GaDOE

Georgia Department of Education

School Improvement Plan
2022 - 2023

Identify Needs · Select Interventions · Plan Implementation · Implement Plan · Examine Progress

Coherent Instruction · Professional Capacity · Supportive Learning Environment · Family & Community Engagement · Effective Leadership

READY TO LEARN · READY TO LIVE · READY TO LEAD

WHOLE CHILD

Coffee County
Coffee County High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Creating a culture of high expectations
Root Cause # 1	Accountability is not widespread
Goal	By May 2023, all classroom teachers will participate in at least 90% of collaboration and professional development meetings and update their gradebooks at least once each week.

Action Step # 1

Action Step	Organize, implement, and monitor structured collaboration
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Collaboration and monitoring schedule Sample collaboration minutes housed in Drive
Success Criteria for Impact on Student Achievement	Teachers attend 90% of all meetings Collaboration occurs weekly and monthly.
Position/Role Responsible	Teachers Administrators Academic Coach
Timeline for Implementation	Others : August 2022-May 2023

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Monitor professional development attendance
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership
Success Criteria for Implementation	Professional development calendar Spreadsheet with cumulative attendance
Success Criteria for Impact on Student Achievement	Teachers attend 90% of all professional development.
Position/Role Responsible	Academic Coach Administrators
Timeline for Implementation	Others : August 2022-May 2023

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Track gradebook updates
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership
Success Criteria for Implementation	Spreadsheet that tracks weekly updates iCampus Reports
Success Criteria for Impact on Student Achievement	Teachers update grades by the deadline each week.
Position/Role Responsible	Administrators
Timeline for Implementation	Others : August 2022 - May 2023

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Providing coaching and professional development to faculty
Root Cause # 1	Coaching for faculty is not consistent.
Root Cause # 2	Professional development has not been provided consistently.
Root Cause # 3	Turnover among teachers is high
Goal	By May 2023, coaching will be provided to all classroom teachers with one to three years experience on a routine basis and professional development to all teachers on a monthly basis.

Action Step # 1

Action Step	Organize and implement a monthly differentiated professional development calendar for new teachers and inclusion teachers and a monthly calendar for all teachers
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Professional Learning Calendar Sample materials from PL's in Drive Sample Sign-in Sheets in Drive
Success Criteria for Impact on Student Achievement	Coaching and PD for new and inclusion teachers is specific and differentiated PBL is implemented each semester
Position/Role Responsible	Academic Coach Administrators
Timeline for Implementation	Others : August 2022-May 2023

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA

Action Step # 2

Action Step	Maintain a digital coaching support calendar and resource bank and coaching notes journal to track coaching among all teachers, with an emphasis on new and inclusion teachers
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Digital calendar and coaching journal shared in Drive
Success Criteria for Impact on Student Achievement	Coaching is routine and differentiated for all new and inclusion teachers
Position/Role Responsible	Academic Coach Administrators
Timeline for Implementation	Others : August 2022-May 2023

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improving student achievement
Root Cause # 1	Assessment data is not collected and analyzed
Root Cause # 2	Instruction is not monitored consistently
Root Cause # 3	Parents are not engaged.
Root Cause # 4	Student attendance is not addressed consistently
Goal	By May 2023, the number of students scoring Distinguished or Proficient on the Biology, U. S. History, and American Literature and Composition Milestones Assessments will increase by 3%, and the number of students scoring 3, 4, or 5 on AP exams will increase by 3%.

Action Step # 1

Action Step	Conduct walkthroughs to monitor instruction on a routine basis
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership
Success Criteria for Implementation	Walkthrough Google Form Sample of walkthrough documents and feedback in Drive
Success Criteria for Impact on Student Achievement	Each teacher is observed at least bi-weekly
Position/Role Responsible	Administrators
Timeline for Implementation	Others : August 2022 - May 2023

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Provide students with support of instructional resources and materials, including digital resources
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Invoices for purchase of resources, including digital
Success Criteria for Impact on Student Achievement	Resources are allocated per teacher request
Position/Role Responsible	Principal
Timeline for Implementation	Others : August 2022-May 2023

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Develop a student support schedule
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Success Criteria for Implementation	Student support schedule shared in Drive, on social media, and via Kinvolved
Success Criteria for Impact on Student Achievement	Schedule offers opportunities throughout the day Monday through Thursday
Position/Role Responsible	Administrators
Timeline for Implementation	Others : August 2022 - May 2023

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Organize and implement a plan to move summative assessments to Illuminate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 4

Systems	Effective Leadership Professional Capacity
Success Criteria for Implementation	CHS Assessment Calendar Document Shared in Drive Sample data review during Admin meetings shared in Drive
Success Criteria for Impact on Student Achievement	Assessments and data are monitored bi-weekly during administrative meeting
Position/Role Responsible	Administrators Academic Coach
Timeline for Implementation	Others : August 2022 - May 2023

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 5

Action Step	Develop a process for checking student attendance
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership
Success Criteria for Implementation	Sample attendance reports Sample emails regarding attendance
Success Criteria for Impact on Student Achievement	Attendance is monitored daily and weekly
Position/Role Responsible	Administrative Assistants Administrators
Timeline for Implementation	Others : August 2022 - May 2023

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Coffee High School's leadership team met during the month of June to review data from Milestones assessments, surveys completed by staff and parents to evaluate and revise the previous year School Improvement Plan. As a course of meeting, parents, community partners, and students were invited to participate. The group considered previous CCRPI reports because of the disruption in data as a result of the Covid 19 pandemic. A survey in Google Forms format was sent to the faculty to provide feedback on the CNA. The leadership team met again in July to review and complete the plan. The results of the reviews and the identification of concerns will be shared and discussed with the staff during preplanning and with the School Governance Council at the beginning of the 2022-2023 school year.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Coffee High School strives to hire highly qualified teachers. All teachers are provided support throughout the school year to assist them in their areas of weakness. Areas of assistance include the help of the academic coach, academy leads, leadership, and newsletters providing tips on teaching strategies, technology, and professional standards.
	New teachers attend New Teacher Orientation and have a mentor who works with them throughout the year. Mentors assist new teachers to the system with support on TKES, school procedures, and pedagogy. In addition, academy members and fellow content teachers offer support in various ways, including providing materials, ideas, and emotional support.
	Teacher effectiveness is assessed based on walkthrough data and data collected with the Teacher Keys Effectiveness System (TKES) and assessment data from the Georgia Milestones Assessments and End-of-Pathway assessments. Administration determines if a teacher is ineffective, which results in recommended summer professional development to improve teacher effectiveness and the writing of a professional learning plan to help support the teacher in developing efficacy.
	In addition, the master schedule is created based on the results of the information gathered to determine what a teacher will teach. Coffee High School also strives to keep class size to a minimum and strives to establish a collaboration schedule for veteran teachers to support teachers in learning, using, and improving differentiation strategies to meet the needs of Coffee High School's diverse learners.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	Our program focuses on addressing academics, CTAE courses with End-of-Pathway Assessments, and AP courses. Achievement for academically at-risk students is addressed through various means. First, a systematic tutoring schedule is in place that allows students different opportunities to work with teachers in all academic contents at various times of the day. Teachers in each content area work together to provide options for morning, during the school day, and after school. These opportunities are offered Monday through Thursday and are clearly communicated to students and parents during parent meetings, on social media, via the communication platform Kinvolved, and on the school website.

Students who are deficient in literacy skills are placed in the Balanced Literacy program Read 180, in which they receive support to improve their reading and writing skills through small group instruction. Read 180 provides these students with two semesters of an intense balanced literacy approach to help move them closer to grade level skills. These students also have access to online support with the use of USA Test Prep, IXL, Actively Learn, Kuta, and others to improve both their literacy skills and numeracy skills.

These students are scheduled for CTAE courses based solely on their interests and future plans. Students are scheduled into a small-school environment known as an academy in which they find a family-like atmosphere headed by an academy assistant principal. Each academy has a dedicated counselor, administrative assistant, and teachers who get to know and support students over a three-year period. Students become more than faces and develop close relationships with their AP, teachers, and fellow students and develop a sense of belonging that encourages success. In addition, the school has implemented project-based learning to increase rigor, relevance, and engagement with academic subjects.

Coffee High School also assists students with the cost of Advanced Placement exams based on their individual needs. CHS also purchases supplies, technology, and content materials as needed to support student academic achievement.

To support the needs of diverse learners, teachers attend content-specific trainings to gain content and pedagogical knowledge to assist students in reaching their academic goals. Training attended focuses on differentiation strategies, general instructional strategies, and content-relevant methodologies to support student academic success. |

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

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	In order to facilitate a smooth transition from George Washington Carver Freshman Campus to Coffee High School, Coffee High holds a Trojan Seminar in which students and parents receive small group assistance in developing a four-year plan of study for their student. Students and parents work collaboratively with an advisor in a small-group setting of 10 or fewer to discuss the proper course of study plan for a student based on his or her academic or career-related goals. This meeting is held in addition to strategic study, planning, academy choice that has taken place at the freshman campus during the course of a class known as Freshman Seminar: Transition to High School. Throughout the year, students also have access to counselors to discuss transition to high school, college, or career.

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

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

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

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	First and foremost, Coffee High School is dedicated to helping all faculty and staff members understand the importance of developing relationships with students as a first line of defense against student discipline issues. We underscore that students who feel loved, accepted, and supported are generally not disruptive. However, we understand that sometimes students make poor decisions, and that teachers, administrators, and staff members alike must sometimes deal with student discipline problems. To avoid overuse of practices that remove students from the classroom, Coffee High School uses a progressive discipline model with levels and consequences clearly delineated in the student handbook. In addition, administrators have been trained to use the Alternative Behavior Education models in place of multiple days of suspension. Not only does this eliminate multiple days of removal from classrooms, it also stresses education as a way to garner appropriate behavior versus the use of punitive measures to punish. In addition, the school uses lunchtime detention to have students to participate in the reflective learning process of the ABE modules. Another method that Coffee High school is using to avoid the overuse of discipline practices that remove students from classrooms is by participating in cultural diversity awareness training to help teachers, staff, and administrators to understand how culture diversity can influence student reactions to situations in the school environment.

ADDITIONAL RESPONSES

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