

**Coahoma Community College
School District**

Strategic Plan

FY 2018 – 2022



“Teamwork, Initiatives & Goals Ensures Radical Success”

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Vision/Mission/Core Beliefs

Our Vision

Coahoma Early College High School will maximize individual potential to ensure that all students will be equipped to meet challenges of education, work and life.

Our Mission

The mission of Coahoma Early College High School is to provide students with the skills necessary to gain knowledge, make wise decisions, and become productive individuals in today's rapidly changing world.

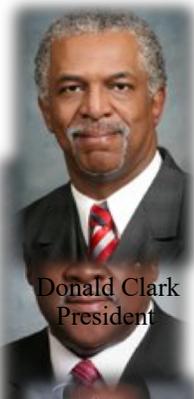
Core Beliefs

- A safe and orderly climate is important to the teaching and learning process. **(Safety)**
- Building positive relationships is critical to student success. **(Relationship Building)**
- All children can and will learn academic and social skills necessary to advance in society. **(All children will learn)**
- High expectations will be held for students, parents, and community members who are partners in the educational process for our children. **(Partners in Education)**
- Administrators, staff, and faculty are committed to life-long learning. **(Life Long Learning)**

As Chairman of the Board of Trustees for Coahoma Community College and Coahoma Early College High School, I extend a hearty welcome to each of you. The Board of Trustees provides policy-making leadership to the college and high school. We are grateful for the opportunity to work for our schools and with our president. We encourage everyone to become involved and familiar with our institutions.

In particular, I urge all parents of students attending **Coahoma Early College High School** to closely read the strategic plan that has been developed by our high school staff and approved by the Board of Trustees. The high school has a new name and emphasis. However, our mission of providing quality educational services to our students' remains the same. We are confident that we have developed a strategic plan that will help us to create and sustain a high school of quality and excellence.

Sincerely
Donald Clark



Donald Clark
President

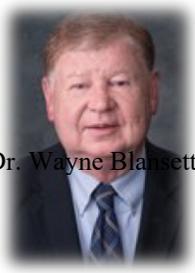
Rev. Dennis Hawkins
Vice Chairman



Xandra Brooks-Keys
Secretary



Ass
y



Dr. Wayne Blansett



Devona Jones



Dr. Evelyn Jossell



Johnny McGlown

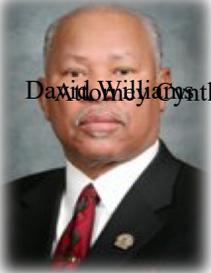


Christopher Furdge



Will Blocker

Rev. Alvin Pryor, Jr.
Coahoma Community College
School District



David Williams

Cynthia Williams



Attorney David L. Tisdell



Superintendent's Message



Since its beginning in 1924, our high school which is formerly called Coahoma Agricultural High School (aka Aggie) has engaged in providing educational opportunities to students in Coahoma County. Over ninety years ago our high school not only afforded an education to students in Coahoma County, but we enrolled students from neighboring counties as well. Students from counties outside of Coahoma County were actually housed on campus during the school week. In keeping with its name (Coahoma Agricultural High School), students received educational preparation in basic academic content areas as well as training in agricultural practices. Aggie has been resilient and open to innovativeness and change, as the world has dictated how educational organizations evolve over time. We have shifted from serving students in a kindergarten to twelfth grade range to only educating students in a ninth to twelfth grade span.

Most recently, our high school has made two notable changes. We have officially revised the name of our school to **Coahoma Early College High School (CECHS)**. Similarly, as evidenced in our new school name, we have modified our educational emphasis to one of college preparation and job readiness. We are excited about the school's Early College focus in that it permits all of our students to enter the mental mode of preparing for college early as well as equipping students to think about his/her job related interest while enrolled in high school. If given an opportunity to fully implement this new school model, our five county service area will have several students and families impacted in a positive way.

As with any plan of significance, having a successful **Early College High School** can only happen with the unity and support of school staff, students, parents and community stakeholders. Hence, I urge each reader to carefully browse through our strategic plan and familiarize yourselves with our goals and proposed methods we intend to use. We can have an effective and safe high school if we work together, have high standards and hold one another accountable.

Should you need my staff or me at any time, feel free to contact us.

At Your Service,
Valmadge Towner

Strategic Planning Team

MODERATOR

Barbara S. Lucas

DISTRICT-WIDE STEERING COMMITTEE

Dr. Valmadge Towner, Superintendent
Ms. Barbara S. Lucas, Assistant to the Superintendent
Mr. Milton Hardrict, Principal
Mrs. Cloretha Jamison, Early College Director/Asst. Principal
Miss Donna McDougal, Counselor
Mrs. Rose Lockett, Librarian
Ms. Toni McWilliams, Teacher
Mr. Trent Chess, Teacher
Mrs. Sandra Robinson, SPED Inclusion Teacher

CENTRAL OFFICE TEAM

Ms. Barbara S. Lucas, Assistant to the Superintendent
Mrs. Ormie Terry, Administrative Assistant
Mrs. Cheryl Strong, Cafeteria Manager
Mrs. Maxine Pointer, Parent Coordinator

P-16 COMMUNITY ENGAGEMENT COUNCIL

John Brown, Retired High School Principal
Patricia Brown, Retired Science Teacher
Patricia Furdge, Mayor of Lula
Prophet Giles, Lab Assistant/Custodian
Donald Green, Director of Mississippi Farm Workers Opportunities, Inc.
Rita Hanfor, Coahoma Community College Community Liaison
Milton Hardrict, High School Principal
Cloretha Jamison, Early College Director/Assistant Principal
Mary Jenkins, Retired Teacher
Rose Lockett, Librarian
Emmanuel Lackey, Director of Alumni Services Coahoma Community College
Barbara S. Lucas, Assistant to the Superintendent
Maxine Pointer, Parent Coordinator
Robert Rockett, Coahoma Community College Math Instructor
Cheryl Strong, Cafeteria Manager

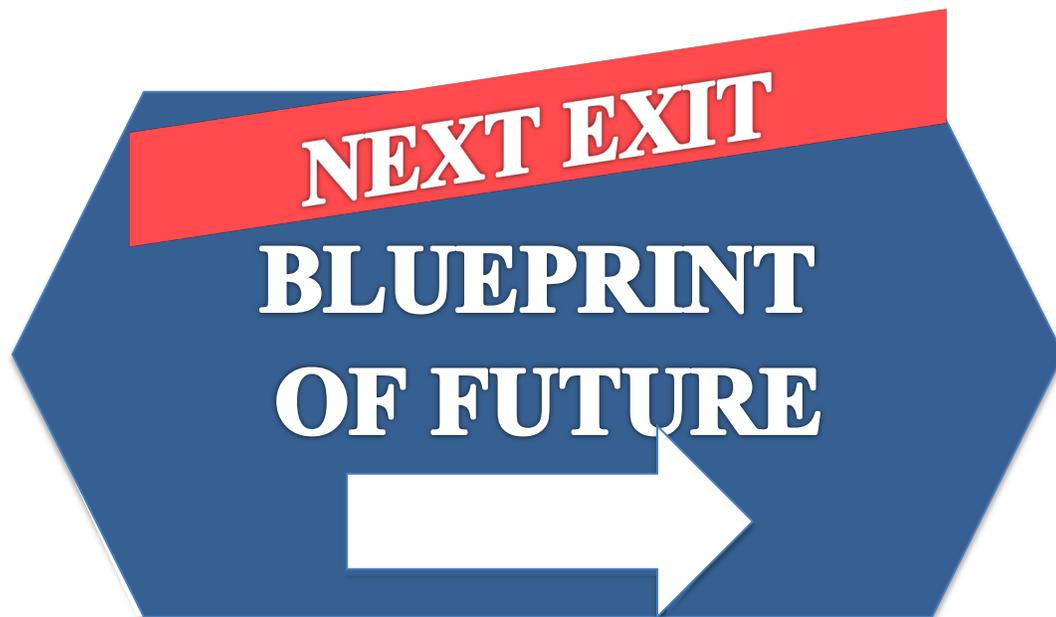
The Blueprint

The Promise of Coahoma Community College School District

This strategic plan will be used as a roadmap for the future. It will serve as the compass and the “measuring stick” for assessing the progress and the accomplishment of the district’s goals.

The work leading to the development of this plan has required us to think of the district as a whole and not as individual parts by grade levels. This effort has emphasized the importance of a candid assessment of where we are and where we want to be.

The efforts in this strategic planning process are aimed at making Coahoma Early College High School not only better, but also the best it can be in the county. This plan will help determine the progress toward the district’s destination. CECHS has great promise. This strategic plan defines the pathway to achieving the goals and reaching unlimited potential.



CURRENT ACCOUNTABILITY STATUS

ACCREDITATION STATUS

Accredited by the Mississippi Department of Education
Accredited by the Southern Association of
Colleges and Schools

STATE ASSESSMENT RESULTS

(School Year 2016-2017)

Accountability Rating – C – School
Graduation Rate – 79.1%

STATE ASSESSMENT RESULTS

(School Year 2015-2016)

Accountability Rating –D-School
Graduation Rate – 67.3%

DISTRICT ACCOUNTABILITY RATING

C (Without Waiver Ratings)

CURRENT AND FUTURE INITIATIVES

- Differentiated Professional Development
- Up-to-date, reliable transportation fleet
- Safe and Secure Facilities
- Innovative programs to prepare students for college and careers

FACILITIES

- One (1) High School, Grades 9-12
- One (1) Central Office
- One (1) Bus Shop
- One (1) Maintenance Shop

STRENGTHS

- Fiscally sound
- Strong Superintendent-Board relationship
- Transparent practices
- Strong public relations
- Teamwork
- Strong district leadership

GROWTH AREAS

- Student discipline
- Securing and retaining highly qualified staff
- Principal leadership
- Academic achievement

Coahoma Community College School District has developed an action plan that details the strategies to be used by staff throughout the next five (5) years to meet the goal established by the District Planning Team.

The action plan includes measurable outcome indicators of success that will guide the work of each strategy. The CCCSD School Board will assess the progress of the superintendent and his staff on an annual basis.

GOALS

1
Increasing the level of student achievement in proficiency and growth areas.

2
Ensuring effective teachers and leaders.

3
Ensuring the district plans well, spends wisely, and abides by its established budget.

4
Assessing student access to and integration of technology and innovative teaching.

5
Assessing the levels of safety and security of the facilities and transportation fleet.

Strategic Plan Goals

Goal 1:

Ensure all students are proficient and show growth in all assessed areas.

Goal 2:

Provide the high school with effective teachers and leaders.

Goal 3:

Operate a financially stable school district.

Goal 4:

Increase technology integration and access to support innovative teaching and learning.

Goal 5:

Provide clean, safe facilities and a safe transportation system

**COAHOMA COMMUNITY COLLEGE
SCHOOL DISTRICT**

Strategic Plan 2018-2022

GOAL 1 STRATEGIES: The District will ensure all students are proficient and showing growth in all assessed areas.			
INDICATORS OF SUCCESS	ACTION STEPS	RESPONSIBLE PARTIES	MONITORING INTERVALS
1. 1 The percentage of students in grades 9-11 reading on grade level will increase by 30% from the first to the last administration of the NWEA MAP Universal Screener.	1.1.1 Teachers and principal will analyze test data to determine strengths and weaknesses and develop improvements/actions plans to address any area identified as a weakness.	LEA Principal Early College Director Assistant Principal Counselor	Three times per year
	1.1.2 Teachers will submit data analysis summary sheets to the principal identifying the percentage of students who have mastered the proficiency goals each 9-week interval as measured by NWEA MAP. The summary of these reports will be submitted to the LEA.	LEA Principal Early College Director Assistant Principal Counselor	Each 9-weeks
	1.1.3 Teachers will use <i>The What Works Clearinghouse</i> for research based strategies on actively engaging all students for increased student achievement.	Principal Early College Director Assistant Principal Teachers	Daily
	1.1.4 The Multi-Tiered Systems of Support (MTSS) will be used to identify and diagnose students in need of remediation.	Principal MTSS Committee Teachers	Every six to nine weeks
1.2. The percentage of students meeting growth proficiency on state and federal tests will increase by 10% or higher base on the baseline data set by MDE.	1.2.1. Teachers will submit data analysis summary sheets to the principal identifying the percentage of students who have mastered the objectives taught each 9-weeks (when applicable) as measured by District administered tests. The principal will submit summaries of these reports to the Assistant to the Superintendent.	LEA Principal Early College Director Assistant Principal Counselor	Each 9-weeks

	1.2.2 Formative assessments will be done on a weekly basis.	Principal Early College Director Assistant Principal Teachers	Weekly
1.3. The percent of students scoring proficient and advanced on state tests will increase by 5% annually.	1.3.1 Teachers will submit summary sheets to the principal identifying the percentage of students who are at benchmark in 9-week intervals as measured by District 9-weeks benchmark assessment (CASE 21-TE21). The principal will submit summaries of these reports to the Assistant to the Superintendent. The baseline is set the Mississippi College and Career Readiness Standards (MCCRS).	LEA Principal Early College Director Assistant Principal	Every 9-weeks
1.4. The percent of students passing subject area test will increase by 5% annually (based on new baseline established by first year data).	1.4.1 Teachers will submit summary sheets to the principal identifying the percentage of students who have mastered the college and career readiness goal (ACT) as measured by CASE 21 (TE21) at each 9-week interval. The Principal will submit summaries of these reports to the Assistant to the Superintendent.	LEA Principal Early College Director Assistant Principal	Every 9-weeks
1.5. Teacher and student attendance rate will increase by 5% over the prior year.	1.5 The student attendance rate will be monitored through SAM and MSIS. 1.5.1 The teacher attendance rate will be monitored through MSIS and the teacher hand clock. 1.5.2 Data from the Early Warning System will be used to identify potential dropouts for targeted interventions.	Principal Early College Director Assistant Principal Principal Secretary Principal Counselor	Monthly Monthly Monthly

1.6. Increase the ACT average from 14.6% to 17.0%.	1.6 ACT preparatory classes will be taught.	Principal Early College Director Assistant Principal Teachers	Daily
	1.6.1 Test taking skills will be done by the teachers.	Principal Early College Director Assistant Principal Teachers Counselor	Weekly
	1.6.2 Students will attend CCC college sponsored ACT workshops	Principal Early College Director Assistant Principal	Every Semester

GOAL 2 STRATEGIES: The district will provide the high school with effective teachers and leaders.

INDICATORS OF SUCCESS	ACTION STEPS	RESPONSIBLE PARTIES	MONITORING INTERVALS
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2.1 Develop and implement a system-wide recruitment plan for securing and maintaining highly effective staff.	2.1 Formal CECHS Plan for a structured Teacher/Administrator induction and Mentoring Program will be formulated.	LEA Principal Early College Director/ Assistant Principal	Weekly Observations
	2.1.2 A Teacher Recruitment and Retention Policy will be implemented with incentives for recruitment and sustainability.	LEA Principal Early College Director/ Assistant Principal	Yearly
2.2 Utilize MDE Professional Growth Development System with fidelity.	2.2 Professional development will be done each year for staff regarding MDE Professional Growth Plan and expectations for attaining the highest ratings on evaluations.	LEA Principal Early College Director/ Assistant Principal	Yearly
	2.2.3 A minimum of 10 Walkthrough observations will be done weekly on certified staff for continuity.	LEA Principal Early College Director/ Assistant Principal	Weekly
2.3 Create and implement functional professional learning communities school-wide.	2.3 Professional Learning Communities will be developed for collaboration on student data, i.e., attendance, discipline and academics.	LEA Principal Early College Director Assistant Principal	Weekly
2.4 Develop and implement a comprehensive yearly professional development plan.	2.4 A board approved Annual Comprehensive Professional Development Plan will be designed to provide support for the teaching team.	LEA Principal Early College Director/ Assistant Principal	Yearly

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GOAL 3 STRATEGIES: The district will be financially stable using sound fiscal management practices.

INDICATORS OF SUCCESS	ACTION STEPS	RESPONSIBLE PARTIES	MONITORING INTERVALS
3.1 Research availability and seek	3.1 Areas for prioritized external	LEA	Quarterly

partnerships for funding as a method to increase revenue in prioritized areas of need.	grant-seeking will be identified. 3.1.2 Current staff will be used to seek and write grants to benefit teacher professional development and student remediation in the tested areas by external providers.	Principal Early College Director Assistant Principal LEA Principal Early College Director Assistant Principal	Yearly
3.2 Effective management of expenditures.	3.2 Leverage funds through all areas. 3.2.1 Refrain from over spending in budgeted areas. 3.2.2 Monitor expenditures regularly to ensure alignment to district goals and site needs. 3.2.3 Hold regular annual budget planning sessions with the Board. 3.2.4 Conduct quarterly review of budget status.	LEA Business Manager Administrative Assistant LEA Business Manager Administrative Assistant LEA Business Manager Administrative Assistant Principal Early College Director/ Assistant Principal LEA Business Manager LEA Business Manager	Monthly Monthly Monthly Yearly Quarterly
3.3 Provide monthly expenditure reports to departments with fund balances.	3.3 Departments with fund balances will view their expenditure reports monthly.	LEA Principal Business Manager	Monthly
GOAL 4 STRATEGIES: Increase technology integration and access to support innovative teaching and learning.			
INDICATORS OF SUCCESS	ACTION STEPS	RESPONSIBLE PARTIES	MONITORING INTERVALS
4.1 Provide technology professional development for all staff members to increase effectiveness of instruction	4.1 The yearly district professional development plan will be utilized. Focused professional development	LEA Principal Early College Director/	Weekly Classroom Walkthroughs

and increased student engagement.	will be done for teachers and students. 4.1.2 The school will develop a school level technology plan for professional development.	Assistant Principal LEA Principal Early College Director/ Assistant Principal	Yearly
4.2 Ensure that the high school has functional smart board technology, laptops and other multi-media for staff and student daily usage.	4.2 CECHS will partner with Ellucian Technology Group for technical assistance. 4.2.1 All smart boards, laptops and other media will be inspected by Ellucian Technology prior to each school for impropiators. 4.2.2 During the school year, the teachers will email the Ellucian helpdesk when malfunctions occur and services are required.	LEA LEA Principal Ellucian Technology Principal Early College Director/ Assistant Principal Teachers	Daily Yearly Daily
4.3 Develop and implement an effective maintenance process to ensure teachers and students have working technology.	4.3 A Trouble shooting Guide sheet will be developed and disseminated to all staff members. Directions on how to seek assistance will be included in the guide.	LEA Principal Early College Director/ Assistant Principal Ellucian Technology	Yearly

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GOAL 5 STRATEGIES: The district will provide clean, safe facilities and a safe transportation system to enhance student social and emotional growth, health and welfare and demonstration of civic responsibility.

INDICATORS OF SUCCESS	ACTION STEPS	RESPONSIBLE PARTIES	MONITORING INTERVALS
5.1 The number of major disciplinary infractions will decrease by 10% every school term.	5.1 Through the implementation of a systematic PBIS incentive based reward system; students will be	LEA Principal Early College Director/	Monthly

	<p>taught how to take ownership behaviorally and academically in positive ways.</p> <p>5.1.2 Provide classroom management training at the district and school level.</p> <p>5.1.3 Collaborate regularly with Region I Mental Health.</p>	<p>Assistant Principal Teachers Counselor Region I Mental Health SRO</p>	
5.2 70% of parents on the pre survey stated that they feel positive that their child (ren) are being taught in a safe environment.	5.2 Parents will be given an annual safety survey regarding their child (ren)'s school.	<p>LEA Principal Early College Director/ Assistant Principal Parent Coordinator</p>	Yearly
5.3 Develop a tiered approach to support the social/emotional well being of all students.	5.3 Parent education forums on such topics as depression, drug use, social and media safety will be developed to educate the stakeholders on self-awareness mechanisms for student prevention of illegal usage on the school campus and at home.	<p>LEA Principal Early College Director/ Assistant Principal Parent Coordinator</p>	Quarterly
5.4 Provide increased options for health and wellness for all students.	5.4 A comprehensive review of the District's approach to health and wellness (health and physical education, health services, nutrition services, counseling and social services, healthy school environment, health promotion and family involvement) will be conducted.	<p>LEA Principal Early College Director/ Assistant Principal Counselor Parent Coordinator</p>	Twice Per Year
5.5 Provide programming that inspires global awareness/cultural opportunities.	5.5 Professional training will be provided to develop specific family-engagement strategies and to identify tools and resources that effectively promote children's social and emotional skill development.	<p>LEA Principal Early College Director Assistant Principal Counselor Parent Liaison</p>	Monthly
5.6 Provide safe and reliable transportation to all students.	5.6 Efforts will be made to secure external funding for the acquisition of additional buses based on the current inventory listing of the transportation	<p>LEA Director of Transportation</p>	Yearly

	fleet.		
5.7 Maintain existing district facilities in order to promote environmentally/educationally friendly facilities.	5.7 The entry and exit doors and windows will be reviewed annually for repair or replacement.	LEA Principal Early College Director Assistant Principal Maintenance Supervisor	Monthly
	5.7.1 Facility Audits	LEA Maintenance Supervisor	Yearly

Measuring the Results

The Strategic Plan will be a major component used by The Coahoma Community College School District Board of Trustees use as the instrument for the annual evaluation of the job performance of the school superintendent.

The superintendent and/or his designee will use the Strategic Plan, along with the state’s evaluation system, to assess the job performance of the district administrators.

**Information protected by employees' rights to confidentiality and privacy will not be available for public review.*

Evaluation of Student Performance*

The individual and group performance of students on the Mississippi Academic Assessment Program (MAAP) state and district assessment programs will be the method of assessing proficiency and growth.

**Student performance results will be available on the Mississippi Department of Education's website once the embargo has been lifted for public review.*

Glossary of Terms

District Benchmark Assessment

An excerpt taken from [<http://www.ascd.org> Chappuis, S. and Chappuis, J. "The Best Value in Formative Assessment." Educational Leadership Volume 65. Issue 4 (Dec 2007/Jan 2008): Pages 14-19].

"In general, benchmark assessment/summative assessment results are used to make some sort of judgment, such as to determine what grade a student will receive on a classroom assignment, measure program effectiveness, or determine whether a school has made adequate yearly progress. Summative assessment sometimes referred to as assessment of learning,

typically documents how much learning has occurred at a point in time; its purpose is to measure the level of student, school or program success.”

Early Warning System (EWS)

The Massachusetts Department of Elementary and Secondary Education collects a wealth of data from school districts and has worked closely with the national research organization, American Institutes for Research (AIR), on the development of risk models to inform an Early Warning Indicator System (EWIS) for grades one through (1-12). The Mississippi Department of Education (MDE) has adopted this systematic approach. The purpose of the Massachusetts EWIS is to provide information to districts on the likelihood their students will reach key academic goals. EWIS reports are free and available to all public school districts through Edwin Analytics (<http://www.doe.mass.edu/edwin/analytics/ewis.html>).

Formative Assessments

An excerpt taken from [<http://www.ascd.org> Chappuis, S. and Chappuis, J. “The Best Value in “Formative Assessment.” Educational Leadership Volume 65. Issue 4 (Dec 2007/Jan 2008): Pages 14-19].

Formative delivers information during the instructional process. Both the teacher and the student use formative assessment results to make decisions about what actions to take to promote further learning. It is an ongoing, dynamic process that involves far more than frequent testing. Measurement of student learning is just one of its components.”

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The What Works Clearinghouse

The What Works Clearinghouse publishes reports on topics such as the research-based evidence of effectiveness of education programs and practices in:

- Reading
- Math
- Early childhood education
- English language learners
- Character education
- Dropout prevention

The United States Department of Education (USDE) and the Mississippi Department of Education (MDE) supports The What Works Clearinghouse.

High school early warning intervention monitoring system implementation guide.
<http://www.betterhighschools.org/documents/EWSHSImplementationguide.pdf>

Having data is great, but it's not the answer—it's responding to the data that's the answer!
– Marc Johnson, 2011 AASA National Superintendent of the Year

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Coahoma Early College High School Strategic Plan

Approved by:

Donald Clark
School Board President

Valmadge Towner
School Superintendent

12/11/2017
Date