HENRY COUNTY SCHOOLS

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.

Community-Inspired 2026-2031 Strategic Plan

Developed by the Henry County Board of Education



HENRY COUNTY SCHOOLS 2026 TO 2031 BOARD REPORT

YEAR 1 | QUARTER 1 | OCTOBER 2026

Unified Governance

2026 TO 2031 STRATEGIC GOALS

CORE BELIEFS

Each student can learn at or above grade level and will have an equal opportunity to do so.

Family and community involvement is critical to student success.

All learning environments should be supportive, safe, and secure.

Effective teachers, leaders, and staff produce excellent results.

CORE POLICIES

Policy *BAB, IAB,* and *IB* call for:

An aligned system of teaching and learning

A system of accountability

A framework for continuous improvement

A plan to advance opportunities, access, and outcomes

To further our goals related to Student Achievement and Readiness, we will:

- Increase literacy across all grade levels
- Increase mastery of standards in all content areas
- Advance access and outcomes in college, career, and life readiness opportunities

To further our goals related to Organizational and Operational Effectiveness, we will:

- Sustain a high-performing and efficient operational culture
- Maintain fiscal responsibilities and accountability

To further our goals related to Culture, Climate and Community Engagement, we will:

- Strengthen opportunities for everyone to feel safe, welcomed, valued, and supported
- Increase positive communications and connections among students, employees, families, and the community
- Advance student and employee health, wellness, and support

To further our goals related to High-Quality Employees, we will:

- Recruit highly-qualified employees for all positions
- Develop and support employees across all job families
- Retain highly-qualified employees for all positions

To further our goals related to Safety, we will:

- Enhance processes to ensure a safe and secure learning environment
- Allocate and utilize resources to effectively maintain a safe and secure environment for all

HENRY COUNTY SCHOOLS 2026 TO 2031

BOARD REPORT

YEAR 1 | QUARTER 1 | OCTOBER 2026

GOAL AREA 1: STUDENT ACHIEVEMENT AND READINESS



PERFORMANCE OBJECTIVES

KEY PERFORMANCE INDICATORS

Increase literacy across all grade levels

- Increase the percentage of students reading at or above grade level (ES/MS/HS)

YEAR 1 INITIATIVES & HIGHLIGHTS

Design and implement professional learning and curate resources to deepen evidence-based implementation of early, adolescent, and disciplinary literacy best practices across all schools

Literacy efforts were enhanced by examining current practices and beginning to define a cohesive approach to early, adolescent, and disciplinary literacy. Work has begun to identify training and resources for strengthening literacy instruction across all schools.

Design and implement professional learning, curated resources, and monitoring systems to strengthen Tier 2 and Tier 3 MTSS literacy supports and ensure students have access to grade-level, standards-aligned, rigorous texts, tasks, interventions, and instructional practices aligned to district Tier 1 non-negotiables

Literacy support systems were refined. Targeted interventions were revised to better reflect grade-level instruction aligned with state standards.

Design and implement professional learning, monitoring systems, and differentiated school support to increase access to grade-level literacy instruction by strengthening co-teaching practices between special education and general education teachers

The observation process has been updated for special education classrooms. Training has begun for student support facilitators and special education teachers.

GOAL AREA 1: STUDENT ACHIEVEMENT AND READINESS



PERFORMANCE OBJECTIVES

KEY PERFORMANCE INDICATORS

Increase mastery of standards in all content areas

- Increase the CCRPI content mastery scores of each content area (ELA/math/science/social studies)

YEAR 1 INITIATIVES & HIGHLIGHTS

Reimagine and refine a coherent district-wide instructional coaching framework

The Professional Development Department researched neighboring districts and past frameworks in HCS to devise a new framework that integrates the state-mandated K-3 literacy specialists. Research also focused on developing a pipeline for aspiring instructional coaches and clarifying expectations for the coaches.

Operationalize the aligned support framework to provide schools with timely, targeted, and data-informed support that improves outcomes

The Aligned Support Working Team refined the cycle of school support including walkthrough, feedback, and follow-up processes to provide more timely, targeted, and data-informed instructional support and improve students' mastery of standards. Through the launch of Power Forward, principals and district leaders collaborated to identify school priorities, analyze data, and align resources and support to school improvement goals. During Power Forums in September, early implementation was examined and opportunities were identified to strengthen and coordinate support across divisions.

GOAL AREA 1: STUDENT ACHIEVEMENT AND READINESS



PERFORMANCE OBJECTIVES

KEY PERFORMANCE INDICATORS

Advance access and outcomes in college, career, and life readiness opportunities

- Increase the percentage of students graduating from high school in four years
- Increase the percentage of students completing a pathway
- Increase the percentage of students graduating with evidence of college and career readiness as defined by CCRPI measures

YEAR 1 INITIATIVES & HIGHLIGHTS

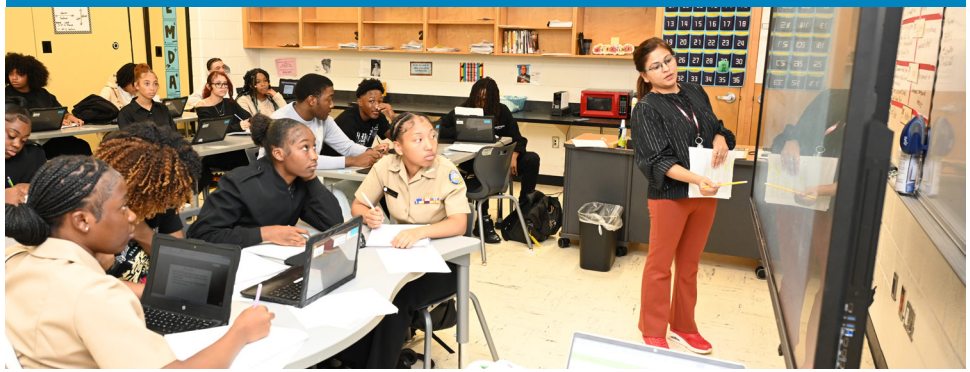
Design and implement professional learning, curated resources, and monitoring systems to strengthen advisory and guidance frameworks across all grade levels, increasing student exposure to postsecondary opportunities

The Student Achievement and Readiness Team has begun rolling out the Naviance postsecondary planning platform to elementary schools and providing high school parents with access codes. Teams have refined advisory frameworks for all grade levels, and college and career readiness guides. Family engagement efforts are underway with workshops on graduation requirements and financial aid. Monitoring dashboards have been updated to measure completion of specialized tracks in career, technical, and agricultural education; fine arts; and academic programs.

Research and design dropout recovery options that provide over-age, under-credited students with a viable path to graduation (operationalize by FY28)

The Dropout Recovery Initiative Team reviewed options to improve graduation rates for students at risk of not completing high school. The effort included collaboration across departments, an evaluation of funding sources, analysis of instructional and operational models, and visits to charter and alternative schools.

GOAL AREA 2: ORGANIZATIONAL AND OPERATIONAL EFFECTIVENESS



PERFORMANCE OBJECTIVES

KEY PERFORMANCE INDICATORS

Sustain a high-performing and efficient operational culture

- Increase the percentage of students with timely access to a replacement device for at-school use if the assigned device is reported lost, broken, or stolen

Maintain fiscal responsibilities and accountability

- Maintain a clear annual district audit with no significant findings
- Year-over-year increase in combined funding from grants and charitable sources that directly supports students and schools

YEAR 1 INITIATIVES & HIGHLIGHTS

Optimization of the district's critical systems

Assessment and planning activities were completed. Critical systems and pain points were identified and research was conducted with vendors to evaluate opportunities for optimization. Automation of some human resources processes has begun.

Optimize management of technology devices and instructional resources

Accountability reviews of vendors were conducted, devices were redistributed, and more student loaner devices are available. Plans were completed to test Chromebook class sets, research a device refresh system, and determine best practices with input from vendors and peer districts.

Research and design district leader and principal accountability framework and balanced scorecard

The team researched frameworks and recommended measures for inclusion in the accountability model. Review is ongoing.

GOAL AREA 3: CULTURE, CLIMATE AND COMMUNITY ENGAGEMENT



PERFORMANCE OBJECTIVES

KEY PERFORMANCE INDICATORS

Strengthen opportunities for everyone to feel safe, valued, and supported

- Increase the number of schools with four stars or higher on the GaDOE School Climate Star Rating

Increase positive communications and connections among students, employees, families, and the community

- Increase the percentage of schools making weekly posts to their school websites and social media
- Increase partnerships that provide direct support to schools

YEAR 1 INITIATIVES & HIGHLIGHTS

Research and design a customer service framework to improve communication between the district, schools, and stakeholders

The Customer Experience Working Team conducted a comprehensive assessment of the district's customer service practices, professional learning opportunities, communication systems, and processes of engagement.

Develop a model for a school-based communications team that equips schools to effectively use communications tools to tell their story and market themselves to both internal and external stakeholders

Highlighting Your Purpose Every Day (HYPE) Team meetings were held in six pilot schools, with follow-ups planned after fall break. Additional principals and district staffers tested communications tools to replace Campus Messenger in the 2028 fiscal year.

GOAL AREA 3: CULTURE, CLIMATE AND COMMUNITY ENGAGEMENT



PERFORMANCE OBJECTIVES
KEY PERFORMANCE INDICATORS

Advance student and employee health, wellness, and support

- Increase the number of Georgia Multi-Tiered System of Supports recognized schools
- Increase student attendance and maintain above 95% for employee attendance

YEAR 1 INITIATIVES & HIGHLIGHTS

Expand and strengthen district-wide wellness supports for students by implementing the MTSS Whole Child model with fidelity, ensuring a comprehensive, aligned system that promotes well-being, early intervention, and sustained academic and social-emotional success

HCS is standardizing supports across schools, including Check-in/Check-out mentorship programs, Cognitive Behavioral Intervention for Trauma in Schools, social skills groups, and supervised student-led programs such as Hope Squads and peer mediation. The “You Belong” campaign connects students with caring adults at schools, supported by the Henry-Cares Check-In and Georgia School Climate surveys. These efforts integrate safety and wellness components, such as staff de-escalation training.

GOAL AREA 4: HIGH-QUALITY EMPLOYEES



PERFORMANCE OBJECTIVES
KEY PERFORMANCE INDICATORS

Recruit highly qualified employees for all positions
- Increase opportunities to recruit new employees

Develop and support employees across all job families
- Increase the number of job-specific professional development opportunities

YEAR 1 INITIATIVES & HIGHLIGHTS

Research and design effective recruitment initiatives

The team is conducting a comparative review of recruitment in other school districts, best practices in recruitment strategies, and historical approaches in HCS.

Strengthen pipeline for school leadership advancement

Leadership Services has redesigned its professional development programs for assistant principals and principals. ASPIRE, for aspiring and novice assistant principals, has been renamed ELEVATE Academy, with a new framework focused on instructional leadership, mentorship, and practical experiences. LEAD Academy, for aspiring principals, has been strengthened through a framework focused on principals' strategic, organizational, and school improvement responsibilities.

Research and design operational leadership development opportunities for staff

The team is conducting a comparative review of operational leadership development in other school districts, national best practices in education and other industries, historical approaches in HCS, and internal stakeholder feedback.

GOAL AREA 4: HIGH-QUALITY EMPLOYEES



PERFORMANCE OBJECTIVES

KEY PERFORMANCE INDICATORS

Retain highly-qualified employees for all positions

- Increase the percentage of highly qualified employees who remain working in the district from year to year.

YEAR 1 INITIATIVES & HIGHLIGHTS

Research a pipeline of advancement for all positions

To identify potential strategies for strengthening employee retention, the team is researching retention practices across the top 25 school systems, as well as school systems and Georgia businesses that Forbes recognized on the 100 Best Places to Work list. The team is also reviewing HCS' current retention practices and data to better understand our current state, identify trends, and determine potential areas of opportunity.

Research and design innovative retention initiatives

The team is researching retention practices across the top 25 school systems to identify common strategies, promising practices, and innovative approaches to employee retention. The team is also examining Georgia businesses and school systems nationwide recognized on the Forbes 100 Best Places to Work list to identify practices that contribute to employee engagement, satisfaction, and retention. The team will review Henry County Schools' current retention practices and retention data to better understand our current state, identify trends, and determine potential areas of opportunity. The team is working to build their collective knowledge of employee retention through relevant research, articles, and facilitated discussions focused on evidence-based practices.

GOAL AREA 5: SAFETY



PERFORMANCE OBJECTIVES

KEY PERFORMANCE INDICATORS

Enhance processes to ensure a safe and secure learning environment

- Exceed the state's minimum requirements for school safety drills
- Increase the percentage of students who report they feel very safe or extremely safe in their classrooms as measured by the Georgia School Climate Survey

Allocate and utilize resources to effectively maintain a safe and secure environment for all

- Maintain or increase annual funding allocated to safety resources and non-capital infrastructure

YEAR 1 INITIATIVES & HIGHLIGHTS

Build a system that strengthens the education and implementation of the Code of Conduct

The team is working on a campaign to strengthen knowledge, training, and implementation of the Code of Conduct.

Strengthen school safety response implementation, culture, and understanding of procedures to ensure a unified approach to maintaining safe and secure schools

The team is building out a required drill scorecard which will also assist in planning to earn the Ready Georgia Seal of Preparedness.

Plan the transition to Henry County Schools Police Department

The Board of Education has approved a resolution to create the Henry County Schools Police Department. HCS is planning to train school resource officers on district-specific practices, community-oriented policing, working in educational environments, and adolescent mental health.

Research school bus stop-arm camera programs and plan for potential implementation

Working teams met with vendors for research. Potential camera demos are being planned.

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