



Charting Our

**Future**

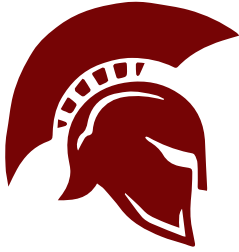
**Equity &  
Excellence**



**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 continue 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 February 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 February 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 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'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

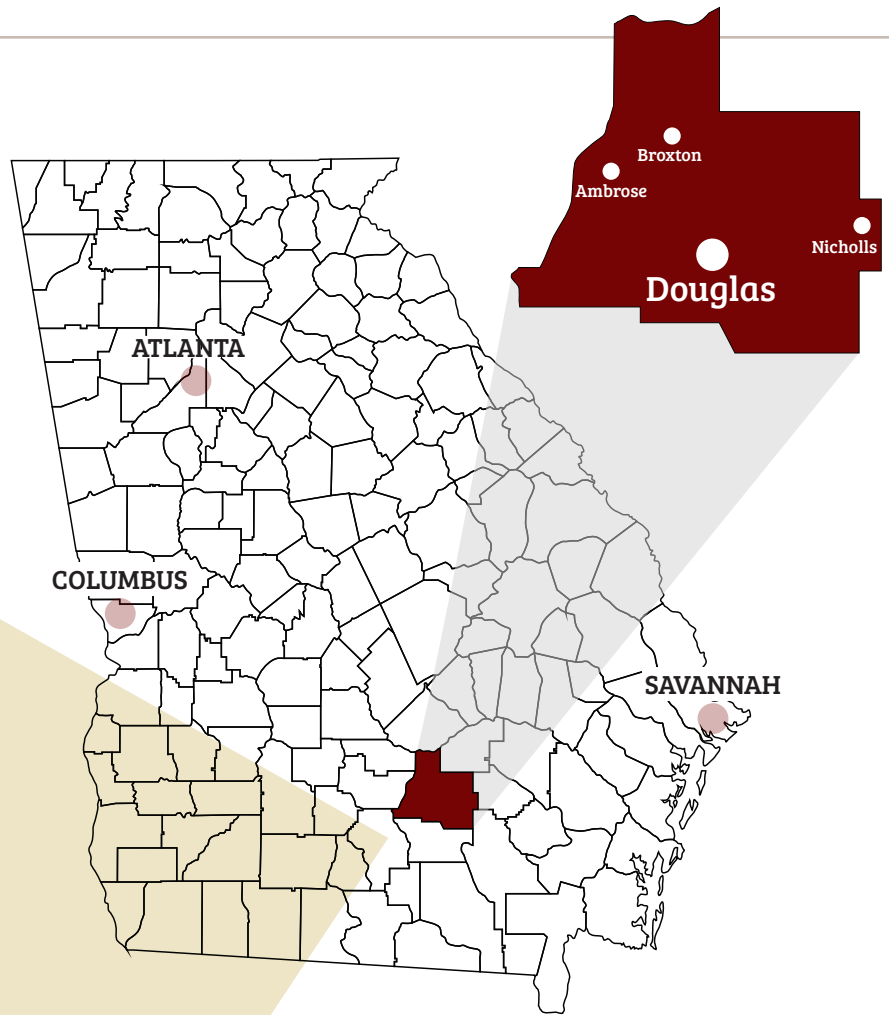
**C**offee County was established on February 9, 1854 and is named for General John E. Coffee, a state legislator and a U. S. representative. It is located in Southeast Georgia with the vast majority located on the Satilla River sub-basin of the St. Marys-Satilla River basin. It is fourteenth in size 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 program** (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 **7,569 students in Pre-K 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 406 students or about two-thirds of the four-year-old population. The school system employs 534 K-12 classroom teachers, 494 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 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 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.



*Sherri Berry, Principal of Coffee Middle School, was named Middle School Principal of the Year by the Georgia Association of Secondary School Principals (GASSP) for 2018-2019. Ms. Berry is shown with Dr. Morris Leis, Superintendent of Schools.*

- ◆ **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

**7,569**  
Students

**12**  
Schools

**2**  
High Schools

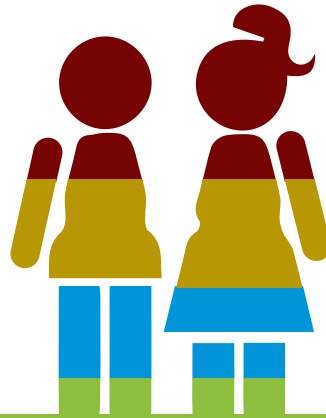
**1**  
Freshman Campus

**1**  
Middle School

**8**  
Elementary Schools

**1**  
Alternative Program

**\$**  
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 Special Ed **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
- 502** 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, high education, faith-based groups, parents, students, teachers, school and district level administrators and other school staff. 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
- ◆ Students

### 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...

**C**ommunity - We foster and sustain strong community partnerships.

**O**pportunity - We provide opportunities for all students to learn, thrive and succeed.

**F**ocus - We focus on raising student achievement and preparing our students for their futures.

**F**airness - We ensure all children equitable access to the resources necessary for academic success.

**E**thics - We promote integrity and honest communication and maintain responsible stewardship of resources.

**E**xcellence - 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/Leadership
- 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.

<b>Strategic Goal</b>	<b>Employ teaching strategies that develop students' knowledge and skills for college and career readiness.</b>
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
<b>Strategic Goal</b>	<b>Develop students' essential knowledge and skills for college and career readiness (CCR).</b>
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
- % needing Reading Remediation
- % needing Math Remediation
- Advanced Placement #s
- Advanced Placement (scoring 3 or higher)
- Current measures located on [www.coffee.k12.ga.us](http://www.coffee.k12.ga.us)



## FOCUS AREA 2 - WORKFORCE AND LIFE

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

<b>Strategic Goal</b>	<b>Integrate employability skills into the curriculum and learning experiences from K through 12th grade.</b>
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 9-12 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
<b>Strategic Goal</b>	<b>Develop a timeline for phasing in high-quality Academies in order to reach all students.</b>
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
- Technical College Certifications
- Zell Miller Scholarships
- Pathway Completers
- Reach Scholarships
- Work-Based Learning Participants
- Summer Interns
- Career Guest Speakers
- EOPA/Industry Credentialing
- Current measures located on [www.coffee.k12.ga.us](http://www.coffee.k12.ga.us)



## FOCUS AREA 3 - PEOPLE AND CULTURE

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

<b>Strategic Goal</b>	<b>Prioritize professional development and form communities committed to shared learning that support schools and transform practice.</b>
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
<b>Strategic Goal</b>	<b>Employ strategies that focus on the development of the whole child.</b>
Strategy 1	Implement student support systems to enhance the development of the whole child, counseling, student attendance, engagement and anti-bullying.
Strategy 2	Continue to implement and monitor PBIS (Positive Behavior Intervention & Supports), student leadership development, 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
<b>Strategic Goal</b>	<b>Build leader development and teacher retention and recruitment.</b>
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 and minority recruitment. (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
- Administrator and Teacher Retention/Recruitment
- Professional Learning Communities (PLCs)
- Minority Recruitment
- PBIS Implementation
- Current measures located on
- School Safety Training
- [www.coffee.k12.ga.us](http://www.coffee.k12.ga.us)



## FOCUS AREA 4 - FAMILY AND COMMUNITY

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

<b>Strategic Goal</b>	<b>Engage the community in aligning employer and civic support through dedicated staff who facilitate industry council meetings and coordinate support for academies.</b>
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
<b>Strategic Goal</b>	<b>Create a culture that builds community and parent understanding and ownership of our shared vision of creating college and career ready graduates.</b>
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](http://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](http://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

**T**he 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, Reagan Miller, Bryan Preston, Jesse Jowers, Adam Lott and Leola Johnson.*



# Strategic Planning Executive Team Members

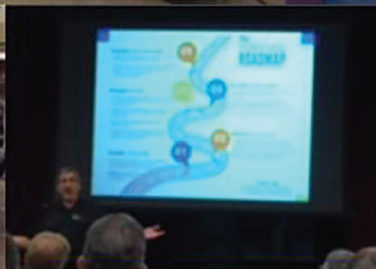
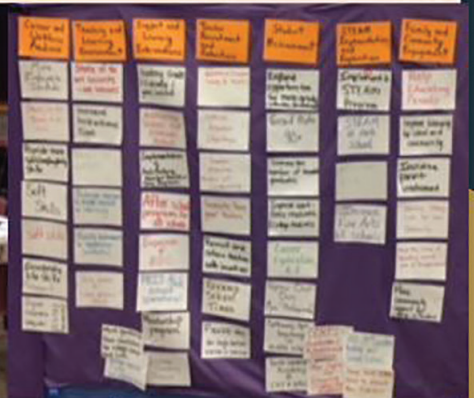
• <b>Morris Leis</b>	Superintendent, Coffee County School System
• <b>Bernie Evans</b>	Assistant Superintendent for CIA, Coffee County School System
• <b>James Banks</b>	Assistant Superintendent for Operations/Facilities, Coffee County School System
• <b>Bryan Preston</b>	BOE Chair, Coffee County School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



# Community Meeting Participants

## Strategic Planning Update - November 2017

Community Conversation with 75 participants on the campus of Coffee Middle School.



**FORD NEXT GENERATION LEARNING**  
Coffee County School System  
Strategic Planning Timeline  
APRIL 2015 - OCT 2017

Facilitator: Phyllis Hubbard, Kelly Mann

Meeting	Date	Location	Time
Initial Conversation, In-Campus/Off-Campus	4/15/15	MS	2:00 - 3:00
Initial Conversation (2nd Mtg.) - On-Campus, Post-Decision	5/14/15	MS	8:00 - 10:00
Initial Conversation (3rd Mtg.) - On-Campus, Post-Decision	6/10/15	MS	8:00 - 10:00
Initial Conversation (4th Mtg.) - On-Campus, Post-Decision	7/15/15	MS	8:00 - 10:00
Initial Conversation (5th Mtg.) - On-Campus, Post-Decision	8/12/15	MS	8:00 - 10:00
Planning, Post-Decision - Working Mtg. w/Local/Off-Campus	10/12/17	MS	8:00 - 10:00
Planning, Post-Decision - Working Mtg.	1/22/18	MS	8:00 - 10:00
Planning, Post-Decision - Working Mtg.	2/22/18	MS	8:00 - 10:00
Planning, Post-Decision - Working Mtg.	3/22/18	MS	8:00 - 10:00

- 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

- ATC - Alma Telephone Company
- AgSouth Farm Credit
- All About Soles
- Amerigroup Community Care
- Ameris Bank
- Amerson Tire
- BB&T Bank
- Becky's Gifts & Antiques
- Blue Door Decor
- Boys & Girls' Club
- Broadcast South
- 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 Magistrate Court
- 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 County Chamber & Economic Development Authority
- Douglas Exchange Club
- Douglas Housing Authority
- Douglas National Bank
- DouglasNow
- 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
- Fletcher Oil
- Flyin' Cowboy
- Fort Stewart Youth Challenge
- Fresher Brands Management
- 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
- LARK United Manufacturing
- Lott Builders Supply Company
- Lott Properties
- Lyon Management
- 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 REMC
- 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
- Studio 317
- Sunbelt Greenhouses
- SunTrust Bank
- Surcheros
- Tip Top Gifts & Antiques, Deli
- Trophy World
- Ultimate Graphics
- 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-Hayes Elementary\*

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

### Eastside 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 Education Program

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](http://www.coffee.k12.ga.us)