 560 K-12 classroom teachers and 563 support personnel, including administrators, student support staff, office staff, and police officers. Sixty-seven percent of classroom teachers hold a master's degree or higher. The teacher retention rate has declined from 92% in 2021 to 84% in 2023.

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 school system provides a solid core curriculum that is supported by a myriad of 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 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. Georgia Milestones End of Course (EOC) tests are administered to grades 9-12 students in four subject areas. Benchmark and other formative assessments are administered periodically to determine students' progress while pursuing their program of study.



- ◆ Early Literacy - Birth to 5
- ◆ 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

7,438

Students

12

Schools

2

High Schools

1

Freshman Campus

1

Middle School

8

Elementary Schools

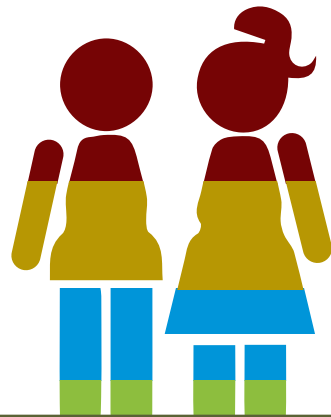
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Alternative Program

\$

2024-25 Budget

\$79.5 million



Student Enrollment

- White: 44%
- Black: 29%
- Hispanic: 22%
- Other: 5%

598	Students identified as gifted (8%)
1,093	Students identified as Special Ed (15%)
649	English language learners (9%)
276	Migrant students (4%)
854	Number of courses taken by students in Dual Enrollment
279	Number of Pathway Completers
336	Number enrolled in work-based Learning
220	Number enrolled in Advanced Placement

1,123 Employees

560 Teachers

563 Student Support Staff, Office Staff, and Administrators

ABC



Our Process

Developing the strategic plan was a true collaborative process and a purposeful collection of stakeholder input focused on developing the direction of the school system. Beginning in September 2022, GSBA engaged stakeholders at a number of levels, beginning with a meeting with the school board to establish the purpose and to conduct a SWOT analysis evaluating strengths, weaknesses or areas of improvement, opportunities, and threats or challenges. The process included a community event with a cross-section of approximately 73 stakeholders, including district, school, and post-secondary educators; business and industry partners; healthcare representatives; community and civic leaders; parents, and students, participating in a SWOT analysis to reflect the various aspects of the community and needs for the next five years. A community survey allowed an opportunity for any community member to provide input for consideration in the new plan.

Following the GSBA SWOT analyses and community survey results, GSBA provided a summarized Community Engagement Report identifying strengths, areas of improvement, opportunities, and challenges from all perspectives. The process continued by including a representative planning team to review the feedback and evaluate current practices to determine areas of focus to

better prepare our students for college, career, the workforce, and life. With consideration of effective initiatives from the FY19-FY23 Strategic Plan and feedback from the Community Engagement Report, the planning team began the process of developing a well-designed, targeted plan, through the review of the mission, vision, and beliefs and the identification of goals, performance objectives, and actions steps. Action Teams engaged in more focused sessions to review goals and actions, to determine initiatives that support each action, and to establish performance measures and targets for implementation and monitoring. The school board, planning team, and the Superintendent Teacher Advisory Council were provided a final review of the strategic plan for additional input or revisions.

This extensive process provided an understanding of the strengths and opportunities for growth for the district from the perspective of its internal and external stakeholders. We believe the strategic plan is a reflection of the various perspectives exemplified through the five goal areas. The plan was approved by the board of education on May 26, 2023, and will drive the work of the school system through continuous monitoring throughout the five-year period.

September 2022 - May 2023

WORK/PLANNING SESSIONS SEPTEMBER 2022 - MAY 2023

- ◆ BOE Meeting
- ◆ Community engagement Meeting
- ◆ Planning Team - SP Stakeholder Executive Team Meeting
- ◆ Action Team - School/System Leadership Team Meeting

SURVEY

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



Our Strengths

- ◆ The district's current Mission, Vision, and Beliefs are deeply rooted in the community and will continue to guide us in the future.
- ◆ The district provides multiple options and opportunities for education, including pathways and academies, and co-curricular engagement through a variety of clubs and programs.
- ◆ The district has strong leadership in the schools and community.
- ◆ Our community, including businesses, churches, and organizations, has a rich tradition of providing strong support through stakeholder input and partnerships.
- ◆ The mission is being accomplished as the graduation rate continues to improve.



Opportunities for Growth



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.

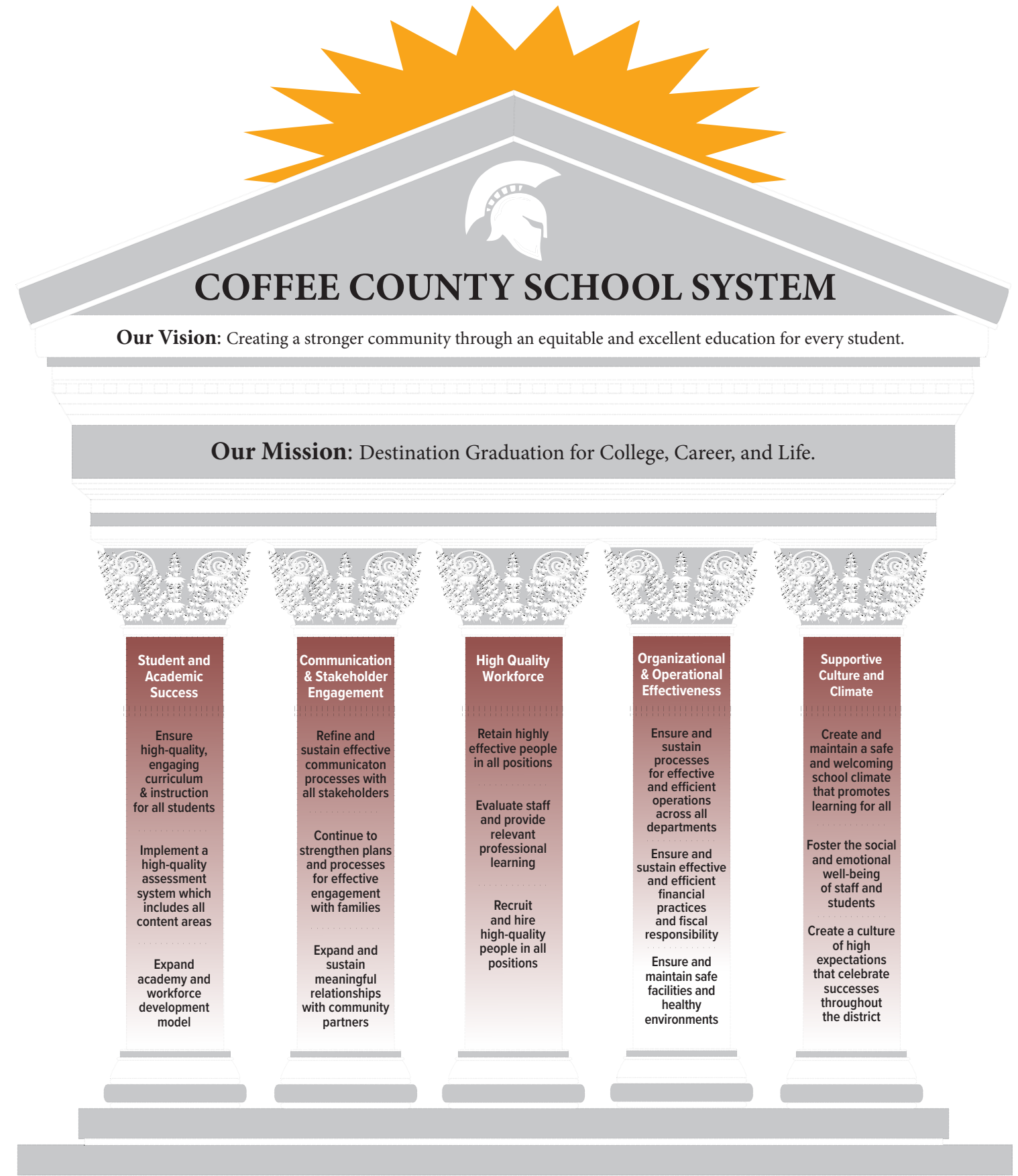
Fairness - We ensure all children equitable access to the resources necessary for academic success.

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

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

- ◆ Expand and develop more mental health services for students and staff
- ◆ Use innovative approaches to increase art and music opportunities in elementary grades
- ◆ Continue to develop deeper and stronger partnerships with churches, organizations, and the healthcare community
- ◆ Continue to develop strategies to hire and retain quality teachers and staff
- ◆ Continue to develop innovative strategies to increase parent involvement with the school district initiatives and to establish sustained engagement

Through this extensive process, the district has maintained its Mission, Vision, and Beliefs, as they are deeply rooted in the community and will continue to guide the five goal areas: Student and Academic Success, Community and Stakeholder Engagement, High-Quality Workforce, Organizational Effectiveness, and Supportive Culture and Climate.



Goal Area 1: Student and Academic Success

Performance Objective 1: Ensure high-quality, engaging curriculum and instruction for all students.

Initiative 1: Implement new Georgia state standards and best practices and monitor for standards-based classrooms.

Action Steps

- Implement exemplary practices for standards-based instruction that is rigorous, promotes problem solving and critical thinking.
- Implement a system of monitoring instruction where monitoring results guide improvement practices.
- Provide behavior and academic support.

Initiative 2: Expand literacy initiatives and early learning collaborative.

Action Steps

- Develop job-embedded professional learning with common language and strategies to ensure consistency of practice across all grade levels in structured literacy.
- Expand birth to five early learning initiatives.
- Identify and implement a screener for dyslexia in grades K-2.

Performance Measures

- Increase the percent of teachers in grades K-12 who implement standards-based instruction protocols with fidelity, based on the district's Learning Focused Checklist.
- Increase the percent of Leadership Teams monitoring teaching and learning in grades K-12, using the district's Teacher Observation Tool.
- Increase the number of proficient readers by administering Acadience Universal

- Screeners in grades K-2 three times yearly to identify at-risk students.
- Conduct a yearly Professional Development Needs Survey to align strategies and resources to improve teaching and learning outcomes.
- Increase the percent of teachers in grades K-12 who implement the components of Structured Literacy Instruction based on the district's literacy checklist.

Performance Objective 2: Implement a high-quality assessment system which includes all content areas.

Initiative 1: Identify and implement a District Assessment Plan in all K-12 classrooms.

Action Steps

- Create a focus team to review assessments.
- Research available data collection programs that align with the needs of district.
- Streamline System Assessment Plan in which all assessment data collected is supported by identified need.
- Develop and implement system-wide assessments for grades 3-8 for science and social studies.

administrators to support the development of increased pedagogy and instructional leadership practices.

- Provide continued differentiated training and support for new and non-traditionally trained teachers in instructional best practices.
- Use student performance data to evaluate the use of instructional programs.
- Use data to diagnose areas of strength and customize instruction to address areas of need.

Initiative 3: Define and develop a framework for project-based learning in K-5.

Action Steps

- Develop a framework for Project-Based Learning in grades K-5.
- Train teachers and staff in grades K-5 in Project-Based Learning.
- Develop opportunities for all students in grades K-5 to participate in performance-based assessments.

Performance Measures

- Increase the percent of students scoring at or above grade level on Curriculum Based Measures & STAR Reading/ Math assessments.
- Increase the percent of students scoring at or above grade level on the Georgia Milestones Assessment System (GMAS) in 5th & 8th grades science & 8th grade social studies.

- Increase the amount of job-embedded professional learning based on classroom observations.
- Increase the usage of Data Collection Platform Reports to track student performance on GMAS, STAR Reading, STAR Math, & Curriculum Based Measures.

Performance Objective 3: Expand Academy and Workforce Development model.

Initiative 1: Provide career awareness within each grade band.

Action Steps

- Develop career fairs in K-12 and explore collaborative opportunities across grade levels.
- Schedule guest speakers to expose students to various career opportunities.
- Create opportunities for field trips in grades K-8.
- Build an awareness of civic and social responsibilities and how they contribute to the well-being of the community and our country.

Initiative 2: Work collaboratively with post-secondary institutions and the community workforce for the benefit of academy students.

Action Steps

- Create opportunities for student awareness of certificates, pathways, and dual enrollment provided by post-secondary institutions.
- Create collaborative opportunities for business and industry.
- Develop aviation-related pathways through the University System of Georgia and Technical College System of Georgia.

Performance Measures

- Increase the percentage of Technical College Certifications/ Pathway Completers.
- Increase the percentage of work-based learning participants.

- Increase the number of students who are enrolled in Dual Enrollment.
- Increase the number of students in an apprenticeship.



Goal Area 2: Communication and Stakeholder Engagement

Performance Objective 1: Refine and sustain effective communication processes with all stakeholders.

Initiative 1: Refine and improve the usage of communication methods (Unified Home Connection-UHC) at the teacher, school, and district levels.

Action Steps

- Conduct a data review of teacher messaging content and frequency.
- Conduct a data review of school messaging content and frequency.
- Conduct a data review of district messaging content and frequency.
- Build and monitor a Unified Home Connection direction and expectation plan built upon best practice.
- Conduct communication and training around the revised plan.

Initiative 2: Develop a consistent communication structure for business and industry partners.

Action Steps

- Create and maintain a business and industry email group.
- Host a business and industry meeting with district leadership.
- Provide quarterly communication to business and industry that is relevant, branded, and professional (Newsletter-Sips of Coffee).
- District leaders continue to attend meetings and sessions to bolster engagement in both directions.
- Investigate opportunities (i.e., billboards, marquee) throughout the community to increase community awareness of school system events.

Performance Measures

- Decrease the percentage of communication duplications between teacher, school, and district by complying with the communication plan.
- Increase the percent of parent feedback by training staff to share information that encourages responses and engagement.
- Increase the percent of parents who report on the Parent Needs Survey that their child's school keeps them informed of their child's progress.

- Increase the percentage of parents who feel satisfied with communication through UHC based on parent feedback.
- Increase the percentage of email communication with all stakeholders regarding school and district events and opportunities.

Performance Objective 2: Continue to strengthen plans and processes for effective engagement with families.

Initiative 1: Align effective family engagement opportunities in all schools.

Action Steps

- Continue usage of the comprehensive needs assessment and parent survey data to develop common but differentiated and impactful school-level family engagement activities.
- Provide supports for schools to meet the objectives of the planned parent and family engagement events, including language translation.
- Enhance media outlet postings with branding, design and language translation for family engagement activities.

Initiative 2: Work with business partners and industry to enable increased parent attendance at parent teacher conference (PTC).

Action Steps

- Communicate with business partners and industries to renew agreements for parent attendance at parent-teacher conferences.
- Review business and industry meeting feedback to provide support and make adjustments regarding parent-teacher conference timing and opportunity.
- Research alternative parent-teacher conference methods and options.

Performance Measures

- Increase the average percent of parents who participate in parent teacher conferences each school year.

- Increase the percentage of parents who report on the Parent Needs Survey that family nights are effective for encouraging family involvement.

Performance Objective 3: Expand and sustain meaningful relationships with community partners.

Initiative 1: Expand community/industry partnerships within elementary schools.

Action Steps

- Refine college and career teachings with most relevant local opportunities.
- Utilize school governance councils to expand community partners.
- Expand the types of career related guest speakers.
- Select grade level elementary and middle school students attend the Academies of Coffee & WRCCA Tours.
- Develop a quarterly district event calendar for community/industry partners to increase awareness and provide opportunities for support.
- Maintain a list of sponsors by schools for support and to enhance recognition of community/industry partners in and around schools, clubs, and sporting events.

Initiative 2: Enhance K-5 community events focused on the shared vision of creating college and career ready graduates.

Action Steps

- Design career awareness activities with grades 3-5 students in mind
- Invite more representative community partners to support an event at the school level.
- Connect event to employability skills with hands on activities for students.
- Include post secondary providers in career awareness events to encourage college options.
- Enhance recognition of community business partners in and around schools, clubs, and sporting.

Performance Measures

- Increase the average amount of the various types of career guest speakers each year.



Goal Area 3: High Quality Workforce

Performance Objective 1: Retain highly effective people in all positions.

Initiative 1: Develop, support, and retain teachers.

Action Steps

- Gather teacher perception data.
- Enhance new teacher orientation to meet the needs of the new teachers, including nontraditional.
- Implement support for teachers in areas of critical need.

Initiative 2: Develop, support, and retain leaders.

Action Steps

- Gather leader perception data.
- Align professional learning opportunities to district and state priorities and initiatives.
- Provide support to LEA administrators.

Initiative 3: Develop, support, and retain classified staff.

Action Steps

- Gather classified staff perception data.
- Identify professional development needs for classified staff.
- Create professional development for classified staff, including on professional learning days (i.e., focus on the “Grow our Own” initiative).

Performance Measures

- Increase the teacher retention rate as reported by the Georgia Insights Educator Pipeline.
- Increase the teacher retention rate with the use of updated exit surveys.
- Increase percentage of highly qualified teachers based on GA Performance Criteria (CPI) by increasing the number of teachers entering MAT and GaTAPP.
- Decrease teacher attrition rate of resignations - Georgia Insights Educator Pipeline.

Performance Objective 2: Evaluate staff and provide relevant professional learning.

Initiative 1: Strengthen staff observational practices.

Action Steps

- Implement the Learning Focused Schools model.
- Investigate and implement a district-wide observational timeline.

Initiative 2: Strengthen professional development communities.

Action Steps

- Conduct professional learning needs survey.
- Review Superintendent Teacher Advisory Council feedback.
- Share school-level professional development plans/calendar for current fiscal year with target audiences.

Performance Measures

- Increase the average percent of parents who participate in parent teacher conferences each school year.
- Increase the percentage of parents who report on the Parent Needs Survey that family nights are effective for encouraging family involvement.

Performance Objective 3: Recruit and hire high quality people in all positions.

Initiative 1: Strengthen innovative approaches to staffing.

Action Steps

- Assess areas of need.
- Advertise positions on Teach Georgia/ system website.
- Conduct recruitment fairs for nontraditional teachers (GaTAPP and MAT Representatives).
- Strengthen the para-to-teacher program partnership with South Georgia State College.
- Incorporate retirees to fill needs.
- Promote the Career Fair for various positions across the district.

Initiative 2: Strengthen minority recruitment.

Action Steps

- Recruit bilingual staff through advertisement and job fairs.
- Recruit staff to support student populations.

Performance Measures

- Strengthen recruitment efforts with data from Staff Needs Assessment Survey.
- Strengthen recruitment efforts with YOSS new hire data.



Goal Area 4: Organizational and Operational Effectiveness

Performance Objective 1: Ensure and sustain processes for effective and efficient operations across all departments.

Initiative 1: Implement Human Resources and Finance platform.

Action Steps

- Form committees with directors and principals to support the implementation.
- Conduct training on the platform.
- Schedule quarterly roll out of various functions of the platform.

Initiative 2: Create and Implement Departmental Review Processes.

Action Steps

- Identify departmental roles and responsibilities.
- Create departmental standard operating procedures.
- Use standard operating procedures to conduct annual departmental reviews.

Performance Measures

- Increase the percentage of work orders completed within five days.
- Identify staff professional learning needs using the Spring Needs Assessment.
- Survey to guide the following year’s professional learning plans.

Performance Objective 2: Ensure and sustain effective and efficient financial practices and fiscal responsibility.

Initiative 1: Implement best practices for maintaining the budget process.

Action Steps

- Enhance training for staff for financial accountability.
- Develop and maintain system budgets.
- Seek input from stakeholders on the annual budget.

Initiative 2: Meet Generally Accepted Governmental Accounting Standards.

Action Steps

- Continue with preparation of annual system audit.
- Adhere to guidelines for Federal Audits.
- Continue with School Activity Audits.

Performance Measures

- Maintain 100% of annual district financial audits with no findings.
- Maintain 100% of annual school activity audits with no findings.
- Increase the amount of staff participation in financial training as reported by agendas and sign in sheets.

Performance Objective 3: Ensure and maintain safe facilities and healthy environments.

Initiative 1: Review and maintain safety plans.

Action Steps

- Create uniform safety plans for all LEA locations.
- Enhance communication plan through training of staff.
- Conduct annual safety training with staff.

Initiative 2: Review and maintain facility plans.

Action Steps

- Conduct Facility Needs Assessments across the district.
- Develop and maintain Five-Year Facility Plans.

Performance Measures

- Decrease the percentage of annual bus inspection findings by 25% from one fiscal year to the following when applicable.
- Increase the percentage of “always/often” responses on the grades 3-5 Georgia Health Survey on questions related to safe and healthy.
- Decrease the amount of annual food inspection findings.



Goal Area 5: Supportive Culture and Climate

Performance Objective 1: Create and maintain a safe and welcoming school climate that promotes learning for all.

Initiative 1: Strengthen school and district safety planning and environment security.

Action Steps

- Continue and expand local, state, and federal partnerships.
- Continue active shooter and safety trainings.
- Continue use of software and hardware to enhance safety (staff alert system, restricted school access system, school and classroom audio and video systems).
- Maintain and strengthen the school system police department through hiring, training, and retaining officers.

Initiative 2: Build a welcoming learning environment for all students and stakeholders.

Action Steps

- Annually review Student Health Survey data & Parent Perception data at the school level.
- Train staff on what welcoming actions look like.
- Implement Capturing Kids Hearts system-wide.

Performance Measures

- Increase the percentage of “always.often” responses on the grades 3-5 Georgia Health Survey.
 - Question #3 : “My school wants me to do well.”
 - Question #5 : “I feel safe at school”.
- Increase the percentage of “strongly agree and somewhat agree” responses on the grades 6-12 Georgia Health Survey.
 - Question #2 : “I feel like I fit in at my school.”
 - Question #4 : “I feel connected to others at my school.”
- Increase the percentage of “strongly disagree and somewhat disagree” responses on the grades 6-12 Georgia Health Survey.
 - Question #20 : “I have felt unsafe at school or on my way to or from school.”
 - Decrease the amount of discipline referrals related to safety infractions. (Alcohol, Arson, Battery, Burglary, Disorderly Conduct, Drugs, Fighting, Theft, Sex Offenses, Threats, Tobacco, Vandalism, Weapons, Bullying, Student Incivility, Gang Offenses, Electronic Smoking Device, Violence Against a Teacher.)
 - Increase the percentage of “strongly agree and agree” responses on the grades FY23 Parent Survey.
 - Question #10 : “Our schools are clean, safe, and provide orderly learning environments”.

Performance Objective 2: Foster the social and emotional well-being of staff and students.

Initiative 1: Maintain and strengthen student support systems to enhance the development of the whole child.

Action Steps

- Define age-appropriate social emotional well-being.
- Maintain and strengthen *Know Your Worth* initiative.
- Continue school-based Character Education Program.
- Maintain and strengthen Student Support Case Manager efforts.
- Implement Capturing Kids Hearts system-wide.
- Support cultural awareness and competency among students.
- Strengthen student engagement with school-sponsored extracurricular and co-curricular activities in grades 6-12.

Initiative 2: Foster and support the physical, social, & emotional well-being of staff.

Action Steps

- Define social emotional well-being.
- Implement Capturing Kids Hearts system-wide.
- Create a school & district initiative for staff well-being.
- Monitor staff absenteeism.
- Support cultural awareness and competency among staff.

Initiative 3: Create a sense of belonging through a focus on Citizenship and Patriotism.

Action Steps

- Increase visual representation of patriotism throughout the district.
- Involve NJROTC in Elementary/Middle Patriotism Awareness.
- Increase assemblies and activities related to citizenship and/or patriotism. (Voting, Community Pride, Honoring Military, First Responders, Public Servants, Elected Officials).

Performance Measures

- Increase the percentage of “always. often” responses on the grades 3-5 Georgia Health Survey.
 - Question #1 : “I like school.”
 - Question #11 : “There is an adult at my school that will help me if I need it.”
- Increase the percentage of “strongly agree and somewhat agree” responses on the grades 6-12 Georgia Health Survey.
 - Question #60 : “I know an adult at my school that I can talk with if I need help.”
 - Increase the percentage of “none” responses on the grades 6-12 Georgia Health Survey.
 - Question #74 : “In the past 30 days, how many days have you felt depressed, sad, or withdrawn?”
 - Increase the percentage of faculty and staff identified as socially and emotionally healthy based on an adult social-emotional health screener.
 - Decrease the percentage of days lost for faculty and staff to address teacher absenteeism.

Performance Objective 3: Create a culture of high expectations that celebrate successes throughout the district.

Initiative 1: Provide leadership opportunities for all staff and recognition of outstanding employees.

Action Steps

- Maintain and grow Employee Recognition Programs at all schools.

• Continue Teacher/Leader development opportunities (AP Bootcamp, Aspiring Leaders Workshops).

Initiative 2: Enhance current student recognition programs.

Action Steps

- Maintain and grow Student Recognition Programs at all schools.

Performance Measures

- Increase the percentage of “always.often” responses on the grades 3-5 Georgia Health Survey.
 - Question #3 : “My school wants me to do well.”
 - Question #7 : “Good behavior is noticed in my school.”
- Increase the percentage of “strongly agree and somewhat agree” responses on the grades 6-12 Georgia Health Survey .
 - Question #57 : “I feel that my school has high standards for achievement.”
 - Question #59 : “Students are frequently recognized for good behavior.”

High School Career Academies

In the system’s strategic planning process, the district recognized the success of the academy model for our school and community. Moving forward, we will build on the success by expanding the academy and workforce development 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.



Coffee County School Board from left, School Superintendent Dr. Morris Leis, Adam Lott, Jesse Jowers Bryan Preston, Leola Johnson, and Gene Wade

School Board Members

- District 1 Leola Johnson
- District 2 Jesse Jowers
- District 3 Gene Wade
- District 4 Bryan Preston
- District 5 Adam Lott



Strategic Plan Community Event Participants

Morris Leis	Superintendent, Coffee County School System	Chandler Newell	IT Consultant, Coffee County School System
Christina Tucker	Assistant Superintendent for Curriculum, Instruction, and Assessment, Coffee County School System	Ana Loreto	Migrant SSP, Coffee County School System
Lee Mobley	Assistant Superintendent for Operations/Facilities, Coffee County School System	Melisha Wheelles	Paraprofessional, Westside Elementary
Allyson Speight	Director of Assessment and Accountability, Coffee County School System	Courtney Sheffield	Parent, Indian Creek Elementary
Tamara Morgan	Director of Federal Programs, Coffee County School System	Shawn Williams	Parent, Satilla Elementary
Tracy Youghn	Director of Finance, Coffee County School System	Anterius Vickers	Parent, Satilla Elementary
Wendy Jowers	Director of Literacy, Coffee County School System	Bayron Beltram	Parent, Westside Elementary
Dawn Lewis	Director of Nutrition, Coffee County School System	Craig Johnson	School Governance Council, Indian Creek Elementary
Benita Lott	Director of Personnel, Coffee County School System	Michael Reaves	School Governance Council, WRCCA
Logan Evans	Director of Technology, Coffee County School System	John Johnson	Student Ambassador, Coffee High School
Chris Elrod	Chief of Police, Coffee County School System	Missy Mitchell	Student Ambassador, Coffee High School
Tina Sapp	Principal, Broxton-Mary Hayes Elementary	Leikle Roberts	Student Ambassador, Coffee High School
Tonya LeSure	Principal, Coffee County Educational Academy (Alternative School)	William Vickers	Student Ambassador, Coffee High School
Van Allen	Principal, Coffee High School	Bridgette Mercer	Teacher, Ambrose Elementary
Randy Drew	Principal, Coffee Middle School	Laila Johnson	Teacher, Broxton-Mary Hayes Elementary
Amy Vining	Principal, Eastside Elementary	LaShanda Harris	Teacher, Coffee County Educational Academy
Abe Morris	Principal, George Washington Carver Freshman Campus	Christi Thomas	Teacher, Coffee High School
Anastagia Carter	Principal, Indian Creek Elementary	Kristin Stevens	Teacher, Coffee Middle School
Lori Bratcher	Principal, Nicholls Elementary	Jennifer Kirkland	Teacher, Eastside Elementary
Carla Rish	Principal, Satilla Elementary	Michelle Evans	Teacher, George Washington Carver Freshman Campus
Alan Chancey	Principal, West Green Elementary	Renea Taylor	Teacher, Indian Creek Elementary
Amy Hughes	Principal, Westside Elementary	Suzanne Harper	Teacher, Nicholls Elementary
Pam Smith	Principal, Wiregrass Regional College & Career Academy	Amy Hunkapiller	Teacher, Satilla Elementary
Shelley Cole	Assistant Principal, Ambrose Elementary	Amy Paulk	Teacher, Satilla Elementary
Grady Hart	Assistant Principal, Coffee High School	Kim Tatum	Teacher, Satilla Elementary
Sarah Warren	Assistant Principal, Coffee High School	David Handley	Teacher, Satilla Elementary
Christianna Timothy	Assistant Principal, Coffee Middle School	Courtney Carr	ESOL Teacher, Eastside Elementary
Katherine Woodard	Assistant Principal, Eastside Elementary	Brandy Wilkes	Associate Vice President, Wiregrass Georgia Technical College
Tammy Hill	Assistant Principal, George Washington Carver Freshman Campus	Vicki Lewis	CEO, Coffee Regional Medical Center
Ben Paulk	Assistant Principal, Satilla Elementary	Emily Courson	Director, Douglas-Coffee County Chamber of Commerce
Donna Davis	Academic Coach, Coffee High School	Tracy McClelland	Director, The Medical Institute of South Georgia
Shae Hare	Academic Coach, Eastside Elementary	Steve Barker	Facilitator, Georgia School Board Association
Jessica Baker	Academy Director, Coffee High School	Paulette Brown	Faculty, Wiregrass Georgia Technical College
Steve Wight	Athletic Director, Coffee High School	Scott Smith	HR Manager, PCC Airfoils
Rhonda Dorsey	CTAE Director, Coffee High School	Chris Watson	Pastor, Grace Pointe Church
		Rueben Speight	Pastor, Greater Destiny International Ministries
		Shane Edmisten	Police Chief, City of Douglas
		Ingrid T. Sellers	President, South Georgia State College

Planning Team Participants



- Morris Leis
- Christina Tucker
- Lee Mobley
- Bryan Preston
- Mary Vickers
- Tina Sapp
- Amy Vining
- Anastagia Carter
- Lori Bratcher
- Carla Rish
- Alan Chancey
- Amy Hughes
- Randy Drew
- Abe Morris
- Van Allen
- Pam Smith
- Tonya LeSure
- William Vickers
- Jaime Taylor
- Eric Nwawel
- Kaniyah Lawson
- Tamara Morgan
- Jessica Barber
- Brandy Wilkes
- Ariel Hill
- Chandler Newell
- Rueben Speight
- Keela Swinson
- Matt Seale
- Allyson Speight
- Leikle Roberts
- Dawn Lewis
- Logan Evans
- Craig Johnson
- Rhonda Dorsey
- Chris Elrod
- Tonya Johnson
- Benita Lott
- Tracy Youghn
- Walda Kight

Business Partners

- A Lighter Side
- Aden's Minit Mart
- AgSouth Farm Credit
- All About Soles
- Amerigroup Community Care
- Ameris Bank
- Amerson Tire
- ATC - Alma Telephone Company
- Becky's Gifts & Antiques
- Blue Door Décor
- Boys & Girls Club
- Broadcast South
- Burger King
- Chancey Signs
- Charles E. Lewis Construction
- Chick-fil-a
- Child Advocacy Center
- City of Douglas
- Classy 5 Boutique/ Blue Door Décor
- Coffee Alliance of the Arts
- Coffee County Commission
- Coffee County Department of Family & Children Services
- Coffee County Emergency Management Agency
- Coffee County Extension/4-H
- Coffee County Health Department
- Coffee County Magistrate Court
- Coffee County Sheriff's Department
- Coffee Regional Medical Ctr.
- Colony Bank
- Country Customs
- Covenant Christian Church
- Crawford Jewelers
- CRH Physicians Practices, LLC
- 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 Exchange Club
- Douglas Housing Authority
- Douglas National Bank
- Douglas Parks & Recreation Department
- Douglas Police Department
- Douglas Rotary Club
- Douglas-Coffee County Chamber & Economic Development Authority
- DouglasNow
- Dresses & Dreams
- East Coast Asphalt
- El 1800 Mexican Restaurant
- Ellianos
- Elixir
- Elixir Extrusions
- Farrar, Hennessy, & Tanner, LLC
- Fender Chevrolet
- Fireside Pizza Shop
- First National Bank of Coffee County
- First National Bank South
- Fitzgerald Family Eyecare
- Fletcher Oil
- Flyin' Cowboy
- Fort Stewart Youth Challenge
- Georgia Department of Labor
- Georgia State Patrol
- Goo Goo Car Wash
- Gopher Plantation
- Griffin Warehouse, Inc.
- Harper & Company Builders
- Hog n Bones
- Holt's Bakery
- Hungry Howies Pizza
- Hurst & Hurst CPAs, LLC
- J&D Designs & Café
- JMC Tire Company
- Kentucky Fried Chicken
- Lott Builders Supply Company
- Lott Properties
- Lucy Lu's
- Luxury Nails
- Lyon Management
- Mack's Deli
- Magnolia House Shelter for Abused Persons
- Malcolm's Drug Store
- Mosquito Squad
- Murphy Eye Center
- Norris Shoe Store
- Oasis MedAesthetics
- Optima Chemical Group, LLC
- Organic Nails & Spa
- Origins of Eve
- Pa Bills BBQ
- Paradise Tan
- PCC Airfoils, LLC
- Peach State Health Plan
- Pearl, A Cottage Makery
- Perinatal Health Partners
- Premium Peanut
- Premium Touch Graphics
- Premium Waters
- Quality Lube Center
- Satilla Regional Library
- Satilla REMC
- Saving Grace Ministries
- Shell Rapid Lube
- South Central Primary Care Center
- South Georgia State College
- Southeastern Orthopaedics
- Southern Sass
- Southwire
- Staffmate
- State Farm Insurance
- Sunbelt Greenhouses
- Surcheros
- Surchero's Fresh Mex
- The Covered Wagon
- The Crave
- The Picket Fence
- Thomas Flowers
- Tip Top Gifts & Antiques, Deli
- Truist Bank
- Ultimate Graphics
- Unison Behavioral Health
- UPS Store
- Vista Park
- Walmart
- Walmart Distribution Center
- Wellcare of Georgia
- Williams Institutional Foods
- Wiregrass Georgia Technical College
- Zaxby's

Coffee County Schools

Grades Pre-K-5

Ambrose Elementary
3753 Vickers Crossing Road
Ambrose, Georgia 31512
912-359-5500

Broxton Mary-Hayes Elementary
410 South Alabama Street
Broxton, Georgia 31519
912-359-2391

Eastside Elementary
603 North McDonald Avenue
Douglas, Georgia 31533
912-384-3187

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

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

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

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

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

Grades 6-8

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

Grade 9

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

Grades 10-12

Coffee High School
159 Trojan Way
Douglas, Georgia 31533
912-384-2094

Grades 9-12

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

Grades 6-12

Coffee County Educational Academy
1020 South Gaskin Avenue
Douglas, Georgia 31533
912-383-1342



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

