



In Pursuit of
Exceptional



The Community-Inspired
**2021-2026
Strategic Plan**
Developed by the Henry County Board of Education



ANNUAL REPORT

YEAR 2 | AUGUST 2023

Exceptional Opportunities • Exceptional Futures

TAKING ACTION TO ADVANCE

OPPORTUNITIES | ACCESS | OUTCOMES

IN PURSUIT OF

AMBITIOUS GOALS

We believe every student can be...

...ready for Kindergarten

...ready to read and write at or above grade level each year with a curriculum rich in literature and languages

...ready for life with strong soft skills, personal health, and well-being

...ready for advanced coursework and successful in it at every grade level

...ready for college, career, and post-secondary successes with industry certifications, competitive test scores, and scholarship awards

We will help every student be exceptional by:

- Accelerating learning opportunities and experiences for students
- Supporting effective school leaders and teachers
- Engaging the community and stakeholders so that all students, families, employees and partners feel welcome and valued
- Supporting student and employee health and wellness
- Maintaining a high-performing operational culture

SP
21-26

Core Beliefs

Henry County Schools' Governance Team (i.e., the Board of Education) collaboratively developed the following Core Beliefs and Commitments in 2018 to unify the Board and the actions of the Board:

- 1. All children can learn at or above grade level and will have an equal opportunity to do so.**
- 2. Family and community involvement is critical to student success.**
- 3. All learning environments will be supportive, safe, and secure.**
- 4. Effective teachers, leaders, and employees produce excellent results.**

No Exceptions, just Exceptional

HENRY
COUNTY SCHOOLS

and our COMMUNITY share

A **VISION** TO

ensure a

**high-quality,
world-class**

education for

every student.

and a singular

MISSION TO

empower all students with

exceptional

opportunities

and **access**

that lead to

success

in a global society.

From the Superintendent

Mary Elizabeth Davis, PhD, Superintendent since 2017



Henry County Community, we are excited to share our second annual report of progress from our five-year Community-Inspired Strategic Plan. On behalf and under the direction of our Board of Education, we are committed to exceptional opportunities and outcomes for every student and their family in Henry County Schools.

The Henry County Board of Education set out in 2019 to engage the broader community like never before. Their mission was to hear directly from citizens, families, employees, government leaders, business executives, and so many more about their hopes, dreams, and aspirations for our public schools, and more importantly, the nearly 44,000 students who receive an education in the eighth-largest district in the state of Georgia.

"Accountability is being clear about our pursuit, clear about our community's determined success, and clear about our shared responsibility on behalf of young people in Henry County." - M.E.D.

Perseverance enabled the Board to produce a document, a plan, a roadmap, which charts the course for Henry County Schools from 2021 through 2026. This plan is comprised of Strategic Actions and initiatives to drive the work forward. Our plan is publicly shared and reported before all stakeholders to ensure that what was asked of us is included and what is included has goals, accountability metrics, and transparency attached.

The accountability metrics also serve as measuring points along the way so that progress is easily recognized and milestones can be celebrated.

The hopes, dreams, and aspirations of the thousands of voices from all corners of the county were collected and formed in a way that provides an ambitious blueprint to take Henry County Schools and the students who learn here to the highest levels.

With this Strategic Plan, we'll soon see the day when:

- every elementary school has a robotics and coding program, along with a Science, Technology, Engineering and Math (STEM) special
- every student has access to a band, orchestra, theater, or chorus class
- every student has exposure to a World Languages program before middle school
- every middle school student has access to a computer science course, engineering pathway, or robotics and coding
- every student develops financial literacy skills
- every student has access to quality courses and advanced planning for their future
- high school is the launching pad to successful post-secondary education and stable employment

And we know that the more you learn about and experience the plan in action, you'll be able to believe in the possibility of these opportunities, too. It's important that our students have ample opportunities and extensive access to the most incredible learning environments and experiences to achieve at the highest levels. Our success in providing the best educational experience will be realized when every Henry County Schools student is:

- reading at the appropriate level or above, or has a clear plan to help them if gaps are identified
- learning in a nurturing and supportive environment that fosters student health and well-being
- graduating with college credit, industry certification, or work-based learning experience and has a solid post-graduation plan

You can see our story develop and unfold throughout the pages that follow including highlights, current levels of achievement, and more. We hope you'll also be inspired to join us in our journey and strengthen your belief in Henry County Schools.

Mary Elizabeth Davis



Our Governance Team

Dedicated to Opportunities, Access, and Outcomes



High-performing school districts are led by high-performing Boards of Education operating as Unified Governance Teams. The Unified Governance Team in Henry County Schools became the team they are today by laying out a set of strategic priorities focused on unifying, strengthening, and ensuring key practices, policies, and procedures that simultaneously identify and solidify a set of core beliefs and commitments. A school district's core business is student learning. The Henry County Board of Education focuses all its efforts and energy on supporting students and staff with adequate fiscal and educational resources to succeed at every level, from the start of their educational journey through graduation. The Board has fully committed to the students, staff, and families in the district to ensure an exceptional education is experienced by every student, every day.

The Henry County Schools' Board of Education, through the development of this five-year Strategic Plan, is seeking to advance Opportunities, Access, and Outcomes for students to achieve the vision and mission set forth.



"Building the Strategic Plan can only succeed if we review where we've come from and develop a plan for the future. This blueprint included input from school staff, community members, and students to create a working document made possible by working together. This plan will allow students to achieve to infinity and beyond!"

Dr. Pam Nutt

Board Member since 1997



District 1



"I am continuously thrilled at the work of our Community-Inspired Strategic Plan in improving advanced opportunities, access, and outcomes for each student and providing exceptional support to prepare them for a global society. The beauty of our plan is working with parents and community partners to provide overall support and care to every student. There is so much work and excitement happening in Henry County Schools!"

Mrs. Annette Edwards, Board Chair

Board Member since 2015



District 2



"I'm so thankful for the tremendous amount of work it takes to create better outcomes for each and every one of our nearly 44,000 students. The tireless efforts of our leaders, teachers, and support staff do not go unnoticed by the Board of Education."

Mrs. Holly Cobb

Board Member since 2017



District 3



"It is an honor to serve our community, and no work better exemplifies our commitment to the citizens of Henry County than the work of our Community-Inspired Strategic Plan. As we reach the end of the second year, it's amazing to begin seeing tangible results in our schools that are so positively impacting our students."

Mrs. Sophie Pope, Board Vice Chair

Board Member since 2019



District 4



"Through our Community-Inspired Strategic Plan, our school system is on a progressive upward trajectory that brings an equitable balance of resources to all 52 schools, our 6,000 employees, and 44,000 scholars."

Mr. Makenzie McDaniel

Board Member since 2021



District 5

At-A-Glance



Priority Outcomes

3,342 graduates in 2022

2,488 college credits earned through dual enrollment

\$52.5 million scholarship dollars

87% graduation rate, **59%** of graduates are pathway completers

Advancing Opportunities

50 schools and **2** academies

47 Career, Technical & Agricultural Education (CTAE) Pathways with **15** leading to industry certifications

2,488 college credits earned through dual enrollment, **29** unique Advanced Placement courses offered

150 student athletes signed letters of intent

10 received Division-1 scholarship offers

Ensuring Access

42,466 students, **20,615** in CTAE courses, **34,474** in Fine Arts courses and **2,479** in AP courses

Learning Device access for **EVERY** student

6,300 student-athletes competing across **28** different programs

1,501 acres maintained across Henry County

88 acres of natural sports turf, **22.5** acres of artificial sports turf

Responsible Stewardship

\$510.1 million budget (FY23), **51%** from state funding, **48.6%** from local taxpayers and **0.4%** federal funding

97% of funds aligned to teaching, learning environment maintenance, and direct student services

Total investments in the Community-Inspired Strategic Plan to date: **\$24.4** million

Exceptional Workforce

5,595 employees, **3,352** certified employees and **2,243** classified staff

74% of certified employees hold advanced degrees

Unified Governance

For **3 years consecutively**, the Henry County Board of Education has been named a finalist for the Georgia School Board Association (GSBA) Large System Governance Team of the Year

46 Years of collective experience as a Board

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Developing the Plan

Strategic Plan Development

The development of the current Henry County Schools Community-Inspired Strategic Plan was conceived in 2019, driven by the direction of our Board of Education and guided by our Superintendent Mary Elizabeth Davis. We embarked on an ambitious journey to hear from our stakeholders to understand the needs, wants, and desired outcomes to make Henry County Schools a premiere school district. Superintendent Davis, the Board members, and senior staff members began a tour of the community, capturing the hopes, dreams, and aspirations of the community. The gatherings included town halls, community forums, advisories, focus groups, and electronic surveys, intended to capture as many perspectives as practical. Being able to engage with our community was both inspiring and informative to not only understand the past and demonstrate the present work of the Board of Education, but to create a future vision that ensures our goals for our students are reflective of the “community voice.”



While the district heard from more than 8,000 community members, including parents and guardians, community members, staff, and students, the Board of Education developed the framework for the Strategic Plan. They adopted a set of Core Beliefs and commitments, and essential Core Policies such as IAB-Opportunities, Access, and Outcomes; IB-Organizational Accountability; IFB-Digital Literacy; IFAA-Instructional Materials/Selections, IHA-Grade Reporting, and BAB-Henry’s Plan of Action to Advance a High Performing District. Together, these articulate the school district expectations for Teaching and Learning and Accountability, and the course for the five-year Community-Inspired Strategic Plan that will guide and lead the district’s commitments and expectations through the year 2026.

Several themes emerged from the community conversations as to the desires, hopes, and dreams of the community that our Board of Education built into our five Strategic Actions:

Strategic Action 1 is centered around learning, by focusing on advancing and accelerating learning opportunities and experiences for students.

Strategic Action 2 is about supporting effective school leadership and exemplary teachers with professional development, collaboration, and pipelines for staff recruiting opportunities.

Strategic Action 3 is about a sense of belonging and feeling welcomed in our district, through advancing community and stakeholder engagement for all students, families, and employees of all job families.

Strategic Action 4 is about the well-being of everyone in our school community. The focus is on advancing student and employee health, wellness, and support structures.

Strategic Action 5 is about our district operating at a high level of organizational efficiency and coherence by integrated systems, processes and data structures including growth and replacement systems for classrooms, common spaces, and other school-based operations.

Together, the five Strategic Actions, known as the “pillars” of the Strategic Plan, are representative of the hopes, dreams, and aspirations of our community at large. The Board of Education, in pursuit of exceptional, is centered on the ideas and efforts around advancing opportunities, access, and outcomes for all of the students in Henry County Schools. This strong vision and mission guide our district so that students in every corner of the county will have every chance to succeed and move into the next phases of their lives fully equipped with the skills and knowledge necessary to thrive. The unified and unwavering support of our community, working hand-in-hand with the school district, brings to life a clear direction forward. Our district is committed to being fully vested in a unified community of learners: those who support education in a variety of ways for the greater success of every PreK-12 student in Henry County Schools.



Strategic Plan Implementation & Monitoring

Year 1 of the 2021-2026 Strategic Plan launched with an emphasis on research and study, spanning across multiple years to set a cadence for the five-year work. Continual review of the Strategic Plan with input from our employees and community will set a standard expectation for continuous improvement.

Additionally, the Superintendent guided a series of meetings with parents, students, teachers, administrators, and a newly-formed Community Advisory Committee, made up of over 50 local business leaders, faith-based leaders, and other community and civic partners, who will serve to inform and advise on adjustments to the Strategic Plan.

Another important element of the Strategic Plan is alignment with the annual district general operating budget, including Education Special Purpose Local Option Sales Tax (ESPLOST) allocations and state and federal grants and funds, to ensure financial integrity of planned spending and the overall fiduciary responsibility of the school district. The annual budget over the next five years will align with the Strategic Plan through planning, research, implementation, and completion of the Strategic Initiatives and Tactics. Annual local school improvement plans have been developed by each school aligned with the district-level Strategic Plan, while focusing on targeted needs of the individual school and cluster. Local school leaders, with support of the local School Councils, will review the plans periodically to ensure continual alignment with the district plan as local priorities are developed each year as guided by the Board of Education and the Superintendent. The Board of Education will review the progress of the Strategic Plan implementation on a quarterly basis for the next five years, including an Annual Report that represents the collective progress for a given year. These various reports will be produced by the respective organization’s divisions and shared publicly at the monthly Board meetings.

Development of the HCS Priority Student Outcomes

Henry County Schools’ Strategic Plan includes Strategic Actions, comprised of distinct Tactics and Initiatives specifically designed and strategically implemented to improve district operations and student outcomes. The Board of Education also identified three Priority Student Outcomes and accompanying metrics to be used to monitor the progress and the impact of each Strategic Action over the next five years. Both the Strategic Actions and the Priority Student Outcomes emerged from the voice of the community during the Strategic Plan development process. There are three broad categories for improvement, referred to as the Priority Student Outcomes, with 12 Goals nested within them. Once the Priority Student Outcomes and Goals were identified, district staff solicited the input of stakeholders, including members of the various Superintendent Advisories, district and school leaders, and the members of the Board of Education, to identify possible metrics that could be used as the measures of success for the Strategic Plan. The Board of Education then

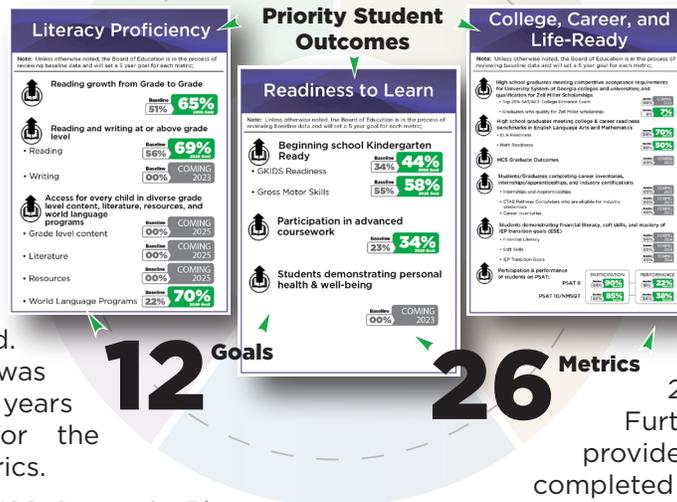
examined the multitude of possible metrics and chose those that best align with the community's goals for the school system. In all, Henry County Schools is using 26 metrics to monitor and measure the district's success associated with the 2021-2026 Strategic Plan.

Once the specific metrics were chosen, district staff began the process of identifying metrics for which data sources already exist within the county, and metrics for which new data collection tools and processes will need to be developed, acquired, and implemented. Further, a timeline was established across the five years of the Strategic Plan for the implementation of new metrics.

In the first year of the '21-'26 Strategic Plan, Henry County's Board of Education established

Accountability Components

performance targets for six of the Priority Student Outcome metrics for which the district already had baseline data. For each metric, the Board of Education used that data to establish a goal for the district for 2026. In Years 2-5, additional 2026 goals will be established as baseline data becomes available. Each year of the Strategic Plan, the Annual Report will provide available data for each metric to monitor the district's progress toward the 2026 performance target. Further, the Annual Report will provide an overview of work completed during the preceding academic year that contributed to the outcome.



To achieve the Priority Student Outcomes vital to our community, HCS developed **five Strategic Actions** designed to guide us and inform our work. The Strategic Actions represent the vision and aspirations of the Henry County community and serve as foundational pillars for the Strategic Plan. The Strategic Actions provide clarity of purpose and establish priorities of what needs to be accomplished within the next five years.



Strategic Actions contain several big **Initiatives** identifying key objectives for attaining the Strategic Action Goal. Each Initiative carries with it an outcome vision. The outcome vision describes the desired outcome that will be attained after each Strategic Action is fully implemented and operationalized.

Strategic Plan Tactics are specific projects, work products, and actions that the district will implement to meet the Initiative objective. Tactic work is staggered across the five years of the Strategic Plan and is completed systematically as Tactic teams progress through the Henry County Schools Phases of Implementation. Progress for Tactic work associated with each Strategic Action is reported four times a year in the Strategic Plan Quarterly Report.



Phases of Implementation

To ensure consistency in the design and implementation of the 164 Tactics, Henry County Schools developed the Phases of Implementation to establish expectations for foundational work to be completed for each Tactic. Every Tactic will progress through the Phases of Implementation to include “research,” “design” and “implement” components. Some Tactics will also include an “invest” phase in which financial and/or human capital investments are obtained. Once a phase is “complete,” indicating it is fully implemented, Henry County Schools will continue to monitor the outcomes and make needed adjustments to maximize impact of the Tactic.

PHASES OF IMPLEMENTATION



RESEARCH

All strategic plan work begins with research to identify best practices and options for how to move the work forward.



DESIGN

After researching possible solutions and options, we use what we have learned to identify preferred solutions and design a model for deployment in Henry County Schools.



INVEST

Projects identified as being in the “Invest” phase are in the process of receiving allocated funding or hiring new staff to support implementation.



IMPLEMENT

Once a project is deployed to the district, we identify its status as “Implement.” Implementation may start with a pilot (small group impact study) before moving to full implementation across the district.



COMPLETE

Once a project has moved through the phases of implementation, we identify it as 100% complete and monitor as necessary.

Phases of Implementation Guide for Tactic Owners

To ensure consistency of the work to be completed within each phase across the five years of the Strategic Plan, a Phases of Implementation guide for Tactic owners was developed. It provides a description of work to be completed during each phase, examples of action steps Tactic teams will engage in for each phase, and minimum requirements for phase completion. Tactic team members also received professional development on using the Phases of Implementation.



Henry County Schools follows three Priority Student Outcomes to guide the work of the five-year Strategic Plan. Each Priority Student Outcome contains goals and metrics, which will serve as targets for impact.

1

Priority Student Outcome #1

Literacy Proficiency: HCS will advance opportunities, access, and outcomes for every group in literacy proficiency at every grade.

The Priority Student Outcome of Literacy Proficiency establishes the charge that Henry County Schools will advance opportunities, access, and outcomes for every group in literacy proficiency at every grade level. There are three goals within this Priority Student Outcome:

1. Reading Growth from Grade to Grade
2. Reading and Writing on or Above Grade Level
3. Access for Every Child to Diverse Grade Level Content, Literature, Resources, and World Languages Programs

Reading Growth from Grade to Grade



The goal of Reading Growth from Grade to Grade has one metric, which examines the reading growth of Henry County students in grades 2-8. Specifically, this metric examines the proficiency of students’ reading skills and compares performance from the spring of one school year and compares that to the student’s Reading score in the spring of the following academic year. The growth calculation reports on the percentage of students who demonstrate expected growth (a year’s worth in a year’s time). Henry County Schools administers NWEA’s Measures of Academic Progress (MAP) assessment and utilizes the assessment’s associated spring-to-spring Reading growth targets for this metric.

Contributing Work

HCS’s goal is for every student to be reading at or above grade level or to receive systematic intervention and acceleration if they are not. To this end, Henry County Schools seeks to advance PreK-12 learning opportunities and experiences for all students. During the 2022-2023 school year, the following occurred to help ensure students are meeting their annual growth targets in reading:

- Implemented an evidence-based progress monitoring tool in Exceptional Student Education (ESE) classrooms. The progress monitoring tool provides teachers with timely access to student progress data so that they may make targeted adjustments to instruction and meet individual student needs.
- HCS continued to provide professional learning sessions focused on best practices for reading to general and adapted curriculum self-contained teachers.
- The After School Enrichment Program (ASEP) conducted a “read aloud” strategy workshop and additional literacy materials for use during the literacy block of after-school educational activities.

- HCS established a partnership with the Henry County Library System and the Henry County Sheriff's Department Outreach Division that secured volunteers to read to ASEP students.
- Implemented the Henry County Schools Reading Model, focusing on high-impact reading instructional strategies designed to increase comprehension and deepened text analysis.
- Distributed additional reading and writing resources to schools.
- Partnered with community Pre-K providers and held an Early Learning Summit to engage in a collaborative discussion about Kindergarten readiness and share resources available through the HCS Wellness Center.
- Created an early care provider GKIDS report to help to inform providers of Pre-K graduate readiness based on the fall GKIDS Readiness check.
- Launched the Highly Effective Classroom model during the summer of 2022, and continued with sustained professional development and familiarization throughout the school year, with a focus on ensuring sound foundational practices. Implementation of the Highly Effective Classroom framework provides teachers and schools with clarity about best practices for instruction in Henry County Schools.
- Developed district and school reports aligned to the Priority Student Outcome (PSO) 1. The reports provide district and school leaders with information about 2026 targets and annual progress.
- Identified key leadership actions that move schools forward and increase student achievement. The framework and actions will be a priority focus for the 2023-2024 school year.
- Provided targeted professional development for leaders and teachers identifying strategies to maximize teacher impact on student reading growth.

Monitoring our Progress

METRIC	OPERATIONAL DEFINITION	BASELINE AVERAGE	SP ANNUAL PROGRESS				SY '21-'26 GOAL
			'21-'22	'22-'23	'23-'24	'24-'25	
Reading Growth from Grade to Grade	Growth is defined as the student's actual change in reading ability compared to the expected change in a student's reading ability based on Reading MAP Assessment spring-to-spring projected and observed growth.	51%	51%	48%			65%

Averaging three years' worth of baseline data (2019-2021), Henry County Schools has 51% of students making a year's worth of growth in a year's time. The Governance Team established a goal of 65% of students meeting the reading growth target by 2026.

In the 2022-2023 school year, the district experienced a slight decline, with 48% of students meeting their spring-to-spring reading growth targets. This result falls below both the previous year's achievement and the district's baseline average.

To address this challenge and strive for improvement, the district's schools have incorporated specific reading goals into their Continuous School Improvement Plans for the 2023-24 school year. This focused approach aims to target and elevate reading proficiency levels among students.

Moreover, the district remains committed to implementing evidence-based practices for reading instruction. By utilizing proven methods and strategies, Henry County Schools seeks to enhance reading growth for all students. Additionally, the Early Literacy Model will continue to be leveraged as a valuable tool in fostering reading development among students.

As the district moves forward, it will remain dedicated to the mission of improving reading outcomes and ensuring that a higher percentage of students achieve their reading growth targets in the coming years. By utilizing data-driven strategies and fostering a culture of continuous improvement, Henry County Schools aims to meet the ambitious goal of 65% of students reaching the reading growth target by 2026.

Reading and Writing on or Above Grade Level



The goal of Reading and Writing On or Above Grade level has two metrics. The first metric assesses the percentage of students who are reading on or above grade level, while the second metric measures the percentage of students who are writing on or above grade level.

To gauge reading proficiency, Henry County Schools employs the spring Measures of Academic Performance (MAP) assessment results for students in grades 1-8. The assessment determines the percentage of students whose Lexile scores fall within the grade level stretch band established by the Georgia Department of Education. This stretch band aligns with the one utilized in the state's

Milestones assessment and the state's accountability system (CCRPI), ensuring consistency across evaluations.

A district baseline has not yet been established for writing proficiency but is planned for the 2023-2024 school year. By establishing this baseline, the district aims to have a clear starting point from which to track progress and improvements in students' writing abilities.

Through these two metrics, Henry County School aspires to enhance both reading and writing skills among its students and ensure students are equipped with essential literacy skills to succeed in their educational journey.

Contributing Work

By 2026, Henry County Schools is committed to ensuring that every student excels in both reading and writing. For those who require additional support, systematic intervention and acceleration strategies will be in place to foster their progress. With this vision in mind, HCS is dedicated to advancing PreK-12 learning opportunities and experiences for all students.

During the 2022-2023 school year, HCS made significant strides to ensure students are receiving high quality reading instruction.

- HCS developed evidence-based progress monitoring tools and ELA strategies tailored to meet the needs of ESE students district-wide. Additionally, targeted professional development was provided, focusing on the implementation of specially designed instruction to enhance written expression for students with disabilities.
- A Literacy Advisory Committee finalized the HCS Writing Model. This model served as a guide for comprehensive professional development throughout the 2022-2023 school year, emphasizing effective writing feedback that is goal-referenced, actionable, ongoing, and timely.
- HCS developed a writing assessment benchmark format with clear expectations and deadlines. This format is set to be implemented starting in the 2023-2024 school year, providing students with structured assessments to measure their writing progress.
- HCS trained over 200 community instructors on effective literacy strategies. This resulted in over a thousand books being read aloud to students in ASEP programs across the district.
- HCS actively researched resources for children from birth to five years of age to support Henry County families in preparing young learners for their educational journey in HCS. Additionally, they developed the Early Kindergarten experience, implemented in June 2023, to enhance the transition for enrolling Kindergarten students.

- The Board of Education’s continued investment in reading and writing resulted in the delivery of valuable writing resources to schools, enhancing teachers’ instruction and enriching students’ learning experiences.
- HCS developed a data visualization to ensure all elementary schools were able to efficiently access and respond to their students’ Early Literacy Model performance.
- HCS proactively developed and implemented professional development sessions focusing on effective leadership behaviors of change leaders, emphasizing instructional leadership to maximize student learning.

Through the collective efforts of dedicated teams and leaders, Henry County Schools is on a journey toward achieving its literacy goals. With a continuous commitment to improvement, collaboration, and data-driven practices, HCS is confident in realizing its vision of empowering every student to thrive in reading and writing.

Monitoring our Progress

METRIC	OPERATIONAL DEFINITION	BASELINE AVERAGE	SP ANNUAL PROGRESS				SY '21-'26 GOAL
			'21-'22	'22-'23	'23-'24	'24-'25	
Reading at or above Grade Level	Students’ reading on grade level is determined by meeting or exceeding the CCRPI Stretch Band Lexile grade level score based on the spring MAP Reading Assessment.	56%	53%	51%			69%
Writing at or above Grade Level	Students’ writing on grade level is determined by performance on a local benchmark assessment	Baseline data yet to be collected					

Henry County Schools averaged three years’ worth of baseline data (2018-2019 through 2020-2021) and found that 56% of students were reading on grade level during that period. The Governance Team established an ambitious target of 69% of students reading at or above grade level by 2026. However, during the 2022-2023 school year, the district observed a decline in reading proficiency, with only 51% of students reading on or above grade level.

In response, HCS is taking proactive measures to address any potential gaps in reading instruction. To ensure a comprehensive approach to early literacy development, the Henry County Reading Model for early elementary teachers in the 2023-2024 school year will continue to support phonics while also reemphasizing reading foundation skills including fluency and comprehension skills. This holistic approach aims to foster the well-rounded development of early literacy in young learners. High-impact reading techniques will be a primary focus of teacher professional development in the coming year. Additionally, HCS provided 2023 summer learning and enrichment opportunities, which included the introduction of the first Early Kindergarten experience, providing expanded opportunities for students to receive essential literacy instruction.

By addressing the identified challenges and implementing targeted initiatives, Henry County Schools is determined to enhance reading proficiency among its students, ensuring a brighter future for every learner.



Access for every child to diverse grade-level content, literature, resources, and World Languages programs.



Henry County Schools aims to provide every child with access to diverse grade-level content, literature, resources, and World Languages programs, guided by four specific metrics: access to diverse content, access to diverse literature, access to diverse resources, and access to world languages.

HCS calculated baseline data from three school years (2018-2021) examining the percentage of students who

completed one semester of a World Language program, utilizing Georgia's course catalog to define qualifying courses. Currently, in HCS, World Language courses are offered primarily in 6th-12th grade. HCS's goal is to expand world language course offerings into elementary schools across all K-12 grade levels by 2026. Baseline has not yet been established for the first 3 metrics, however baseline has been established for World Language course enrollment. For the 2022-2023 school year, Henry County Schools focused on increasing the number of students participating in World Languages programs.

Through this commitment, Henry County Schools is dedicated to ensuring that all students have the opportunity to engage with diverse content, literature, and resources, while also fostering linguistic and cultural proficiency through world language programs. By providing access to such enriching experiences, we seek to empower our students to thrive in an increasingly interconnected world.

Contributing Work

While the primary work of increasing access to World Languages programs will occur during the 2024-2025 school year with the inclusion of World Languages programs at the K-5 level, some processes were established during the 2022-2023 school year that will contribute to increasing access for every child to World Languages programs:

- HCS designed and implemented advisement processes and procedures for students and families. This will ensure families are aware of World Languages opportunities within the district and the World Languages prerequisites for post-secondary options.
- HCS launched Professional Development around the Highly Effective Classroom in 2022-23, ensuring that schools focused on high-impact engagement strategies in all classrooms through HCS.
- HCS continued to collect data on enrollment in World Languages programs during 2022-23 and provided PSO dashboards to provide school and district leadership teams to analyze baseline metrics for the PSO and to determine strategies for opening opportunities and access at the middle and high schools.
- HCS provided insights into PSO outcomes with a focus on strategic scheduling and monitoring of course enrollment in World Languages as well as other access PSO metrics in the development and monitoring of School Improvement Plans.
- HCS continued research into models and best practices for elementary world languages education and likewise afforded contracted insights into enrollment equity through a transcript audit and college and career readiness study, focusing on enrollment and opportunities in a variety of courses offered in our schools.
- HCS established and planned for World Languages Advisory meetings and timeline to build interest.
- HCS implemented a proof-of-concept Spanish K-5 course at Tussahaw Elementary during the 2022-2023 school year.



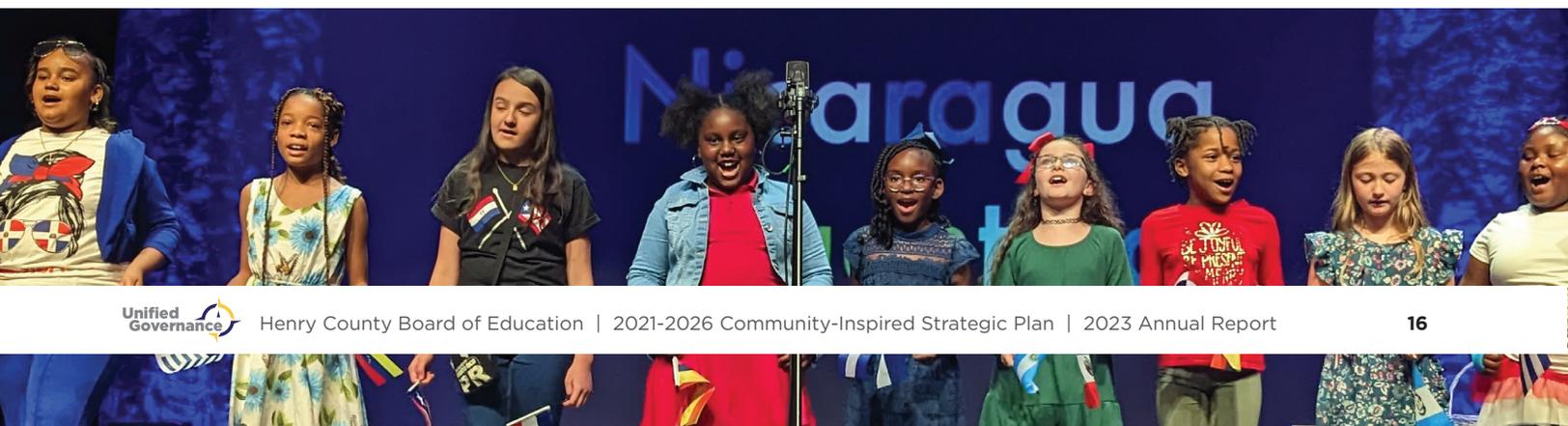
Monitoring our Progress

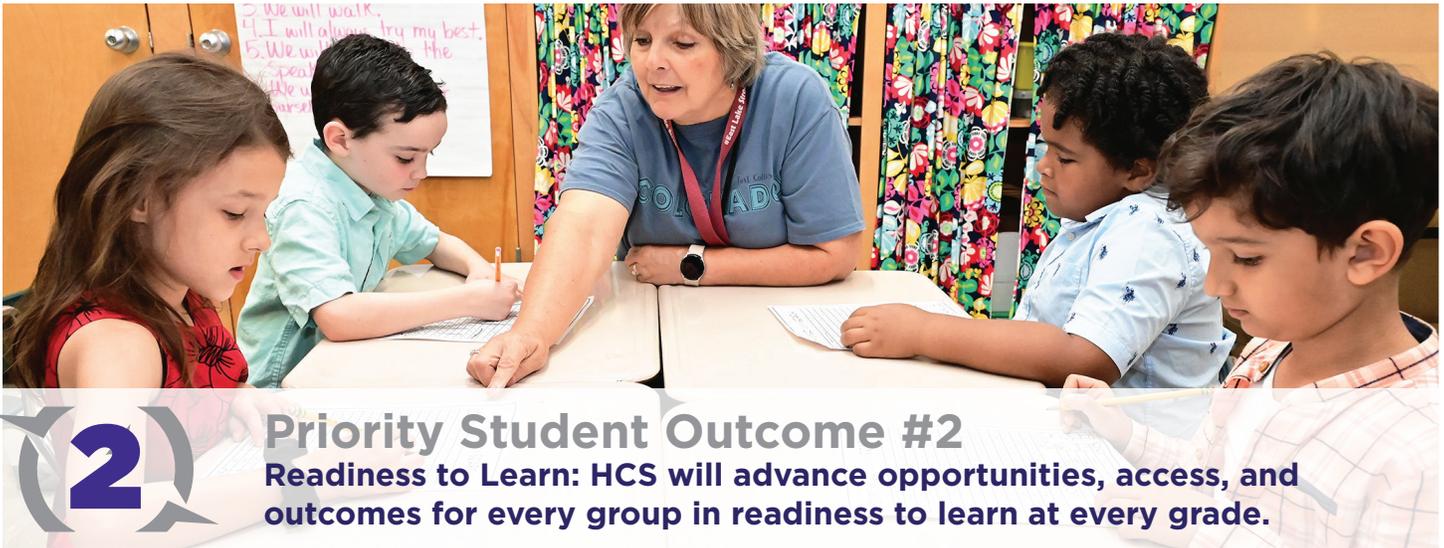
METRIC	OPERATIONAL DEFINITION	BASELINE AVERAGE	SP ANNUAL PROGRESS				SY '21-'26 GOAL
			'21-'22	'22-'23	'23-'24	'24-'25	
Access to World Languages Programs	A variety of World Languages programs are available within each grade band, ES (K-5), MS, and HS, shown by % student participation in World Languages courses.	22%	23%	24%			70%
Access to Diverse Grade Level Content	Access to content that includes standards-aligned instructional materials that include a variety of inclusive perspectives;	Baseline data yet to be collected					
Access to Diverse Grade Level Literature	Access to a variety of literature options that include various authors, genres, languages, interests, and perspectives accessible for readers below, at, and above grade level;	Baseline data yet to be collected					
Access to Diverse Grade Level Resources	Access to grade level resources that are standards-aligned and meet students' individual access and language needs presented through a variety of mediums (e.g., print, digital, manipulative, laboratory materials);	Baseline data yet to be collected					

Averaging three years' worth of baseline data (2019-2021), Henry County Schools had 22% of students in grades K-12 who complete at least one semester of a World Languages course each year. The Governance Team established a goal of 70% of students participating in World Languages courses by 2026, with the Governance team desiring 100% participation at the elementary level.

During the 2022-2023 school year, the district experienced an improvement in World Languages access, with participation increasing by 1 percentage point, rising from 23% to 24%. This growth can largely be attributed to the expansion of World Languages access at the middle school level.

Henry County Schools remains committed to enhancing World Languages opportunities for all students, fostering linguistic and cultural proficiency in a diverse global community. By continuously working toward our ambitious participation goals, we aim to equip our students with the skills and perspectives necessary to thrive in an interconnected world. Through collaboration and dedication, we strive to make World Languages education an integral part of every student's journey. HCS implemented a proof-of-concept Spanish K-5 course at Tussahaw Elementary during the 2022-2023 school year, with two more courses being added at Hampton and Unity Grove elementary schools during the 2023-2024 school year.





2

Priority Student Outcome #2 Readiness to Learn: HCS will advance opportunities, access, and outcomes for every group in readiness to learn at every grade.

The Priority Student Outcome of Literacy Proficiency establishes the charge that Henry County Schools will advance opportunities, access, and outcomes for every group in readiness to learn at every level. There are three goals within this priority student outcome:

1. Kindergarten Ready
2. Participation in Advanced Coursework
3. Demonstrating Personal Health and Wellness



PSO 2 GOAL

Kindergarten Readiness



The goal related to Kindergarten readiness has two metrics: GKIDS readiness and gross motor readiness. Previous years' performance data was used to establish a district baseline for GKIDS Readiness. During the 2022-2023 school year, a local performance rubric (the Henry Ready Gross Motor Check) was implemented to measure the gross motor readiness of Kindergarten students. Data collected during the fall of 2022 provide a baseline level of gross motor readiness that will be used to monitor progress annually.

Contributing Work

- Implemented the Henry County Gross Motor Check at all elementary schools
- HCS continued fostering partnerships and building relationships with community-based providers during the Early Care Provider Summit. Through this collaboration, the district aims to align our efforts, share knowledge on Georgia's GKIDS Readiness Assessment, and establish a correlation between readiness standards and Pre-K standards.
- Data were collected during the 2022-2023 school year, offering insights into the Pre-K/Day care experiences of Kindergarten students upon their enrollment. This information was compiled into reports and shared with Pre-K providers throughout Henry County, empowering them with valuable feedback on program efficacy.
- Elementary schools hosted the Early Kindergarten experience in the summer of 2023, with a specific focus on providing a head start on learning for students enrolling in Kindergarten for the 2023-24 school year. This experience aimed to better prepare children for their upcoming Kindergarten journey.
- Developed district and school reports aligned to the Priority Student Outcome (PSO) 2. The reports provide district and school leaders with information about 2026 targets and annual progress.

Monitoring our Progress

METRIC	OPERATIONAL DEFINITION	BASELINE AVERAGE	SP ANNUAL PROGRESS				SY '21-'26 GOAL
			'21-'22	'22-'23	'23-'24	'24-'25	
Kindergarten Readiness	Kindergarten ready includes foundational skills such as emotional readiness, fine motor skills, oral and receptive language skills, social skills, and basic literacy and math skills	34%	37%	36%			44%
Gross Motor Skills	Kindergarten ready including foundational gross motor skills	55%		55%*			58%

*2022-23 was the first year of implementation

Based on two years' worth of baseline data (2019-2020 and 2020-2021), Henry County Schools observed that 34% of students entering Kindergarten were identified as "Kindergarten ready" according to Georgia's GKIDS Readiness Check. The state defines readiness as demonstrating skills in at least two of the three assessed domain areas: School Success, Language Arts, and Math. The Governance Team set an ambitious goal of 44% of students beginning school Kindergarten ready by 2026.

During the 2022-2023 school year, 36% of students in Henry County School started Kindergarten ready, reflecting a slight decrease from the previous year but maintaining a promising two percentage point increase compared to the baseline average.

In alignment with a commitment to comprehensive readiness assessment, the Henry Ready Gross Motor Check was universally implemented in all elementary schools throughout HCS during the 2022-2023 school year. This inaugural implementation established a baseline metric of 55%. In the summer of 2023, the Governance Team established an aspirational goal of 58% of Kindergarten students demonstrating Kindergarten-ready gross motor skills by 2026.

Looking ahead to the 2023-2024 school year, Henry County Schools will continue to strengthen and expand partnerships with community Pre-K providers to further improve Kindergarten readiness outcomes for students. Recognizing the significance of the first six weeks of school in assessing readiness, summer programming was thoughtfully designed and offered during the summer of 2023. This programming provided newly enrolled Kindergarten students with an opportunity to learn and practice essential Kindergarten readiness skills, empowering them to thrive as they embark on their educational journey.

Through continuous growth, data-driven strategies, and a collaborative approach with our community partners, Henry County Schools is dedicated to nurturing Kindergarten readiness among students. By fostering a solid foundation of skills, knowledge, and motor development, the district strives to ensure that every child starts their educational journey with confidence and readiness to succeed.



PSO 2 GOAL

Participation in Advanced Coursework



The goal of increasing student participation in advanced coursework is measured through one key metric, which calculates the percentage of students enrolled in advanced courses that go beyond their current grade level designation or any course designated as accelerated, Advanced Placement (AP), Honors, or Dual Enrollment. This metric only includes students in grades 3-12. For accurate reporting, the percentage of students included in this metric reflects unique individuals enrolled in qualifying courses. In other words, students who are enrolled in

multiple advanced courses are only counted once in the calculation. Additionally, to be considered in the metric, students must successfully complete at least one semester of a qualifying course and receive a final grade for that semester.

By focusing on an advanced coursework metric, Henry County Schools aims to encourage more students to participate in challenging and advanced coursework opportunities, providing them with enriched educational experiences. Through such efforts, we strive to foster a culture of academic excellence and prepare our students for future success in higher education and beyond.

Contributing Work

- HCS developed advanced math placement criteria, which were included in the recently established Henry Solves development that includes revised math standards from the GaDOE.
- Revisions were made to the Advanced Placement recruitment support materials and student advisement documents based on feedback from and in collaboration with the HCS counseling office.
- District leadership conducted a transcript audit and college and career readiness study to analyze course enrollment, which included accelerated course enrollment to promote awareness and strategic reflection on increased opportunities and access to students throughout HCS.
- A high school course audit was conducted to review data on previous and current AP enrollment and performance in collaboration with the district data team.
- Revised Advanced Placement recruitment support materials and student advisement documents were developed based on feedback and in collaboration with the district counseling office, which is also included in the Henry Solves revised mathematics guidance, leading to the development of the 2023-2024 revised Advisement Guide.
- Provided professional development during pre-planning of the 2022-2023 school year to share insights into the Henry Solves revisions for implementation during the 2023-2024 school year.
- HCS continued to research best practices around universal screening of elementary and middle school students for gifted services based on the practices of top-performing districts across Georgia.
- A total of 1,138 K-5 grade students participated in talent development, engaging in critical thinking and creative activities designated to develop in gifted education identification measures and core content foundations. Half of these students were subsequently found eligible for gifted services.
- HCS collaborated with a working team to examine national exemplars for expanding CTAE pathways and high school credit-bearing courses during 2022-2023 to identify additional opportunities for expanding access in 2023-2024.
- New Advanced Placement (AP) courses were introduced and utilized multiple points of data for increased access to students in 2023-2024, including AP Summer Institutes and a summer AP preparatory program (Get Ready for AP).
- Resources and processes were designed for schools regarding the Equity Lab partnership, with one additional school being added for the 2023-2024 school year. Resources and ongoing PD have been implemented for school counselors on the current processes for Dual Enrollment.
- PSAT 8/9 was universally afforded to eighth-grade students in all middle schools through HCS during the 2022-2023 school year.
- Professional learning was provided to middle school counselors on the uses of PSAT 8/9 and AP Potential to inform student advisement toward enrollment in advanced coursework.
- Secondary school administrators attended professional learning on the benefits and implementation of the Honors Instructional framework. Additional professional learning was provided to secondary administrators and counselors on using AP Potential for student advisement. Finally, a review of AP courses currently offered in Henry County Schools and the processes for inviting students into AP courses was conducted in consultation with counselors and content coordinators.
- Resources and processes were designed for schools regarding the Equity Lab partnership, with one additional school being added for the 2023-2024 school year. Resources and ongoing PD have been implemented for school counselors on the current processes for Dual Enrollment.

- The CTAE team partnered with students at AAS to create communication materials highlighting CTAE programs in HCS. In 2023-2024, CTAE is prepared to launch the Tomorrow’s Teachers Today in partnership with Southern Crescent Technical College and Mercer University, as well as Tomorrow’s Healthcare Today with Piedmont Henry Hospital and Gordon State College.
- A Comprehensive School Counseling Program (CSCP) framework has been designed and a corresponding program assessment has been implemented. This will ensure consistency in the advisement process across HCS schools.
- A resource toolkit has been created and shared with school counselors and is being integrated into HenryConnects. Professional Development is being provided to ensure consistency in the use of PSAT 8 and PSAT 10 data within the advisement practices within HCS to identify students for advanced coursework.

Monitoring our Progress

METRIC	OPERATIONAL DEFINITION	BASELINE AVERAGE	SP ANNUAL PROGRESS				SY '21-'26 GOAL
			'21-'22	'22-'23	'23-'24	'24-'25	
Participation in Advanced Coursework	Advanced coursework is any course beyond a student’s enrolled grade level designation and/or a course that is designated as Accelerated, Advanced Placement, Honors, or Dual Enrollment.	22%	21%	27%			34%

Averaging three years’ worth of baseline data (2019-2021), Henry County Schools had 22% of students in grades 3-12 participating in advanced coursework, with on average 7% of elementary students, 10% of middle school students, and 42% of high school students participating in advanced coursework. The Governance Team established a goal of increasing that percentage to 34% of students participating in advanced coursework by 2026. During the 2022-2023 school more students than ever before were enrolled in advanced coursework. Specifically, 27% of students in grades 3-12 completed at least one advanced course, a five percentage point improvement over baseline and a six percentage point increase from the 2021-2022 school year. The expansion of the advanced coursework opportunities in middle schools and a renewed focus on providing access to accelerated math in grades 4-5 in elementary school.



PSO 2 GOAL

Demonstrating Personal Health & Wellness



The goal related to the percentage of students who demonstrate personal health and wellness has one metric, namely personal health and wellness. During the 2021-2022 school year, the state of Georgia began administering its annual Georgia Student Health Survey following a one-year pause during the COVID-19 pandemic. Henry County Schools administered the Georgia Student Health Survey to students enrolled in grades 3-12. Data collected during the 2021-2022 and 2022-2023 school years will be used to establish a baseline for this metric.

Contributing Work

- In 2021-22, HCS added a full-time Mental Health and Wellness Facilitator (MHWF) to every school to support staff and student wellness.
- In addition to the state wellness survey, Henry County Schools uses an internal wellness tool to check in on student and staff wellness across the course of the school year. Data from the tool is used to provide targeted support designed to meet the needs of students and staff at each school.

- HCS began to examine the Health Survey tools to determine which questions will be utilized to measure this metric.
- Henry County Schools is developing a comprehensive health and wellness toolkit and aligned resources for all employees.
- Trauma-informed practice, conditions for learning, and wellness training were provided to all staff through our MHWs. MHWs received extensive train-the-trainer professional development and onboarding on trauma and mental health.



Priority Student Outcome #3 College, Career, and Life Ready

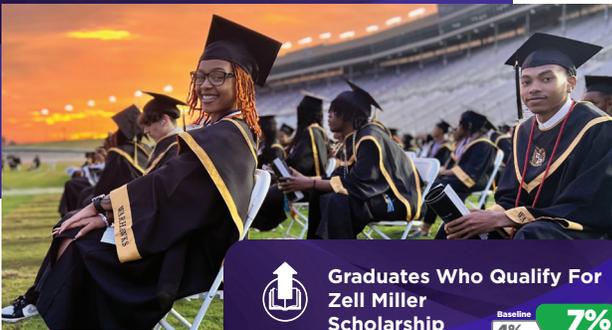
The Priority Student Outcome of College, Career and Life Ready establishes the charge that Henry County Schools will advance opportunities, access, and outcomes for every student group in college, career, and life ready skills post-graduation. There are six goals within this priority student outcome:

1. Graduates Meeting Competitive Acceptance Requirements
2. Graduates Meeting College Readiness Benchmarks
3. Henry County Schools Graduate Outcomes
4. Graduates who Complete Career Inventories, Internships/Apprenticeships, and Industry Certifications
5. Students Demonstrating Financial Literacy, Soft Skills, and Mastery of IEP Transition Goals (ESE)
6. Participation and Performance of Students on PSAT 10/NMSQT



PSO 3 GOAL

Graduates Meeting Competitive Acceptance Requirements



As Henry County Schools seeks to ensure graduates are college, career, and life ready, the district will improve the number of graduates who meet the acceptance requirements for competitive colleges like the University of Georgia and Georgia State University, among other higher education institutions. Specifically, Henry County Schools seeks to increase the number of students who score in the top 25th percentile on college entrance exams like the ACT and SAT or who are eligible for the state's prestigious Zell Miller Scholarship.

- Henry County Schools use a 6-12 comprehensive college/career readiness management system to ensure students are on track to graduate with the option to pursue college, career, or military post-graduation.
- Use of an academic plan tool embedded into the Henry County Schools student information system to monitor student progress toward graduation and ensure students are completing courses needed to qualify for the HOPE and Zell Miller scholarships.
- Universal administration of the PSAT 8 and PSAT 10 to provide early feedback to students on areas of strength and need before they take the ACT and SAT college entrance exam in 11th and 12th grades.
- Developed district and school reports aligned to the Priority Student Outcome (PSO) 3. The reports provide district and school leaders with information about 2026 targets and annual progress.

Monitoring our Progress

METRIC	OPERATIONAL DEFINITION	BASELINE AVERAGE	SP ANNUAL PROGRESS				SY '21-'26 GOAL
			'21-'22	'22-'23	'23-'24	'24-'25	
Top 25% SAT/ACT College Entrance Exam	Graduates who meet acceptance requirements for colleges deemed very selective as defined by possessing a college entrance exam score in the 25% percentile	9%	5%	7%			TBD
Graduates who qualify for Zell Miller Scholarship	Graduates who qualify for Georgia's Zell Miller Scholarship	4%	5%	4%			7%

Henry County Schools averaged three years' worth of baseline data (2018-2019 through 2020-2021) and found that 9% of students were scoring in the top 25th percentile on the ACT and SAT college entrance exams. Baseline performance for this metric along with the national trends in college entrance exam participation are currently under review. While no 2026 target has yet been established, 2022-2023 performance improved from 2021-2022 by two percentage points indicating that more students graduating in 2023 scored in the top 25th percentile on a college entrance exam. Baseline performance for the percentage of HCS graduates who earn a college entrance exam score in the 25th percentile on either the ACT or SAT was established in 2022.

Averaging three years' worth of baseline data (2018-2019 through 2020-2021), Henry County Schools had 4% of graduates meeting Zell Miller Scholarship requirements. During the 2022-2023 school year, 4% of graduates were eligible for the Zell Miller Scholarship. This is a 1 percentage point decrease from the 2021-2022 school year, but equal to baseline performance levels. In 2023-2024, Henry County Schools will focus on increasing the number of students eligible for the Zell Miller Scholarship by increasing college entrance exam participation and providing opportunities for students to participate in test preparation classes.

HENRY COUNTY SCHOOLS | PSO 3 GOAL

ELA Readiness Baseline 54% 2023 goal 70%

Math Readiness Baseline 30% 2023 goal 50%

Graduates Meeting College and Career Readiness Benchmarks

Henry County's goal is to increase the percentage of students who meet college readiness benchmarks in English Language Arts (ELA) and math uses the college readiness scores established by the ACT and College Board (SAT suite of assessments). ACT and College Board each establish performance metrics for students who are likely to be successful in college-level coursework. Henry County Schools evaluates the number of graduates who earn a 22 on the ACT Reading subtest and those who are designated as college ready in reading by College Board (as measured by the SAT) to determine the number of

graduates who are ready for college ELA coursework. The corresponding math metric from SAT and ACT are utilized to calculate the math readiness of HCS graduates.

Contributing Work

- HCS school counselors meet regularly with students to complete the scope and sequence of college/career readiness and parent information sessions that were provided in the spring.
- School counselors and graduation coaches utilize a college access management system, and students use the platform to complete Bridge Bill career and college readiness requirements and assessments.

- Increased student access to advanced coursework in ELA and Math.
- Targeted focused on evidence based reading instruction practices at all school levels.
- Implementation of universal PSAT 8 and PSAT 10 assessments to help prepare students for the SAT and ACT college entrance exams.

Monitoring our Progress

METRIC	OPERATIONAL DEFINITION	BASELINE AVERAGE	SP ANNUAL PROGRESS				SY '21-'26 GOAL
			'21-'22	'22-'23	'23-'24	'24-'25	
ELA College Readiness	Graduates who are ready for college-level coursework in the area of ELA as defined by meeting ACT or SAT college readiness benchmarks	54%	41%	53%			70%
Math College Readiness	Graduates who are ready for college level coursework in the area of math as defined by meeting ACT or SAT college readiness benchmarks	30%	21%	25%			50%

Baseline data for the percentage of HCS graduates who are ready for college-level ELA (54%) and math (30%) coursework was shared with the Governance Team during the summer of 2022, and district 2026 goals were established in both content areas. A goal of 70% was established for graduates who are ready for college-level coursework in the area of ELA, while a goal of 50% was established for the same indicator in mathematics.

In the 2022-2023 school year, 53% of graduates were identified as meeting reading college readiness benchmarks. While this represents a one percentage point decline from the established baseline, 2022-2023 performance increased by 12 percentage points compared to the 2021-22 school year.

In the 2022-2023 school year, 25% of graduates met college readiness benchmarks in math. This represents a nine percentage point decrease from the baseline, but, similar to the ELA metric, represents an increase (four percentage points) from 2021-2022 school year performance.

HENRY COUNTY SCHOOLS | PSO 3 GOAL

Graduates Outcomes



HCS desires to examine the impact of the K-12 experience on Henry County graduates. Specifically, HCS seeks to collect information from HCS graduates to determine the number who complete industry certification, persist through post-secondary degree programs, or who are eligible for high-skilled workforce options within four years of graduating from high school. During the 2022-2023 school year, a team of district leaders began to study other school districts and educational partners who collect information on graduates to inform the district’s survey design and approach.

Contributing Work

- Research and study for the development of a district tool to measure this metric is in progress and will provide district and school leaders with information about 2026 targets and annual progress.

Monitoring our Progress

METRIC	OPERATIONAL DEFINITION	BASELINE AVERAGE	SP ANNUAL PROGRESS				SY '21-'26 GOAL
			'21-'22	'22-'23	'23-'24	'24-'25	
Graduate Outcomes	Students who, within four years of graduating from HCS, are eligible to earn: industry certification or a degree from a two- or four-year institution, or who are employed in a job that requires a degree or certificate.		Baseline data yet to be collected				



PSO 3 GOAL

Students Completing Career Inventories, Internships/Apprenticeships, and Industry Certifications



HCS seeks to increase the number of students who complete an internship/apprenticeship experience during high school, who complete a pathway and earn a passing score on an End of Pathway Assessment (EOPA) where an industry credential is available, as well as the number of students who complete a career inventory during their K-12 experience.

Contributing Work

- School counselors meet regularly with students to complete the scope and sequence of college/career readiness and share information with families.
- School counselors and graduation coaches leverage a college access management system to ensure students in grades 6-12 complete Bridge Bill career and college readiness assessments.
- Henry County Schools continues to increase work-based learning and site-based enterprise development opportunities.
- Increased access to CTAE coursework at each high school and through the Academy for Advanced Studies.
- Improved ability to monitor CTAE pathway completion using the Academic Plan tool embedded into HCS' student information system.

Monitoring our Progress

METRICS	OPERATIONAL DEFINITION	BASELINE AVERAGE	SP ANNUAL PROGRESS				SY '21-'26 GOAL
			'21-'22	'22-'23	'23-'24	'24-'25	
Internships and Apprenticeships	Students who engage in a repeated, off-site career experience designed to allow students to engage with/shadow infield professionals and learn/practice job skills by actively participating in work-place duties.		Baseline data yet to be collected				
CTAE Pathway Completers Eligible for Industry Credentials	Students who meet the criteria to earn an industry credential while enrolled in HCS		Baseline data yet to be collected				
Career Inventories	Students who complete a career inventory		Baseline data yet to be collected				

Students Demonstrating Financial Literacy, Soft Skills, and Exceptional Student Education (ESE) Mastering of Transition (IEP) Goals



Henry County desires to impact HCS students' college, career, and life ready experiences by ensuring HCS students demonstrate competency in financial literacy and soft skills, and to ensure students with IEPs master their transition goals.

Contributing Work

- HCS conducted an audit of financial literacy/economics standards in the Henry Teaching and Learning Standards.
- District team researched financial literacy curricula in other districts across the nation.
- Financial literacy standards were embedded into the curriculum. A system for collecting data and establishing baseline performance is in progress.
- A district team is collaborating with high schools to develop a process for measuring IEP transition goal attainment.

Monitoring our Progress

METRIC	OPERATIONAL DEFINITION	BASELINE AVERAGE	SP ANNUAL PROGRESS				SY '21-'26 GOAL
			'21-'22	'22-'23	'23-'24	'24-'25	
Financial Literacy	Competency in financial literacy is demonstrated by proficiency in four main financial fields: 1) Income, 2) Budgeting and Management of Money, 3) Credit and Debt, and 4) Savings and Investments.		Baseline data yet to be collected				
Soft Skills	Competency in soft skills is demonstrated by proficiency in essential employability and independent living skills: 1) job seeking (including resumes and interviews) 2) professionalism and meeting employer expectations, and 3) community and civic engagement.		Baseline data yet to be collected				
IEP Transition Goals	Students who master ESE transition goals as documented in their IEP.		Baseline data yet to be collected				

Participation in and Performance on PSAT™



PSAT™ 10 Participation

Baseline 62% **85%** 2026 Goal

Henry County Schools seeks to increase the percentage of 8th- and 10th-grade students who participate in PSAT™ 8/9 and PSAT™ 10, respectively, as well as the performance of students on the PSAT™. Specifically, the PSAT™ 8/9 and PSAT™ 10 performance metrics provide information on the percentage of HCS students who meet at least one of the college and career readiness indicators (i.e., math, reading/writing, or both) to provide schools with data to provide targeted interventions to ensure college readiness. The Governance Team established 2026 goals for PSAT 10 metrics in the summer of 2022 and for PSAT 8 metrics in the summer of 2023.

Contributing Work

- HCS successfully implemented PSAT 8, while the Student Services team designed and implemented advisement processes for students and families. These measures ensure that students are appropriately challenged and supported academically.

- Universal administration of PSAT 8 to 8th-graders and PSAT 10th-graders.
- Ongoing professional learning for district and school leaders focused on leveraging PSAT 8/9 and PSAT 10 data to guide students' instructional experiences and ensure students are ready for college and career options when they graduate from Henry County Schools.
- School counselor resource toolkit that includes information about how to use PSAT 8/9 and PSAT 10 data during the course-selection guidance processes.
- Professional learning for middle and high school test administrators on the logistics and benefits of providing the PSAT access to 8th- and 10th-grade students.

Monitoring our Progress

METRIC	OPERATIONAL DEFINITION	BASELINE AVERAGE	SP ANNUAL PROGRESS				SY '21-'26 GOAL
			'21-'22	'22-'23	'23-'24	'24-'25	
PSAT™ 8/9 Participation	Student participation (percentage of students taking the assessment).	84%*	84%	90%			90%
PSAT™ 8/9 Performance	Student performance (meeting college readiness benchmarks).	16%*	16%	17%			22%
PSAT™ 10 Participation	Student participation (percentage of students taking the assessment).	62%	46%	81%			85%
PSAT™ 10 Performance	Student performance (meeting college readiness benchmarks).	26%	18%	15%			38%

*2021-2022 was the first year of universal implementation of PSAT 8/9 for eighth-grade students

The 2021-2022 school year was the first year Henry County Schools offered universal administration of the PSAT 8/9 to 8th-graders: 84% of 8th-grade students participated, establishing a baseline level of performance for this metric. The Governance Team established a 2026 target of 90% participation. In 2022-2023, 90% of 8th-grade students participated in the PSAT 8/9 representing a six percentage point increase over baseline performance and meeting the 2026 participation goal.

In 2021-2022, 16% of 8th-graders taking the PSAT 8/9 met college-ready benchmarks established by the College Board. 2021-2022 school year performance established a baseline for this metric. The Governance Team established a 2026 target of 22% of 8th-grade students meeting college-ready benchmarks on the PSAT 8/9. In 2022-2023, 17% of 8th graders met the college career benchmark, a one percentage point increase from baseline performance.

Averaging three years' worth of baseline data (2019-2021), Henry County Schools had 62% of 10th-grade students participating in the PSAT 10 assessment. Participation decreased to 46% during the 2021-2022 school year. In the summer of 2022, the Governance Team established a 2026 goal of 85% participation. By streamlining communication with schools and families, improving test registration procedures, and aligning administration procedures at each high school, Henry County Schools was able to significantly improve participation in 2022-2023 to 81%, a 35 percentage point increase over the previous year.

Averaging three years' worth of baseline data (2019-2021), Henry County Schools had 26% of students taking the PSAT 10 who met college readiness benchmarks. The percentage of students who met college readiness benchmarks decreased in 2021-2022 to 18%. In the summer of 2022, the Governance Team established a PSAT 10 performance 2026 goal of 38%. In 2022-2023, 15% of 10th-grade students met college readiness benchmarks, a three percentage point decrease from the previous year. This decrease may be related to the dramatic increase in test participation and the fact that many of these students were taking a national college preparatory exam for the very first time. With the implementation of universal PSAT testing for 8th-grade students, future cohorts of 10th-graders will be more familiar with PSAT format and procedures.

To achieve the **Priority Student Outcomes** that our Board of Education and community stakeholders have set as goals of our five-year plan, HCS has developed and is implementing five **Strategic Actions** designed to guide us and inform our work.

STRATEGIC ACTION 1 Advance PreK-12 learning opportunities and experiences for all students.

STRATEGIC ACTION 2 Advance effective school leadership and classroom instruction.

STRATEGIC ACTION 3 Advance connectivity to value and engage all students, employees, families, and partners in our growing community.

STRATEGIC ACTION 4 Advance student and employee health, wellness, and support structures.

STRATEGIC ACTION 5 Advance a high-performing operational culture.





STRATEGIC ACTION 1 Advance PreK-12 learning opportunities and experiences for all students.

When Strategic Action 1 is fully realized over the remaining three years, every student in Henry County Schools will be reading on or above grade level or receiving systematic intervention and acceleration. Students will be able to write proficiently about what they read and successfully communicate through their writing. HCS students will have an enhanced K-12 experience with access to accelerated learning, STEM educational opportunities, Fine Arts programming, an enhanced K-12 experience, and students will enter school Kindergarten ready.

To accomplish the community-inspired goals set forth under this Strategic Action, the following statements were developed and are being carried out through a multitude of tactics.



- Initiative 1:** Create a community of powerful readers and writers.
- Initiative 2:** Increase exploration of, access to, and participation in advanced content coursework and experiences.
- Initiative 3:** Expand Science, Technology, Engineering, & Mathematics (STEM) opportunities at every school and across the district.
- Initiative 4:** Expand Fine Arts at every school, and across the district.
- Initiative 5:** Expand student knowledge and skills around wellness, well-being, and real-world connections along with access to the Academy for Advanced Studies, other academic academies, and World Languages programs.
- Initiative 6:** Establish firm partnerships with Henry County early childcare providers and other community partners.



EXCEPTIONAL ACCESS

Advancing Learning Opportunities for All Students at Every Level

Imagine if every student had the opportunity to complete advanced coursework before graduating high school. Henry County Schools' Community-Inspired Strategic Plan is clearly focused on increasing opportunity and access for students to complete advanced coursework by intentionally expanding course offerings and removing barriers to enrollment. When fully realized, HCS students will have expanded opportunities to accelerate learning in elementary, middle, and high school, empowering them to grow as lifelong learners.

The results of this intentional focus on access and opportunity to advanced coursework can already be seen in our middle schools, with an increasing number of high school courses available to students. All middle schools now offer access to high school credit-bearing courses, with every middle school offering high school Algebra I, Physical Science, and Visual/Comprehensive Art. During the 2022-2023 school year, more than 1,200 students took a high school course while in middle school.



TACTIC TRACKER **TACTIC 1.2.5 | DESIGN to IMPLEMENT**
Offer and increase access to high school level class for every student before completing middle school.

The commitment to expanding opportunities and access continues at the high school level, where we have expanded the number of AP courses and increased enrollment in these courses for 2022-2023 to more than 4,000 students. Emmanuel Velez, a student from Hampton High School describes this benefit,

“The AP Program prepared me for college and helped me feel comfortable in a college classroom environment.” - Emmanuel Velez, HHS



“The Advanced Placement Program prepared me for college and helped me feel comfortable in a college classroom environment.”

Removing barriers to accessing advanced coursework helps students develop skills and prepares them for their future. According to Dave Mayer, an AP Teacher from Ola High School, “[Students] come out of the [AP] class better than they were going in because of writing and higher-level thinking that AP courses allow and provide.”

Exceptional access for students expands beyond advanced coursework into subject matter areas such as STEM, Fine Arts, World Languages, and CTAE. Additionally, the expansion of the talent development program has increased the number and representation of students receiving gifted education.

STEM HENRY

Exceptional STEM education requires a comprehensive approach to teaching, with a focus on robotics and coding programs for students at all levels. The Community-Inspired Strategic Plan ensures these programs are available at every elementary, middle, and high school to all students and all schools.

Every middle school now offers robotics and coding programs, with plans in motion



“When our community shared back in 2019 a crystal-clear desire to see more STEM opportunities in our schools, I personally could’ve never imagined it to be this extensive and robust. It is very clear in this Board’s mission that we will empower all students with exceptional opportunities to prepare them to be successful in a global society. That’s exactly what this work is doing.” - Sophe Pope, Vice Chair, District 4



to expand these opportunities to all high schools, as well.

Additionally, having a STEM lab in every elementary school ensures every student has access to hands-on experiences in science, technology, engineering, and math.

By prioritizing STEM education and providing the necessary resources, HCS can cultivate the next generation of innovative thinkers and problem solvers.

Recent STEM investments by the Board of Education include fossil kits, digital microscopes, temperature probes, and other manipulatives at the elementary level, equipping the recently established school-based STEM labs with proper resources to enhance student learning.

The acquisition of new STEM equipment aligns with the Board’s commitment to promoting science, technology, engineering, and mathematics education at the elementary level. By providing students with access to advanced tools and resources, the Board aims to cultivate their interest and skills in these critical fields from an early age.

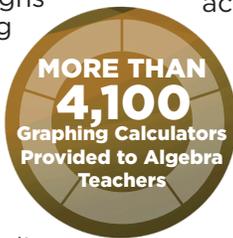
These investments also reflect the Board’s dedication to empowering students with the necessary tools and resources for success in STEM disciplines. Equipped with essential learning resources, elementary students can engage in immersive and interactive learning experiences, laying a strong foundation for their future



Tactic 1.3.1 | DESIGN to IMPLEMENT
Ensure a robotics and coding program at every elementary, middle, and high school.

classrooms is engaging and connected to real-world opportunities.

“These investments in the elementary and middle school space create a runway for students to develop STEM aptitude in preparation for the coming STEM High School,” said STEM Design Coordinator Dr. Rabieh J. Hafza. “The level of engagement in the STEM lab has been a game changer for students. The kids are so excited to go to their STEM special to engage in engineering, coding, and robotics activities.”



Furthermore, the Board recently authorized the purchase of graphing calculators for all of the district’s nearly 4,100 Algebra I students to be able to explore complex equations, visualize functions, and engage with mathematics in a hands-on and interactive manner.

This investment reinforces the vital role these devices play in developing advanced math skills while also positioning students for success in one of the most important, foundational courses.

The purchase comes as part of a comprehensive

“This significant investment by the Board of Education promises to revolutionize the outcomes of math education in Henry County, nurturing a new generation of mathematically confident and proficient students.” - Dr. Shaakira Akbar, Director of Teaching & Learning

academic and professional pursuits.

Additionally, robotics equipment was purchased for all middle schools to enhance the learning experiences in computer science and engineering. This demonstrates the Board’s commitment to ensuring that not only is there a computer science and engineering offering at every middle school but that the student experience in these

effort to engage in the updated Henry Teaching and Learning Standards, enhance critical-thinking and problem-solving skills among students, as well as to increase opportunities, access, and outcomes for all students.

By prioritizing STEM education and providing the necessary resources, HCS can cultivate the next generation of innovative thinkers and problem solvers.



Fine Arts



Tactic 1.4.1 | INVEST to IMPLEMENT

Ensure an extra-curricular chorus program at every elementary school and a choral program at every middle and high school.



Over the course of the past school year, plans to introduce extracurricular choral programs at all elementary schools and choral programs at all middle and high schools were put into motion.

HCS elementary schools successfully implemented after-school choral programs, allowing students to take part in the annual Elementary Honor Chorus concert held in March 2023 in celebration of Music in Our Schools Month. The singing

continued with the inaugural Middle School Honor Chorus, open to any students participating in chorus at the middle-school level.

Henry County middle school students who previously lacked access to an orchestra program will have that opportunity in the coming years, thanks to the Board of Education's investment in orchestra instruments and equipment.



Tactic 1.4.3 | DESIGN to IMPLEMENT

Ensure an orchestra program at every middle school.



MS Honor Chorus | 2023 State of Our Schools

World Languages



Tactic 1.5.3 | DESIGN to IMPLEMENT

Expand World Languages in the elementary and middle school level using in-person instruction or distance technology.



The Community-Inspired Strategic Plan calls for students to have more opportunities to participate in World Languages. At the elementary level, the district began expanding access with a proof-of-concept Spanish K-5 course at Tussahaw Elementary facilitated by a native Spanish-speaking paraprofessional and taught as an additional Specials course. Draft Learning Progressions and Henry Teaching and Learning Standards (HTLS) have been developed and provided



Tactic 1.5.7 | RESEARCH to DESIGN
Increase apprenticeships, internships, and career-learning opportunities.

to the proof of concept, and the facilitator has attended Professional Development with the World Languages team. The World Languages Coordinator visited Tussahaw’s Spanish class in the fall and provided printable and online resources and trial materials. Revisions to Learning Progressions will be made for improvement, as needed, and sample Unit Guides were created this summer. HCS plans to implement additional proof-of-concept courses at Hampton and Unity Grove elementary schools in 2023-2024. The development of World Languages K-5 Unit Guides and assessments will begin in 2023-2024 in preparation for implementation of the programs with teacher allotments. Additionally, middle school World Languages programs have been expanded to add a Spanish teacher at Luella Middle and Austin Road Middle, as all middle schools now offer Spanish. World Languages teaching resources were provided to teachers during district professional learning. A new World Languages teacher cohort was established to provide additional professional learning and coaching support. Teachers will be added to the appropriate new cohort as coursework continues to expand.

GIFTED

Gifted education in HCS continues to make great strides in opportunities, access, and outcomes in advanced learning. This is in large part due to the widespread implementation of talent development across all



Tactic 1.2.3 | INVEST to IMPLEMENT
Establish a talent development program to expand gifted strategies in every elementary school.

elementary schools. More than 2,100 students participated in targeted talent development, while countless many others benefited from critical- and creative-thinking strategies used in talent development. Some of those strategies were implemented via interactive bulletin boards, critical-thinking questions of the day in classrooms, and creative problem-solving through STEM activities.



The goal of talent development is twofold: to expand access to gifted education services for students and to ensure all students have the opportunity to practice critical-thinking and creative problem-solving. By offering talent development at the elementary level, HCS is laying the foundation for future academic success as students pursue excellence in secondary school and beyond.

Implementation of talent development has resulted in an increase in students found eligible for gifted education services. Even through the pandemic, gifted identification numbers continued to increase, growing from 13.4% to 14.1% over the two previous school years. For the 2022-2023 school year, the district is on track to increase that number even more.

Gifted Support Teacher Trixy Slaughter said, “One strategy, the interactive bulletin board, challenged students to justify their thinking and

CTAE



This past year, work-based learning teachers and the CTAE office collaborated to offer the inaugural Success Seminar for 600 work-based learning students across the district. This event provided employability skills awareness, built bridges and partnerships between the school system and the community, and provided dynamic career learning opportunities. A total of 19 community business professionals participated to provide breakout sessions for topics such as College Loans and Applications, The Importance of Good Credit and Saving Money, Interview and Resume Skills, Effective Leadership, and more.



HCS
Employs Over
600
Gifted Endorsed
Faculty & Staff
Members

provided excitement throughout the school building when new problems were revealed. Whenever I changed the board, students took the initiative to ask their teachers if they could provide a response on the new set.” Interactions like this are what solidifies the need for opportunities like talent development at every school. Providing equitable access to accelerated learning and content by increasing critical- and creative-thinking skills is one way Henry County School’s gifted program is “In Pursuit of Exceptional.”

“Doing talent development school-wide has increased access to gifted programs here at New Hope Elementary. It has been tremendously effective,” said Specials Teacher Tara Ott. “We have seen the number of students qualifying for gifted services significantly increase, and I have seen growth from each and every student, regardless of qualifying for gifted or not. In many cases, I have been able to advocate for students who may have otherwise been overlooked.”

Gifted Support Teachers are not the only source of support for advanced learners in HCS. Currently, the district boasts more than 600 gifted endorsed faculty and staff members. That number continues to grow thanks to our robust Gifted Endorsement Program, which graduated 18 new endorsement candidates in 2022-2023.

Equipping classroom teachers with the skills necessary to ensure all students are exposed to high levels of creative and critical thinking has become the focal point of the endorsement program and many teachers like Jisella Martinez find great value in it.

“[The Gifted Endorsement Program] has helped me learn what to look for, what to ask, and how to put into practice an education that is personal to each child,” Martinez said. “The students are definitely more engaged because of the strategies I have implemented in my classroom. I think every teacher should go through this program.”



“We have seen the number of students qualifying for gifted services significantly increase, and I have seen growth from each and every student, regardless of qualifying for gifted or not. In many cases, I have been able to advocate for students who may have otherwise been overlooked.” - Tara Ott, Specials Teacher, NHE



EXCEPTIONAL EXPRESSION

Building a Community of Powerful Readers and Writers

What goes together better than peanut butter and jelly? Better than salt and pepper? Better than macaroni and cheese?

Reading and writing. These two essential and intertwined literacy practices, when cultivated simultaneously, prepare students to not only interpret information they access, but also use their voices to construct texts that share knowledge and new ideas.

Henry County’s families and community leaders understand the importance of reading and writing so much so that the first two tactics of Strategic Action 1 call for the development and implementation of a research-based reading and writing model, along with aligned professional learning to support teachers in implementing effective reading and writing instruction. The goal is to build a community of powerful readers and writers who are prepared to use these skills to be the leaders and innovators of the future.



“Teachers are modeling effective writing practices and providing students with opportunities to apply these practices through classwork and formative assessment opportunities throughout the whole unit of instruction.” - Dr. Crystal Williams, AP, MHS

Dr. Crystal Williams, assistant principal at McDonough High School, began 1st year on a mission to increase student achievement beyond the American Literature Milestones and strengthening students’ reading and writing. Yet the question remained: how to tackle both of these critical and related literacy skills. She noted that teachers tended to start a unit focused on new reading standards, with a transition to writing instruction toward the end of a unit. Yet, based on a writing instruction “best practice” learned at a Professional Development experience and shared by her Instructional and Personalized Learning Lead, Alison Beecher, Dr. Williams began to rethink this approach. What followed was school-based professional learning and then classroom-level instructional coaching and collaborative planning support focused on the idea of incorporating explicit writing instruction throughout a unit. Williams describes the impact of professional learning at her school in two words: quantity and quality.

Writing Instruction

was taught and monitored across the entire unit, allowing teachers to provide frequent

feedback to students while adjusting instruction to clarify misconceptions.

“Writing is now a part of both formative and summative assessment in our English Language Arts classes,” Dr. Williams said. “Teachers are modeling effective writing practices and providing students with opportunities to apply these practices through classwork and formative assessment opportunities throughout the whole unit of instruction,” Dr. Williams said.

Her observation is a clear illustration of the ways in which the Henry County Schools writing model has shifted teacher practice from “assigning writing” as an end-of-unit task to “teaching writing” through explicit instruction -- from the simplest to the most complex skill. Dr. Williams points to an increase in the percentage of students completing written responses on common formative assessments, rather than leaving them blank, but also the observation of students directly applying writing strategies they have been taught to improve the quality of those written responses.

Dr. Williams effectively changed teaching practices to ensure student writing



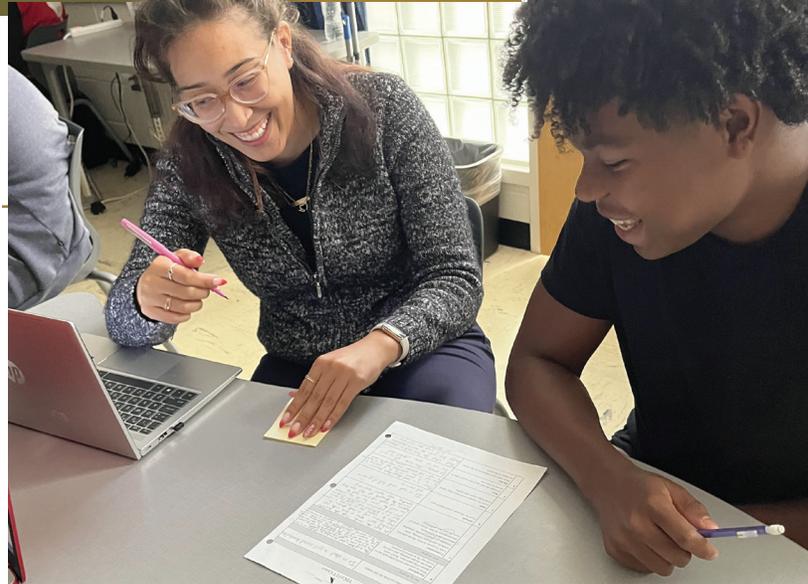
Tactic 1.1.1 | INVEST to IMPLEMENT
Identify and implement research-based reading and writing model for every grade level with specific skill development for listening and speaking.



Increasing Connectivity

One of those students who has seen his writing significantly improve is Xavier Hernandez, a rising senior in Ms. Cristina Cauthen’s American Literature and Composition class at McDonough High. When asked how his teacher has helped him to be a better writer, Hernandez shared, “Ms. Cauthen has been very intentional about helping me be more descriptive answering the short response questions.” Yet, he also speaks about the way his teacher has taken the time to learn who he is as a person and as a writer by incorporating feedback as an essential component of writing instruction: “When I turn in my writing draft or ask her to review some of my writing for specific feedback, Ms. Cauthen motivates me to think critically about questions before she gives me the answer.”

Hernandez displayed pride in the confidence he has gained in writing as he approached state testing and prepared for his senior year of high school.



“When I turn in my writing draft or ask her to review some of my writing for specific feedback, Ms. Cauthen motivates me to think critically about questions before she gives me the answer.” - Xavier Hernandez, MHS



Tarita Reeves, fifth-grade teacher at Woodland Elementary Sschool, is not new to teaching, so when it comes to developing good writing prompts – topics that students will be interested in writing about – she has plenty of options from those used in previous years, along with those provided by the district. But writing instruction, she realizes, is not just about good prompts; instead, for students to produce quality writing for any writing prompt, they must first know how to develop and then organize their ideas around a given topic. Simply put – completing a writing prompt first requires strong writing instruction.

In the 22-23 school year, Reeves, along with other K-5 teachers in HCS, engaged in focused writing professional learning and began using a new writing resources to support their instruction. Paired together, these two shifts addressed the what and the how of explicit writing instruction, from the first parts of the writing process - understanding

the critical components of specific types of writing, as well as brainstorming and organizing writing - to the final steps of drafting, revising, and editing. When reflecting on the previous school year and her intentional focus on writing instruction, Reeves noted:

“The writing resources and professional learning have completely shifted my students’ mindsets about writing. I have watched them transform from hesitant, reluctant writers into eager, confident, and enthusiastic writers!” - Tarita Reeves, WES



Building a Foundation

Part of the district’s writing model includes a clear and consistent writing process that can be implemented with our youngest Kindergarten writers as well as our most advanced 12th grade writers. The first component of this writing process is an emphasis on determining the purpose and goal of writing, as well as considering the criteria for success by studying rubrics and exemplar pieces of writing. Reeves noted the following about Woodland Elementary students’ application of this first part of the writing process: “The main contributing factor to their writing success has been the use of the writing rubrics to guide their writing goals and to be able to provide effective feedback from the teacher, their peers, and from themselves. The rubrics are a powerful tool to use before writing to inform students of where they’re going during writing to ensure they’re on the right track and after writing to determine whether or not they were successful in reaching their destinations. The pervasive use of writing rubrics to guide writing has been a game-changer!”



Students Shine

One of Henry’s shining student writers is Harper Cafferty, seventh grader at Ola Middle School. This year, Harper was recognized as the top seventh grade writer in several prestigious writing competitions, including being named the state winner in the Young Georgia Author’s competition and the regional winner in Griffin RESA’s Literacy Days. While Harper has always enjoyed writing, especially in the fantasy genre, she reflected on the role her teachers have played in developing her writing skills, “My teachers have helped me a lot! We focused on the format of essays, writing argumentative essays, and different authors. One teacher suggested that the first sentence should be interesting because it helps the reader want to keep reading your writing.” Further, her advice to other young writers demonstrates what she has learned through experience and through the support of her teachers, “Don’t compare yourself to someone else. Use what you learn in your writing, and your writing will get better. As time goes on, you improve, and you start to figure out what works and what doesn’t.” Harper’s numerous accolades suggest that with the help of her teachers she has clearly figured out what works for her as a writer.

Through the development of the Afterschool Enrichment Program’s (ASEP) literacy enrichment block, students have been provided

the opportunity to develop their writing skills beyond regular school hours.

In November 2022 and February 2023, afterschool instructors were able to sign up and attend literacy trainings were conducted by ASEP Director Cindy Greene that focused on using writing techniques during afterschool hours. The instructors left the workshop with fun and inventive ideas to use during this enrichment time, as well as books to use during the literacy time to promote writing activities.

Smith Barnes Elementary’s and Cotton Indian Elementary’s ASEP programs have incorporated a music writing class, with the assistance of instructor Omorro Hogan. This class allows students to write original songs and add them to music and different beats, which has been a rewarding experience for these students. Red Oak Elementary’s ASEP program has incorporated feeling journals to help students manage their feelings and emotions during the afternoon. Other programs have used read-aloud books to engage students to write in creative ways such as writing their own plays and puppet shows.



community because...

Introducing **High School**

HenryVoices

Speech Contest Winner

Jack Pringle 12th Grade

Building a Community

Henry County's community of powerful readers and writers also includes the following students who have excelled in their written work and been recognized as winners in various writing competitions: Naomi Wright (New Hope Elementary), Dera Ezeike (Red Oak Elementary), and Cameron Barnard (Woodland High) were all recently recognized as regional winners of the Young Georgia Authors Competition. Moreover, Henry Voices added a writing component to the competition this year and three students (Khyli Bailey, Austin Road Elementary; Rianna Carter, Hampton Middle School; Gbemi Olusanya, Woodland High) were chosen from among hundreds of entries to share, through writing, the ways in which they lead in their schools and communities.

As Henry County Schools continues its intentional investment in and emphasis on explicit writing instruction, we look forward to the countless ways in which our students will learn to showcase their knowledge, ideas, and dreams through written communication. Their voices will be shared, heard, and responded to because of the explicit and authentic writing instruction, feedback, and application that characterize their literacy instruction. They will be integral members of a community of powerful readers and writers.





DESTINATION 2026 YEAR 2 PROGRESS DASHBOARD



IMPLEMENTATION HIGHLIGHTS

Reporting on the status of current work phases towards this strategic initiative.



RESEARCH & DESIGN

- **SA 1.1.5 - LIBRARY RESOURCES** | The Board of Education approved an investment for replacing library media materials that were lost due to COVID closure, allowing each school to purchase materials for students to bring media collections up to date.
- **SA 1.2.4 - ADVANCED MATHEMATICS** | The Advanced Mathematics Advisory Team met to discuss, draft criteria for, and receive feedback on a new third-grade accelerated cohort that will debut during the 2023-2024 school year. Final criteria will be released to the district during Q4.
- **SA 1.2.8 - COURSE AUDIT** | The Community-Inspired Henry County Schools Strategic Plan calls for a schedule and course offering audit at each school. After researching options for conducting a course and schedule audit, the district is partnering with an external agency to support this work. The results of the audit will allow the district to create individualized plans for improvement for each school to increase opportunities and access for all students.
- **SA 1.3.5a - STEM HIGH SCHOOL** | HCS continues to make progress toward building a STEM high school. Currently, we are preparing for demolition of the existing site and working with a community advisory as we design a state of the art facility.
- **SA 1.3.5b - STEM HS PROGRAMMING** | The STEM design team held a series of advisory meetings with key stakeholders and finalized academic programming for the new STEM high school. The advisory team recommended that the school offer three areas of study: Biotechnology, Sustainable Energy and Aerospace Engineering.
- **SA 1.5.4 - ESE TRAINING PROGRAM** | We have completed the study/research phase, identified best practices, and are ready to begin designing a hands-on training program for students with significant cognitive disabilities at the Academy for Advanced Studies.

Note: Highlights represent accomplishments related to various components of a Tactic. Tactics are not moved into a new phase until all components reflect that level of progress.



INVEST & IMPLEMENT

- **SA 1.1.4 - LITERACY RESOURCES** | New reading and writing resources were purchased. Professional learning for instructional leaders and instructional coaches centered around the implementation of these new resources. Teachers receive on-going professional learning and coaching support focused on use of the new resources as part of highly effective literacy instruction.
- **SA 1.2.6a - AP COURSEWORK** | District and school leaders partnered to introduce new Advanced Placement (AP) courses and utilize multiple points of data to increase access. Opportunities were provided for teachers to participate in AP Summer Institutes in order to prepare to teach AP courses, as well as for rising 9th and 10th grade students to participate in a summer AP preparatory program.
- **SA 1.4.3 - ORCHESTRA PROGRAMS** | Middle school orchestra will be phased in over the course of the next few years. Dutchtown and Locust Grove middle schools will join the existing middle school programs during the 23-24 school year.
- **SA 1.5.3 - WORLD LANGUAGE EXPANSION** | Teacher allocation for World Languages was approved for the 2023-2024 school year for three elementary schools -- Hampton, Unity Grove, and Tussahaw -- to implement a K-5 Spanish program as a proof of concept.



COMPLETE

- **SA 1.1.1 - READING & WRITING MODELS** | HCS is currently implementing the district writing model at all grade levels in all schools and plans to achieve full implementation by SY24. The Reading and Writing Models are aligned with district provided resources and correspond with the Henry Teaching and Learning Standards for writing.
- **SA 1.1.1a - ESE SUPPORT** | The ESE Department finalized preparations for full implementation of progress monitoring tool Fastbridge, which will be utilized for students with disabilities beginning in August.
- **SA 1.2.3 - TALENT DEVELOPMENT** | A total of 1,138 K-5 students participated in Talent Pools during the 2022-2023 school year, engaging in critical- and creative-thinking activities designed to prepare them for success on gifted education measures and lay the foundation for deep thinking in core content areas. Over half of these students were subsequently found eligible for gifted education services.
- **SA 1.2.6c - CAREER PATHWAYS** | The CTAE team partnered with graphic design students at the Academy for Advanced Studies to create communication materials highlighting CTAE programs in Henry County Schools. This project gave students an opportunity to showcase their learning while highlighting CTAE opportunities in communication materials that will be forthcoming in January 2024.
- **SA 1.2.7 - ADVANCED COURSEWORK ACCESS** | Middle school testing coordinators received training on the logistics of administering the PSAT 8/9 and the effective use of data from the assessment to identify middle school students with potential to excel in advanced coursework, including advanced placement courses, in high school.
- **SA 1.2.10 - ATHLETIC ADVISORY** | Each school's Scholar Athletic Advisory Council (SAAC) is actively engaged in a sportsmanship and school spirit campaign with the intention of establishing or enhancing student leadership promoting good sportsmanship.
- **SA 1.3.1 - ROBOTICS ACCESS** | Customized robotics lessons have been provided to enrich learning for K-5 and to promote the usage of VEX GO, VEX 123, and LEGO robotics equipment. Each middle school has received VEX IQ equipment. Additionally, support has been provided through professional development.
- **SA 1.3.3 - ES ROBOTICS** | STEM and robotics instruction is evident in all elementary schools and each school received \$600 in additional STEM materials. All STEM teachers received training on the engaging STEM lessons available in HenryConnects.
- **SA 1.4.7 - ART EXHIBITIONS** | Annual art exhibitions are now part of the Fine Arts education model at all levels and are held open to the public at local institutions.
- **SA 1.6.5 - EARLY LEARNING** | An Early Kindergarten experience for rising Kindergarten students has been designed and will be implemented in June 2023. The program will focus on previewing the upcoming year's content, including essential standards and key skills, to increase access to early learning experiences and access to Kindergarten Readiness Skills for the district's youngest learners.



STRATEGIC ACTION 2 Advance effective school leadership and classroom instruction.

When Strategic Action 2 is fully realized over the remaining three years, Henry County Schools will equip school leaders and enhance classroom instruction with the support tools necessary to produce exceptional outcomes for all students. School leaders will have the necessary tools to implement effective instructional practices and have access to a pipeline intended to recruit, develop, and retain highly effective employees for all job families. In addition, HCS will develop a cluster community of schools that engage the community, enhance the parent-student family experience, and increase opportunities, access, and outcomes for all students.

To accomplish the community-inspired goals set forth under this Strategic Action, the following statements were developed and are being carried out through a multitude of tactics.

Initiative 1:

Establish aligned frameworks for highly effective schools, classrooms, leaders, teachers, and support professionals with a focus on positive culture and climate.

Initiative 2:

Advance school leadership capacity to lead instruction, data teaming, collaborative planning, school improvement, and community engagement.

Initiative 3:

Create a pipeline for district leaders, school leaders, certified positions, and classified job families.

Initiative 4:

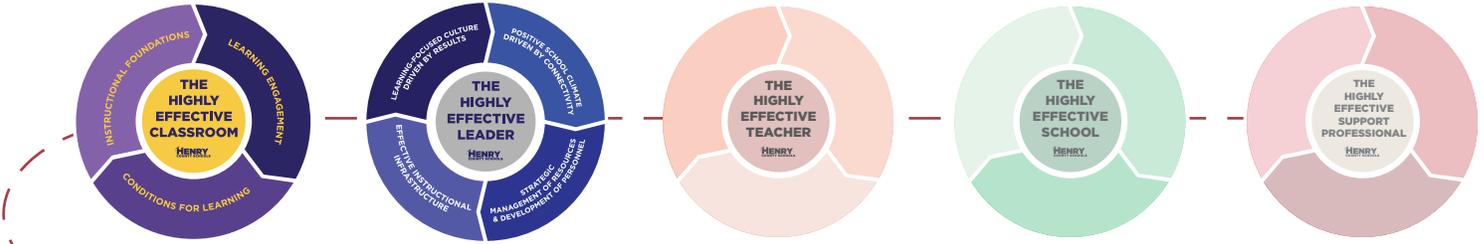
Build out clusters for the purpose of vertical articulation of academics, student and family experience, community engagement and outreach, and shared civic leadership.





Exceptional Accountability

Using Highly Effective Frameworks to Improve Educational Quality



What is a Framework?

Frameworks define evidence-based practices and expectations. Frameworks can help reduce confusion and improve the ability to scale practices across the school district.

A highly effective school framework should be student-centered, data-driven, and focused on continuous improvement. It should provide a clear vision and goals, a well-defined curriculum and instruction, ongoing assessment and feedback, support for student learning, professional development, family and community engagement, and a safe and supportive environment.

A highly effective school leader framework should include a clear vision and goals, strong instructional leadership, data-driven decision-making, relationship building, promoting positive school culture and climate, effective resource management, and a commitment to continuous improvement.

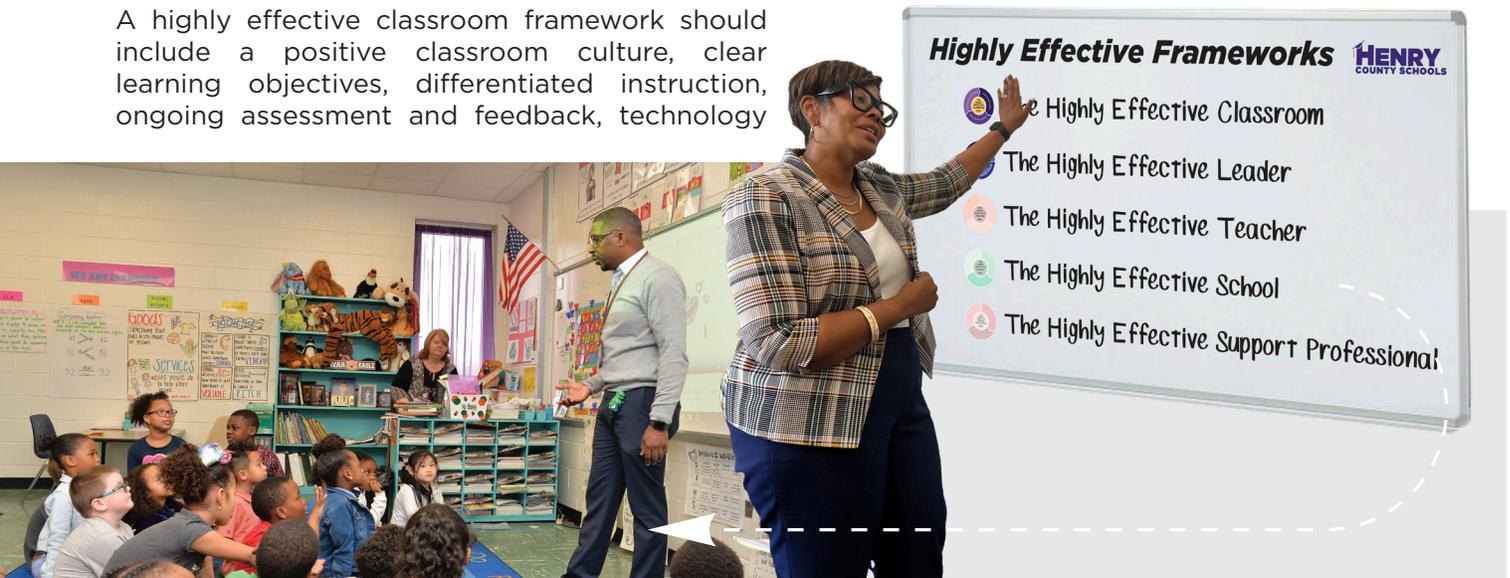
A highly effective classroom framework should include a positive classroom culture, clear learning objectives, differentiated instruction, ongoing assessment and feedback, technology

integration, student engagement, and positive teacher-student relationships.

Highly Effective Frameworks

Henry County Schools' strategic plan calls for the district to design and adopt five frameworks defining what constitutes a highly effective support professional, a highly effective teacher, highly effective leader, a highly effective classroom, and a highly effective school. These frameworks are aimed at defining evidence-based practices and providing clear guidelines for how Henry County Schools provides an exceptional education for every child in every classroom, every day.

During the 2022-2023 school year, the district





- Instructional Foundations
- Learning Environments
- Conditions for Learning



implemented the Highly Effective Classroom framework across all schools and designed the Highly Effective Leader and highly effective school frameworks for implementation in the coming years.

The new frameworks were developed through a collaborative effort of cross-functional teams. They are designed to serve as a guide for teachers, school administrators, and district leaders in evaluating their performance and identifying areas of improvement.



TACTIC TRACKER

TACTIC 2.1.2b | INVEST to IMPLEMENT

Establish a framework for the highly effective classroom.

Highly Effective Classroom

The Highly Effective Classroom framework is built on three aligned components: Instruction, Learning Engagement, and Conditions for Learning. These components are interdependent and interrelated across all aspects of teaching and learning.



According to Chief Learning and Performance Officer Termerion McCrary, ***“Having a framework for highly effective classrooms is critical to ensuring that our students receive the best possible education. By providing a clear set of standards and indicators for what constitutes a highly effective classroom, we can ensure that our teachers are consistently meeting high expectations and that our students are receiving the instruction and support they need to succeed.”***



One example of a school embracing the Highly Effective Classroom framework was Wesley Lakes Elementary. During the 2022-2023 school year, the leadership team at WLE focused on intense, intentional instruction for students in order to meet and exceed the goals of its Continuous School Improvement Plan, or CSIP.

“We developed a ‘Deep Dive’ to provide intense, data-driven instruction to all students during Instructional focus segments. Scholars were provided individualized instruction based on their needs using the NWEA Learning Continuum. Teachers engaged in Professional Development sessions to collaborate, analyze, and set goals as a grade level based on current MAP data,” said Instructional Lead Teacher Danielle Pitts. “This allowed the staff to build capacity as teacher leaders in the building. In addition, our students demonstrated the Deep Dive was a success according to our preliminary math Georgia Milestones Assessment data.”



DESTINATION 2026 | **TACTIC TRACKER**

TACTIC 2.1.2a | RESEARCH to DESIGN

Establish a framework for the highly effective school.

Additionally, tools like Henry Connects - the district's online portal connecting teachers and families to school information, tools, and resources specifically tailored to individual courses - are helping classrooms become more highly effective by strengthening the partnership between school and home.

"Our teachers use Henry Connects daily in planning and teaching," said Tussahaw Elementary Instruction and Personalized Learning Lead Shelly Burch. "It is a wonderful one-stop shop for locating standards, targets, lessons, assessments, and more. Henry Connects helps our teachers to efficiently and effectively plan for collaboration with peers and administrators."



More Frameworks Underway

Coming soon, the Highly Effective Leader framework is centered on Instructional Leadership, Operational Leadership, and Community Leadership, while the Highly Effective School framework is focused on evidence-based practices supporting Instruction, Leadership, and a positive School Culture and Climate. Together



DESTINATION 2026 | **TACTIC TRACKER**

TACTIC 2.1.2c
DESIGN to IMPLEMENT

Establish a framework for the highly effective leader.

these aligned frameworks create a clear purpose and path for excellence across all schools.

The implementation of the frameworks includes deep and consistent Professional Development for teachers and leaders to ensure they have the skills and knowledge necessary to meet the expectations set forth in the frameworks.

"We are committed to providing our students with a world-class education, and these frameworks are an essential component of that commitment," said Superintendent Mary Elizabeth Davis. "We are confident that they will help us to create a culture of high performance and accountability that will benefit our students for years to come."

The adoption of these frameworks is just one of many initiatives underway in Henry County Schools to improve the quality of education for its students. With a strong focus on collaboration and continuous improvement, the district is poised to become a leader in education in the state of Georgia and beyond.

"We are committed to providing our students with a world-class education, and these frameworks are an essential component of that commitment. We are confident that they will help us to create a culture of high performance and accountability that will benefit our students for years to come."

- Mary Elizabeth Davis, Superintendent



Exceptional Innovation

Unique Programs Pave the Way for Next Generation of Teachers, Healthcare Workers



Gleanne Jaynes, RN, PHH,
OHS & GSC Graduate

Henry County Schools during the 2023-2024 school year laid the groundwork for two Community Innovation Campus programs that will launch during the coming school year providing creative solutions to creating sustainable pipelines of students into high-need, well-paying careers in education and nursing.

Tomorrow's Teachers Today



Tomorrow's Teachers Today, a partnership among HCS, Southern Crescent Technical College, and Mercer University, is positioned to be the very first program of its kind in Georgia.

By design, full implementation involves a three-phase process, which includes: early identification and recruitment of teachers starting in Kindergarten; enhanced career pathways to teaching including up to 33 dual enrollment credits and paid internships while in high school; and accelerated paths to teaching as an undergraduate and university graduate. With these program elements, Tomorrow's Teachers Today will allow direct access from high school to salaried teaching apprenticeships and the completion of an undergraduate degree.

partnering a school district, technical college, and post-secondary institution - and customizing a future teacher's high school course sequence and post-secondary experience," said Superintendent Mary Elizabeth Davis.

With awareness that recruitment is key to cultivating a strong pipeline base, Tomorrow's Teachers Today calls for the identification of high potential K-8 students who will be engaged during their elementary and middle grade years in age-appropriate activities that align to core educator competencies. The expectation is for these students to have early exposure to a variety of teacher actions that align to the profession.

"Early exposure to a profession can be life-changing for students - especially when they work under the supervision of a supportive professional educator. I am confident that this is the kind of innovation that's needed to refresh our teacher pipeline - and it could not happen without our highly engaged, mission aligned partners," said Henry County Board Member Holly Cobb (Dist. 3).

As students progress into high school, their exposure to the teaching profession will accelerate and become more formalized through a prescribed CTAE pathway beginning in ninth grade. This high school experience will include dual enrollment coursework and hands-on teaching experiences, as well as the opportunity



TACTIC TRACKER

TACTIC 2.3.4 | RESEARCH to DESIGN

Establish a high school student to teacher pipeline through the Teaching as a Profession career pathway, college/university partnership, and return to Henry placement strategy.

"As leaders at every level of government identify teacher preparation and recruitment as one of our nation's most urgent priorities, we are excited to create a replicable teacher pipeline model by



“Early exposure to a profession can be life-changing for students – especially when they work under the supervision of a supportive professional educator. I am confident that this is the kind of innovation that’s needed to refresh our teacher pipeline – and it could not happen without our highly engaged, mission-aligned partners.”

- Holly Cobb, Board Member, District 3

to have paid work-based learning in a Henry County school. The program will also enable students in the Teaching as a Profession pathway to graduate from high school having earned up to 33 college credit hours through Southern Crescent Technical College – the equivalent of two-years of college – at no cost to them.

Following graduation, eligible candidates can complete their undergraduate degree through a partner school such as Mercer University while serving under the direct supervision of an experienced or retired teacher.

“What we’re doing here cannot be done by a single entity – it requires partnership,” said Dr. Thomas Koballa, Dean of Mercer University’s Tift College Education.

“This is what it’s all about – partners working together to keep students in Henry County,” added Southern Crescent Technical College President Dr. Irvin Clark. “We are proud to support this initiative.”

Beginning in 2023-2024, new early educators clubs will serve K-8 students while building a pipeline for future teachers through the Tomorrow’s Teachers Today program. Students who have interest in becoming teachers will participate in monthly meetings with their school’s Teacher of the Year, who will provide lessons that support student interest and foundational skills related to the field of education. These monthly lessons will occur with groups of third- through fifth-graders, as well as sixth- through eighth-graders. Students in Kindergarten through second grade will receive instructional support and guidance from older students in the early educators clubs.



Dr. Thomas Koballa
Dean, Mercer's
College of Education.



Dr. Irvin Clark
SCTC President



Mary Elizabeth Davis
Superintendent, HCS



“This is what it’s all about – partners working together to keep students in Henry County. We are proud to support this initiative.”

- Dr. Irvin Clark, President. Southern Crescent Technical College



Tomorrow's Healthcare Today



Tomorrow's Healthcare Today, a partnership among HCS, Piedmont Henry Hospital, and Gordon State College, is a revolutionary venture to create a future pool of nurses to serve in Henry County by harnessing the passions of students growing up in Henry County.

This partnership involves an opportunity for HCS students entering ninth grade to begin a rigorous and specially designed curriculum of accelerated academic coursework with access to nursing career courses that provide hands-on, authentic learning experiences for students. Dual Enrollment courses, graduating with an associate degree worth of college credit, and a job offer are just some of the benefits that come with participation in the program.

"It is with great excitement that we provide this opportunity for students to engage in their career of choice and develop passion at an early age," said HCS Assistant Superintendent Dr. Courtney Jones. "We know that there are students who have a clear understanding of what they want to

TOMORROW'S HEALTHCARE TODAY PARTNERSHIP PROGRAM BENEFITS

Each THT Participant will:

-  **Take Dual Enrollment Courses**
-  **Graduate HS with Enough College Credits for an Associate Degree**
-  **Have a Job Offer Upon Completion**

do post high school graduation and feel that students who select this option will not only thrive but ultimately reach their career goals."

The disproportionate impact of the COVID-19 pandemic on nursing facility residents and staff has brought increased attention to longstanding workforce issues that can affect care quality and safety, such as staffing shortages and high turnover rates. Like many hospitals around the country, Piedmont Henry is no different in experiencing



"I feel like it's more than just having a job; it's a ministry. It's an opportunity to minister and serve people, my patients that I care for, and my coworkers."

- Gleanne Jaynes, RN, PHH OHS & GSC Graduate

staffing shortages in nearly every job family, especially nurses.

"I feel like it's more than just having a job; it's a ministry. It's an opportunity to minister and serve people, my patients that I care for, and my coworkers." said Piedmont Henry Registered Nurse Gleanne Jaynes, an Ola High School and Gordon State College graduate who was named Georgia's Nurse of the Year in 2022.



"It is with great excitement that we provide this opportunity for students to engage in their career of choice and develop passion at an early age."

- Dr. Courtney Jones, Assistant Superintendent



These Community Innovation Campus programs are evidence of what is possible when our schools, higher education institutions, and businesses partner strategically to improve outcomes for not only our students but our community as a whole.





DESTINATION 2026 YEAR 2 PROGRESS DASHBOARD



IMPLEMENTATION HIGHLIGHTS

Reporting on the status of current work phases towards this strategic initiative.



RESEARCH & DESIGN

- **SA 2.1.2a - HIGHLY EFFECTIVE SCHOOLS** | District and school leaders continue to design a framework for highly effective schools. Characteristics have been defined and examples of each characteristic in action are being identified.
- **SA 2.1.2d - HIGHLY EFFECTIVE TEACHER** | HCS is currently reviewing professional literature and consulting with other school districts to identify common characteristics of a highly effective teacher.
- **SA 2.2.5a - PARENT ENGAGEMENT** | The HCS Family Resource Guide and the accompanying digital toolkit are being revised based on feedback from school leaders. When complete, the team will share a timeline, rollout, and implementation plan.

Note: Highlights represent accomplishments related to various components of a Tactic. Tactics are not moved into a new phase until all components reflect that level of progress.



INVEST & IMPLEMENT

- **SA 2.1.4 - DATA SYSTEMS** | The data team is working to modernize its data landscape and governance, migrate existing campus databases to a more robust system using Microsoft Azure, design and develop a data lake leveraging artificial intelligence, and implement a new data platform, AnalyticVue, in order to better align its data systems to measure outcomes and align accountability.
- **SA 2.1.4b - TECHNICAL SYSTEMS** | A cross-divisional team reviewed RFP submissions from more than 10 vendors with the Board approving a data platform and analytic solution in May 2023. The team continues to refine data collection and report on identified division KPIs within the new tool. Implementation of the new tool began in June and will continue into the 2023-2024 school year.
- **SA 2.4.2 - COURSE SEQUENCE AUDIT** | HCS is currently working to ensure that course sequence alignment complements HCS learning progressions and standards.
- **SA 2.3.3 - EMPLOYEE RETENTION** | HCS has implemented strategic staffing models in an effort to retain employees at identified schools, and the district continues to offer a competitive compensation package.
- **SA 2.4.3 - COMMUNITY ENGAGEMENT** | An audit of volunteer processes and procedures was conducted to determine areas of need and opportunities for growth. This analysis, along with prior study of benchmark districts, will be utilized to inform the design of an effective school district volunteering program in HCS.



COMPLETE

- **SA 2.1.2b - HIGHLY EFFECTIVE CLASSROOM** | The Highly-Effective Classroom Framework was introduced to the entire district team. Professional learning continued during the first quarter with teachers and school leaders receiving support as they engage in practice and receive feedback to ensure implementation of the framework in all classrooms.
- **SA 2.1.2c - HIGHLY EFFECTIVE LEADER** | Research was conducted to identify key characteristics of highly effective leaders and the key behaviors that define their work. Based on that research, a framework was developed and designed. This framework describes key leadership levers that encompass the most critical behaviors resulting in improved achievement and outcomes for all students. The Highly Effective leader framework was finalized and rolled out to district and school leaders. Professional learning scope and sequence for the 2023-2024 school year is being developed to focus on priority leader behaviors.
- **SA 2.1.3b - HIGHLY EFFECTIVE CLASSROOM** | Professional learning for the Highly Effective Classroom began at LDS in June 2022. The focus began with conditions for learning and relationships, and will continue with instructional foundations in the spring of 2023.
- **SA 2.1.3c - LEADERSHIP FRAMEWORK** | The Henry County Schools Highly Effective Leader Framework has been finalized and is being prepared for introduction to leaders this spring and into the summer months. The framework is informed by research-based best practices and will be utilized to support professional development for the district's building leaders.
- **SA 2.1.4a - ACCOUNTABILITY** | HCS published the Strategic Plan Year 1 Annual Report updating stakeholders on work completed and in-progress during the 2021-2022 school year and provided updates on Priority Student Outcome metrics.
- **SA 2.3.2 - EXPANDING RECRUITMENT** | The HCS Certified Job Fair was held on March 4, 2023. More than 100 employment candidates attended and more than 20 pre-contracts were extended. At the district office, pre-screenings are held daily, and qualified applicants are placed on a super-pool document that is shared with administrators and hiring authorities to support filling vacancies as they arise. HCS will soon attend both the Metro and Griffin RESA's job fairs and hold additional HCS jobs fairs for bus drivers and classified staff in the coming months. Additionally, the Human Resource Services Division has recently added a dedicated Transportation Recruitment and Retention Facilitator to its staff.
- **SA 2.3.4 - TEACHER PIPELINE** | In October 2022, a new initiative in partnership with Southern Crescent Technical College and Mercer University was developed to support sustainable teacher pipelines. Tomorrow's Teachers Today will identify and recruit teachers starting as early as kindergarten. Tomorrow's Teachers Today will allow direct access from high school to salaried teaching apprenticeships and the completion of an undergraduate degree.



STRATEGIC ACTION 3 Advance effective school leadership and classroom instruction.

When this initiative is fully realized over the remaining three years, Henry County Schools will have a shared community commitment and partnership in preparing every student to become highly successful in a global society. Henry County Schools will ensure every student has access to a trained mentor, and schools will have access to a network of support from trained volunteers. Every student will have access to an enriching and engaging experience when enrolling in school, and every family will have the opportunity to be actively engaged in the school community. HCS will develop a funding arm through the development of a foundation to provide teacher grants, student scholarships, and financial support to provide family services. HCS will increase meaningful communication and access to school programs, curriculum, activities, and educational opportunities. In addition, HCS is committed to planning for future growth through collaboration with the county, cities within the district, chamber of commerce, and the Atlanta Regional Commission. This initiative also supports adult education and will serve as a springboard for higher education, better-paying jobs, and rewarding career paths.

To accomplish the community-inspired goals set forth under this Strategic Action, the following statements were developed and will be carried out through a multitude of tactics:



- Initiative 1:** Expand the Partners in Education Program ensuring that every school has (at least) a faith-based partner, a small business partner, and a civic organization partner, in addition to involved families and school staff.
- Initiative 2:** Establish a comprehensive volunteer and mentoring program.
- Initiative 3:** Establish a Henry County Schools “Welcome Center” for students and families new to HCS.
- Initiative 4:** Design a Culturally Responsive Teaching course to be made available to all staff in HCS and to propose to the Professional Standards Commission for consideration as a PSC-approved endorsement.
- Initiative 5:** Create and incorporate a 501(c)(3)-approved Henry County Schools Foundation.
- Initiative 6:** Elevate systematic language services.
- Initiative 7:** Elevate community partnerships with local and state inter-governmental agencies.
- Initiative 8:** Build out adult education programming for HCS families to provide learning and skill development opportunities.

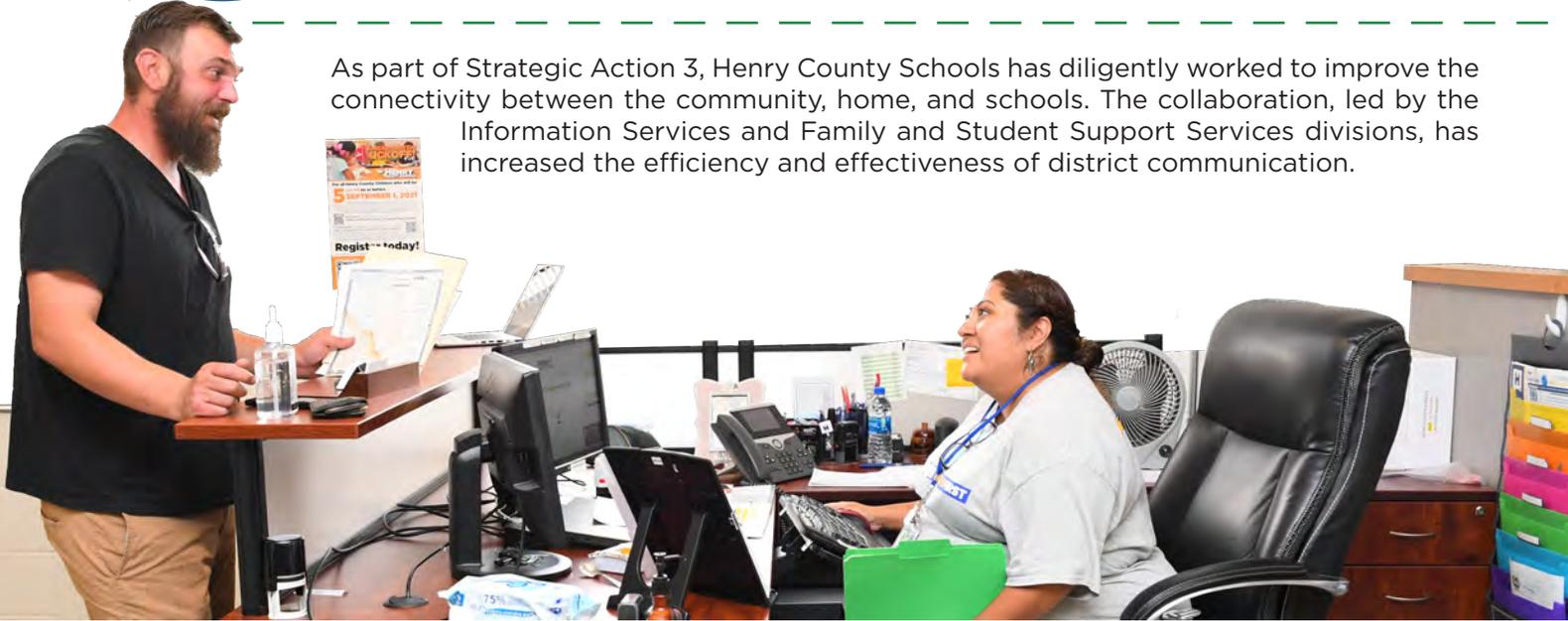




EXCEPTIONAL SERVICE

Improving Connectivity Between Community, Home, and Schools

As part of Strategic Action 3, Henry County Schools has diligently worked to improve the connectivity between the community, home, and schools. The collaboration, led by the Information Services and Family and Student Support Services divisions, has increased the efficiency and effectiveness of district communication.



Henry Connects Family View

This year, a new expansion of the Henry Connects platform - "Henry Connects Family View" - was launched to provide a series of modules that directly support and are specifically designed for parents/guardians. This work directly aligns with one of the Governance Team's four core beliefs that family and community involvement are critical to student success.

The vision for Henry Connects Family View was developed with feedback from various stakeholders throughout the district via focus groups, advisory conversations, and electronic surveys.

Henry Connects Family View serves as a one-stop shop providing streamlined access to timely and relevant information, tools, and resources that strengthen the partnership between schools, families, and their communities to create an exceptional learning experience for every student.

By synchronizing with student information system Infinite Campus, seamless access is provided

to all students within a family or household. The profile for each student shows the courses in which the student is currently enrolled, along with a view of the learning progressions, learning standards, by unit-specific instructional resources, and teacher contact information.

Easy access to the learning progressions, which provide a roadmap to what teachers are teaching and when they are teaching it, allows families to reinforce the standards that are being taught and strengthen learning at home.

HENRY CONNECTS



TACTIC 3.8.5 | INVEST to IMPLEMENT
Build out parent component to Henry Connects.



“It’s nice to be able to navigate and see what sort of skills I can practice for each of my children. I’ve decided to focus on prior units at home to help spiral back and solidify things they should have already learned.” - Khristina Russell, Parent

“It’s nice to be able to navigate and see what sort of skills I can practice for each of my children,” said Khristina Russell, a parent of three Henry County Schools students in different grade levels. “I’ve decided to focus on prior units at home to help spiral back and solidify things they should have already learned.”

Henry Connects Family View also provides families with a connection to a library of resources

organized by topic or by instructional unit. This resource, called “Family Connections,” includes a variety of links to focus on the whole child from College and Career Readiness to Digital Literacy and Community Resources. As this library of resources grows, the district anticipates a deeper understanding from our families and community about the access, opportunities, and outcomes that are being afforded to each student in Henry County Schools.

LanguageLine Solutions® Interpreting Services Available



In response to Henry County’s growing international community, the district worked to incorporate its top-five languages into Henry Connects Family View. A language translation tool, added to Family View in January 2023, provides all families access to resources in their native language to be able to assist their students.

Our community embraces speakers of Spanish, Vietnamese, Chinese, Hindi, French, and Haitian Creole, among other languages, and the district continues to increase access and opportunities for families with a home language other than English.



Families were provided more support at the Welcome Center through Language Services with the addition of a language access facilitator. District and school staff were also provided additional professional development with Language Line, an on-demand language interpretation tool, providing immediate access to interpretation services for all employees and families.

Since July 2022, Language Services has completed more than 1,900 interpretation requests and 600



TACTIC TRACKER

TACTIC 3.6.2 | IMPLEMENT to COMPLETE

Invest in an agile, 'on-call' language support infrastructure to support school translation opportunities.

translation requests. As of May 2023, the district has made 810 calls to Language Line for interpretation during the 2022-2023 school year.

Additionally, the Language Services team expanded its community outreach by hosting the district's first Hispanic Heritage Month Celebration at the Learning and Support Center.

Henry County Schools recently launched an English proficiency course for non-English speaking families with more than a dozen students with native languages of French/Creole, Spanish, and Portuguese in attendance for the inaugural offering.

"Strong families are the foundation of our community," said Director of Adult Education Dr. Debra Delaine. "Cultivating solid community relationships is essential for the growth of all learners. Parents are their children's first teacher, therefore creating opportunities to strengthen the learning environment between parents and their children is a vital focus."



TACTIC TRACKER

TACTIC 3.8.3 | INVEST to IMPLEMENT

Invest to Implement
Expand English proficiency course offerings for non-English speaking families.

"Strong families are the foundation of our community. Cultivating solid community relationships is essential for the growth of all learners. Parents are their children's first teacher, therefore creating opportunities to strengthen the learning environment between parents and their children is a vital focus." - Dr. Debra Delaine, Director, Adult Education

What are people saying about

the Welcome Center?

The staff was very knowledgeable and very helpful

I was assisted immediately!

¡La atención del personal es lo mejor (The attention of the staff is the best)!

Great staff!

The Welcome Center not only continues to provide support for enrollment and registration in a friendly environment, but it serves as a centralized location for families to receive assistance and services throughout the district.

Very welcoming!

The staff was awesome; they took time out to answer all my questions

Each family receives services that are tailored to their individual needs, and the Family and Student Support Services team serves as a liaison to schools and departments. A queue management system was introduced at the Welcome Center to ease the flow of families for enrollment, provide families with wait times, and gain immediate customer service feedback.



TACTIC TRACKER

TACTIC 3.3.2 | IMPLEMENT to COMPLETE

Make enrollment and registration materials easily accessible.

The registration and my visit went very well.

Para mí es muy agradable la manera de atender del personal estoy muy agradecida por haberme ayudado (For me, the way the staff treats me is very pleasant. I am very grateful for having helped me.)

User feedback is helpful in continuously improving the Welcome Center experience. You can see examples of feedback on this page.

The one-on-one attention, organization, and proficiency [were] excellent.

I loved the professionalism and how easy the process was.

The staff was very helpful and friendly.



Online Registration

With feedback from school teams, Henry County Schools continues to revise Online Registration (OLR) to make improvements for families, staff, and reporting.

In January 2023, a cross-divisional team worked to gain ideas for improvements and data collection points, and in February 2023, the team reviewed suggestions and made improvements to OLR pleats. Two key improvements were immunization data and reports, as well as updates to the provisional enrollment language and reporting. These updates were introduced in March 2023 to data clerks and registrars, with specific training for all immunization-related school-based contacts.

Staying Connected

Henry County Learning and Support Center opened its doors to the Superintendent's Community Advisory team for a tour of the facility on March 28, 2023. Community members were able to tour the Boys and Girls Club, Pre-K Diagnostic Center, Welcome Center, McKinney Vento Resource Center, Exceptional Student Education Resource Center, Adult Education and Extended Learning, Southern Crescent Technical College, Connecting Henry, Telehealth Services, and the Clothing Closet.

"The advisory team left the center in awe of the resources and opportunities that are available to support families," said Executive Director of Family Services Dr. Earlene Crump.

Further evidence of the extensive framework for family and community engagement in Henry County Schools can be found in the HCS Resource Guide for Family Engagement, which includes four tenants that serve as the foundation of this work.

The four tenants - Engage, Embrace, Empower, and Elevate - include specific district- and school-level practices that promote strong family engagement. Additionally, the aforementioned practices will be included in each school's Family Engagement Action Plan and professional learning.

To further engage parents in addressing their



needs, Family and Student Support Services completed a district-wide ThoughtExchange, in which more than 328 participants provided 265 thoughts and 6,611 ratings. This data has been used to create a series of family engagement sessions.





EXCEPTIONAL PARTNERSHIPS

Collaboration with community organizations provides critical pathway to student success

As a Core Belief of the Board of Education, family and community involvement is critical to student success. Henry County Schools owes its partners a tremendous debt of gratitude for their commitment to serve the district's students and staff.

"This has been an exceptional year for the Board of Education in working and strengthening our relationships with community partners," said Assistant Superintendent for Operations - Planning and Asset Accountability Dr. Greg Benton.

"Our future vision includes the continued expansion of partnerships to support the growth of our school system and community interests to make Henry County Schools an exceptional place to learn." - Dr. Greg Benton, Assistant Superintendent

The Board of Education, during its February 2023 meeting, recognized the vast contributions of nine community partners by presenting them with recognition from the Georgia School Boards Association. Those partners included Mercer University, Clayton State University, Gordon State College, Southside Medical Center, Grace Community Development Initiative, Raise Me Up Foundation, Henry County Chamber of Commerce, Connecting Henry, and Southern Crescent Technical College.



PARTNERSHIP



DESTINATION 2026 | **TACTIC TRACKER** | **TACTIC 3.1.2** | **RESEARCH** to **IMPLEMENT**
Define Partners in Education for Henry County Schools

Over the course of the past school year, these partnerships continued to grow with two additions: Alabama State University and Ft. Valley State University.

Looking Toward The Future





Boys & Girls Club

SERVING 585 KIDS!
LARGEST MEMBERSHIP IN METRO ATLANTA w/HIGHEST DAILY ATTENDANCE



THE SHAQUILLE O'NEAL FOUNDATION
ALL RISE

Henry County Schools' partnership with the Shaquille O'Neal Boys & Girls Club of Henry County provided another school year filled with fun and a Nickelodeon summer.

The Boys & Girls Club, headquartered at the Learning and Support Center, began a successful campaign to reintroduce itself to the Henry County community. The club surpassed its goal to register 440 youth, registering 585 members, resulting in the largest membership of any Metro Atlanta Boys & Girls Club, as well as the highest average daily attendance at 185.

Last year's focus was on teen and community engagement. On May 11, the club unveiled the Comebaq Court, in partnership with Icy Hot, Saludem, and the Shaquille O'Neal Foundation, to ignite the unlimited potential of the next generation of athletes. This is the largest facility upgrade to date for the Boys & Girls Club, featuring a brand-new multi-purpose basketball court, turf field, and tennis court. Seventeen HCS middle and high school members participated in the ceremony and were awarded MacBook Pros by Shaquille O'Neal.

In April, the Boys & Girls Club partnered with the People Help Exchange to provide more than 100

HCS families with cleaning supplies, toiletries, frozen foods, and fresh produce. Due to the success of this event, it will now be a quarterly outreach to HCS families.

Members not only come to have fun, but also to learn at the Shaquille O'Neal Boys & Girls Club. Torch Club is a service and leadership program for middle schoolers that allows members to strengthen their leadership and teamwork skills while building character and integrity. Torch Club members elect officers and work together to implement projects in the four focus areas: service to club and community, education, health and fitness, and social recreation.

To kick off a Nickelodeon-themed summer filled with bring-a-friend nights, sleepaway camp at Camp Kiwanis, basketball and kickball tournaments, family day, Slime Days, and Summer Brain Gain, Torch Club started a two-week Slime-a-Director fundraiser, where members and parents were able to contribute \$1 "votes" to see their favorite director get slimed. The club raised more than \$400 that will be used for a special community project.





TACTIC TRACKER

TACTIC 3.7.1 | IMPLEMENT to COMPLETE

Collaborate on existing and future planning development for all four cities and the county.

Elevating Inter-Governmental Collaboration

Continual conversations and meetings with local city municipalities allow Henry County Schools to be on the forefront of knowing when and where new residential developments are underway, soon to be underway, or a part of a long-range development plan that may extend over multiple years.

Each local government - Henry County at Large, Stockbridge, Hampton, Locust Grove, and McDonough - all operate various ways to review, approve, or deny residential development.

the collaborative relationship with the local chamber of commerce and the Atlanta Regional Commission (ARC) to remain aware of current population trends in Henry County and future study models that show how Henry County is changing in terms of population shifts, growth, or decline. This ongoing dialogue is essential to how the district plans, responds to, and adjusts its strategic plan and overall operational plans.



TACTIC TRACKER

TACTIC 3.7.3 | INVEST to IMPLEMENT

Collaborate with the Chamber of Commerce and the Atlanta Regional Commission for future growth and development trends.



“Our close working relationships cement the vested interests that Henry County Schools play in ensuring we are ready to respond as needed, but, more importantly, we are looking and planning for the future to ensure our students and families will thrive in a progressive educational environment and the students’ K-12 learning experience will prepare them for their post-high school profession, college, or career path they chose to take.” - Josh Malcom, Chief Operations Officer



“Some of the discussion throughout this year has been centered on the new residential growth that has occurred. In some instances, previously ‘paused’ residential developments have once again begun to emerge with some indications that progress is occurring and bringing in more families to Henry County Schools.”

Working plans are underway to strengthen



TACTIC TRACKER

TACTIC 3.7.2 | IMPLEMENT to COMPLETE

Review quarterly residential zoning and permits, including single and phased developments.

School safety is also a key focus on inter-governmental work. Over the past several years, HCS was privileged to partner via a working agreement with the Henry County Sheriff’s Office to provide School Resource Officers (SROs) as a tier of support and safety for all schools.

Last year, Henry County Schools transitioned from the sheriff’s office to the Henry County Police Department through a shared and agreed upon Memorandum of Understanding (MOU).

“This cooperative partnership ensures that schools maintain an SRO presence to support and provide a tier of safety for our students and staff,” said Director of School Safety and Security Johnnie Stafford.





“We are using a more comprehensive approach for projecting the number of students coming out of a development depending on the location of the development and the housing type. This allows for a more accurate projection.” - Jim Jones, Coordinator, Planning & Growth

New Software

Henry County Schools has recently begun acquisition of new forecasting software for use in conjunction with current internal processes for the district.



TACTIC TRACKER

TACTIC 3.7.4 | INVEST to IMPLEMENT

Acquire software to facilitate enrollment forecasting and calculating growth capacity determinants of future residential developments.

Recognizing current and possible future growth trends in Henry County, the utilization of specific software is essential to capture new residential growth being experienced across all school areas. This software particularly helps in the process of forecasting the numbers of projected students coming out of new developments.

In addition to the use of technical software, periodic meetings with the four municipalities and the Henry County Planning and Zoning Department have been well received and further enhanced inter-governmental collaboration and projection efforts.



“Providing the best possible learning environment for Henry County students is our top priority. That is reflected in our historic investment per student in recent budgets as we seek to provide our students and staff with all the tools necessary to succeed.” - Annette Edwards, Board Chair, District 2





DESTINATION 2026 YEAR 2 PROGRESS DASHBOARD



IMPLEMENTATION HIGHLIGHTS

Reporting on the status of current work phases towards this strategic initiative.



RESEARCH & DESIGN

- **SA 3.1.1a - COMMUNITY PARTNERS** | A comprehensive list of faith-based, small business, and civic partners has been developed to help strengthen community school partnerships. This list is currently being updated to reflect changes and new partners onboarded during the summer. We are currently assessing school needs to provide appropriate community partner matches for each school.
- **SA 3.1.2 - PARTNERS IN EDUCATION** | A draft defined Partners in Education structure was created which integrates and aligns with new models of volunteering and mentoring.
- **SA 3.2.1a - MENTORING** | The working team completed the mentor guidebook, and an updated list of current outside mentors was finalized. A schedule to train these mentors with new procedures is in development.
- **SA 3.2.1b - ENHANCED VOLUNTEER PROGRAMS** | Parent and community volunteers play an important role in schools. HCS recently completed an audit of current volunteer processes and procedures to determine areas of need and opportunities for growth. We also reviewed practices from other districts. Through this work, essential components of an effective school district volunteering program have been identified and will be utilized to inform the design of the HCS volunteer program.
- **SA 3.2.2 - MENTORS AND VOLUNTEERS** | The mentoring and volunteer programs are in the finalization of the design process. These programs will be aligned under the umbrella of our Partners-in-Education Program and will support a system of how Henry Engages our community partners to support district and school programs.
- **SA 3.5.1 - ENGAGING PARTNERS** | Early preparations for the launch of the Henry County Schools Foundation are underway.
- **SA 3.6.3 - LANGUAGE SERVICES** | The multi-language advisory was convened for its second meeting, October 20, 2022 to garner information on current strategic plan initiatives related to language access and services. The qualitative information is being used to inform how to improve current systems to scale the work from the district to the schools leading to a positive, authentic family experience.

Note: Highlights represent accomplishments related to various components of a Tactic. Tactics are not moved into a new phase until all components reflect that level of progress.



INVEST & IMPLEMENT

- **SA 3.3.3 - INTERNATIONAL FAMILIES** | Families visiting the Welcome Center who do not speak English as a native language are assisted through the registration process by the Language Services team, which assists with affidavits and online registration and schedules follow-up visits with schools within 48 hours to ensure students are enrolled and any initial questions are answered.
- **SA 3.3.4 - FAMILY CONNECTIONS** | The HCS Resource Guide for Family Engagement, which details guidance to schools on how to successfully engage families by offering numerous resources, was shared with school and district leadership for input and feedback and will be revised accordingly.
- **SA 3.3.5 - WRAPAROUND SERVICES** | Immediate access to wraparound services was expanded with an increase in community service providers. School-based mental health services also expanded with more Family Ties therapists working in schools.
- **SA 3.6.1 - LANGUAGE SERVICES** | Language Services secured American Sign Language Interpretation for high school graduations, allowing more language access for students and families. The working team is currently researching translation tools that will pair with Infinite Campus to deliver communication to families in languages other than English. Additionally, the Language Services team launched the Language Services Toolkit Google site with templates and already translated documentation for school and district offices. Our current data for SY 22-23 is currently 1961 Interpretations, 629 translations and 936 calls to Language Line.
- **SA 3.8.3 - ENGLISH PROFICIENCY** | Adult English language classes began during the month of May. Two-dozen adults, whose predominant languages are Spanish, Creole/French, and Portuguese, registered and attended.
- **SA 3.8.5 - HENRY CONNECTS FAMILY VIEW** | The Henry County Board of Education received the Leading Edge Award from GSBA for HenryConnects, Family View. Family View successfully launched Fall 2022 providing all families access to HTLS, learning progressions, and instructional resources to support learning at home.



COMPLETE

- **SA 3.3.1 - STUDENT PROCESSES** | In alignment with the School Immunization Assessment Guidance, the immunization status for all current sixth and tenth grade students has been entered in student information system Infinite Campus. This process is ongoing for all new students. Students in need of an updated GA Form 3231 can easily access it. Additionally, schools received medical resources to share with families, and all families will receive immunization updates electronically.
- **SA 3.3.2 - ENROLLMENT & REGISTRATION** | School Choice notifications were provided to parents who applied for the program for the 2023-2024 school year. Schools began to utilize updated processes for tracking provisional enrollments and immunization statuses of students. Cross-divisional teams worked to promote the Annual Portal Update for all families in preparation for the new school year.
- **SA 3.6.2 - LANGUAGE ASSISTANCE** | HCS partnered with Language Line to provide schools with on-demand interpretation and document translation services. This partnership helps to remove potential communication barriers and facilitates collaboration between schools and families. Schools will now save time on responding to emergency situations and other issues that require timely communication.
- **SA 3.8.5 - HENRY CONNECTS FAMILY VIEW** | The Henry County Board of Education received the Leading Edge Award from GSBA for HenryConnects, Family View. Family View successfully launched Fall 2022 providing all families access to HTLS, learning progressions, and instructional resources to support learning at home.



STRATEGIC ACTION

4

Advance student and employee health, wellness, and support structures.

When this initiative is fully realized over the remaining three years, Henry County Schools will ensure students acquire skills and knowledge for college and career readiness and become civically minded members of society. HCS is committed to providing comprehensive counseling services to every student and providing community health and wellness partnerships. In addition, HCS will ensure employees will experience a working environment that models and actionizes the value of wellness and will ensure that every student is learning in a safe and healthy environment.

To accomplish the community-inspired goals set forth under this Strategic Action, the following statements were developed and will be carried out through a multitude of tactics:

- **Initiative 1:** Establish a comprehensive school-wide counseling, academic, and career coaching and advisement program.
- Initiative 2:** Establish a community health and wellness collaborative to invest in physical, emotional, academic, and mental health services, care, and resources for students.
- Initiative 3:** Establish an employee wellness framework and wellness commitment.
- Initiative 4:** Develop a continuum of services to ensure that every student is learning in a safe and healthy environment.





EXCEPTIONAL SAFETY

Single-point entry and buzzer system provides key security enhancement

Henry County Schools is committed to providing a supportive, safe, and secure learning environment for every student and staff member. Through development of the strategic plan, the Board of Education and community made it clear that HCS should prioritize student and employee health, wellness, and support structures.

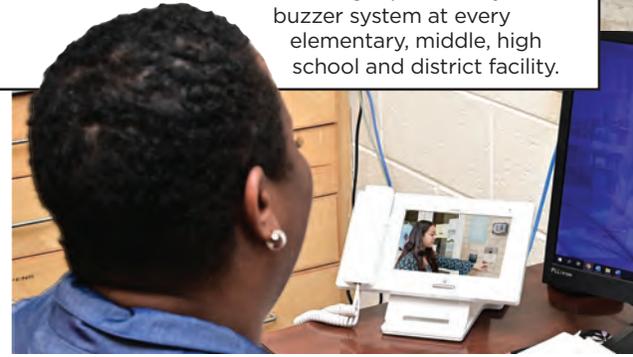
One example of this commitment is being realized with the installation of card access control and a single-point entry and buzzer system at every HCS facility.

Quite simply, an electronic card access control system increases safety for all staff, students, and guests in the building by monitoring and controlling who has access to the building, all but eliminating the need for traditional keys.



TACTIC 4.4.4 | IMPLEMENT to COMPLETE

Install single-point entry and buzzer system at every elementary, middle, high school and district facility.



“Transitioning to electronic key cards for exterior doors allows HCS to monitor and record the ‘who and when’ regarding building access.”

- Johnnie Stafford, Director, School Safety and Security

Another capability of the card access control system is the single-point entry feature. This feature provides voice and video communication between visitors and office staff. In short, it operates as a video intercom system for office staff to engage visitors before they are granted access to the building.

Single-point entry works hand-in-hand with existing security measures, including visitor check-in and management, Centegix Campus Alert System, employee badges, secure access and buzzer entry system, and locked interior and exterior doors, to create a secure environment in each school and district facility.

Additionally, cameras have been increased at schools and on buses, campus safety monitors have been employed at all middle and high schools, and the “See Something, Say Something” anonymous tip line is available to deter inappropriate behavior.

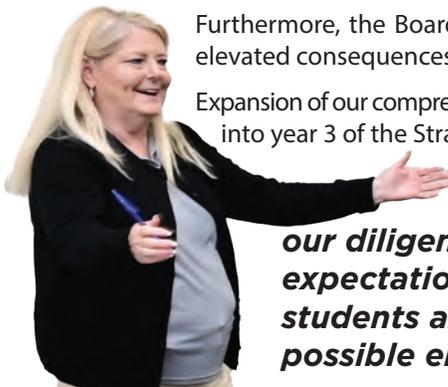
HCS’ partnership with the Henry County Police Department to provide School Resource Officers (SROs) is entering its second year and undergoing enhancements that include increased camera surveillance tied to the Real-Time Crime Center (RTCC), a new HCPD initiative that tracks active response calls throughout the county allowing for advanced detection, rapid communication, and efficient response. RTCC also provides public safety officials with comprehensive pattern-identification intelligence that assists in fighting and preventing crime.

Additionally, open-door alerts are being implemented for the 2023-2024 school year to help maintain secure learning environments and additional technology, such as weapons detection systems, are under evaluation.

Furthermore, the Board of Education approved a new Code of Conduct for the 2023-2024 school year that provides elevated consequences particularly in the areas of fighting, terroristic threats, and bus conduct.

Expansion of our comprehensive three-tiered safety and security system will progress throughout the 2023-2024 school year and into year 3 of the Strategic Plan, of which, the single-point entry and buzzer system is just one component.

“Safety and security is always foremost in our thoughts. Through our diligent focus on security investments, safety protocols, and conduct expectations - bolstered by the voices of our community - we want our students and staff to confidently focus on learning and teaching in the best possible environment for doing so.” - Dr. Pam Nutt, Board Member, District 1





EXCEPTIONAL SUPPORT

Comprehensive support structures critical for whole child development, outcomes



The importance of schools providing a comprehensive school counseling program for every student is powerful and will have immediate and long-lasting positive impacts on whole child development and post-secondary outcomes for our students.

Comprehensive school counseling programs are data-driven and serve as a roadmap to how school counselors provide services in schools, such as classroom instruction, small group or individual sessions for student wellness, college and career readiness activities through a comprehensive



TACTIC 4.1.1 | INVEST to IMPLEMENT

Clearly define components of a comprehensive school-wide counseling program aligned to national standards and the role of counselor.



platform and Career Days promoting advanced content coursework through advisement and the Advisement Guide, informing families and students of post-secondary options, improving study skills, test-taking strategies, or sessions on test anxiety.

In year 1, the district's work in this area was dedicated to designing a framework. In year 2, the work focused on implementing the roll-out, ongoing updates to the communication plan with families and students on the advisement process, and additional professional development. Last year, an increased effort was made regarding family engagement. Sessions on Super Scholarship Saturday, Henry Futures, Financial Aid, and Dual Enrollment yielded hundreds of registrants, led by the Dual Enrollment session with 1,800 students and families in attendance.



TACTIC 4.1.2 | INVEST to IMPLEMENT

Develop consistent processes for communication to families for academic, post-secondary, and career planning.

Through the Board of Education's investment a robust management system, access to college was expanded. The total investment for the first full year of implementation was \$170,000 and allowed all 6th- through 12th-grade students and families access to college options, career exploration through assessments, curriculum, and access to former graduate college enrollment information.

In the fall and spring of 2022, principals were provided professional development on "An Effective Comprehensive School Counseling Program," "The Role of the School Counselor," and received professional development with the Family and Student Support Services, Learning and Performance, and Leadership Services divisions regarding effective advisement processes.



“This phenomenal investment allowed our families access that has never occurred before with any other career or college exploration system” - Dr. Duke Bradley, Chief of Staff



TACTIC TRACKER

TACTIC 4.1.4 | IMPLEMENT to COMPLETE

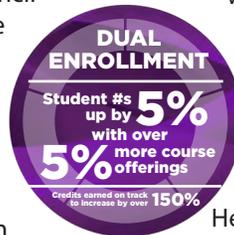
Expand college access through a robust management system.

School counselors received ongoing professional development on the framework, State Board Rule, National Model, Counselor Keys Effectiveness System (CKES), ABEL, Advisement Processes and Best Practices, Advanced Content Coursework, trauma-informed care, small groups, Signs of Suicide, Youth Mental Health First Aid, Naviance, Speak Up Be Safe, Transitioning Planning, Conditions for Learning, and a wealth of other development based on needs. Additionally, the district’s Advisement and Counseling Toolkit received ongoing updates.

A working team convened to ensure consistency of practice in schools for advisement, designing timelines, an advisement manual, and family communication regarding advisement.

Moreover, the Student Advisement Advisory Council provided feedback on the advisement guide and the advisement communication plan.

Through a partnership with Gordon State College’s Ecosystem Team, goals were designed to increase college readiness and increase Dual Enrollment. A process was designed to inform families of the Dual Achievement Opportunity, and a communication plan is being designed to increase opportunities for students to earn Articulated Credit (college credit) after graduation by taking CTAE courses and enrolling in a technical college within the Technical College System of Georgia. Furthermore, the district is onboarding an additional school next year to facilitate access to Ivy League dual enrollment courses.



Dual Enrollment programs provide opportunities for HCS high school students in 11th and 12th grades, as well as 10th-grade students who meet certain criteria, to take college-level courses and earn concurrent credit toward a high school diploma while still in high school.

Across Henry County Schools for school year 2022-2023, the district increased enrollment by 4.89% from 756 to 793

“Whether or not a school counselor’s day is filled with fist bumps, high fives, hugs, pats on the back, encouraging students as we remind them, ‘You’ve got this,’ or if we are the tissue suppliers of the day as we wipe tears, mediate conflicts, and have courageous conversations about hard truths – a common theme on every level is that we believe in our students and the exceptional future that lies ahead of them.” - Dr. Renee Williams, HCS School Counselor of the Year, WHS

students, increased the number of courses students have enrolled by 5.33% from 2,401 to 2,529, and is poised to exceed the number of Dual Enrollment credits earned by students, having earned 75.4% last year’s total credits in the first semester alone.

HCS students in dual enrollment at Southern Crescent Technical College increased by 34%, with a 14% increase in students in dual enrollment at Gordon State College.

“This exceptional opportunity has created lasting partnerships with several colleges and universities to whom we are grateful to be able to provide post-secondary early access for our students, including our Community Innovative Campus Programs. Some of our local partners are Southern Crescent Technical College, Gordon State College, Georgia State University, and Clayton State University,” said Director of Advisement and Counseling Services Chon Hester.

Moreover, the district has a team of school counselors who have ongoing communication after hours with subgroups of students in which college acceptance rates are declining. Two of those subgroups are potential first-generation college students and students who have not completed college applications.

All of this work could not occur without exceptional work of the district’s school counselors, who continue to receive curriculum on depression and suicide prevention through the “Signs of Suicide” program in middle and high schools. A similar curriculum is underway for fifth grade.





HCS' comprehensive school counseling program provides services to meet the academic, student wellness, and college/career readiness for all students.

Trauma-Informed Care

Trauma-informed care was a focus this past year as the district worked to create a trauma-informed environment that leverages school teamwork, collaboration, and understanding to improve student outcomes and learning experiences.

Schools focus on conditions for learning, bettering strong relationships, and enabling students to have skills and mindsets to overcome challenges – work that helps to create a school-wide culture that supports all students and staff.

Henry County Schools' Mental Health and Wellness Facilitators (MHWFs) received a robust training schedule around trauma-informed care. MHWFs became certified as



TACTIC 4.4.2 | INVEST to IMPLEMENT

Create clear and consistent supports to provide trauma-informed care.

trauma and resilience practitioners and were able to utilize their backgrounds and training to provide immediate support for students and schools. With this new access to trauma-informed support from facilitators, all school-based staff received professional development about trauma.

The Trauma Toolkit was created as a robust resource for school leaders and student support team members to provide target training and support for school staff.

During year 2, Henry County Schools launched the Trauma-Informed Care framework with intentional professional learning for school leaders, teachers, and staff. Mental Health and Wellness Facilitators provided verbal de-escalation training to school staff, and in January 2023, teachers received training and resources on trauma-informed care with a focus on compassion fatigue from MHWFs.

A total of 312 trauma-informed lessons have been delivered across Henry County Schools over the last two years. All 52 school staffs received verbal de-escalation training.

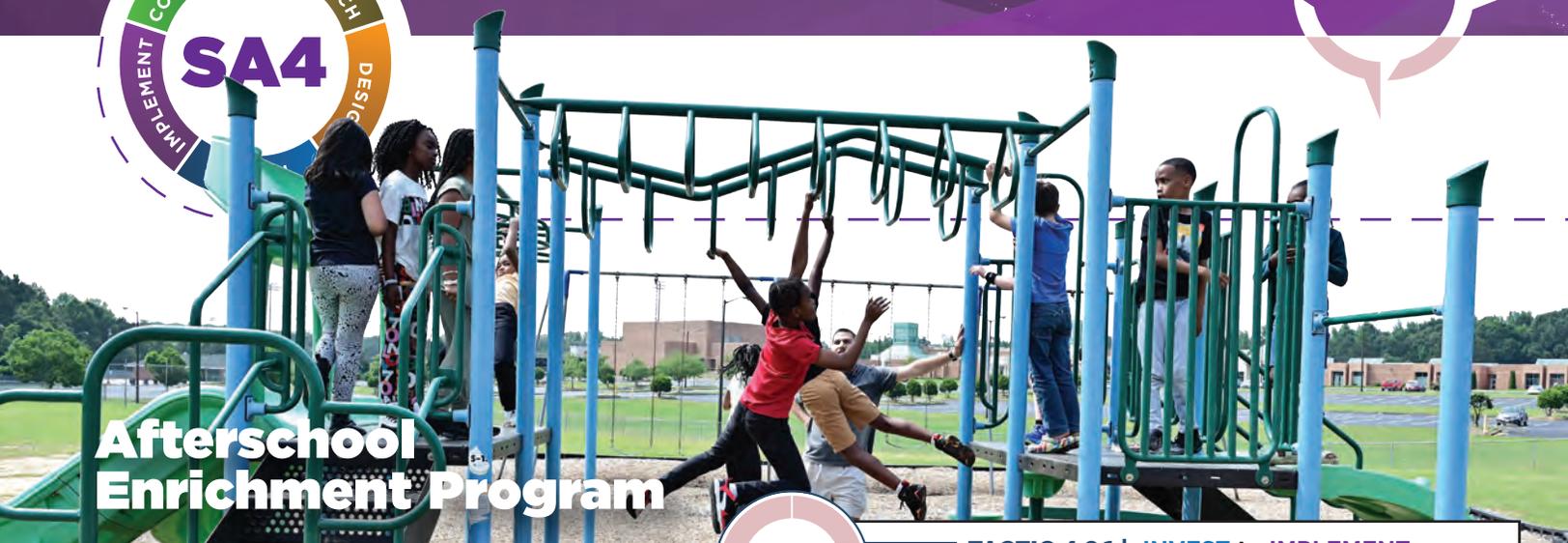


By the end of year two, all Henry County Schools received ongoing training and support around trauma. There will be a clear implementation of the trauma-informed care framework through the development of a school-based manual for year 3. During the 2023-2024 school year, HCS schools will utilize the trauma-informed care framework to improve and support Highly Effective Classroom conditions for learning.

Staying Active

In support of the strategic plan, Henry County Schools' Afterschool Enrichment Program (ASEP) recognizes the importance in implementing play-based movement, which includes structured gym time and unstructured break time during afterschool hours. This commitment is visible daily throughout a network of 28 ASEP programs.

In year 2, structured gym time and unstructured break time, or recess, was required daily for all students. Designated PE instructors, equipped with weekly plans and game ideas used to create an exciting and inviting structured gym experience, were selected this year for all programs.



Afterschool Enrichment Program



TACTIC TRACKER

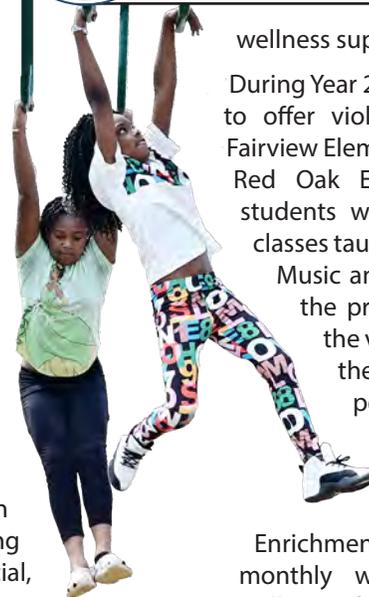
TACTIC 4.2.1 | INVEST to IMPLEMENT

Implement play-based movement and healthy habits programming before and after hours in elementary schools.

ASEP's goal is to make sure all students are afforded with the same robust opportunities for building healthy habits through play-based movement activities.

In Year 1, work was focused on researching and benchmarking afterschool programs in other areas and how they incorporated play-based movement activities in their daily schedules. HCS also worked on developing an ongoing partnership with Henry County Parks and Recreation to offer selected programs such as Zumba.

In Year 2, work focused on incorporating structured gym activities and unstructured break times in the daily schedule, as well as developing a targeted effort to hire designated PE instructors for all programs and providing the necessary resources for effective implementation.



wellness supports beyond the school day.

During Year 2, ASEP partnered with Henry for Music to offer violin classes at three pilot programs: Fairview Elementary, Cotton Indian Elementary, and Red Oak Elementary. Fourth- and fifth-grade students were invited to participate in weekly classes taught by professionals hired by Henry for Music and provided free violins to use during the program's duration. In December 2022, the violin classes were able to demonstrate their newfound musical skills by performing for their parents and other guests.



As well as making sure all students have the necessary physical opportunities in ASEP, the district also focused on expanding content to extend academic, social, physical, and mental

Student wellness has also been a focus in Year 2 for all Afterschool Enrichment Programs. District staff provide monthly workshops that focus on personal wellness of staff and students, positive classroom



“Through formal and informal program observations, we have witnessed these strategies in action. There is nothing more heartwarming than hearing an afterschool student tell their parent that they are not ready to go home and they want to stay in ASEP.” - Cindy Greene, Director, Afterschool Enrichment Program



TACTIC TRACKER

TACTIC 4.2.3 | INVEST to IMPLEMENT

Expand afterschool enrichment program content to extend academic, social, physical, and mental wellness supports beyond the school day.



management skills, program safety for staff and students, and effective communication. These trainings have afforded ASEP staff targeted strategies on how to engage and build positive relationships with all students.

“Through formal and informal program observations, we have witnessed these strategies in action,” said ASEP Director Cindy Greene. “There is nothing more heartwarming than hearing an afterschool student tell their parent that they are not ready to go home and they want to stay in ASEP.”

At the end of Year 2, all ASEP students are receiving intentional play-based movement instruction, engaging in unstructured break times, and being offered additional programs such as mental wellness, Fine Arts, and academics to provide supports beyond the school day. The next step is to continue to provide additional training in all areas to ASEP staff and to ensure programs have access to resources to support the Strategic Plan.

Student Wellness Monitoring

Measuring students' success is an essential aspect of the Board of Education's commitment to ensuring students have the support to be happy, healthy, and academically successful.

HCS recognizes that the ability of a school system to achieve its Priority Student Outcomes is dependent upon the well-being of students. To this end, the district created a cycle of check-ins to monitor the health and wellness perceptions of students.

Through the Board's investment to collect student perspectives, the district was able to develop a system of support and response at every school. The total investment for the first full year of implementation was \$105,540. This investment allowed our school CARE team and school leaders to develop goals and action steps connected to the needs of our students.

Throughout the first semester of the 2022-2023 school year, principals were engaged in professional



TACTIC TRACKER

TACTIC 4.2.4 | INVEST to IMPLEMENT

Measure and monitor health and wellness perceptions of students.

development focused on conditions for learning using student perception data.

Mental Health and Wellness facilitators also received professional development on the development and implementation of the student perception monitoring tools. MHWF received coaching and professional learning on data analysis and student support.

All 52 schools have a system of monitoring student personal health and wellness perceptions, and each has developed Henry Cares goals and action steps based off student perception data. Each school CARE team reviewed data and developed a system of support for students at their respective school. The CARE team ensures that every student has a caring adult in the building. A tiered intervention system has been created to support the personal health and wellness of students.





DESTINATION 2026 YEAR 2 PROGRESS DASHBOARD



IMPLEMENTATION HIGHLIGHTS

Reporting on the status of current work phases towards this strategic initiative.



RESEARCH & DESIGN

- SA 4.2.2 - OPPORTUNITIES FOR EXERCISE |**
 The District finalized implementation plans for pilot program designed to provide differentiated opportunities for physical activity at elementary, middle, and high school level. The pilot will be implemented in select schools beginning August 2023.

Note: Highlights represent accomplishments related to various components of a Tactic. Tactics are not moved into a new phase until all components reflect that level of progress.



INVEST & IMPLEMENT

- SA 4.2.3 - AFTER SCHOOL MUSIC PROGRAM |**
 Henry For Music conducted a violin concert in the month of May to highlight the after-school violin programs at Cotton Indian ES, Fairview ES, and Red Oak ES. Students performed for parents, friends, and community stakeholders. One student from Cotton Indian ES was awarded a scholarship to receive free violin lessons from the instructor. Also, several students from the violin program accompanied Ms. Brooke, violin instructor, on her album debut.



COMPLETE

- SA 4.2.1 - AFTER SCHOOL PROGRAMMING |**
 The After School Enrichment Program (ASEP) continues to invest in providing structured opportunities for students to engage in play-based movement. All sites now receive a weekly schedule with organized group games. This provides consistency across all ASEPs and ensures that after care instructors are prepared to implement each activity. Additionally, to help celebrate the end of the school year, field day activities were incorporated into ASEP programming.
- SA 4.2.4 - STUDENT HEALTH & WELLNESS |**
 This year over 114,000 student responses were captured using the Henry Cares check in tool. This represents a 21% increase over the past 2 years. Henry Cares is a vital tool that allows teachers and other school staff to monitor and respond to students' health and wellness across the school year. School CARE teams analyze student data and develop goals and action steps to continuously improve student health and wellness. During the 2022-2023 school year, schools focused on ensuring that every student was connected to a supportive and caring adult.
- SA 4.3.4 - EMPLOYEE HEALTH & WELLNESS |**
 HCS continues to monitor and support the health and wellness of our employees. This spring, an independent audit was conducted to ensure each employee elected a beneficiary for their retirement and benefits accounts. Identifying a beneficiary helps ensure employees are fiscally healthy and prepared for the future.
- SA 4.4.3 - SCHOOL OF SCHOLARS |**
 The HCS School of Scholars provides wrap around therapeutic in a small educational environment specifically designed to support elementary school students and their families. This year, HCS reviewed and enhanced the system for successfully transitioning students back to their home school following enrollment at School of Scholars and expanded access to middle school students.
- SA 4.4.4 - SINGLE POINT OF ENTRY |**
 All schools have a single point of entry buzzer system in place for the 2023-24 school year.
- SA 4.4.5 - HVAC FOR ELEMENTARY SCHOOL GYMS |**
 An HVAC system was installed in every elementary school gymnasium ensuring that all elementary school students are able to comfortably participate in in-door physical education activities regardless of outdoor weather conditions.



STRATEGIC ACTION

5

Advance a high-performing operational culture.

When this initiative is fully realized over the remaining three years, Henry County Schools will have acquired and implemented an enterprise management system that integrates processes of finance, human resources, procurement, and document storage. HCS is committed to developing and implementing a system for reporting performance for the district for every school, establishing a growth and replacement plan for resources, evaluating and updating the district's compensation and classification infrastructure, and expanding the energy management plan. All these systems, processes, and outcomes will ensure Henry County has a high-performing operational culture.

To accomplish the community-inspired goals set forth under this Strategic Action, the following statements were developed and will be carried out through a multitude of tactics:



Initiative 1:

Acquire and implement an enterprise resource management system with the capability to integrate the processes of finance, human resources, procurement, and document storage.

Initiative 2:

Develop and implement a comprehensive data strategy and data support structure.

Initiative 3:

Establish a basic equipment list and growth and replacement plan of resources and basic equipment for every classroom, school common space, and office space.

Initiative 4:

Evaluate and update compensation and classification infrastructure and address position controls, internal accountability processes, and job family career ladders.

Initiative 5:

Expand the energy management plan across the district.



Exceptional Opportunity

Newly established growth and replacement practices pave the way for district-wide successes

A system of growth and replacement is essential to provide all students and all schools with equal access and opportunity to succeed, whether in classrooms or on athletic courts and fields.



TACTIC TRACKER

TACTIC 5.3.4 | INVEST to IMPLEMENT

Design a growth and replacement plan for equipment, supplies, materials for band, orchestra, visual arts, CTAE, athletic programs, and weight rooms.

Board-designated funds have been established through the diligent planning of the Board of Education to ensure growth and replacement of classroom and athletic equipment across all Henry County Schools.

Over the last several months, schools across the district realized the benefits of this work beginning with the initial delivery of science tables, chairs, desks, and stools to elementary STEM classrooms in February 2023.

Athletic Equipment

Scoreboards at middle and high schools have been assessed for replacement and approved by the BOE. The first phase of installation, including new outdoor scoreboards at many of these schools, began in April 2023, with two additional phases planned.

Track and field equipment has been assessed for all middle and high schools, and the board approved replacement equipment based on current inventory and needs.

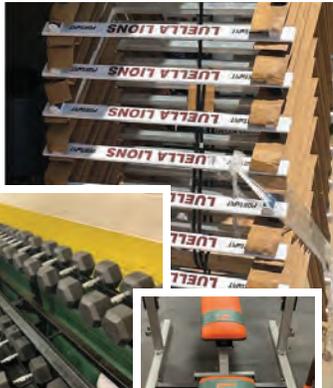
Additionally, with only three of 10 high schools having pole vault equipment, the board approved the purchase of this equipment for the other seven high schools. In addition to equal access to pole vaulting across all high schools, this will expand opportunities for these schools to host track meets that include this event. All schools will become certified pole-vaulting sites per the Georgia High School Association.

“The pole vault pit gives us another event we can participate in,” said Luella High Athletic Director Michelle Ahmad. “It allows our student-athletes to conquer and succeed at a track event we couldn’t participate in before, and to earn additional points to win track meets.”

Weight room equipment was assessed for all high schools, and the board approved the replacement of equipment based on current needs. Deliveries and installation took place over the summer months and resulted in all high schools having complete weight room equipment sets for their athletes as well as for an instructional space.

“The new weight room benches and equipment now help equal the playing field,” said Luella High football coach Craig Coleman. “Our student-athletes can get stronger and quicker with the extra plates, dumbbells, and boxes. The benches give the weight room an appearance edge.”

Sports identified for upcoming assessments and equipment replacement include football, softball, and volleyball, with board approval having taken place in June 2023 and delivery of new equipment in the fall.





“The new weight room benches and equipment now help equal the playing field. Our student-athletes can get stronger and quicker with the extra plates, dumbbells, and boxes. The benches give the weight room an appearance edge.” - Craig Coleman, Football Coach, LHS

Additional sports will be identified during the 2023-2024 school year for replacement to occur before the summer of 2024.

“This [has been] a long time coming. I am happy that we can provide new equipment for all of our student-athletes. They need it, and they’re finally getting it.” - Makenzie McDaniel, Board Member, District 5



This initiative will be ongoing until all sports have been assessed for replacement and a system is in place to address future growth and replacement needs based on student participation, inventory needs, and lifespan of equipment.

“The new equipment helps increase our performance and makes every workout more efficient,” said Dutchtown High track and field athlete Justin Harper.

“It is providing us with the opportunity to perform at the highest level,” added teammate Davarri Barthell.

Fall Furniture Replacement

In the classroom, a pilot program for complete furniture replacement launched this summer at three of the district’s oldest elementary schools: Fairview, Locust Grove, and Oakland. This work – as many as 50 years in the making – included replacement for furniture in all classrooms, cafeterias, administrative areas, and teacher spaces such as work rooms and lounges, with media centers scheduled for replacement during the 2023-2024 school year.

“Just as the seasons change throughout the year to allow for growth – a renewing of purpose – so has this transformation taken this same hold on our building,” said Fairview Elementary Principal Dr. Vaneisa Benjamin. “Our community, teachers, students, parents, and administrators are excited with the thought of this ‘fresh new start’ serving as the catalyst for renewing our commitment to excellence in education. It all works together – a great looking building on the outside and inside, a renewed commitment to excellence of instruction, and a feeling of pride – such a winning combination!”

As the full furniture replacement program proceeds, one middle school, one high school,

“Just as the seasons change throughout the year to allow for growth – a renewing of purpose – so has this transformation taken this same hold on our building...” - Dr. Vaneisa Benjamin, Principal, FVE

FAIRVIEW ELEMENTARY SCHOOL





and one more elementary school will be selected for furniture replacement to occur during the summer of 2024, with additional schools selected for replacement in future years based on assessment and inventory. Additional planned growth and replacement projects include Fine Arts equipment, band uniforms, and Career, Technical, and Agricultural Education (CTAE) resources.

“Our community, teachers, students, parents, and administrations are excited with the thought of this ‘fresh new start’ serving as the catalyst for renewing our commitment to excellence in education. It all works together - a great looking building on the outside and inside, a renewed commitment to excellence of instruction, and a feeling of pride - such a winning combination!” - Dr. Vaneisa Benjamin, Principal, FVE

Building A System

Building a system of growth and replacement was a months-long process involving a cross-functional district team that received input from principals, athletic directors, coaches, and other school leaders to determine the condition of current equipment and need for replacement.

A basic equipment list was developed for each school and will be utilized in onsite assessments as current equipment is inventoried and rated on a sliding scale to determine replacement needs. The development of an Asset Management Manual for elementary schools, middle schools, and high schools, as well as an Athletics Asset Management Manual, will guide the district’s Planning and Asset Accountability Department in identifying internal expectations, procedures, and guidelines for furniture and equipment that is specific to each sport, the various learning spaces at all grade levels, and non-instructional spaces.

“The guidance provided by these documents will be the first of this kind for Henry County Schools, and will ensure consistent, timely, and effective practices as our student population grows with direct impact on assets such as athletics equipment and classroom furniture,”



TACTIC TRACKER

TACTIC 5.3.1 | IMPLEMENT to COMPLETE

Benchmark property management practices of high-performing school districts, including review of growth and replacement practices to define HCS standards.



TACTIC TRACKER

TACTIC 5.3.1 | DESIGN to INVEST

Create basic equipment list for every classroom, school common space, and office space, and design review, solicitation, and replacement schedule.



said Assistant Superintendent for Operations - Planning and Asset Accountability Dr. Greg Benton. The end goal of this work is an ongoing system of growth and replacement that will become part of day-to-day district operations, ensuring exceptional opportunities and access that lead to success in a global society.

“The guidance provided by these documents will be the first of this kind for Henry County Schools, and will ensure consistent, timely, and effective practices as our student population grows with direct impact on assets such as athletics equipment and classroom furniture.” - Dr. Greg Benton, Assistant Superintendent, Operations - Planning and Asset Accountability



Exceptional Operations

New Enterprise Resource Platform to fully integrate district business processes



There are many acronyms in the world of education, but a new acronym making its way to Henry County Schools promises to be a game-changer for the district.

Over the next 18 months, the Finance, Human Resources, and Information Services divisions will be implementing an ERP (Enterprise Resource Platform) designed to fully integrate the varied business processes associated with finance, human resources, procurement, and document storage.



Why ERP and why now?

While it may not be widely known, an ERP is at the core of processes that HCS employees depend on. From onboarding processes that assign employee numbers to payroll processes that support receipt of monthly paychecks, the ERP is the critical infrastructure that allows the Finance, Human Resources, and Information Services teams to complete necessary transactions that account for the management of people and resources.

The current ERP system has served the district for more than 40 years, and HCS has invested in additional platforms to increase the functionality over time. Many of the additional



TACTIC 5.1.1a | IMPLEMENT to COMPLETE

Solicit services that best fit Henry County Schools' Finance Division

TACTIC 5.1.1b | IMPLEMENT to COMPLETE

Solicit services that best fit Henry County Schools' Human Resource Services Division





TACTIC TRACKER

TACTIC 5.1.3 | IMPLEMENT to COMPLETE

Landscape all supporting application systems that sit outside of the present ERP, document use cases, and assess future needs.

platforms - such as the HR application system - are not able to integrate with the current ERP system, which limits the efficiency of operations, creates data silos, and requires many manual touchpoints.

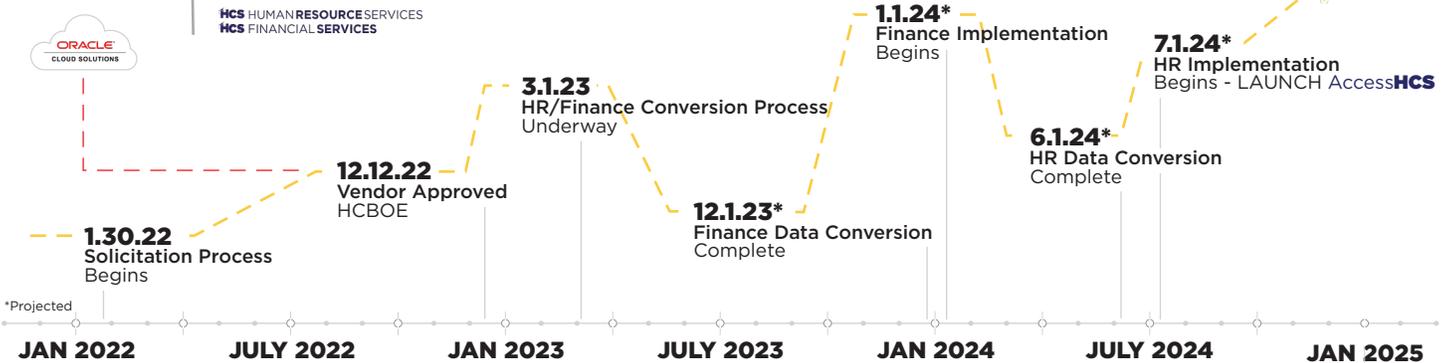
While the current landscape of systems has served its purpose, the investment in a new ERP system allows HCS to implement a modern and integrated system that will streamline processes and improve workflow efficiency.

The various business processes conducted by these divisions are currently performed on multiple platforms that function in silos. While they served their purpose at the time, many of these platforms are now archaic and inefficient. By implementing a new ERP, HCS will have increased workflow efficiency by successfully aligning business processes across divisions.



ERP TIMELINE

HCS HUMAN RESOURCE SERVICES
HCS FINANCIAL SERVICES



What to expect:

Research, study, and design of the new ERP system is currently in process.

Beginning January 2024, the Finance portions will be implemented. Accessing payroll stubs and updating personal information will be easier. Submitting travel expense statements and timesheets will be more streamlined. Purchasing requisition approvals will occur within in a system versus the paper-based processes that exist today.

The next wave of implementation will involve all of the Human Resources functions such as employment application management, benefits, new employee on-boarding, and personnel files. By July 2024, the transition to the new ERP will afford employees greater and quicker access to their personal information.



A Brand-New Brand

Shifting from obsolete practices to efficient and streamlined navigation tools, HCS employees will benefit tremendously from the conversion to the new ERP. Comprehensive training will be provided to all employees, ensuring a smooth transition to all that the ERP offers, as well as an enhanced user experience.

There's a new name in town: AccessHCS! A high-performing tool for a high-performing school district.



TACTIC TRACKER

TACTIC 5.1.1c | IMPLEMENT to COMPLETE

Develop ERP maintenance and workflow.





DESTINATION 2026 YEAR 2 PROGRESS DASHBOARD



IMPLEMENTATION HIGHLIGHTS

Reporting on the status of current work phases towards this strategic initiative.



RESEARCH & DESIGN

- **SA 5.4.1 - CAREER ADVANCEMENT** | Following our commitment to creating career pathways and opportunities for advancement across all job families, HCS continues to update and revise job descriptions and to define job classifications.

Note: Highlights represent accomplishments related to various components of a Tactic. Tactics are not moved into a new phase until all components reflect that level of progress.



INVEST & IMPLEMENT

- **SA 5.1.4 - ERP IMPLEMENTATION** | An enterprise resource planning (ERP) solution is the core infrastructure that supports business processes such as finance, procurement, and human resources. The implementation of an integrated, cloud-based solution will create operational efficiencies and enhance the reporting capacity of the organization. In response to a solicitation this fall, recommendations for an ERP solution were presented to the BOE and approved in December 2022. The investment in a new ERP reflects the BOE commitment to providing resources needed to ensuring a high functioning school district. Funding for the new ERP solution will come from Capital Accumulation Fund 1 and E-SPLOST.
- **SA 5.1.5 - ERP PROJECT MANAGER** | HCS appointed a project implementation manager, who has teamed with the implementing partner to structure a project management plan, schedule design sessions, and assign training.
- **SA 5.2.1 - DATA ASSESSMENT** | The working team completed more than 25 discovery interviews and received feedback from over 20 departments on data usage to build the district's data landscape. Data teams reviewed data operating models and received feedback guiding data strategy, providing a foundation of standards for the district's data framework.
- **SA 5.2.3 - DATA REPORTING** | The Strategic Plan identifies Priority Student Outcomes as a critical priority for reporting. To ensure district and school building leaders have access to essential data, a district data team is gathering input from stakeholders to guide the design of a reporting queue, and prioritization matrix.
- **SA 5.5.1 - ENERGY MANAGEMENT** | Implementation of energy management software updates for facilities has begun.
- **SA 5.5.2 - WATER MONITORING** | Water flow monitoring equipment has been installed for the first six of 16 phases.



COMPLETE

- **SA 5.1.1a/b/c; 5.1.2; 5.1.3 - ERP SOLUTION** | HCS has completed the study/research phase associated with acquiring and implementing an Enterprise Resource Planning (ERP) solution. A cross-divisional team was assembled to evaluate current business practices and define objectives of a desired future state. A deep assessment of operational processes and workflows supported the development of Request for Proposal (RFP) specifications to begin the search for an integrated ERP system that will enhance business efficiency and reporting. HCS is currently evaluating submitted proposals.
- **SA 5.2.2 - CROSS-DIVISIONAL INFRASTRUCTURE** | The district has created a cross-divisional data management team which serves as foundational infrastructure for managing the cross-divisional needs as the strategic plan is implemented over the next four years.
- **SA 5.3.3 - ASSET ACCOUNTABILITY** | A basic equipment list has been developed for every classroom (including each PK and K-5 classroom, resource room, art room, music room, STEM lab, and gymnasium), common space (including cafeteria, vestibule, teacher work room, conference room, media center, and outdoor classroom) and office (including front office, principal, assistant principal, bookkeeper, media specialist, and counselor) has been developed for all Henry County School elementary schools.
- **SA 5.3.4 - GROWTH AND REPLACEMENT** | The design team has completed meeting with and studying high-performing school districts. Board approval was received for STEM lab furniture replacement for all elementary schools as well as phase one of scoreboard replacement and weight room equipment replacement, wrestling and cheer mats. A full furniture replacement process will be piloted at three elementary schools during the summer of 2023.

Implementing the Plan

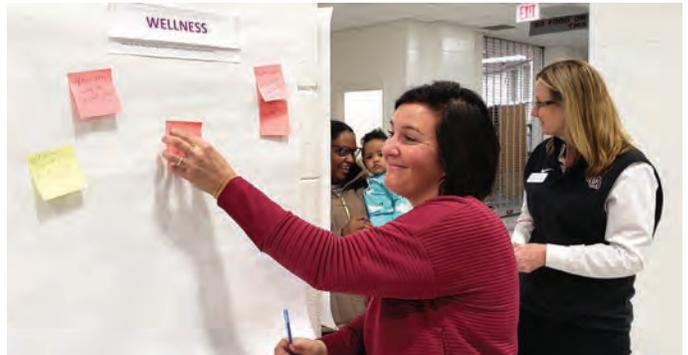
Communication

Henry County Schools recognized the need to develop structures to provide regular communication with stakeholders on Strategic Plan work, including plan management and monitoring progress.

Henry County Schools is committed to using cycles of continuous improvement to review progress toward our Priority Student Outcome goals, implementation of our Strategic Action Tactics, and the impact of our work, so the district can realign strategies and resources to meet the district's goals as needed.

District staff have designed several processes to monitor and publicly report on the implementation of the Strategic Plan, including quarterly and annual reports and consistent communication with community stakeholder groups. The Superintendent's Community Advisory Council is composed of members representing the broader Henry County community, including local business leaders, civic leaders, faith-based leaders, intergovernmental agencies, and other individuals as contributors to the ongoing study and review of the Community-Inspired Strategic Plan. As the Strategic Plan is implemented over the next three years, this committee will meet monthly during the school year, serving as the "eyes and ears" of the community, as well as a team supporting the financial monitoring and reporting structures to ensure Board-developed budgets support the work of the Strategic Plan.

In addition to engaging community stakeholders through the Superintendent's Community Advisory Council, Henry County Schools has developed a cascading communication approach to engage school stakeholders and ensure they are aware of the work and outcomes of the Strategic Plan. District staff developed and disseminated stakeholder workshops through faculty meetings, school council meetings to orient school leaders, school staff, and school councils on the components and goals of the Strategic Plan and a detailed workshop on the Priority Student Outcomes as the district's metrics of success. These workshops are designed to allow for rich dialogue among stakeholders to yield a deep understanding of this important work. In addition to face-to-face sessions to provide participants with information on the implementation and outcomes of the district's work, Henry County Schools developed several publications to disseminate information to the community. Quarterly, stakeholders have access to a report that outlines the work completed during the quarter. This quarterly report is shared publicly at a Board of Education meeting and is published on the district's website for easy access.



YEAR 2 2021-2026 Strategic Plan **Implementing the Plan**

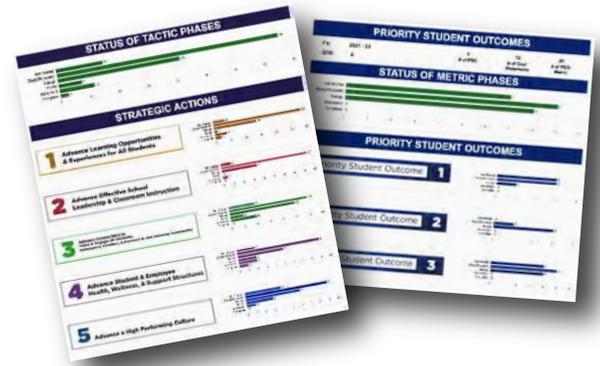
Management

Henry County Schools recognized the need to develop internal structures to plan, monitor, and engage cross-divisional teams in the work of the Strategic Plan. A project management tool, HenryPlans, was developed to provide an efficient and sustainable method to collect and monitor progress on the Strategic Plan.



Internally, Henry County Schools has developed several systems to consistently monitor our Strategic Plan work.

HenryPlans is a custom project management solution developed by HCS staff to track the implementation of the Strategic Plan, monitor project progress and collaborate on work tasks. It consists of tools to collect data, calculate metrics, and monitor progress. Data collection is shared across the district, with Tactic teams and district leaders contributing to all publicly reported project metrics. Each quarter, Tactic teams submit implementation highlights telling the story of the work accomplished. Additionally, as Tactics progress through the Phases of Implementation, **HenryPlans**



streamlines the process to document and approve phase progress. Clear, concise, and visually appealing dashboards present the Strategic Plan in a simple-to-understand format, allowing for quick monitoring of timelines and metrics. This supports the ongoing collaboration across divisions and enables district leaders to monitor the progress of work for each Tactic.



As part of this system, each Tactic team works during the “research” and “design” phases to develop an implementation plan. Before a Tactic moves into the “implement” phase, Tactic leaders share the implementation plan with district leaders to get their feedback. This allows district leaders to influence work before it is launched, to ensure the implementation plan best aligns with the desired outcomes. They decide when each implementation plan is ready, and when each Tactic can be launched.

Finally, on a frequent basis, district leaders meet to report on actions related to the Tactics of focus for the academic year. These updates provide the intentionally-designed, cross-divisional teams with the opportunity to seek input into specific needs or current challenges, and for teams to receive ideas on how to connect, enhance, or expand the work. This ensures district leaders stay abreast of and influence current work across the organization, rather than just within divisions, to facilitate cross-divisional coordination and ensure district goals and outcomes are realized.

Recognizing that the adoption of Henry County Schools’ Strategic Plan means other district systems and processes need to adjust to align with the district’s vision for 2026, a team of district leaders worked to align School Improvement Plans with the district’s Strategic Plan. In the 2021-2022 school year, a cross-divisional team created a newly-designed version of the **Henry County Schools Continuous School Improvement Plan**. The Continuous School



YEAR 2 2021-2026 Strategic Plan **Implementing the Plan**

Improvement Plan was modified to ensure school alignment with the district Strategic Plan Tactics and outcome measures. This plan streamlines the improvement process to ensure that all of the wonderful additions to our school system that promote opportunities, access, and outcomes for our students will be realized at the local school level and allows our school leaders to plan more efficiently for implementation of new resources, programs, and course offerings.

- Foundation: ensuring a stable foundation through policy and regulations.
- State Accountability: tracking and goal setting around CCRPI metrics.
- Local Accountability: tracking and goal setting around Priority Student Outcomes.
- Comprehensive Needs Assessment: deep examination of school-level data to identify needs and to determine steps needed for improvement.
- Prioritization of Needs, Desired Outcomes and Root Cause Analysis: identification of the school’s overarching priorities and deepest underlying causes, that if resolved, would result in significant improvement.
- 90-Day Action Plan #1 and #2 outline the actions a school needs to take to address the problem of practice to reach desired outcomes.
- Leading Data: progress monitoring of data throughout the school year (Key Performance Indicators).
- Assurances: ensure that best practices and Title I processes, such as leader, school, and improvement planning, are completed with fidelity.



With Title I planning incorporated into the Continuous School Improvement Plan, there is no longer a need for school leaders to complete a separate Title I plan, streamlining these two documents into one comprehensive plan and format. The CSIP is an electronic and shareable document. This allows for district leaders to view the CSIP and provide necessary support across all district divisions.

HenryPlans is the source of all project metrics provided to the Board or published within our quarterly and annual reports. This includes a Financial Services dashboard to monitor funds planned and committed for personnel and non-personnel investments within the Strategic Plan. The dashboard allows view of the total of approved funds and the percentage amount of those approved funds that have been obligated to invest in strategic initiatives. The dashboard will allow close monitoring of the five-year anticipated spending by source.

Reporting

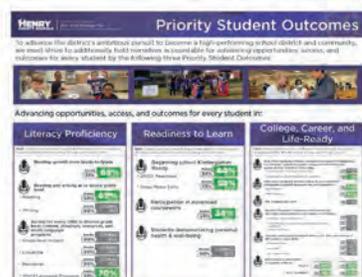


QUARTERLY REPORTS

2021-2026 Strategic Plan | Year 2



Each **Quarterly Report** Provides an overview of work completed within each **Strategic Action** as well as highlights of work within **Phases of Implementation**. The progress meter on the left side of each page provides a summary of the percentage of Tactics, for each Strategic Action, that are in each phase of implementation. By the end of 2026, all progress meters for each Strategic Action shall report that 100% of Tactics have been researched, designed, and implemented as all work should be completed.



Each quarterly report also provides an overview of the Priority Student Outcomes and, where available, the district’s baseline performance and the Board-established Priority Student Outcome goals. This annual report will be available for public review through the district’s website and will be shared at a Board of Education meeting.

STRATEGIC ACTION 1

Advance PreK-12 learning opportunities and experiences for all students.

\$5.9
Million
to date

- \$3.8 million invested in literacy and writing resources to build a community of powerful readers and writers
- \$823 thousand invested in robotics resources to ensure student access, including during afterschool enrichment
- \$595 thousand invested in instructional resources to advance student's social skills and capacity to regulate emotions
- Additionally, \$2.5 million committed annually for 29 Elementary STEM teachers beginning FY23; expansion of Arts and World Languages in upcoming roadmap

STRATEGIC ACTION 2

Advance effective school leadership and classroom instruction.

\$1.8
Million
to date

- \$1.1 million invested in principal training programming focused on leading highly effective schools
- \$465 thousand invested to improve and align data systems for increased accountability of measured student learning outcomes and organizational effectiveness, including annual funding committed
- \$100 thousand invested to establish Cluster Principal role and responsibility matrix to advance the vertical articulation of K-12 experiences for students and families
- Additionally, \$2.2 million committed annually for 52 Data Clerks beginning FY22 to ensure all schools have capacity to monitor student registration, matriculation, and outcomes

STRATEGIC ACTION 3

Advance connectivity to value and engage all students, employees, families, and partners in our growing community.

\$0.4
Million
to date

- \$157 thousand invested in wrap-around and connectivity services to ensure a system of instructional, advisement, and communication support for students and families.
- \$100 thousand invested in systems and translation services to advance access to publicly communicated messages for Henry County families
- \$83 thousand invested in the development and launch of Henry Connects Family View

STRATEGIC ACTION 4

Advance student and employee health, wellness, and support structures.

\$11.8
Million
to date

- \$5.8 million invested to enable single-point entry and buzzer system in every ES, MS, HS, and district facility.
- \$2.8 million invested to provide consistent processes and supports for therapeutic behavior interventions and behavior replacement strategies
- \$2.6 million invested to improve air quality and ventilation in elementary school gymnasiums
- \$338 thousand invested to advance students' post-secondary opportunities and advisement through implementation of a robust data management system
- Additionally, \$5.2 million committed annually for 52 Mental Health and Wellness Facilitators beginning FY22 to support student and employee health and wellness

STRATEGIC ACTION 5

Advance a high-performing operational culture.

\$4.5
Million
to date

- \$2.3 million invested to continue maintenance and upgrade of energy management software and equipment across all facilities
- \$1 million invested to initiate growth and replacement frameworks, to include pilots for school furniture, band uniforms, choral supplies, and athletic equipment
- \$984 thousand invested in the implementation of a new enterprise resource planning system (ERP) to advance and streamline financial, procurement, and human resources practices

\$24.4 mil Total Investment (non-personnel)

Investment Funding by Source

\$5,804,072

General Fund: Accounts for the daily operations of the district and primarily funded by state Quality Basic Education (QBE) funds and local property tax funds.

\$10,984,177

Special Revenue Fund: Accounts for awards/grants for designated purposes (e.g., Title or CARES) and enterprise activities of the district (e.g., ASEP or SNP).

\$10,881,164

Capital Projects Fund: Comprised of the current year anticipated E-SPLOST revenues and expenditures for approved referendums and associated projects.

As a result of the Board’s budget priorities and continued investment and the foundational work that occurred during the previous two years to research, study, and design initiatives, Henry County Schools will continue to implement work at the school level during the 2023-2024 school year, including implementation of the Highly Effective Leader framework, focusing on increasing the number of gifted certified and endorsed teachers, and strengthening community partnerships for all schools. In addition to the increased opportunities, access, and outcomes for students documented in this Year 2 Annual Report, HCS families can expect the following enhancements by school level:

Elementary Schools

Increase Opportunities and Access:

- Every K-5 student experiences and participates in writing benchmarks that will guide their learning within the classroom.
- Every elementary school expands advanced math to third-grade students.
- Schools begin the process to expand access to World Languages programs.
- All students receive daily writing instruction aligned to the district’s writing model
- All students receive enhanced K-5 Algebra readiness with new math instructional resources.
- All students are actively engaged in learning because teachers are embedding Highly Effective Classroom strategies into lessons.

Improve Outcomes:

- HVAC unit installation in all elementary schools gyms complete.
- HCS honors the commitment to continuously monitor the wellness perceptions of students and staff through Henry CARES check-in data.
- School safety single-point entry and buzzer system implemented at every school.

Implement Effective Systems and Processes:

- Through the advisement and scheduling process, schools increase student enrollment in advanced coursework.
- All schools develop school-level accountability structures that include monitoring and feedback to ensure the effective implementation of all new initiatives.
- Cluster alignment engages families in cluster events, transition activities between schools, and access to the annual State of Our Schools address.
- Expansion of schools’ Partners in Education programs encourages school and community partnerships.

Middle Schools

Increase Opportunities and Access:

- Every sixth- through eighth-grade student experiences and participates in writing benchmarks that guide their learning within the classroom.
- All students actively engage in learning because teachers embedded Highly Effective Classroom strategies into lessons.
- All schools increase the number of students participating in high school credit-bearing courses.
- Every school has a thriving National Honor Society, Beta, and choral program
- Every school has a thriving Junior NHS, Beta Club, and choral program.
- Schools continue the process of adding orchestra programs for students.

Improve Outcomes:

- HCS honors the commitment to continuously monitor the wellness perceptions of students and staff through Henry CARES check-in data
- School safety single-point entry and buzzer system implemented at every school.

Implement Effective Systems and Processes:

- Through the advisement and scheduling process, schools increase course offerings and student enrollment in advanced coursework and high school classes in middle school.
- Expansion of Henry Futures framework continues by expanding college awareness and readiness.
- Cluster schools create an aligned cluster plan that expands opportunities for all students in the areas of vertical articulation of academics, student/family experience, community engagement, and shared civic leadership.
- All schools increase participation in advanced coursework by effectively using PSAT 8 and PSAT 10 data and leveraging opportunities at the Academy for Advanced Studies.
- Expansion of schools’ Partners in Education programs to encourage school and community partnerships.

High Schools

Increase Opportunities and Access:

- Every ninth- through 12th-grade student experiences and participates in writing benchmarks that will guide their learning within the classroom.
- All schools increase the number of students participating in AP and dual enrollment and the number of CTAE Pathway completers.
- All students actively engage in learning because teachers embedded Highly Effective Classroom strategies into lessons.
- Every school has a thriving National Honor Society, Beta Club, chorus, and Scholar Athlete Council.
- Every high school student has access to a computer science course at each high school.

Improve Outcomes:

- HCS honors the commitment to continuously monitoring the wellness perceptions of students and staff through Henry CARES check-in data.
- School safety single-point entry and buzzer system implemented at every school.

Implement Effective Systems and Processes:

- Through the advisement and scheduling process, schools increase course offerings and student enrollment in the areas of Advanced Placement, dual enrollment, and CTAE Pathway completion.
- Expansion of HenryFutures framework continues by expanding college awareness and readiness.
- All schools develop school-level accountability structures that include monitoring and feedback to ensure the effective implementation of all new initiatives.
- All schools increase participation in advanced coursework by effectively using PSAT 8 and PSAT 10 data and leveraging opportunities at the Academy for Advanced Studies.
- Cluster schools create an aligned cluster plan that expands opportunities for all students in the areas of vertical articulation of academics, student/family experience, community engagement, and shared civic leadership.

Our community-inspired plan is leading to additional opportunities, increased access, and improved outcomes for students in 2023-2024

From the Board of Education...

It has been another productive year in Henry County Schools, all thanks to the incredible efforts of students, staff, and community! When we set out on this journey to develop the five-year Community-Inspired Strategic Plan, it was our students who were at the forefront of our efforts and focus, and we knew our community was integral in setting the course for our school district's future. Your voice, your vision, your hopes, dreams, and aspirations shaped key Strategic Action items while helping to articulate Priority Student Outcomes.

Over the past two years, we have made tremendous progress toward many of the Tactics required to create opportunities, access, and exceptional outcomes for our students. Some items laid out in the Strategic Plan have already been completed, while many more are being implemented or are currently being designed. This plan was never meant to be accomplished in one year; it truly is a long-range plan to help Henry County Schools reach new heights, and we will routinely keep you informed of progress while we also keep you engaged in feedback opportunities!

Thank you for being such an important part of our school district and the future of our great community by supporting our students!

Sincerely, *Annette Edwards*, Board Chair



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HENRY COUNTY SCHOOLS

Winning
for Kids

The Community-Inspired
2021-2026
Strategic Plan

Developed by the Henry County Board of Education