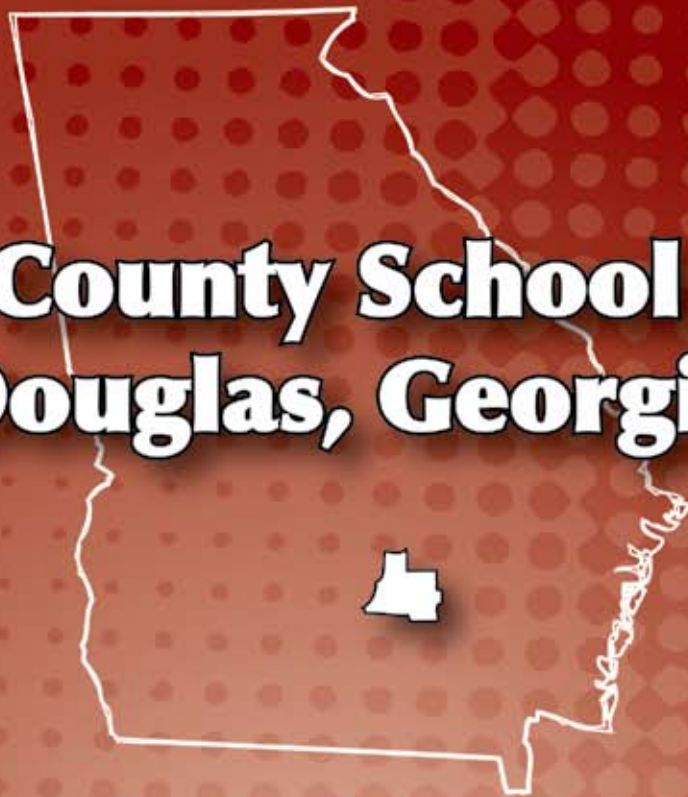


# **Coffee County School System Douglas, Georgia**



## **Charting our Future: Equity and Excellence**



**Strategic Plan 2013-2018**



## *Acknowledgements*

*The Coffee County School System acknowledges all who have participated in the creation of the 2013-2018 strategic plan. The leadership and commitment of the Strategic Planning Team Members and Community Advisory Committee have been invaluable. We are especially appreciative of our board of education members, all staff members, parents, community members and friends of public education whose insight and feedback provided significant contributions, resulting in the culmination of this plan which charts our future to ensure excellence in education for all Coffee County School students.*



## From the Superintendent

October 30, 2012

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

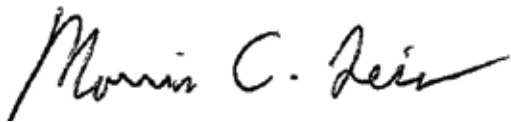
Over the past eight months our school system has been engaged in a formal planning initiative designed to transform our system into one that provides the highest quality educational experience possible for all of our students. Our goal is to move our schools from good to great. The Coffee County Board of Education adopted a resolution in March, 2012, authorizing the superintendent and staff to develop a strategic plan and to make application to the Georgia Board of Education for charter system status for the next five years beginning in July of 2013.

Prior to the planning initiative, the Board, our staff, and I engaged in a series of activities to ensure full accreditation for the school system by the Southern Association of Colleges and Schools (SACS-AdvancED). On August 8, 2012, we received notification that our system was fully accredited by SACS-AdvancED.

We began our planning process with a series of four community conversations whose 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 and middle school levels. We have engaged in conversation with business and industry, city and county elected officials, the ministerial association, South Georgia College and Wiregrass Georgia Technical College, the system's parent 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. Presentations were made to the Board of Education, a community advisory committee, and to all school system staff. The feedback has been invaluable. In this document we share the plan that has been developed. The plan contained here is the substance of the charter system application which is being developed and which will be submitted to the Georgia Board of Education on or before December 1, 2012.

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



**Superintendent  
Coffee County School System**



## Our Community

Coffee County is located in Southeast Georgia, is fourteenth in size geographically among the state's 159 counties, and comprises 602.7 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 2010 was 42,332 and is increasing by just under one percent each year on average. The population is composed of 64.66 percent White, 26.64 percent Black, and 10.27 percent Hispanic. The median age in 2010 was White 34.8, Black 38.6, and Hispanic 22.9. The county is currently experiencing approximately 650 live births each year. In 2009, 332 of 648 live births were to unwed mothers.

The county in 2009 had approximately 15,000 housing units with just over 10,000 owner occupied and just under 5,000 renter occupied. Thirty-four percent of the housing units are mobile homes. One thousand of the homes have no vehicle available for occupant use and 5,000 have one vehicle.

For much of the county's history, Coffee County was known for its agricultural products: tobacco, cotton, and peanuts. Today agriculture still plays a major role but manufacturing, distribution, material moving, service occupations, education, health care, and social services are major components of the local economy providing a majority of the employment opportunities. Unemployment is high and currently is over 12 percent. Median household income in 2010 was \$33,527 compared to \$49,466 for the state of Georgia. Over 22 percent of the county's population was in poverty in 2009 compared to 15 percent for the state.

Educational data for 2006-2010 indicate that 19,332 or 73.9 percent of Coffee County citizens 25 years and older are high school graduates or higher. 2,883 or 11 percent hold a bachelor's degree or higher. Coffee County has eight licensed day care centers and two private schools that enroll students from pre-kindergarten through grade twelve. The schools have a total enrollment of approximately 357 students. Approximately 170 school-aged children and youth are home schooled. The county has two public post-secondary institutions; South Georgia 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 Calendar Year 2011 the millage rate for Ambrose was 24.561 mills, Broxton 23.660, Douglas 24.724, Nicholls 23.087, and county unincorporated 24.061. The millage rate established by the Coffee County Board of Education for CY 2011 was 16.214 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 senior high school (grades ten through twelve), and one alternative school (grades six through twelve). The school system is governed by a five-member board of education elected for a four-year term on a non-partisan basis. The school superintendent is appointed by the board and serves as the chief executive officer.

The system serves approximately 7,400 students in kindergarten through grade twelve. Fifty percent of the students are White, thirty percent are Black, sixteen percent are Hispanic, and the remaining are multi-racial, Asian, or American Indian. The pre-kindergarten program serves 442 students or about two-thirds of the four-year-old population. Seventy-six percent of the students receive free or reduced-price lunch services.

The school system employs 536 K-12 classroom teachers, 104 leadership and support personnel, and 455 classified employees. The student to teacher ratio is 14:1. Seventy percent of classroom teachers hold a master's or higher degree. The teacher turnover rate has declined from nine percent in 2007-08 to four percent in 2011-12.

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 Common Core Georgia Performance 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 the following:

- 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 Program Grades K – 12
- Special Education Program for students with exceptionalities Pre-K – 12
- Gifted programs Grades K – 12
- 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 College and Wiregrass Georgia Technical College
- Technology Integration
- Virtual Learning/Georgia E-learning Online Courses

The student assessment program includes criterion-referenced competency tests in five subject areas in grades three through eight, and a writing assessment at grades five, eight, and eleven. End-of-course tests are administered at the secondary level in ten subjects. Benchmark assessments are administered periodically to determine students' progress as they pursue their program of study.



## Background

Today our country, our state, our community, and our school system are all facing significant challenges; challenges we could not have imagined a few years ago. In public education, the most significant question, for which we constantly seek an answer, is how do we ensure that the educational opportunity we provide for our students prepares them adequately for college, career, and life itself? We want all of our schools to provide the highest quality and most meaningful educational experience possible for every child.

The Coffee County Board of Education, at its meeting on March 22, 2012, adopted a resolution authorizing the superintendent and staff to initiate a comprehensive and strategic planning process designed to meet several state mandates, to maintain AdvancED (SACS) accreditation with quality, to meaningfully engage every element of our community in the education of our children and youth, and to ensure that every student's educational experience is challenging and appropriate for college, career, and life. We believe this initiative can result in truly transforming our school system.

State mandates include the following:

- Implementation of the Common Core Georgia Performance Standards (fewer, clearer, and higher standards than we currently have)
- Implementation of the career pathways program (preparing our students for a variety of careers)
- Integration of our academic and career curricula
- Preparation for the new state accountability system (College and Career Readiness Performance Index)
- Preparation for charter system status which is one of three options for local school systems by June 2015

For the past eleven years under the No Child Left Behind Act, accountability of our schools and school system has been primarily to the state and federal governments in the form of making Adequate Yearly Progress (AYP). We now have the opportunity, we believe, to Chart our own Future and that of our children through working effectively together on their behalf.

In addition to addressing the state mandates, which in themselves give us a greater opportunity to set our future course, we want to ensure that our community is meaningfully engaged in charting the future of our school system. We have conducted a survey of students, parents, and staff to elicit their perceptions of the school system as it exists today. Community conversations have been conducted to solicit our citizens' views about what is required for our system to become exemplary in every respect.



We have asked citizens to indicate those things we are currently doing that we need to continue doing; those things we are currently doing that we need to stop; and those things that we are not currently doing that we need to initiate. We have sought input from our leaders in business and industry, particularly in the area of career pathways to ensure that we better understand the perspective of those who may be employers of our graduates. We know that our local economy is directly affected by the quality of our schools, and our schools are directly affected by the support of our community. We work closely with city and county elected officials, civic organizations, the faith community, and others to ensure that we are the best we can possibly be.

In keeping with legislation passed by the Georgia General Assembly last year, we have established an ongoing collaborative with postsecondary institutions which serve our county to ensure that our graduates are ready to enroll in regular courses upon entry into college. Our goal is to eliminate the need for remediation when our graduates begin their college career. The statute calls for stronger coordination between high schools and institutions of higher education to prepare students for more challenging postsecondary work and to lessen the need for academic remediation in college, thereby reducing the costs of higher education for students, families, and the state. This particular law calls for the integration of the academic and career and technical education curricula at the high school level and the assurance that the coursework meets postsecondary requirements for acceptance of credit.

We have engaged over the past several months in a planning process which has produced a vision for public education in Coffee County, the assurance of full AdvancED (SACS) accreditation, application for charter system status, preparation for implementation of the common core standards and career pathways, success on the College and Career Readiness Performance Index , and ongoing accountability to our students, our parents, and to our community to prepare every student for college, career, and life.

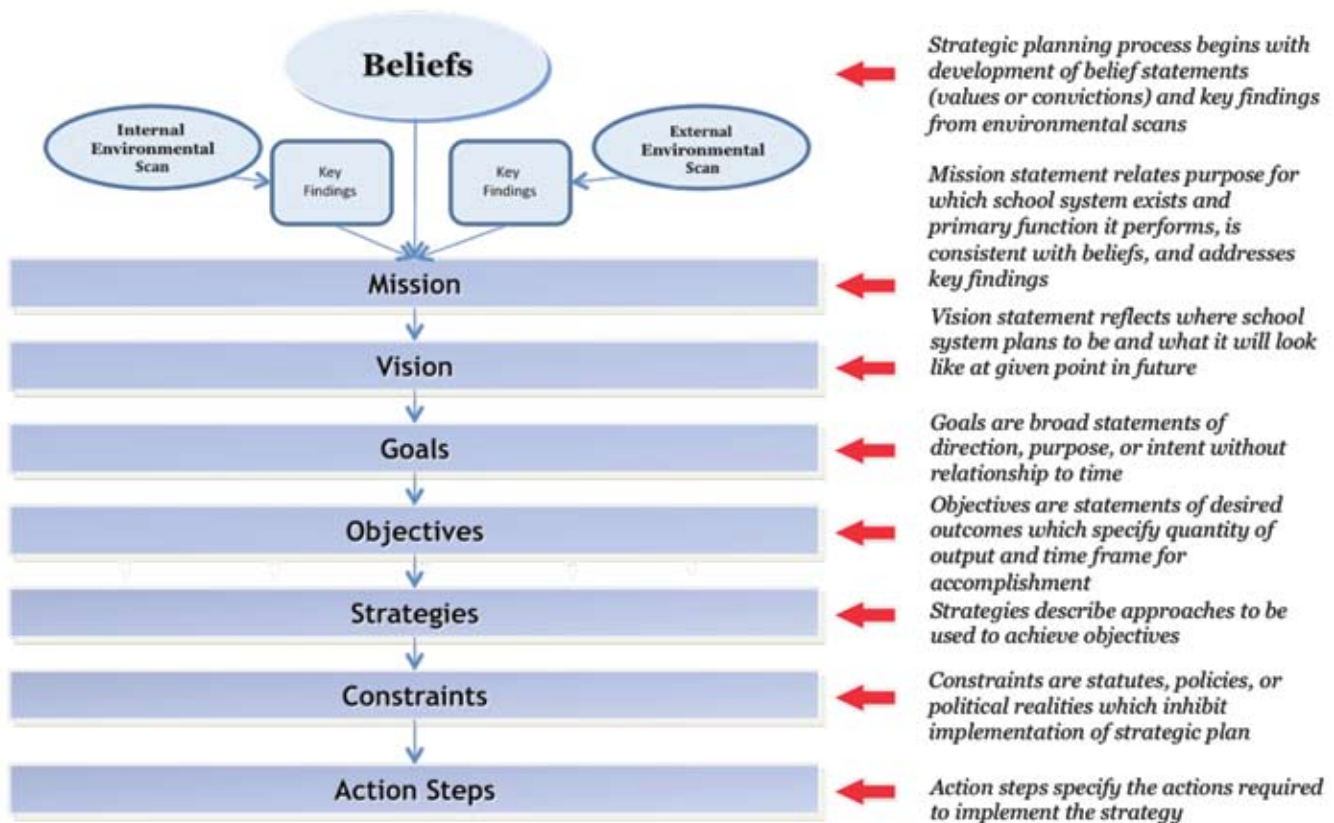


## Overview of the Strategic Planning Process

The Coffee County School System strategic plan represents the work of a 32 member planning team composed of system and school level leaders, the Coffee County Board of Education, a 35 member community advisory committee, the faculty, staff, and students of the Coffee County School System, and community members who participated in community conversations.

The planning team was charged with the responsibility of developing a strategic plan for the period 2013 through 2018. First, the team developed a set of belief statements (core values). Next, internal and external environmental scans were conducted to determine the current state of the school system and the community served by the system. Key findings from the scans were identified to provide direction for development of the plan. As components of the plan were developed, they were reviewed by the Board of Education, the community advisory committee, the faculties of the eleven schools, and the central office staff. In each instance the participants were asked to share their perceptions of the work through a survey instrument designed to determine the extent of agreement with each of the components. Responses to the surveys guided the planning team in making revisions to the plan prior to submission to the Board of Education for final approval.

## The Strategic Planning Process





# The Strategic Plan

## Mission:

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

*Our mission is the purpose for which we  
exist as a school system*

## Vision:

### **An Equitable and Excellent Education for Every Student**

*Our vision describes a future state to which we aspire as a  
school system*



## Beliefs (Core Values):

### *We believe:*

- All children can learn
- The family plays the most important role in a young child's life
- Children come to school at different levels of readiness
- People learn in diverse ways and at different rates
- Students' needs must drive educational decisions
- The schools are responsible for educating all children in a safe environment
- A relationship exists between expectations and learning
- A quality education prepares students for college, career, and life
- Learning occurs when students are motivated and engaged
- Effective teaching promotes learning
- Nurturing relationships support learning
- Creating a caring culture is key to engaging all learners
- Community engagement and support are vital for effective schools
- Parents, schools, community, and students share the responsibility for educating all children and for each student's educational success
- The community and the state have the responsibility to ensure that a viable public educational program is provided for all children and youth
- Visionary leadership is essential to continuous improvement
- Employing and retaining highly qualified, effective staff and providing opportunities for their professional growth are crucial to the schools' effectiveness





## **Guiding Principles:**

### ***School Readiness***

- Responsibility for children's readiness lies with the adults who care for them and the systems that support them
- The first five years of life are a critical developmental period

### ***Teaching and Learning***

- Higher levels of learning are attainable for all students
- A viable curriculum is comprehensive in scope, balanced, continually improved, connected to the real world, and based on a common set of learning expectations
- Instructional strategies have a significant influence on student learning
- Balanced assessments are an integral component of effective teaching
- Integration of technology enhances student engagement
- Learning is a function of accessibility to information and the ability to make judgments about the quality of the information
- Learning is enhanced when the learning environment is flexible and adaptable
- People need a combination of real and virtual places for learning

### ***Human Resources***

- Selection and ongoing support of teachers and leaders affect the quality of teaching
- Adequate compensation and ongoing performance evaluation and feedback are essential to retaining high-quality teachers and leaders
- Motivation and attitude are major determinants of performance
- Professional collaboration enhances effectiveness at all levels

### ***Governance and Leadership***

- Effective governance requires a strategic vision
- Good governance requires effective leaders with integrity, ethical behavior, and good intent
- Organizational structures and processes at the school and system levels affect learning
- Highly reliable schools and school systems are consistent in holding high expectations for everyone
- Effective leadership is crucial to creating a climate and culture that are conducive to learning



## **Our Strategic Goals**

### **Goal 1**

**Children entering school ready to learn**

### **Goal 2**

**A curriculum that is broad, challenging, relevant, and real for all students**

### **Goal 3**

**Instructional practices that increase students' motivation, engagement, and success**

### **Goal 4**

**A balanced student assessment system with multiple measures of student learning**

### **Goal 5**

**High school graduates who are ready for college or career entry and for life itself**

### **Goal 6**

**Organizational and governance structures that support student learning**

### **Goal 7**

**A highly reliable and accountable school system that guarantees qualified and effective leaders, teachers, and support staff throughout the school system**

### **Goal 8**

**Increased parental engagement and satisfaction and improved community relations**

### **Goal 9**

**Adequate financial resources expended effectively and efficiently to maximize student learning**



# Goal 1

## Children entering school ready to learn

### *Objective 1.1:*

Create a collaborative of 100 per cent of school and community early learning agencies to coordinate learning activities for children birth to age five and their families by July 2013.

### *Strategy 1.1.1:*

Review research on early childhood development and practices adopted by other communities, states, etc., establish purpose for creating the collaborative, develop criteria for participation, evaluate sustainability of the collaborative, identify early learning school and community agencies, and indicate the steps required to create the collaborative. The project plan is to be completed by May 2013.





## Goal 2

**A curriculum that is broad, challenging, relevant, and real for all students**

### ***Objective 2.1:***

Implement a comprehensive literacy initiative beginning in the 2013-14 school year.

#### ***Strategy 2.1.1:***

Engage school system leaders and leadership teams in a review of research on evidence-based instruction. Examine continuity of instruction across grade levels. Develop ongoing formative and summative assessments for literacy elements. Identify best practices in literacy instruction at all levels and in all content areas. Provide for consistent and effective implementation of tiered interventions. Provide for appropriate professional learning opportunities. The project plan is to be completed by December 2012.

### ***Objective 2.2:***

Implement career awareness program in all elementary schools and expand career exploration program in the middle school by the 2013-14 school year.

#### ***Strategy 2.2.1:***

Develop implementation procedures for career awareness program for elementary schools and specify additional career exploration courses to be offered at the middle school level. The project plan is to be completed by August 2013.





# Goal 3

## Instructional practices that increase students motivation, engagement, and success

### ***Objective 3.1:***

Continue integration of technology into classroom instruction to expand the use of student-provided technology by school year 2014-15.

### ***Strategy 3.1.1:***

Establish criteria for students at all levels to use their own technology in classroom instruction in addition to that provided by the system. Define roles and responsibilities for students, parents, and teachers. Develop professional learning modules to support integration. Develop guidelines for determining effectiveness of the plan. The plan will be designed to increase student motivation and engagement, foster creativity, promote higher-order thinking, and encourage student collaboration while increasing student achievement. The project plan is to be completed by March 2014.

### ***Objective 3.2:***

Adopt instructional strategies for male students at all grade levels that are consistent with their developmental readiness by school year 2015-16.

### ***Strategy 3.2.1:***

Review research on student performance by gender and best practices that focus on developmental variance between male and female students. Develop instructional approaches at all grade levels designed to address developmental differences between male and female students. The project plan is to be completed by February 2015.





## **Goal 4**

### **A balanced student assessment system with multiple measures of student learning**

#### ***Objective 4.1:***

Determine by August 2015 extent of alignment between state-required secondary student assessments and student preparedness for college for the purpose of recommending changes at the secondary or post-secondary level to increase alignment.

#### ***Strategy 4.1.1:***

Compile and analyze student performance on end-of-course tests, Georgia High School Writing Test, and other selected measures including those contained in the College and Career Ready Performance Index (High School Model Grades 9-12) for the period 2012 through 2015. Compare student performance on the above measures with college entrance data to determine whether students who perform satisfactorily on secondary assessments enter college without requiring learning support courses. Develop recommendations that will likely result in greater alignment between secondary assessments and college preparedness [see Objective 5.1 and Strategy 5.1.1].

#### ***Objective 4.2:***

Establish for all students by school year 2014-15 an advocacy program which uses multiple performance measures to enhance their self-efficacy as they prepare for college, career, and life.

#### ***Strategy 4.2.1:***

Develop program components for the elementary, middle, and high school levels which define the roles and responsibilities of advocates, program policies and procedures, guidelines for student assignment of advocates, minimum qualifications and professional learning requirements for advocates, and guidelines for monitoring and evaluating advocacy program. The project plan is to be completed by December 2013.



## **Goal 5**

### **High school graduates who are ready for college or career entry and for life itself**

#### ***Objective 5.1:***

Reduce significantly the number of high school graduates requiring learning support in college by the 2016-17 school year.

#### ***Strategy 5.1.1:***

Through the partnership with South Georgia College and Wiregrass Georgia Technical College align secondary and post-secondary curriculum, strengthen secondary curriculum, integrate instruction, make necessary revisions to the student assessment program, and establish a guidance component for students. The project plan is to be completed by June 2014.

#### ***Objective 5.2:***

Establish a college and career academy to ensure that graduates are college and career ready by the 2014-15 school year.

#### ***Strategy 5.2.1:***

Conduct a feasibility study for establishing a college and career academy. The project plan is to be completed by May 2013.





## Goal 6

### Organizational and governance structures that support student learning

#### **Objective 6.1:**

Establish school governing councils at all schools by school year 2014-15.

#### **Strategy 6.1.1:**

Develop a plan for school governance that defines the roles, relationships, and responsibilities of school governing councils and specifies level of autonomy within local board of education parameters. The project plan is to be completed by April 2013.

#### **Objective 6.2:**

Establish policies and procedures to accommodate students' developmental readiness, different rates of learning, alternative educational delivery models, and proposed innovative initiatives by June 2015.

#### **Strategy 6.2.1:**

Review current Board of Education policies, outcomes of strategic plan, and other recommendations for innovative practices to determine need to revise policies and procedures to support student learning. The project plan is to be completed by December 2014.





## **Goal 7**

**A highly reliable and accountable school system that guarantees qualified and effective leaders, teachers, and support staff throughout the school system**

### ***Objective 7.1:***

Establish a viable recruitment program that results in the employment of highly qualified and effective personnel for all positions by March 2013.

### ***Strategy 7.1.1:***

Develop a framework for determining present and future staffing needs, a process for encouraging professional advancement within the system, and a system recruitment team plan for purpose of recruiting and hiring highly qualified staff. The project plan is to be completed by February 2013.

### ***Objective 7.2:***

Establish a viable retention program to ensure the continued employment of effective school system staff by July 2013.

### ***Strategy 7.2.1:***

Develop a staff retention plan that includes incentives for employees to continue their employment in Coffee County Schools and that describes a network of support for new employees. The project plan is to be completed by March 2013.







## **Goal 8**

### **Increased parental engagement and satisfaction and improved community relations**

#### ***Objective 8.1:***

Make all schools and support facilities safe and inviting places to be for students, parents/guardians, staff, and the larger community by the 2014-15 school year.

#### ***Strategy 8.1.1:***

Establish system-wide criteria for inviting schools and support facilities. The project plan is to be completed by September 2013.

#### ***Objective 8.2:***

Engage all parents/guardians in the education of their child in an organized, ongoing, and timely manner by school year 2015-16.

#### ***Strategy 8.2.1:***

Develop a parent/guardian engagement program inclusive of Title I requirements for system-wide adoption and implementation. The project plan is to be completed by January 2015.

#### ***Objective 8.3:***

Engage the entire community in the education of its children and youth by school year 2015-16.

#### ***Strategy 8.3.1:***

Develop a community engagement program for system-wide adoption and implementation. The project plan is to be completed by January 2015.



# Goal 9

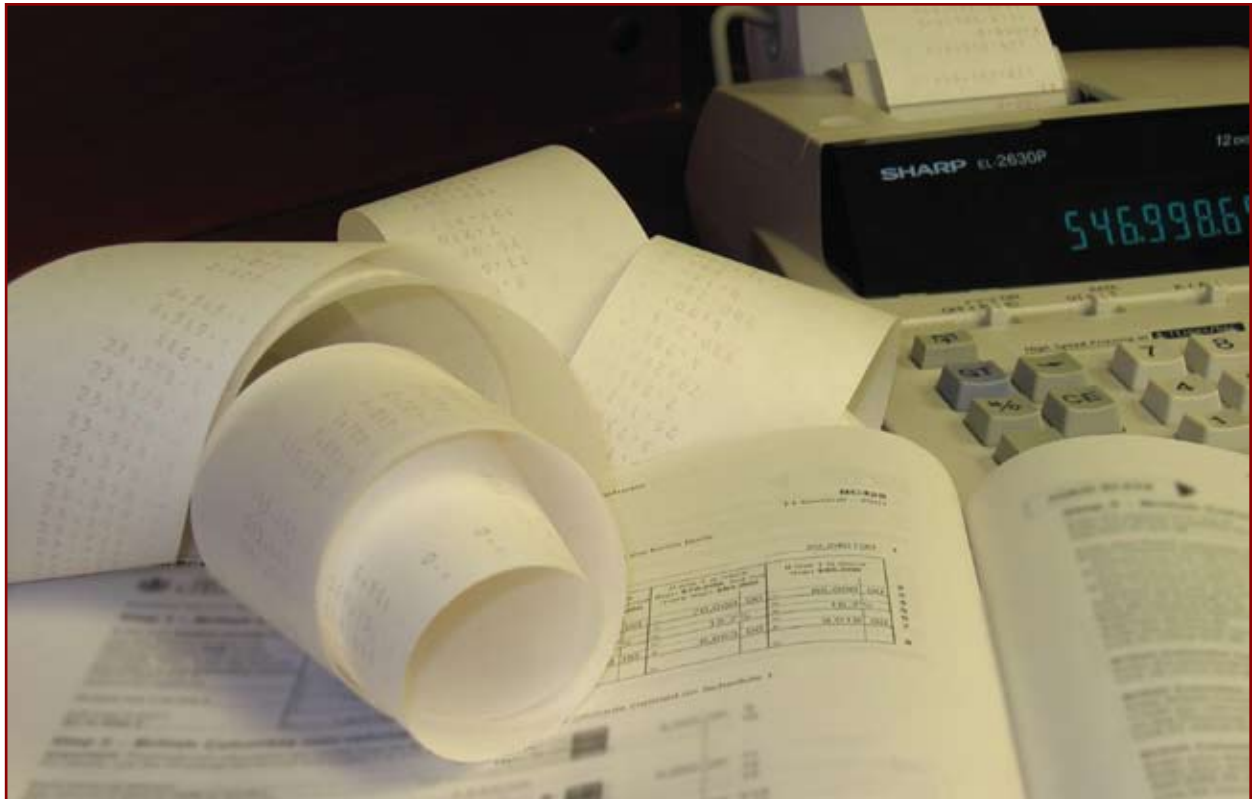
## **Adequate financial resources expended effectively and efficiently to maximize student learning**

### ***Objective 9.1:***

Implement an inclusive budget development process by October 2015.

### ***Strategy 9.1.1:***

Provide a structured budget development process with supporting worksheets and trend data to ensure that program managers take more ownership and assume a more active role in budget development. The project plan is to be completed by June 2015.





## Constraints

Constraints are statutes, policies, or political realities which inhibit implementation of the strategic plan. Constraints are identified as strategies are developed to achieve the strategic plan objectives. Some constraints may be removed when the school system applies to the Georgia Board of Education for charter system status. Other constraints may be removed by building constituencies to remove the constraints or by modifying the strategy or objective being addressed.

## Action Steps

Action steps specify the actions required to implement each strategy to achieve the objective for which the strategy has been developed. After final approval of the strategic plan by the Coffee County Board of Education, action teams will be established to translate each of the strategies into a series of action steps to achieve the objectives enumerated above. The project management concept will be adopted by the school system to ensure that strategies are translated into specific plans leading to implementation and achievement of the objective.



**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 expenditure of school funds. As community leaders, school board members serve as advocates for the students in our schools and determine the actions that it 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.

## Members

Mr. Ronnie Johnson	District 1	
Mrs. Mona Moore	District 2	Vice-Chairman
Mr. Donnie Chaney	District 3	Chairman
Mr. Bryan Preston	District 4	
Mr. Billy Cliett	District 5	





## Strategic Planning Team Members

James Banks	Principal, GWC Freshman Campus
Tammy Bennett	Assistant Principal, GWC Freshman Campus
Sherri Berry	Principal, Coffee Middle School
Kim Clayton	Director, Personnel and Public Relations
Rowland Cummings	Principal, Coffee High School
Michael Davis	Principal, Eastside Elementary School
Phil Dockery	Director, Student Services
Mike Drahush	Comptroller
Bernie Evans*	Director, Instructional Support Programs
Buddy Gilliard	Director, Transportation
Scott Gillis	Principal, Satilla Elementary School
Kim Harper	Principal, Westside Elementary School
Lisa Hodge*	Assistant Superintendent, Curriculum, Assessment, & Instr
Morris Leis*	Superintendent
Dawn Lewis	Director, Nutrition
Bob McCulley	Principal, Nicholls Elementary School
Kim Miller	Principal, West Green Elementary School
Lee Mobley	Principal, Broxton-Mary Hayes Elementary School
Wanda Mobley	Assistant Principal, Coffee Middle School (8th Grade)
June Munford	Assistant Superintendent, Facilities and Operations
Chan Newell	Director, Administrative and Instructional Technology
Joy Perren*	Director, Assessment, Accountability, and Professional Learning
Brad Riner	Director, Career, Technology, and Agricultural Education
Sonya Ross	Assistant Principal, Coffee High School
James Sirmans	Principal, Alternative School
Vette Stern	Assistant Principal, Coffee Middle School (6th Grade)
Wendell Stone	Principal, Indian Creek Elementary School
Christina Tucker	Assistant Principal, Eastside Elementary School
Dana Vickers	Director, Special Services
Mary Vickers	Principal, Ambrose Elementary School
Jimmy Youngblood	Director, Maintenance

\*Strategic Planning Executive Committee

Dr. Joy Perren served as Internal Facilitator for the strategic planning initiative



## Community Advisory Committee

Julie Anderson

Mary Joyce Wright

Allyson Pope Bramlett

Dana Calhoun

James Davis

Matt Davis

Ben Evans

Gary Evans

Matt Greer

Jeff Hennesy

Walter Huckaby

Terrell Jacobs

Jeff Kight

Loretta Lee

Karla Mendoza

Reagan Miller

Larry Nesmith

Bennie Overstreet

Britt Peavy

Gregory Pope

Robert Preston

Gwen Reliford

Johnny Lee Roper

Randolph Scott

Scott Smith

Reuben Speight

Jordan Stone

Oscar Street

Terry Tatum

Christi Thomas

Pam Turk

Wesley Vickers

Alfalene Walker

Johnny Wilkerson

Brandy Wilkes

Judi Worrell

Barry Bloom





## **Coffee County Schools**

### ***Ambrose Elementary***

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

### ***Broxton Mary Hayes Elementary***

105 Little Avenue  
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 Atlantic Avenue  
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

### ***Coffee Middle School***

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

### ***G.W. Carver***

#### ***Freshman Campus***

1020 South Gaskin Avenue  
Douglas, Georgia 31533  
912-384-1342

### ***Coffee High School***

159 Trojan Way  
Douglas, Georgia 31533  
912-384-2094

### ***Coffee Alternative Academy***

1303 South Peterson Avenue  
Douglas, Georgia 31533  
912-383-4100









## **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)



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