



In Pursuit of

Exceptional



The Community-Inspired

2021-2026 Strategic Plan

Developed by the Henry County Board of Education

ANNUAL REPORT

YEAR 1 | AUGUST 2022

Exceptional Opportunities • Exceptional Futures

TAKING ACTION TO ADVANCE

OPPORTUNITIES | ACCESS | OUTCOMES

IN PURSUIT OF

We believe every student can be...

AMBITIOUS GOALS

...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

No Exceptions, just Exceptional

VISION

Henry County Schools and our community share a singular vision to ensure a high-quality, world-class education for every student.

MISSION

Henry County Schools' mission is to empower all students with exceptional opportunities and access that lead to their success in a global society.

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:

- All children 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 will be supportive, safe, and secure.
- Effective teachers, leaders, and employees produce excellent results.

From the Superintendent

Mary Elizabeth Davis, PhD, Superintendent since 2017



Henry County Community, we are excited to share our first Annual Report of Progress of our Community-Inspired Five-Year Strategic Plan. On behalf and under the direction of the Board of Education, we are committed to exceptional opportunities and outcomes for every student and their families in Henry County Schools. The Henry County Board of Education set out in 2018 to engage the broader community like never before. Their mission was to hear directly from citizens, government leaders, business executives, and so many more, about their hopes, dreams, and aspirations, for our public schools, and more importantly, the 43,000 students who receive an education in the eighth-largest district in the state of Georgia.

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 celebrations of milestones can be had.

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 student has access to a supported Pre K Program
- every elementary school has a robotics and coding program along with a STEM lab
- every student has taken a band, orchestra, 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 or engineering pathway
- every middle school student performs in the theater or designs sets on computer software
- high school students choose Henry County Schools because of the Arts Education program
- every student develops financial literacy
- high school is the launching pad to 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

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.



Dr. Pam Nutt, Board Member since 1997

"We now have a plan! I have never seen a board working together and working so hard asking what is best for our school system? It has been unbelievable. We want to hear ideas!"

District 1



Mr. Makenzie McDaniel, Board Member since 2021

"This plan sets a path of where we want to see our district in the next five years and the work that it takes to get there. I am excited about the resources that we are going to align to our Strategic Plan"

District 2



Mrs. Holly Cobb, Board Chair, Board Member since 2017

"I loved getting out into the community and schools and listening to community members share their hopes and dreams. We all know how important the school system is to the health of the community."

District 3



Mrs. Sophe Pope, Board Member since 2019

"I'm excited about what this will mean. Every one of our students will have opportunities that we never thought possible."

District 4



Mrs. Annette Edwards, Board Vice-Chair, Board Member since 2015

"Our work on the Strategic Plan sets the foundation. It's like a roadmap. It's all about the children and where we are taking them every day as they go through the Henry County School system. It's exciting!"

District 5

TABLE OF CONTENTS

COVID-19 Impact – Pg. 7

Strategic Plan Development – Pg. 9

Strategic Plan Implementation & Monitoring – Pg. 10

Development of the HCS Priority Student Outcomes – Pg. 10

Development of Strategic Actions - Pg. 11

Phases of Implementation – Pg. 12

Priority Student Outcomes – Pg. 14

Priority Student Outcome 1 – Pg. 15

Priority Student Outcome 2 – Pg. 20

Priority Student Outcome 3 – Pg. 24

Strategic Actions – Pg. 30

Strategic Action 1 – Pg. 31

Strategic Action 2 – Pg. 38

Strategic Action 3– Pg. 41

Strategic Action 4 – Pg. 45

Strategic Action 5– Pg. 49

Implementation & Monitoring – Pg. 51

Communication – Pg. 53

Management– Pg. 54

Reporting – Pg. 55

Looking ahead to 2022-2023 – Pg. 56



AMDM - 8/21/18

Mean/Average - Add all the terms together and divide by the total number of terms.

Median - put numbers in order from least to greatest. Then, take the middle number.

Mode - The number that appears the most.

Range: Highest # - Lowest #

Finding missing number:

total value + x = mean (total #)

Proportion - Cross-multiply and solve.



20/20 RULE!
Say no to drugs and alcohol.

20/20 RULE!
All Students Must Remain In Class
FIRST 20 Minutes of Class
AND
LAST 20 Minutes of Class



Henry County Schools' Strategic Plan priorities center around improving Opportunity, Access, and Outcomes for Students. Henry County Schools At-A-Glance provides overview information related to Student Outcomes, Equitable Opportunities, and Universal Access during the 2021-2022 school year. Further, it provides insights into district structures and processes that establish the conditions for student success, including Responsible Stewardship, Exceptional Workforce, and our Governance Team.

Priority Outcomes

3,681 graduates in 2021
2,619 college credits earned through dual enrollment
\$34 million scholarship dollars
88% graduation rate, **59%** of graduates are pathway completers

Equitable Opportunities

50 schools and **2** academies
29 Career, Technical & Agricultural Education (CTAE) Pathways with **8** leading to industry certifications
163 college courses offered, **31** unique AP courses offered
204 student athletes signed letters of intent
20 received Division-1 scholarship offers

Universal Access

42,000 students, **20,000** in CTAE courses, **24,000** in Fine Arts courses and **2,000** in AP courses
42,117 devices distributed, **1:1** device access for every student
5,500 athletes competing across **27** different programs
1,500 acres maintained
88 acres of natural sports turf, **22.5** acres of artificial sports turf

Responsible Stewardship

\$417 million budget (FY22), **55%** from state funding, **44%** from local taxpayers and **1%** federal funding
70% of FTE funding directly supports school instruction
\$1.8 million of SPLOST VI funds used to fulfill 100% of committed projects

Exceptional Workforce

4,446 employees, **3,155** teachers, and **1,291** classified staff
70% of teachers have **5** or more years of experience, and **2,200** have advanced degrees

Governance

For **2 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
41 Years of collective experience as a Board

LEADING THROUGH COVID



The summer of 2022 marks two and a half years of the COVID-19 pandemic, which has rattled school districts across the county for three consecutive academic years. As a result of COVID-19, schools have faced staffing shortages, increased rates of absenteeism due to quarantines and illness, school closures, and multiple transitions between face-to-face and remote instruction. All these challenges impact instructional time, student and staff morale, and ultimately student learning outcomes. However, it is also important to recognize the continuous actions and efforts we have made to mitigate the negative impact of COVID-19 on our Henry County Schools learning community.



Thanks to our Henry County Board of Education's past initiative ensuring one-to-one technology for all students and staff, our school system was well positioned to transition to remote learning in April of 2020. As vaccines became available, we prioritized staff wellness through being the only school district in the state of Georgia to develop and operate a Closed Point of Distribution site, offering the COVID-19 vaccination to all employees. As a result, Henry County Schools quickly achieved a staff vaccination rate of over 90 percent. Additional steps to support our employees included: offering financial incentives to maintain personnel, prioritizing competitive pay for all job families within the Board of Education's budget priorities, and focusing as a system on staff and student personal wellness as a Strategic Plan priority.

Throughout the pandemic, Henry County Schools prioritized student learning and ensured instruction was occurring for students in person and remotely. We provided families with options for multiple types of instructional environments. We expanded virtual learning opportunities within the district by extending Impact Academy to the elementary level as well as adding seats within the school. We also offered evening remote instruction for students at the elementary level. And we prioritized the use of federal dollars like ESSR and CARES funding to provide learning opportunities beyond the school day and beyond the school year for students who need additional academic support.

However, despite these commitments and mitigation strategies, the district has certainly felt the impact of COVID-19. Within our school buildings, we have students at every level who have experienced high school, middle school, or elementary school while navigating this educational disruption. As we review outcome data, we are seeing the impact of COVID-19 on our learning community. The chart below illustrates the academic years impacted by COVID-19 for students.

Years of COVID-19 impact on students' school experience by grade level – Entire Grade Year Impacted (Highlighted)

| School Year | <i>Elementary School Grade Levels</i> | | | | | | <i>Middle School Grades</i> | | | <i>High School Grades</i> | | | |
|-------------|---------------------------------------|-------|---|---|---|---|-----------------------------|---|---|---------------------------|----|----|----|
| 21-22 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 20-21 | Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 19-20 | n/a | Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

We applaud Henry County's Governance Team and the employees of the school system for continuing to move forward with improvement efforts through the adoption and implementation of this five-year Strategic Plan and continuing to advance the work of the system for the benefit of students. This is another example of how our community wraps around students and will not leave learning to chance.





The Community-Inspired
2021-2026 Strategic Plan

**Strategic Plan
Development**

Strategic Plan Development

The development of the current Henry County Schools Community-Inspired Strategic Plan was conceived in 2017, driven by the direction of our Board of Education and guided by our new Superintendent, Dr. 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. Dr. Davis, the Board members, and senior staff members began a tour of the community and schools to hear the voices of our community centered around three themes: Unify, Strengthen and Ensure. 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 Reports and BAB-Board Governance. 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 the famous African proverb, “it takes a village to raise a child.” 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 Pre-K-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. As the school district, community, and schools matriculated through Year 1, actions from the Strategic Plan for the next school year were studied and readied for implementation as the summer concludes and the new school year begins. Continual review of the Strategic Plan with input from our employees and community will set a standard expectation for continuous improvement. Additionally, the Superintendent will guide a series of meetings throughout the year 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 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.

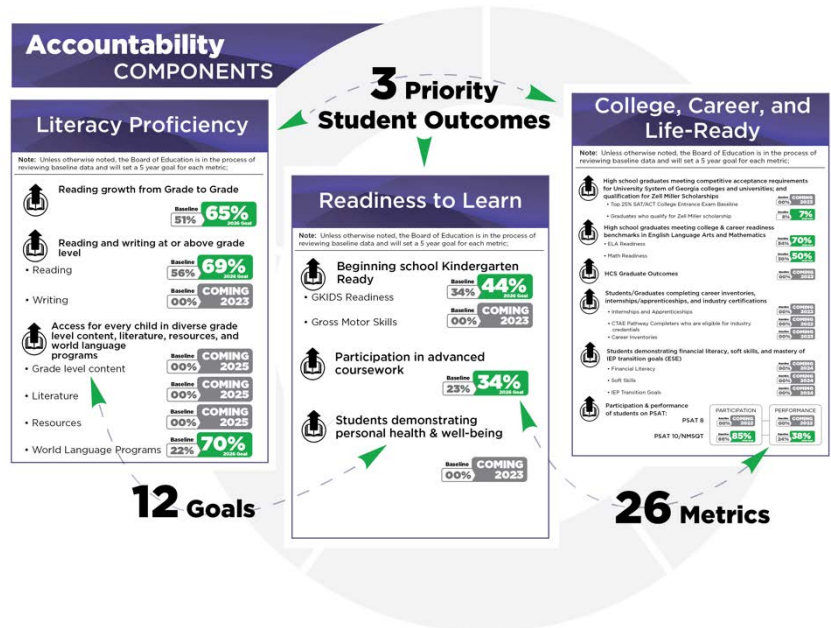
Annual local school improvement plans will be developed by each school aligned with the district-level Strategic Plan, while focusing on targeted needs of the individual school and/or cluster of schools. Local school leaders with support of the local School Councils will review the plans periodically 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 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 which are 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.




During the 2021-2022 school year, Henry County’s Board of Education established performance targets for six 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. 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.


Development of Strategic Actions

To achieve the Priority Student Outcomes vital to our community (outlined above), HCS developed **5 Strategic Actions** designed to guide us and inform our work:


5 Strategic Actions

**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.

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.

27 Initiatives

Strategic Actions contain several big Initiatives identifying key objectives for attaining the Strategic Action Goal.

OUTCOME VISION Sample

...over the next five years, every student in Henry County Schools will be reading on or above grade level or is receiving systematic intervention and acceleration if they are not. Students will experience a culture of reading that grows not only the skill, but also the love of reading and have the opportunity to read books that provide mirrors and windows for their lives...

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.

164 Tactics

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.

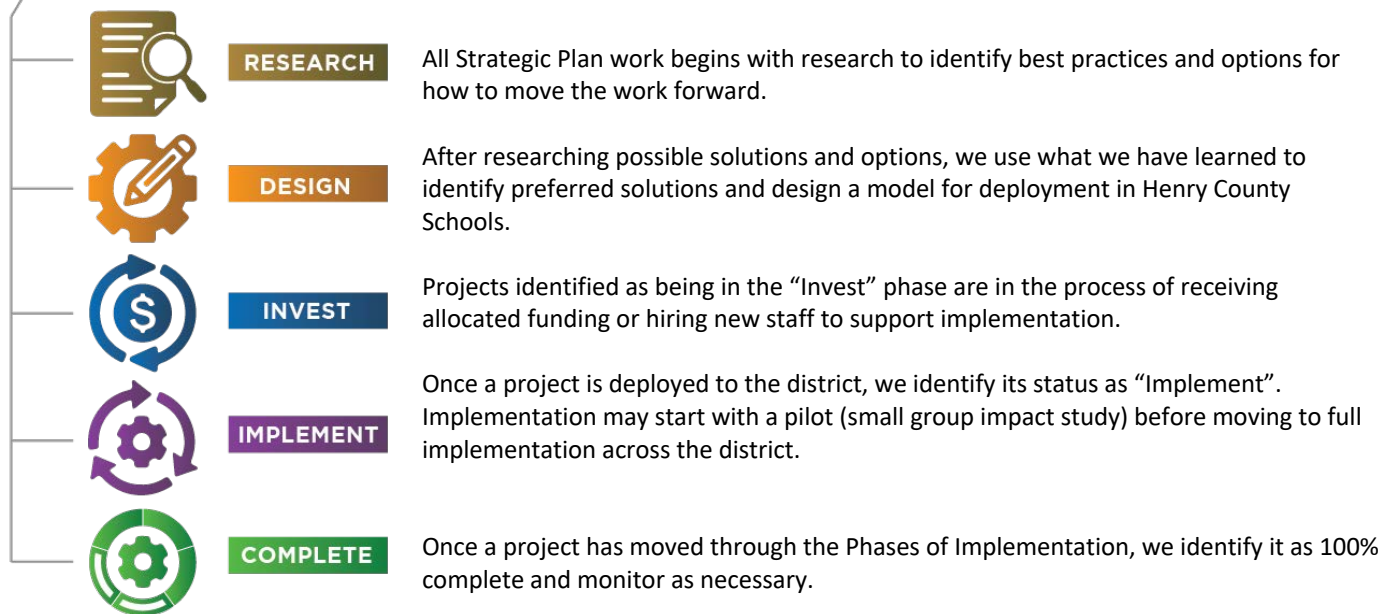
Progress for Tactic work associated with each Strategic Action is reported four times a year in the Strategic Plan Quarterly Report.

In all, Henry County Schools' Strategic Plan includes five Strategic Actions, 27 Initiatives, and 164 Tactics. As this image illustrates, Tactics are nested under Initiatives for each Strategic Action:



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 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.

| Phase | Description | Examples of Possible Actions | Minimum Requirements for Phase Completion |
|----------------|---|---|--|
| Study/Research | The Study/Research Phase involves identification of a need, articulating a purpose or goal, and identifying possible solutions. The purpose of the Study/Research Phase is to ensure that the tactic team has relevant information to design a highly effective system/process for HCS. | <ul style="list-style-type: none"> Establish and analyze baseline data Solicit stakeholder feedback on current state/practices, their needs, and desired improvements/solutions Read peer-reviewed literature to identify evidence based practices and solutions (e.g. Google Scholar) Research practices at “Top 25” or other peer school districts realizing significant results in a relevant area Review current practices within HCS to identify needs, strengths, and areas for improvement – includes site surveys and system audits Meet with vendors and/or experts/consultants to understand what is available and/or possible Identify key stakeholders, including division interdependencies | Tactic owners will identify and articulate: <ul style="list-style-type: none"> ✓ Purpose of the work (i.e. what is the need? How will the work provide improvement/benefit?) ✓ Primary stakeholder/user groups ✓ Division interdependencies ✓ Tactic team membership ✓ Research sources ✓ Solution(s) to be considered in the Design Phase |



The Community-Inspired
2021-2026 Strategic Plan
Priority Student
Outcomes

Henry County Schools has established three Priority Student Outcomes to guide the work of the Strategic Plan for the next five years. Each Priority Student Outcome contains Goals and metrics which will serve as targets for impact.

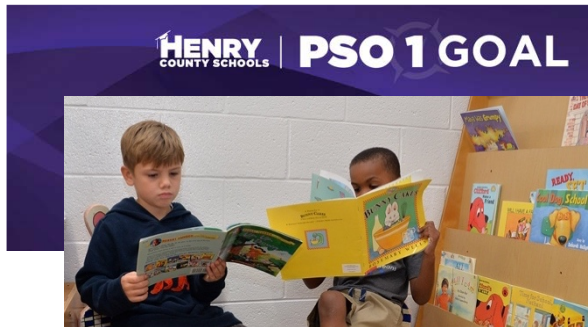


Priority Student Outcome #1

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 Language 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 compares the proficiency of a student's reading skills from the spring of one academic year to their reading proficiency in the spring of the following year. The growth calculation shows 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


Over the next five years, 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 Pre-K-12 learning opportunities and experiences for all students. During the 2021-2022 school year, the following occurred that will contribute to ensuring students are meeting their annual growth targets in reading:

- ESE team designed and carried out professional learning to effectively implement reading instruction for ESE self-contained classrooms.
- Learning team acquired reading instructional resources for K-5 students, which will be implemented in the 2022-2023 school year.
- Student Services team designed and implemented advisement processes and procedures for students and families to ensure students are supported with classes best suited to challenge them.
- Early Learning team established partnerships with early childcare providers operating in Henry County to discuss Kindergarten readiness standards, reading readiness, and curriculum alignment between Pre-K and Kindergarten.
- Learning team designed criteria for a highly effective classroom in Henry County Schools and an associated professional development plan to launch this work in the 2022-2023 school year. This ensures students are highly engaged in their learning and receive instruction utilizing strategies that maximize learning and student growth.
- Data team developed data systems to provide district and school leaders with reports aligned to the Priority Student Outcome 1 with Board-established Goals.

- Leadership team developed and implemented professional development on effective leadership behaviors of change leaders focusing on instructional leadership to ensure student learning is maximized.
- HCS's Afterschool Enrichment Program (ASEP) designed literacy activities to support the enrichment rotation that happens daily across all 28 afterschool programs.
- ELA content experts provided targeted professional development for both leaders and teachers in the area of reading instruction to maximize teacher impact on student reading growth.

Monitoring Our Progress

| Metrics | Operational Definition | Baseline Avg | Monitoring our Progress | | | | Goal (25-26) |
|------------------------------------|---|--------------|-------------------------|-------|-------|-------|--------------|
| | | | 21-22 | 22-23 | 23-24 | 24-25 | |
| Reading Growth from Grade to Grade | <i>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.</i> | 51% | 51% | | | | 65% |



Reading growth from Grade to Grade

Baseline 51% 65% 2026 Goal

Averaging three years' worth of baseline data (2018-2019 through 2020-2021), 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. For the 2021-2022 school year, 51% of students in Henry County Schools met their Spring-to-Spring reading growth targets. This represents a constant with the district baseline average. This is promising news given the educational instability experienced by students for the past three school years because of learning interruptions caused by COVID-19. As a system, that we did not lose ground in this metric is a testament to the commitment of our teachers to reach every student, as well as the commitment of our Board of Education to keep schools open and/or return to face-to-face operations as quickly as possible.



Reading and Writing on or above Grade Level

The Goal of reading and writing on or above grade level has two metrics, one which reports on the percentage of students who are reading on or above grade level and the other which reports on the percentage of students who are writing on or above grade level. Writing metrics will be reported in 2023-2024.

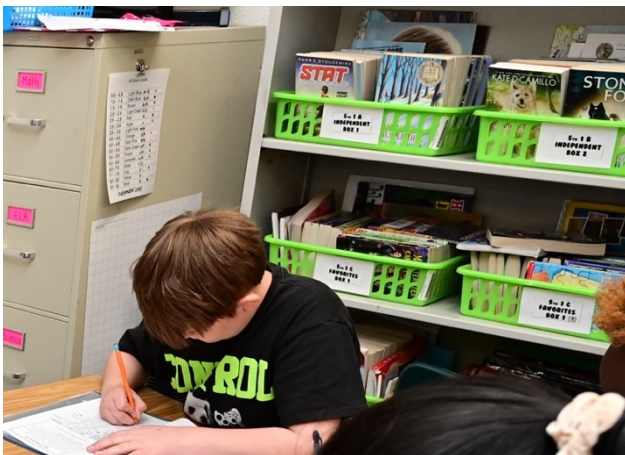
Henry County Schools utilizes the spring Measure of Academic Progress (MAP) assessment results to determine the percentage of students in grades 1-8 with a Lexile score that falls within the grade

level stretch band established by the Georgia Department of Education. This stretch band is utilized because it maintains consistency with the band that is utilized on the state's Milestones assessment as well as within the state's accountability system, the College and Career Ready Performance Index (CCRPI).

Contributing Work

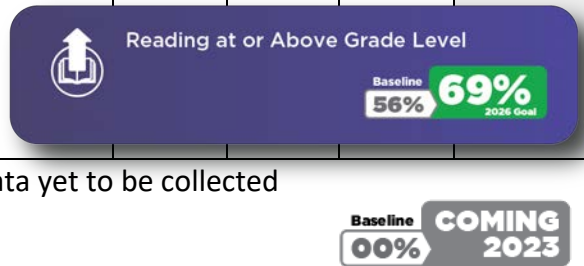
Over the next five years, HCS's goal is for every student to be reading and writing on or above grade level or to receive systematic intervention and acceleration if they are not. To this end, Henry County Schools seeks to advance Pre-K-12 learning opportunities and experiences for all students. During the 2021-2022 school year, the following occurred that will contribute to ensuring students are meeting their annual growth targets in reading:

- ESE team designed and carried out professional learning to effectively implement reading instruction for ESE self-contained classrooms to ensure students are supported in reading on or above grade level.
- Learning team acquired reading instructional resources for grades K-5, which will be implemented in the 2022-2023 school year. This district-wide resource will provide a consistent approach to reading instruction and supporting students in reading on/above grade level.
- Performance team universally implemented the PSAT 8/9 in eighth grade at every middle school.
- Student Services team designed and implemented advisement processes and procedures for students and families to ensure students are supported with classes best suited to challenge them academically.
- Early Learning team established partnerships with early childcare providers operating in Henry County to discuss Kindergarten readiness standards, reading readiness, and curriculum alignment between Pre-K and Kindergarten.
- Learning team designed criteria for a highly effective classroom in Henry County Schools and an associated professional development plan to launch this work in the 2022-2023 school year. This ensures students are highly engaged in their learning and receive instruction utilizing strategies that maximize on-grade level learning and student growth.
- Data team developed data systems to provide district and school leaders with reports aligned to the Priority Student Outcome 1 with Board-established Goals.
- Leadership team members developed and implemented professional development on effective leadership behaviors of change leaders focusing on instructional leadership to ensure student learning is maximized.
- HCS's After School Enrichment Program (ASEP) designed literacy activities to support the enrichment rotation that happens daily across all 28 afterschool programs.
- ELA content experts provided targeted professional development for both leaders and teachers in the area of reading instruction to maximize teacher impact on student reading levels.
- HCS engaged in a process to acquire resources for: writing grades K-12, K-12 Tier 1 reading materials, grades 3-5 word work, and adaptive reading support for grades K-5.
- District leaders conducted an extensive literature review of best practices relevant to research-based reading and writing instruction. This review informed the development of a Literacy Framework which identifies key components of reading and writing instruction and aligns these components with standards-based instruction.
- HCS provided targeted professional learning sessions for both leaders and teachers in the areas of reading and writing instruction. This includes sessions for leaders and teachers on explicit writing instruction, webinars on research-based reading and writing strategies, and specific school support for delivering strong reading and writing instruction.



Monitoring Our Progress

| Metrics | Operational Definition | Baseline Avg | Monitoring our Progress | | | | Goal (25-26) |
|---------------------------------|---|-----------------------------------|-------------------------|-------|-------|-------|--------------|
| | | | 21-22 | 22-23 | 23-24 | 24-25 | |
| Reading at or Above Grade Level | <i>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.</i> | 56% | 53% | | | | 69% |
| Writing at or Above Grade Level | <i>Students' writing on grade level is determined by performance on a local benchmark assessment.</i> | Baseline data yet to be collected | | | | | |



Averaging three years' worth of baseline data (2018-2019 through 2020-2021), Henry County Schools has 55% of students reading on grade level. The Governance Team established a target of 69% of students reading at or above grade level by 2026.

For the 2021-2022 school year, 53% of students in Henry County School were reading on or above grade level. This represents a slight decline compared to the district's baseline average, which follows national trends in a decline of student performance resulting from the learning disruptions experienced by students for the past three academic years (March 2020 through present). As a district, Henry County Schools will once again leverage federal funding to provide learning opportunities during the summer of 2022 for students who need additional reading and math instructional supports.



Access for Every Child to Diverse Grade Level Content, Literature, Resources, and World Language Programs

The Goal of access for every child to diverse grade level content, literature, resources, and world language programs has four metrics. For the 2021-2022 school year, baseline data is available for the number of students who participate in world language programs. The remaining metrics will be reported in 2025.

Henry County Schools calculated baseline data from three school years (2018-2019 through 2020-2021), 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 grades 6-12. HCS's goal is to expand world language course offerings into the elementary schools across all grade levels by 2026.


Contributing Work

Over the next five years, HCS's goal is for every student to have the opportunity for deeper learning in areas of study necessary for success in our community. To this end, Henry County Schools seeks to expand students' world language knowledge and skills to every grade level, K-12. While the primary work of increasing access to world language programs will occur during the 2024-2025

school year, with the inclusion of world language programs at the K-5 level, some processes were established during the 2021-2022 school year that will contribute to increasing access for every child to world language programs:

- Student Services team designed and implemented advisement processes and procedures for students and families. This will ensure families are aware of world language opportunities within the district and the world language prerequisites for post-secondary options.
- Learning team designed criteria for a highly effective classroom in Henry County Schools and an associated professional development plan to launch this work in the 2022-2023 school year. This ensures students are highly engaged in their learning and receive instruction utilizing strategies that maximize skill and standard mastery.
- Data team developed data systems to provide district and school leaders with reports aligned to the Priority Student Outcomes with Board-established Goals. These will support school and district leaders in identifying schools that meet the district's Goal for access to world language programs and schools where enrollment can grow.
- Leadership team developed and implemented professional development on effective leadership behaviors of change leaders focusing on instructional leadership to ensure student learning is maximized.
- District team conducted research on best practices and effective models for elementary school world languages in Georgia and the United States.
- District team established and planned for world languages advisory meetings and timeline to build interest.

Monitoring Our Progress

| Metrics | Operational Definition | Baseline Avg | Monitoring our Progress | | | | Goal (25-26) |
|--|--|-----------------------------------|-------------------------|-------|-------|-------|--------------|
| | | | 21-22 | 22-23 | 23-24 | 24-25 | |
| Access to World Language Programs <small>*Due to the inclusion of summer school enrollment in the calculations around participation in world language programs, progress monitoring data will be available in late July at the conclusion of summer school for the 2021-2022 school year.</small> | <i>A variety of world language programs available within each grade band, ES (K-5), MS, and HS, shown by % student participation in world language courses.</i> | 22% | 23% | | | | 70% |
| <div> Access to World Language Programs Baseline 22% 70% 2025 Goal</div> | | | | | | | |
| Access to Diverse Grade Level Content | <i>Access to content that includes standards-aligned instructional materials that include a variety of inclusive perspectives.</i> | Baseline data yet to be collected | | | | | |
| <div>Baseline 00% COMING 2023</div> | | | | | | | |
| Access to Diverse Grade Level Literature | <i>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.</i> | Baseline data yet to be collected | | | | | |
| <div>Baseline 00% COMING 2023</div> | | | | | | | |
| Access to Diverse Grade Level Resources | <i>Access to grade level resources that are standards-aligned and meet students' individual access and language needs presented through a variety of media (e.g., print, digital, manipulative, laboratory materials).</i> | Baseline data yet to be collected | | | | | |
| <div>Baseline 00% COMING 2023</div> | | | | | | | |

Averaging three years' worth of baseline data (2018-2019 through 2020-2021), Henry County Schools has 22% of students in grades K-12 who complete at least one semester of a world language course each year. Currently, no elementary school students participate in a world language program, while on average 26% of middle school and 45% of high school students participate in a semester of a world language program.

The district established a goal of 70% of students participating in world language courses by 2026, with the Governance Team desiring 100% participation at the elementary level. For the 2021-2022 school year, 23% of students completed at least one semester of world language coursework. This represents a slight increase compared to the baseline average. During the 2021-2022 school year, work focused on strengthening existing world language programming. Across the next four years, the HCS Strategic Plan guides work designed to improve opportunities and access to world languages for all students in grades K-12.



Priority Student Outcome #2

School Readiness

The Priority Student Outcome of School Readiness 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 & Wellness*



Kindergarten Ready

The Goal related to the readiness levels of students who enter Kindergarten has two metrics. For the 2021-2022 school year, baseline data is available for the number of students who enter Kindergarten ready as measured by Georgia's GKIDS Readiness Assessment, so one metric is currently being monitored. During the 2021-2022 school year, a tool is being developed to measure the gross motor skills of entering Kindergarten students, which will be

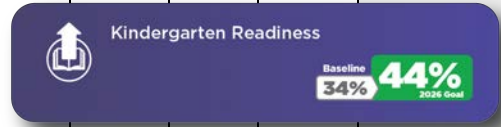
universally administered in the fall of 2022-2023 to establish a baseline for the district on this second metric.

Contributing Work

- Developed and pilot tested a Henry County Gross Motor Skills assessment, which will be implemented during the GKIDS Readiness window beginning in 2022-2023 to collect data on entering Kindergarten students' gross motor skills.
- Data collection process developed to obtain information on Pre-K/daycare experiences from enrolling Kindergarten students ahead of the 2022-2023 school year. This information will enable HCS staff to develop reports for Pre-K providers after GKIDS Readiness data are collected in the fall.
- Conducted the first Early Care Provider Summit in March 2022 to build partnerships and foster relationships with the Henry County community-based providers.
- Provided the Early Care Providers network with information on Georgia's GKIDS Readiness Assessment and the correlation between readiness standards and Pre-K standards.

Monitoring Our Progress

| Metrics | Operational Definition | Baseline Avg | Monitoring our Progress | | | | Goal (25-26) |
|------------------------|---|-----------------------------------|-------------------------|-------|-------|-------|--------------|
| | | | 21-22 | 22-23 | 23-24 | 24-25 | |
| Kindergarten Readiness | <i>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.</i> | 34% | 37% | | | | 44% |
| Gross Motor Skills | <i>Kindergarten ready including foundational gross motor skills.</i> | Baseline data yet to be collected | | | | | |



Averaging two years' worth of baseline data (2019-2020 and 2020-2021), Henry County Schools has 34% of students entering Kindergarten who are designated by the state as "ready," which is defined as demonstrating skills for at least two of the three domain areas of school success, language arts, and math. The Governance Team established a goal of 44% of students beginning school Kindergarten ready by 2026. For the 2021-2022 school year, 37% of students in Henry County Schools began school Kindergarten ready. This represents a three-percentage-point increase compared to the baseline average. While work has begun that contributed to improvements in this metric, future years of the Strategic Plan will include targeted actions that will directly contribute to improving readiness of kindergarten students.

During the 2022-2023 school year, the district will universally implement a gross motor assessment addition to the GKIDS Readiness assessment. This will serve as baseline data for the gross motor skills portion of this Goal.



Participation in Advanced Coursework

The Goal of increasing student participation in advanced coursework has one metric, which reports on the percentage of students participating in advanced coursework. Advanced coursework is defined as a course that is beyond a student's current grade level designation and/or any enrolled course designated as accelerated, Advanced Placement (AP), Honors, or Dual Enrollment.

This metric is specifically examining participation of students in grades 3-12, as those are grade levels with qualifying courses. Further, this metric reports on a distinct count of students who complete at least one semester of an advanced course, so students who participate in multiple advanced courses are only counted once.

Contributing Work

- District leaders began studying advanced math criteria to create an accelerated mathematics guideline for the 2022-2023 school year.
- Revisions were made to the Advanced Placement (AP) recruitment support materials and student advisement documents based on feedback from and in collaboration with the HCS Counseling office.
- District leaders researched advanced courses being offered in Metro and Griffin RESA school districts.
- Content coordinators and counselor working teams engaged in a master schedule analysis to identify advanced courses currently offered in Henry County middle schools to plan for future years.

- High school course audit conducted to review data on previous and current AP enrollment and performance in collaboration with the district Data team.
- Revised AP recruitment support materials and student advisement documents based on feedback and in collaboration with the district Counseling Office.
- Shared recruitment support materials with school leadership and student advisement guidance with school counseling.
- Coordinated the distribution and use of the AP Teacher Training Grant which was awarded to HCS in February 2022.
- In collaboration with the Counseling, Assessment and Performance Departments, professional learning was provided to middle school administrators on the logistics and benefits of providing the PSAT 8/9 to all eighth graders to inform advanced course advisement and enrollment.
- Professional learning was provided to middle school counselors on the uses of PSAT 8/9 and AP Potential to inform student advisement.
- 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.
- Dual Enrollment parent meeting was facilitated in January 2022 with over 1,400 families/students registered.
- Dual Enrollment Committee began revising dual enrollment guide.
- A Comprehensive School Counseling Program (CSCP) framework was designed, and a corresponding program assessment was implemented. This will ensure consistency in the advisement processes across HCS schools.
- A resource toolkit was created and shared with school counselors and integrated into **HenryConnects**. Professional Development was provided to ensure consistency in the use of PSAT 8/9 and PSAT 10 data within the advisement practices within HCS to identify students for advanced coursework.

Monitoring Our Progress

| Metrics | Operational Definition | Baseline Avg | Monitoring our Progress | | | | Goal (25-26) |
|--|--|--------------|-------------------------|-------|-------|-------|--------------|
| | | | 21-22 | 22-23 | 23-24 | 24-25 | |
| Participation in Advanced Coursework <small>*Due to the inclusion of summer school enrollment in the calculations around participation in advanced coursework, progress monitoring data will be available in late July at the conclusion of summer school for the 2021-2022 school year.</small> | <i>Advanced Coursework is beyond a student's current enrolled grade level designation and/or a course that is designated as Accelerated, Advanced Placement, Honors, or Dual Enrollment.</i> | 23% | 21% | | | | 34% |

Participation in Advanced Coursework

Baseline 23% 34% 2026 Goal

Averaging three years' worth of baseline data (2018-2019 through 2020-2021), Henry County Schools has 23% 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. Progress monitoring data indicates that 21% of students in grades 3-12 participated in at least one advanced course during the 2021-2022 school year. This represents a slight decrease from the three-year baseline average. Looking closer at the data, enrollment in advanced coursework increased at the elementary and middle school level (to 9% and 11% respectively) but decreased at the high school level (from 41% to 35%). While it is not known why high school decreased, it is important to note that high school students take an active role in scheduling and have a strong voice in whether they enroll in advanced coursework. It is possible that the past two years of COVID-19 learning disruptions may have impacted students' beliefs and/or motivation to complete advanced coursework. Strategic Plan work, specifically focused on identifying and developing student potential as well as improving advisement practices, is designed to increase advanced coursework access across the next four years.



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 spring semester of the 2021-2022 school year, Henry County Schools administered the Georgia Student Health Survey to students enrolled in grades 3-12. Key questions from this survey will be utilized for this metric. During the fall of 2022-2023, when the state releases data from the spring 2021-2022 administration, baseline data for HCS will be established.

Contributing Work

- HCS added a full-time Mental Health and Wellness Facilitator to every school in the system for the 2021-2022 school year to support staff and student wellness.
- HCS administered the Georgia Student Health Survey to students enrolled in grades 3-12. For the 2021-2022 school year, the state of Georgia provided elementary schools with a truncated version of the survey, while students in grades 6-12 were given the full survey.
- Student Services, Information Services, and Performance team members began to examine the Health Survey tools to determine which questions will be utilized to measure this metric.
- Information Services team began to examine the main data file released by the state to plan for integration into Henry County’s information management system so the district can calculate baseline data and monitor the data over the course of the Strategic Plan.
- HCS Mental Health and Wellness Facilitators (MHWF) began designing a comprehensive toolkit for all HCS Employees.
- Henry County Schools conducted student wellness check-ins and trained principals on wellness tools available for monitoring students’ perceptions. Schools set goals and identified action steps to support student wellness.
- Trauma-informed practice, conditions for learning, and wellness training were provided to all staff through our MHWFs. MHWFs received extensive train the trainer professional development and onboarding on trauma and mental health.

Monitoring Our Progress

| Metrics | Operational Definition | Baseline Avg | Monitoring our Progress | | | | Goal (25-26) |
|--|---|-----------------------------------|-------------------------|-------|-------|-------|--------------|
| | | | 21-22 | 22-23 | 23-24 | 24-25 | |
| Demonstrating Personal Health & Wellness | Personal Health & Wellness is represented by student acquisition and application of the skills to develop healthy identities, be empathetic, manage their emotions, build and maintain positive relationships and make responsible decisions. | Baseline data yet to be collected | | | | | |

Baseline **COMING**
00% 2023

Henry County Schools will utilize 2021-2022 data from the Georgia Student Health Survey to establish district baseline performance. Historically, Georgia releases these data in the fall of the academic year following survey administration. These baseline data are anticipated to be available during the 2022-2023 school year.



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. *Graduate Outcomes*
4. *Students Completing Career Inventories, Internships/Apprenticeships, and Industry Certifications*
5. *Students Demonstrating Financial Literacy, Soft Skills, and ESE Students Mastering IEP Transition Goals*
6. *Participation in and Performance on PSAT*



Graduates Meeting Competitive Acceptance Requirements

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

Contributing Work

- Board approved a grade 6-12 comprehensive college/career readiness management system.
- District trained school counselors and graduation coaches on the platform utilization and functionality.
- Research and study for the development of a district approach to improving college readiness and college admissions assessment scores will begin in a future school year.



Monitoring Our Progress

| Metrics | Operational Definition | Baseline Avg | Monitoring our Progress | | | | Goal (25-26) |
|---|---|--------------|-------------------------|-------|-------|-------|--|
| | | | 21-22 | 22-23 | 23-24 | 24-25 | |
| Top 25% SAT/ACT College Entrance Exam <small>*Due to the summer release of data from Georgia Student Finance Commission and SAT/ACT, progress monitoring data will be available in late July for the 2021-2022 school year.</small> | <i>Graduates who meet acceptance requirements for colleges deemed very selective as defined by possessing a college entrance exam score in the 25th percentile.</i> | 9% | * | | | | Goal to be established summer 2023 Baseline 00% COMING 2023 |
| Graduates who qualify for Zell Miller Scholarship <small>** Baseline for this metric was previously reported as 4.68% (rounded to 5%). The corrected district baseline is 4.39% (rounded to 4%).</small> | <i>Graduates who qualify for Georgia's Zell Miller Scholarship.</i> | 4%** | 5% | | | | 7% Graduates who qualify for Zell Miller Scholarship Baseline 4% 7% 2026 Goal |

Baseline data for the percentage of HCS graduates who earn a college entrance exam score in the 25th percentile on either the ACT or SAT will be shared with the Board of Education during the summer of 2022 Whole Board Training, which will facilitate the establishment of a district goal.

Henry County Schools' baseline data indicates 9% of students who complete the ACT or SAT perform at or above the 25th percentile, meaning 9% of HCS test takers outperform 75% of the test takers nationwide on this assessment. These students are likely to meet the national test score acceptance requirements for selective universities like Georgia State University. Progress monitoring data from 2021-2022 will be updated after it becomes available in late July for the 2021-2022 school year.

Averaging three years' worth of baseline data (2018-2019 through 2020-2021), Henry County Schools has 4% of students who qualify for Georgia's Zell Miller Scholarship. In order to be eligible for the Zell Miller Scholarship, students obtain a minimum of a 3.7 HOPE Scholarship grade point average (GPA), earn a qualifying test score on the SAT (1200) or ACT (26), and meet academic coursework requirements. At the end of the 2021-2022 school year, 5% of the graduating class met eligibility requirements for the Zell Miller Scholarship which represents a slight increase. Henry County Schools is focused on increasing the number of students who meet Zell Miller requirements by increasing college entrance exam participation and providing opportunities for students to participate in test preparation programming.



Graduates Meeting College and Career Readiness Benchmarks



Henry County's goal to increase the percentage of students who meet college readiness benchmarks in English Language Arts (ELA) and math utilizes college readiness scores established by the ACT® and SAT®. ACT® and SAT® each establish performance metrics for students who are likely to be successful in college level coursework. Henry County Schools will evaluate the percentage of graduates who earn a 22 on the ACT® Reading

subtest and those who the SAT® designates as College Ready in Reading to determine the number of graduates who are ready for college ELA coursework. The corresponding math metrics from SAT® and ACT® are utilized to calculate math readiness of HCS graduates.

Contributing Work

- School counselors began meeting with students to complete the scope and sequence of college/career readiness, and parent information sessions were provided in the spring.
- School counselors and graduation coaches were trained on the new college access management system, and students were introduced to the platform to complete Bridge Bill career and college readiness assessments.
- Research and study for the development of a district approach to improving college readiness will begin in a future school year.

Monitoring Our Progress

| Metrics | Operational Definition | Baseline Avg | Monitoring our Progress | | | | Goal (25-26) |
|--|--|--------------|-------------------------|-------|-------|-------|--------------|
| | | | 21-22 | 22-23 | 23-24 | 24-25 | |
| ELA College & Career Readiness <small>*Due to the summer release of data from SAT/ACT, progress monitoring data will be available in late July for the 2021-2022 school year.</small> | <i>Graduates who are ready for college level coursework in the area of ELA as defined by meeting ACT® or SAT® college readiness benchmarks.</i> | 57% | * | | | | 70% |
| | | | | | | | |
| Math College & Career Readiness <small>*Due to the summer release of data from SAT/ACT, progress monitoring data will be available in late July for the 2021-2022 school year.</small> | <i>Graduates who are ready for college level coursework in the area of math as defined by meeting ACT® or SAT® college readiness benchmarks.</i> | 34% | * | | | | 50% |
| | | | | | | | |



Graduate Outcomes

Henry County 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 successfully 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 will begin 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 survey will begin during the 2022-2023 school year.

Monitoring Our Progress

| Metrics | Operational Definition | Baseline Avg | Monitoring our Progress | | | | Goal (25-26) |
|-------------------|--|-----------------------------------|-------------------------|-------|-------|-------|-----------------|
| | | | 21-22 | 22-23 | 23-24 | 24-25 | |
| Graduate Outcomes | Students who, within four years of graduating from HCS, earn industry certification, or a degree from a two- or four-year institution, or who enter into a job that requires a credential as evidenced by a degree or certificate. | Baseline data yet to be collected | | | | | |

Baseline

00%

COMING 2023



Henry County Schools will develop and utilize a survey of graduates to establish district baseline performance. Development of this survey is planned for 2023-2024, with administration planned for 2024-2025. These baseline data are anticipated to be available during the spring of 2025.



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

Henry County desires to collect information on college, career and life ready experiences completed by HCS students throughout their K-12 experience. Specifically, 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.

During the 2021-2022 school year, a team of district leaders determined the criteria that will be used to collect baseline data on these metrics. Baseline data will be available for the 2022-2023 school year for the Governance Team to establish a district goal.

Contributing Work

- District leaders established common data definitions needed to establish the Data Validation Protocol that will enable baseline data to be collected on each metric.
- Data team will leverage the Data Validation Protocol to develop district baseline data for up to the past three years, which will be shared with the Governance Team to guide district goal setting.
- School counselors began meeting with students to complete the scope and sequence of college/career readiness, and parent information sessions were provided in the spring.
- School counselors and graduation coaches were trained on the new college access management system, and students were introduced to the platform to complete Bridge Bill career and college readiness assessments.
- Work Based Learning (WBL) instructors attended a professional development session on ways to connect with middle and elementary schools to collaborate on presentations about career opportunities related to core academics and employability skills.
- Youth Apprenticeship Coordinator and the Work Based Learning team collaborated with Counseling on student placement and scheduling for fall. This includes a review of WBL applications and communication of opportunities to students and schools.

Monitoring Our Progress

| Metrics | Operational Definition | Baseline Avg | Monitoring our Progress | | | | Goal (25-26) |
|---|--|---|-------------------------|-------|-------|-------|--------------|
| | | | 21-22 | 22-23 | 23-24 | 24-25 | |
| Internships and Apprenticeships | <i>Students who engage in repeated, off-site (not in school building) experience designed to allow students to engage with/shadow in-field professionals and learn/practice job skills by actively participating in work-place duties.</i> | Baseline data yet to be collected <div><div>Baseline</div><div>00%</div><div>COMING 2023</div></div> | | | | | |
| CTAE Pathway Completers Eligible for Industry Credentials | <i>Students who meet the criteria to earn an industry credential while enrolled in HCS.</i> | Baseline data yet to be collected <div><div>Baseline</div><div>00%</div><div>COMING 2023</div></div> | | | | | |
| Career Inventories | <i>Students who complete a career inventory.</i> | Baseline data yet to be collected <div><div>Baseline</div><div>00%</div><div>COMING 2023</div></div> | | | | | |



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 master transition goals.

During the 2022-2023 school year, a team of district leaders will determine the criteria that will be used to collect baseline data on these metrics. Baseline data will be available during the 2022-

2023 school year for the Governance Team to establish a district goal. Further, a team of instructional leaders will study, research and design instructional experiences to ensure students demonstrate mastery of financial literacy skills and soft skills, and that students participating in special education services meet their transition goals. These instructional experiences are set to be implemented during the 2023-2024 school year.

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 Advisory Committee was established, and an initial financial literacy summit was held with local financial leaders to discuss essential financial literacy skills and potential community partnerships.
- Teachers were invited to work with the Financial Literacy Advisory Committee to review and define the four domains: Income, Budgeting and Management of Money, Credit and Debt, and Saving and Investment.
- Financial literacy standards working team was created and reviewed the four domains, the Henry Teaching and Learning Standards, and the standards from the identified school districts in order to work on revising/proposing standards.

Monitoring Our Progress

| Metrics | Operational Definition | Baseline Avg | Monitoring our Progress | | | | Goal (25-26) |
|----------------------|---|--|-------------------------|-------|-------|-------|--------------|
| | | | 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 | | | | | |
| | | <div><div>Baseline</div><div>00%</div><div>COMING 2024</div></div> | | | | | |
| Soft Skills | Competency in soft skills is demonstrated by proficiency in essential employability & independent living skills: 1) Job-seeking (including resumes & interviews) 2) Professionalism & Meeting Employer expectations, and 3) Community & Civic engagement. | Baseline data yet to be collected | | | | | |
| | | <div><div>Baseline</div><div>00%</div><div>COMING 2024</div></div> | | | | | |
| IEP Transition Goals | Students who master ESE transition goals as documented in their IEP. | Baseline data yet to be collected | | | | | |
| | | <div><div>Baseline</div><div>00%</div><div>COMING 2024</div></div> | | | | | |

Participation in and Performance on PSAT™





Henry County Schools seeks to increase the percentage of eighth- and tenth-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 and writing, or both) to provide schools with data to provide targeted interventions to ensure college readiness.

Contributing Work

- Governance Team made a budget commitment to universally administer PSAT 8/9 to every eighth-grade student during fall of 2021.
- Learning and Performance team members provided professional development to district and school leaders on leveraging PSAT 8/9 and PSAT 10 data to guide students' instructional experiences to ready students for college and career options.
- Counseling team developed and disseminated a school counselor resource toolkit that integrated the use of PSAT 8/9 and PSAT 10 data into course guidance processes to support Henry County students in college and career readiness.
- Professional learning was provided to middle school administrators on the logistics and benefits of providing the PSAT 8/9 to all eighth-graders. Additionally, professional learning was provided to middle school counselors on the uses of PSAT 8/9 and AP Potential to inform student advisement.



Monitoring Our Progress

| Metrics | Operational Definition | Baseline Avg | Monitoring our Progress | | | | Goal (25-26) |
|-------------------------|--|--|-------------------------|-------|-------|-------|--------------|
| | | | 21-22 | 22-23 | 23-24 | 24-25 | |
| PSAT™ 8/9 Participation | Student participation (percentage of students taking the assessment). | Baseline data yet to be collected | | | | | |
| | | <div><div>Baseline</div><div>00%</div><div>COMING 2022</div></div> | | | | | |
| PSAT™ 8/9 Performance | Student performance (level achieved) on nationally administered assessments. | Baseline data yet to be collected | | | | | |
| | | <div><div>Baseline</div><div>00%</div><div>COMING 2022</div></div> | | | | | |
| PSAT™ 10 Participation | Student participation (percentage of students taking the assessment). | 66% | | | | | 85% |
| | | <div><div></div><div>Student Participation in PSAT 10</div><div><div>Baseline</div><div>66%</div><div>85%</div><div>2025 Goal</div></div></div> | | | | | |
| PSAT™ 10 Performance | Student performance (level achieved) on nationally administered assessments. | 24% | | | | | 38% |
| | | <div><div></div><div>Student Performance on PSAT 10</div><div><div>Baseline</div><div>24%</div><div>38%</div><div>2025 Goal</div></div></div> | | | | | |



The Community-Inspired
2021-2026 Strategic Plan

Strategic
Actions

Henry County Schools has established five Strategic Actions to guide the tactical work of the Strategic Plan for the next five years. Each Strategic Action contains both Initiatives and Tactics that will drive the success of the organization and support the attainment of the Priority Student Outcomes.

**STRATEGIC
ACTION****1****Strategic Action 1: Advance Pre-K-12 learning opportunities and experiences for all students.**

When this initiative is fully realized over the next five 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 the opportunity to access accelerated learning, STEM educational opportunities, Fine Arts programming, an enhanced K-12 experience, and Kindergarten readiness.

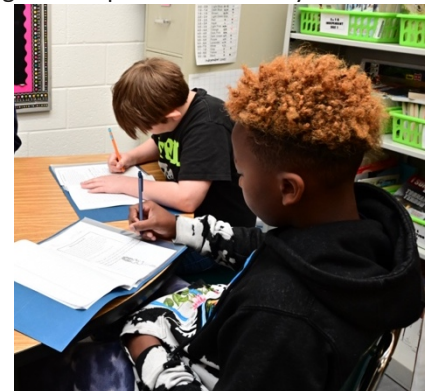
To accomplish the community-inspired goals set forth under this Strategic Action, the following Initiative statements have been developed and will be carried out through a multitude of Tactics:

Initiative #1: Create a community of powerful readers and writers.

Recognizing the importance of building powerful readers and writers, Henry County Schools is committed to fostering a love of reading in each student and ensuring reading growth from grade to grade by providing high-quality reading and writing instruction as components of students' literacy education. Reading is a core element of learning in school and is critical to the development of students' academic success.

Through writing, students should be able to record and synthesize information, express new ideas, share their opinions, persuade others, create imaginary worlds, and explore meaning from what they read. When considering current practice in literacy instruction across Henry County Schools, an opportunity exists to provide a consistent approach to writing instruction that highlights the interconnected nature of reading and writing. In support of this Tactic work, district leaders conducted an extensive literature review of best practices relevant to research-based reading and writing instruction.

A component of this study was the formation of a Literacy Development team to provide feedback regarding the implementation of this framework and to assist with developing key deliverables for stakeholders. This working team, consisting of district and school leaders, has worked collaboratively to identify strengths and opportunities for growth regarding HCS's current gifted endorsement expectations, and met with select leaders in high-performing school districts in Georgia and around the country. The information gathered was synthesized and analyzed to develop an initial draft of a Literacy Framework which identifies key components of reading and writing instruction and aligns these components with research-based, standards-aligned instruction. This analysis was also shared with the Literacy Advisory Committee to identify teacher guidance needed for effective implementation across the district. Moreover, HCS provided targeted professional learning sessions for both leaders and teachers in the areas of reading and writing instruction. This includes sessions for leaders and teachers on explicit writing instruction, webinars on research-based reading and writing strategies, and expanding students' range of writing



during the literacy block. The English Language Arts (ELA) team developed and shared multiple webinars focusing on effective implementation of reading and writing instruction, including a preview of upcoming Henry Teaching and Learning Standards to support effective instructional planning.

Additionally, teacher-leaders received professional learning on supporting teachers' use of intentional instructional approaches (i.e., visual representation and modeling, effective questioning, and attending to precision) to support explicit writing instruction and making deliberate connections between reading and writing instruction. Sessions focusing on research-based reading and writing instruction were developed for leaders and teachers for HCS summer professional learning sessions.

The benefits of using read aloud in afterschool programs was extensively researched this school year by reviewing the literacy offerings of other districts and programs. HCS determined that reading to students every day helps make real world connections with their lives and creates a classroom community that is safe and engaging for all students, resulting in a decision to develop a literacy rotation in all 28 programs.

Prior to the beginning of the 2021-2022 school year, the afterschool site coordinators and district team met to plan to refine literacy for the Afterschool Enrichment Program (ASEP). A programmatic goal was established that students in grades Pre-K-5 would receive read aloud opportunities every day. Each site received 50 books to assist with this program, and it came to life for the 2021-2022 school year. On any given day, you can walk into one of the 28 afterschool programs and find instructors reading aloud to their students and engaging them in lively conversations regarding the story. All programs receive monthly lesson plans and activities based on grade level skills in reading and listening. Site Coordinators send monthly evidence, such as pictures, to help document the great work that is being conducted daily in the program. The ASEP leadership team also conducts quarterly check-ins with the programs to observe the literacy rotation. Some of the programs implemented "buddy reading" opportunities for their students, allowing students in grades 3–5 to practice their reading skills by reading to students in grades K-2.

This team will work to expand the literacy program to include writing activities based on grade-level-specific skill development. This expansion will begin for the 2022-2023 school year.

The concept to improve literacy skills in HCS is based on the Board's goal for all students to be literate leading to academic success. The initial part of this Tactic has been to identify tools teachers can use to monitor students' progress that are more frequent and closer to the learning cycle. This is based on the belief that the use of successful tools that help students, teachers, and district employees measure areas of improvement and strength will strengthen the overall system and help ensure the increased access, opportunities, and outcomes that HCS strives for. This work started by identifying potential resources to support writing benchmarks that align to the new ELA resources, and collaboratively reviewing these benchmarks to make sure they meet assessment needs.

To address the need for additional reading and writing teaching and learning resources, Henry County Schools completed the request for information (RFI) process for these materials in the fall of 2021. After a period of public review and input, the information gathered from all stakeholders was synthesized and used to determine which resources would be recommended to the Board of Education. After the Board voted unanimously to approve the purchase of selected materials, Henry County Schools entered negotiations to finalize this purchase. These materials will arrive in time to be integrated into classrooms in the fall of 2022. This acquisition will be supported through professional development opportunities and ongoing monitoring during the 2022-2023 school year.

The goal in this work is that students experience a culture of reading that grows not only their skill, but also the love of reading, and that they have the opportunity to read books that provide mirrors and windows for their lives by representing their experiences and



The **Stockbridge Cluster** is comprised of educational of educational leaders with a passion for students. Principals with the cluster of feeder schools are advocates for equal opportunity and access for all students.

To enact the district goal of creating powerful readers and writers, schools are creating reading and writing toolkits for local daycare centers with the goal of supporting students from birth to five years of age in developing reading and writing skills, so students come to school ready for kindergarten.

The Stockbridge Cluster wants to ensure all students have access to high-quality early learning activities.
– SA 1.1.1

opening up new opportunities and experiences to students. An additional goal is that students will be able to write proficiently about what they read and successfully communicate through their writing.

The Board of Education invested in students' personal health and wellness by beginning the process of researching and studying resources to expand content that fosters skills in these areas. An audit of the current state of resources in Henry County schools was conducted and a collection of strong practices were identified.



Initiative #2: Increase exploration of, access to, and participation in advanced content coursework and experiences.

For more students to have access and participate in advanced coursework and experiences, it's essential that teachers have the proper knowledge and skills to address the needs of gifted and high-achieving students. Henry County Schools is fortunate to serve as an Education Preparation Provider for the gifted endorsement program. To ensure teachers have opportunities and access to this program, HCS is examining its program completion requirements to ensure they are meeting the needs of teacher completers and identifying opportunities for revision and/or realignment.

A working team that consists of district and school leaders worked collaboratively to identify strengths and opportunities for growth regarding HCS's current gifted endorsement expectations. The team met with select leaders in the leading school districts nationwide to discuss how their districts approach gifted certification with teachers, the expectations they have in place regarding gifted certification, and how their districts incentivize their efforts. Lastly, the team drafted gifted instructional expectations for student identification as well as content area and resource services to ensure consistent instructional practices across the district.



In Henry County Schools, we believe that all children can learn at or above grade level and will have equal opportunities to do so. Within the Strategic Plan, the district is committed to establishing a talent development program to expand gifted strategies in every elementary school. In support of this work, clear guidance for talent development will be given to ensure consistency in how it is incorporated into the fabric of the elementary school day across the district, and to support equity in opportunities, access, and outcomes for students in grades K-5. This guidance is currently under development through consultation with a Talent Development

Advisory Team, collaboration with gifted support teachers, conversations with classroom teachers, and a review of best practices relevant to talent development in the elementary grades.

The guidance developed will include five areas of focus: 1) components of talent development, 2) expectations for school-wide talent development, 3) expectations for targeted talent development, 4) talent development support, and 5) monitoring student outcomes.

In preparing to offer and increase access to advanced mathematics for grades 3-5 in every elementary school, the Office of STEM/Mathematics developed and communicated a structure for accelerating mathematics in elementary schools across the district. Additionally, the Office of STEM/Mathematics worked collaboratively with fourth- and fifth-grade teachers to accelerate instruction, enhance teacher pedagogy and improve student achievement. As a part of the Strategic Plan, the STEM team worked during the 2021–2022 school year to complete a district-wide review of accelerated courses at each school and research Advanced Placement criteria to create a plan for accelerated mathematics for the 2022-2023 school year. As this work continues, the focus will be on researching a third-grade curriculum with the goal of increasing access to advanced mathematics.

The concept of increasing exploration of, access to, and participation in advanced coursework and experiences is rooted in the core belief that each student can learn at or above grade level and will have an equal opportunity to do so. The process began with a review of the number of courses available and the accessibility of advanced courses throughout all middle and high schools in the district. This provided the basis for initial meetings between district leaders and school leaders and fostered the sense of urgency for the work. In addition, this initial review helped guide research on the most effective and essential elements for increasing

exploration of, and access to, advanced coursework for all students. The various working groups capitalized on the research from identified districts and internal expertise to craft specific recommendations for increasing the number of advanced courses available for students and the access to those courses. Information shared and discussed with district and school leadership also allowed for a shift in thinking about advanced coursework with an emphasis on opportunity and access. This shift in thinking is further supporting the changes in inclusivity and conceptualizing the process of students entering advanced coursework. In addition, there is increased focus on reconceptualizing advanced courses, including Honors, Advanced Placement, and Dual Enrollment, as vertically aligned with students having increased access through a multiyear process. This effort has resulted in using additional data to guide decision-making to support identification, providing support for school leaders and counselors with advisement, assuring equity in access to advanced coursework regardless of location, and empowering students and families in coursework decision-making. This effort has changed the way staff discuss and conceptualize advanced coursework and continues to drive discussion on how staff think about opportunity and access and the needs of students as they grow as learners.

The concept of increasing exploration of, access to, and participation in advanced coursework and experiences is a critical component of HCS's Community-Inspired Strategic Plan. Therefore, the choices made regarding a student's course of study or pathway to complete requirements for a high school diploma are the gateway to post-secondary options. The High School Advisement Process/Guide provides comprehensive information for planning the high school course of study or pathway. The advisement process engages students, school counselors, administrators, teachers, community partners and parents/guardians to help prepare a four-year program and identify post-secondary goals to promote college and career readiness. Refining the advisement process in schools empowers students to intentionally select advanced coursework that will lead them to their desired post-secondary options, such as college/university, military, or a career. An effective advisement process will result in students being knowledgeable and informed about various opportunities that will increase their exploration, access, and participation in advanced coursework, such as Dual Enrollment. Increasing opportunities for students in Dual Enrollment allows more students access to college-level course work and work towards the attainment of a college degree.

During the 2021-2022 school year, HCS strengthened partnerships with several universities to offer additional Dual Enrollment coursework taught by school staff. Such partnerships created opportunities for students to enroll in top-tier institutions such as Harvard and Stanford. These courses are offered in Title 1 or Title 1-eligible schools to provide increased access to students in these schools, and as a result HCS increased from two high schools offering these courses in 2020-2021 to seven high schools in 2021-2022.

Moreover, HCS expanded the Academy for Advanced Studies to offer college-level coursework to more students. Due to the changes in the framework and qualifications of the Dual Enrollment program sponsored by the Georgia Student Finance Commission, which limits students' access to 30 hours, HCS is focused on removing barriers and creating more opportunities that will lead to an exponential number of students graduating with high school credit and college credit. Again, reimagining the advisement process through refining the Advisement Guide and expanding Dual Enrollment in Henry County has ensured equity in access to advanced coursework. This has truly been ground-breaking work and will ensure HCS students are college and career ready.

To advance Pre-K-12 learning opportunities and experiences for all students by increasing exploration of, access to, and participation in advanced content coursework and experiences, all schools review their work as a practice of continuous improvement. Beginning with high schools, a scheduling review will be conducted in 2022-2023 focusing on current course offerings and enrollment. A cross-divisional team was established to examine key considerations such as race/ethnicity and enrollment in advanced course offerings. The team consulted with the district's Data team to explore potential options of data collection. This team helped develop the visual representations of the data analysis and interactive tools ensuring the visualizations allowed for comparative analysis in student participation and performance in advanced, Honors, gifted, and AP course offerings at the district and school level, aggregated by subgroup. With a focus on the role of master scheduling as related to opportunity, access, and outcomes for students, the desire is to provide principals with a data tool to generate conversation about how well each school is currently meeting the needs of all students.



To support the strategic plan goal of increasing student participation in advanced content, schools are utilizing their gifted teachers to support talent development efforts. For example, at Impact Academy, the gifted support teacher is working with every kindergarten classroom to build students creativity, problem solving and critical thinking skills to support talent development. IA – SA 1.2.3

To create increased exploration of, access to, and participation in advanced content coursework and experiences, the HCS Athletics Department has created a district level Student Athlete Advisory Committee (SAAC) made up of a male and female delegate from each of the ten high schools. These students serve as a voice to bring to the table concerns about current offerings, practices and methods of athletic department operations and further serve to seek solutions collectively as they represent their schools and communities in Henry County. The group of students meets monthly with the county athletics coordinator to collaborate on projects that will ultimately improve the experience of the athletes, spectators, and coaches in order to take full advantage of athletics, which seeks to enhance the overall educational experience.

In addition to providing the opportunity for student voices to be heard, the students engage in activities designed to increase their leadership capacity. These students also serve in the community with service projects focused on youth and the future of athletics in HCS. Further, these delegates from each school have joined with representatives of each sport at his or her school to create a school level Student Athlete Advisory Council to disseminate information gained at the district level, to collaborate with peers on ways to improve athletics at their own school, and then to bring the knowledge and experience back to the district-level group on an ongoing basis. The HCS SAAC members attend the Georgia High School Association State Student Athlete Leadership conference each year as representatives of the district to collaborate with student athletes from around the entire state.

Initiative #3: Expand Science, Technology, Engineering, & Mathematics (STEM) opportunities at every school and across the district.

To increase STEM opportunities for all students, the working team focused on initiatives to elevate instruction through robotics, computer science and coding, elementary STEM labs and clubs, and planning for a state-of-the-art STEM high school scheduled to open during the 2025-2026 school year. The team facilitated “What is STEM?” professional development for all administrators and instructional leads to calibrate around STEM in Henry County Schools. The team developed a framework for professional development to guide and lead STEM initiatives and Tactics from the Strategic Plan.



In 2021-2022, the team researched and invested in robotics equipment for grades K-8 by a rigorous resource adoption process. The research component of this experience included evaluating robotics implementation models to design a unique robotics implementation guide for Henry County Schools. An alignment of the adopted “VEX Go” robotics materials to the Henry Teaching and Learning Standards for grades 3-5 was completed to promote in-class instruction with robotics materials for all students.

The ASEP established a committee to discuss research findings and how robotics might be beneficial to the afterschool program. Additionally, student interest surveys were conducted to help with the selection of pilot programs.

An elementary computer science integration guide was designed to ensure the vertical articulation from elementary school through middle and into high school. The vertical articulation is the foundation of a standard-aligned middle school computer science learning progression and corresponding lessons for an 18-week course. Elementary schools were visited to generate ideas for improving STEM labs. District and school-based teams collected data about the status of existing STEM labs and clubs in schools, and the team discussed recommendations for the design of STEM labs in new schools.

Online research about STEM high schools in Georgia and across the country was completed to prepare for STEM school visits. The focus team visited STEM schools in Georgia to evaluate the development of a new STEM school, including the facilities, materials, and points to ponder as Henry County Schools develops a plan for a one-of-a-kind STEM high school to open in 2025-2026.

Initiative #4: Expand Fine Arts at every school, and across the district.

To expand Fine Arts at every school and across the district, the Fine Arts working team designed an art exhibition for every level: elementary, middle, and high school. Through this process, a new and exciting partnership was established between HCS and the Gallery at Hood Street in McDonough.

The first “Kaleidoscope of the Arts” Annual District Art Exhibit was held at the Gallery at Hood Street on March 22-24, 2022. One of the biggest tasks in making this event a success was finding a venue that could accommodate all of the schools in Henry County Schools and multiple pieces of artwork. The Gallery at Hood Street graciously donated its space to host the exhibition at no cost to the district. This allowed students to showcase their work in a real art gallery. Over 80 display panels, mat boards, and 15 display pedestals were purchased to install the artwork and will be used for future art exhibitions.



Students, parents, and the community viewed over 700 pieces of artwork over the course of three days. Hundreds of guests also attended an evening reception to view the amazing work of HCS students. Since this event was such a huge success, the community can now look forward to The Gallery at Hood Street hosting future school district art exhibits.

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 language programs.

Feedback from the community guiding the development of the Strategic Plan revealed a priority around ensuring HCS provides a learning environment that expands students’ knowledge and skills around wellness, languages, and financial and digital literacy, and includes authentic learning experiences to equip students with the necessary skills to enter college or the workforce. Work with this

Initiative included expanding real-world learning experiences for students with cognitive disabilities, awareness of and access to Career, Technical and Agricultural Education (CTAE) programs and specifically programs at the Academy for Advanced Studies (AAS), a deep understanding of financial and digital literacy and increasing the access to soft skills by embedding them into HCS's teaching and learning standards.



Research was conducted examining the practices of high-performing school districts across the nation to improve work in these areas. Ideas for design emerged from the research, along with input from focus groups and study sessions. Within these sessions, opportunities for improvement and barriers were identified, and cross-divisional teams worked together to develop solutions. From this work there are several proofs of concept to look forward to during the 2022-2023 school year, including the expansion of the Success Academy at AAS for cognitively impaired students, world language clubs, an integration of soft skills within teaching and learning standards, and a STEM Discovery camp to expose students to CTAE programming and AAS.

Research and design will continue regarding the implementation of a school-within-a-school model and world language programs in grades K-5. This continued work will expand students' experiences so as to increase the knowledge and skills necessary to prepare HCS students for college and career success.

Initiative #6: Establish firm partnerships with Henry County early childcare providers and other community partners.

In July of 2021, the working team set out to identify Henry County's early care providers and which elementary schools and clusters these community-based sites serve. This opened the door to establish a two-way conversation with providers that serve Henry County's youngest learners.

In March of 2022, the working team held HCS's first Early Care Provider Summit. This provided an opportunity to build partnerships and foster relationships with Henry County community-based daycare providers. The opportunity to share information about school readiness, diagnostic services, and the support available at the HCS Welcome Center is one effort to ensure continuity for families transitioning from childcare to Henry County Schools and enhance community relationships prior to children entering Henry County Schools. All stakeholders agreed that success for children and readiness to enter Kindergarten is a top priority. Discussion and feedback from the attendees allowed the working team to refine the work of the team and establish goals to guide the collaboration.

In an effort to ensure families and community-based providers have resources to support Kindergarten readiness, registration information, and preschool services referral information, the working team delivered materials to attendees that can be used within their facilities and shared with the families they serve. Additionally, the first edition of the Early Learning Newsletter was developed and shared in March 2022. The newsletter is a compilation of information from the cross-divisional working team to provide current and relevant resources for all HCS stakeholders.



Within the Ola Cluster, elementary schools are working to establish firm partnerships with Henry County early childcare centers to ensure student readiness for kindergarten. Elementary schools are hosting childcare center teachers, students, and parents to visit kindergarten classrooms during the school day. In doing so, early learning teachers are exposed to the rigor and content of kindergarten work to inform their lesson planning to prepare future kindergarten students. Students and parents are able to meet kindergarten teachers, see the classrooms they will attend so families and students know what to expect upon entering kindergarten. Families are also provided information about the registration process and given the opportunity to ask questions of teachers and school administrators. Opportunities like this build collaboration across all education providers throughout the community which contributes to student success.



Strategic Action 2: Advance effective school leadership and classroom instruction.

When this initiative is fully realized over the next five 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 Initiative statements were developed and will be 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.

A working team was established that completed a literature review examining evidence-based practices employed by highly effective schools across the county. The team examined effective school frameworks and expectations used by other school districts in the metro area and across the country. Research results were synthesized to create a list of common themes associated with highly effective schools. The team is collaborating with the other Strategic Plan teams that are tasked with creating highly effective frameworks for schools, leaders, teachers, and support professionals to identify common themes that will serve as the foundation for an aligned framework across job families. During the 2022-2023 school year, the working team will use the research results and feedback from stakeholders to design the HCS highly effective schools' framework and supporting resources.

A team began the work of researching and designing the highly effective classroom in July of 2021. After months of research that included empirical studies, evidence-based research and reviews of school systems across the nation, the components of the highly effective classroom were determined. The components of a highly effective classroom are interdependent and interrelated across all aspects of teaching and learning. The three components are: Instruction, Learning Engagement and Conditions for Learning. Research shows a direct relationship between the effective implementation of all three of these components, and student learning outcomes. As these components impact student learning interdependently, balance among all components creates the most effective learning for students, whereas a lack of balance could potentially hinder the opportunity for student growth and learning.

Once the main framework was designed, a working team was developed that represented all divisions with a direct impact on classroom instructional practices. Through collaborative working sessions, this team developed the guiding principles for each of these components: how they would look and feel in a Henry County classroom. The team also developed a comprehensive roll-out plan for the 2022-2023 school year that includes a professional learning structure with a cycle of learning, practice, feedback, and revision. This will allow for a solid implementation of high-quality learning, leading to exceptional instructional practices.

A team began researching the qualities and characteristics of a highly effective leader in the fall of 2020, which led to the development of the HCS Elevating School Leadership Matrix in the spring of 2021. The phases of development included identifying leadership behaviors and actions with expected levels of performance. Leader development programs within HCS are now directly aligned to these key leadership behaviors and actions, and ongoing research serves to strengthen school leaders under the umbrella of continuous improvement.

Research shows that the most important individuals to ensuring the success of students, second to teachers, are school administrators. As a result, leader coaching and support is centered around learning and employing new administrative practices that result in improved teacher practice and student outcomes as well as more effective and efficient operations and family and community engagement strategies.



Initiative #2: Advance school leadership capacity to lead instruction, data teaming, collaborative planning, school improvement, and community engagement.

A working team completed a literature review to identify the key leader behaviors and actions essential to maximizing student achievement. This resulted in the development of Henry County Schools' Elevating School Leadership Matrix which articulates the behaviors of highly effective school leaders in HCS. The Elevating School Leadership Matrix will serve as the foundation for leadership development and inform professional learning content during principal professional development throughout the year (e.g., Principal Network Meetings, District Principal meetings, and school-based coaching and support). The working team continues to conduct a literature review to inform the professional development strategy to build the capacity of school leaders toward HCS's Elevating School Leadership Matrix during the 2022-2023 school year.

Assistant Superintendents of Leadership Services gleaned best practices for deepening this work by participating in the School Superintendents Association National Principal Supervisor Academy and University of Virginia (UVA) Winter Institute. Based upon classroom visits, common formative assessments, and site visit data, the working team identified the following five key behaviors and skills from the Elevating School Leadership Matrix to target for the 2022-2023 school year:

- Develops the capacity of instructional staff through coaching cycles and/or relevant professional learning.
- Demonstrates expertise around high-quality instruction that enables leaders to observe and provide actionable feedback to improve teaching and learning.
- Addresses and builds capacity of adults who display low expectations for student potential.
- Ensures all students receive rigorous, authentic learning experiences to drive high levels of achievement.
- Ensures instructional staff consistently implements protocols to analyze student work, common formative assessments, and summative assessments to inform re-engagement practices and future instruction.

Next steps include identifying andragogical best practices to inform principal professional development and site-based professional learning. In addition, the working team is collaborating with UVA to finalize site visit structures.

Support from district leaders is critical to teacher and student success. Our team of district leaders on the Exceptional Student Education team partner with schools to ensure students are given every opportunity to succeed. District leaders collaborate onsite with teachers during collaborative planning meetings to design instructional experiences, plan behavioral interventions, and discuss student progress. District leaders also support school staff in preparing for IEP meetings and may attend IEP meetings to collaborate on the development of an annual instructional plan for students. Finally, members of the district ESE team are frequent visitors to classrooms in which students with special needs are served, developing relationships with students, co-teaching with teachers, and providing teachers with coaching and feedback on instructional practices. It is partnerships like these that ensure HCS maximizes student outcomes... – RCES – SA 2.2

Initiative #3: Create a pipeline for district leaders, school leaders, certified teachers, and classified job families.

The two existing aspiring leadership cohorts, ASPIRE and LEAD, focus on leader development in three identified areas (instructional, civic/community, operational). The cohorts are designed to prepare teacher leaders and veteran assistant principals for future school and district positions. From 2020-2022, curriculum was developed based on research and input from cross-divisional teams.

The curriculum, scope, and sequence for both programs were aligned to the district's Strategic Plan, Core Beliefs, the Elevating Schools Leadership Matrix, HCS's Plan of Action, and current district initiatives. Each participant created a Professional Growth Plan for the year which included his or her goals for the program, strategies to implement, and evidence of the results. The Director of Leadership Development monitored these plans throughout the year and spent time coaching and supporting each of the leaders (one-on-one) at least one time during each semester.



HCS has several strategic partnerships created with colleges and universities to grow pathways for various job families. There are currently strategic partnerships with Southern Crescent Technical College, Mercer University, and Clayton State University to develop in the areas of teacher leadership, educational leadership, intern as teacher, and clinic aides.

Due to COVID-19, it has been four years since Henry County Schools first hosted Future Educators' Signing Day and we will continue to follow up with our alumni to recruit those individuals back to HCS as educators.

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.

Students and families transitioning to new grade levels have new experiences to navigate and understand in order to be successful. There are common elements and information sets for both families and students that will help to prepare them for success at the next level. A working team was developed to support this initiative. The working team reviewed research and resources from high-performing school districts nationwide and other agencies that supported student transitions. The team surveyed a large group of district employees to determine the common information that is believed would best prepare students academically and socially for success as they transition into Kindergarten, sixth grade and ninth grade.

The results of that survey were organized into broader categories of content. Next, the working teams will develop timelines for supporting the transition process and identify the resources needed for school teams to carry the transition timelines out in the coming school years.

To support vertical articulation, another working team was developed representing all academic offices and a cross-divisional representation of the district office work. Teams researched both standards and course alignment in districts across the state and nationally. Coming together, the team identified and developed structures for leaders to work with teacher teams to represent the progression of skills and concepts across grade levels. The developed skill mapping across grade levels was designed to be useful for both the teachers and families of Henry County Schools. Families will be able to see what students are learning in elementary school and how it will build into the higher-level courses that they will take in middle school and high school.

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

When this initiative is fully realized over the next five 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 Initiative statements have been 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.

A working team was developed that leveraged school counselors, interns, and social workers to create a list that identifies each school's current community partners, faith-based partners, and civic organizations. Through the identification process of current

partners, the working team was able to identify gaps in existing partnerships across the district as well as at each school. This needs identification served as the first step in strengthening community partnership across the school system.

Considering the gap analysis, the working team has created a list of community organizations (churches, restaurants, civic groups, etc.) that are not currently linked with a school. The team is contacting these organizations to develop partnerships to support strengthening the district and community connections. This work will continue for the upcoming school year.

Initiative #2: Establish a comprehensive volunteer and mentoring program.

To support students and increase community support and involvement, district-wide mentoring and volunteer programs are being established. A volunteer and mentor working team was developed during the 2021-2022 school year. The working team partnered with top-performing districts that currently have established mentoring programs to identify best practices and learn from well-designed and developed programs. Based on the identified best practices, the working team developed procedures, training programs, and guidelines, which have been submitted for review. While the goal was to launch these programs during the 2021-2022 school year, COVID-19 restrictions prohibited launching this program, and as such, the launch was moved to the 2022-2023 school year. The team will work during the spring and summer to recruit community partners and training of mentors will begin in the fall.

While volunteering procedures and processes are already in place in Henry County Schools, which are implemented through Human Resources, HCS is looking to expand upon these practices to enhance operations and increase efficiency. Specifically, a centralized application for volunteering is being created and will be accessed through a QR code at schools and in the community. This will streamline the volunteer application process both for potential volunteers as well as for the school district to manage and maintain volunteer records and approvals.

Initiative #3: Establish a Henry County Schools “Welcome Center” for students and families new to HCS.

The HCS Welcome Center, located at the Henry County Schools Learning and Support Center (formerly Henry County Middle School), opened in June 2021. This new support service was developed because of the community's desire to have a central location to ensure a seamless transition into the school district for families at any point before or during the school year. Through the Welcome Center, families can receive in-person, phone, or virtual support with enrollment and registration, bilingual services, and other support and information regarding district programs. Dedicated working teams steadily work to streamline and create consistency in new student processes, paperwork, and resources as new procedures are implemented annually.

At the Welcome Center, multilingual families receive specialized support while enrolling Limited English Proficient (LEP) children. The Language Services team has created a checklist as a visual reminder to ensure nothing is overlooked, specifically for multilingual families to connect families to ESOL, ESE, and other departments. After enrollment, Language Services remains a support for the families through transition assistance to the home school and scheduled checkpoints to maintain connection to ensure multilingual families can get their needs met at the schools across Henry County.

To cascade the welcoming experience from the Welcome Center to the schools, school data clerks and registrars have key roles in providing families with information on school registration and enrollment procedures while embracing five-star customer service attributes. To ensure consistency in practice, the divisions of Family Services and Information Services co-facilitate monthly “lunch ‘n learn” sessions with data clerks and registration secretaries to address enrollment and registration topics.

Additionally, to prepare families for success on day one, a cross-divisional team entitled Be Ready Day One was developed to ensure district readiness for the first day of school. Specifically, this cross-divisional team is responsible for ensuring parents and students have the information and preparation needed to facilitate students beginning school on day one ready to learn.



McDonough High School has established a mentoring program for both our male and female students. Our female group (SOAR) and our male group (Men of Gold) meet weekly to discuss various topics such as conflict resolution, and effective communications skills, along with other soft skills. Also, the weekly meetings allow our sponsors (Mr. Underwood, assistant principal and Ms. Colley, Communities In Schools advisor) to check in on each student's social-emotional wellbeing as well as grades and academic progress. – MHS – SA 3.2.1



Initiative #4: Ensure all students, families, and staff are welcomed and valued by designing culturally responsive teaching, leadership, and services.

Recognizing that Henry County Schools is a growing system, and that growth is adding to the diversity of the community and the population of students and families served within the schools, Henry County Schools is committed to ensuring all students, families, and staff are welcomed and valued members of the system and each school community.

During the 2021-2022 school year, a cross-divisional team began to research culturally responsive teaching and leading practices, examining research as well as the practices of school systems across the country. This team will leverage the research conducting during the 2021-2022 school year to develop a culturally responsive teaching and leading course for school system employees.



Initiative #5: Create and incorporate a 501(c)(3)-approved Henry County Schools Foundation.

The creation of a 501(c)(3) tax-exempt foundation that will be connected to, but separate from, Henry County Schools will enable Henry County Schools to leverage the foundation to support students and teachers with scholarships and development. As a first step in the development of a foundation, on October 22, 2021, a domestic corporation for the foundation was filed with the Georgia Secretary of State, named the "Henry County Public Schools Foundation, Inc." Over the next two years, Henry County Schools will allocate district personnel to support the foundation's start-up activities and administration, which will include finalizing bylaws and naming trustees pursuant to those bylaws, onboarding all charter officers, and cementing the organization's tax-exempt status by application and approval from the U.S. Internal Revenue Service. The work started in 2021-2022 represents a great first step in the development of an educational foundation to support the community.

Initiative #6: Elevate systematic language services.

As a system positioned comfortably south of Atlanta, Henry County is experiencing steady growth throughout the county because of the multitude of affordable housing and growing employment opportunities. With the growth in the community, the school system is experiencing an increase in the number of families that need the support of Language Services to connect with the schools. Specifically, the Language Services team has recognized the need to provide support to the district and community in multiple languages. At the Welcome Center, multilingual families receive assistance from the bilingual community liaison and the language access facilitator that is specific to their needs in their native language. Partnering with the Communications department,

preparations are underway to provide district-wide communication materials in the top two languages for the coming school years. Henry County Schools launched *The Language Line* in November 2021 to assist families and staff with communication support available in over 240 languages. This tool also allows on-demand access to certified interpreters to support translations between home and school staff. To further identify the systematic language service needs of HCS's current stakeholders, a Multilingual Advisory Committee was established during the 2021-2022 school year to garner voices of a cross section of stakeholders and to better serve the Henry County community. This advisory team is working to ensure diverse perspectives are considered when identifying ways in which the school system can better meet the needs of multilingual families.



Initiative #7: Elevate community partnerships with local and state inter-governmental agencies.

To support the school system in elevating community partnership with inter-governmental agencies, HCS sought to engage with the local municipalities to get a deeper understanding of how each city is managing residential housing permits and residential developments during the exponential growth that HCS is experiencing. This growth affects school enrollment, and as such needs to inform school system planning, budgeting, and staffing. To establish a partnership between the school system and local cities, a series of meetings were organized between school district staff and planners from each municipality. The initial meeting with all four municipalities (City of Hampton, City of Locust Grove, City of Stockbridge, City of McDonough) plus the Henry County government at large took place at the end of the 2019-2020 school year. These meetings continued throughout the 2021-2022 school year, with the school system employees and city planners meeting once per quarter to discuss current actions within each city and implications on school system operations.



The information shared between the cities and the school district has served well to deepen the understanding of the respective scopes of work, but most importantly, to strengthen collaboration in support of the entire county with an eye to the future. One of the essential benefits that the local Board has derived is the understanding of residential growth patterns in the school district. This includes the primary focus on residential (i.e., single family homes, multi-family homes) while also having knowledge of the ongoing impact of commercial developments as well. This endeavor is a new approach to intergovernmental collaboration that will certainly strengthen the county in the coming years. This effort has been hailed by the cities as a new concept that has not existed before: working across different scopes of work for a unified commitment from all parties to serve in the best interest of Henry County students and residents.

During the 2021-22 school year, Superintendent Davis formed a Community Advisory Team, representing members of the community including business partners, faith-based partners, parents, and other community representatives. The advisory committee serves to partner with the school district as advisors of the work being conducted in Henry County Schools and will continue as a working partner to offer advice and review as the Strategic Plan is implemented over the next five years.

Initiative #8: Build out adult education programming for HCS families to provide learning and skill development opportunities.

Data obtained from the 2018 American Community Survey and the United States Census Bureau show 10% of adults in the Henry County community do not have a high school equivalency diploma. The department of Adult Education and Extending Learning is committed to providing access and opportunities for adult learners. Strong families are the foundation of the Henry County community. The goal of this initiative is to promote adult development through the offering of resources and classes. The stronger and more cross-trained the adults are within this community, the better able they are to serve the community through employment within the county. Henry County Schools has developed a cadre of classes to support adult learners within the community. Classes that are currently available focus on providing adult learners assistance with obtaining a high school equivalency diploma and employment readiness skills. Additional classes are being developed that will focus on basic literacy and math skills and strengthening English language skills.

In addition to the school system designing and providing classes to adult learners, Henry County Schools is partnering with Southern Crescent Technical College to provide adult students of all ages the opportunity to attend free preparation classes to obtain a high school equivalency diploma. Southern Crescent is currently offering classes at the Henry County Learning and Support Center. Henry County Schools is also partnering with Connecting Henry to provide the community with employment readiness skills. A two-week employment readiness training has been developed and offered, and a culminating job fair with community businesses was held.



To increase community awareness of existing opportunities and to increase enrollments, additional marketing strategies are being explored and developed. Currently, Henry County Schools is focusing on engaging families in Title 1 schools through the utilization of the Title 1 Parent Involvement Paraprofessionals. All parent involvement staff have been provided with informational brochures to provide to parents regarding basic literacy and math skills instruction and English language instruction provided to parents within the school system. Leveraging these staff members ensures most HCS families receive information about these resources available within the district to support continuous education for parents.

STRATEGIC ACTION 4

Strategic Action 4: Advance student and employee health, wellness, and support structures.

When this initiative is fully realized over the next five 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 Initiative statements have been 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.

HenryFutures provides the framework for Henry County Schools' Comprehensive School Counseling Programs (CSCP). Comprehensive School Counseling Programs are essential to the schools' academic mission. These programs are developed and implemented to have a significant positive impact on student achievement, attendance, and discipline. Within Henry's

Comprehensive School Counseling Program, school counselors design and deliver counseling programs that are intentional and focus on improving student outcomes. Annually, school counselors develop goals that align with the Comprehensive School Improvement Plan and the district's Strategic Plan to ensure the work of each counselor is aligned with the needs of the schools in which they serve as well as with the district's overall direction.

HenryFutures guides school counselors in the development of comprehensive school counseling programs that: (1) are formed by data-driven decision making; (2) are delivered to all students systematically; (3) include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for post-secondary readiness and success; (4) close achievement and opportunity gaps; (5) result in improved student achievement, attendance, and discipline.

The framework of **HenryFutures'** Comprehensive School Counseling Program consists of four components: define, manage, deliver, and assess. Within the components are embedded domains in which school counselors focus their attention to meet the needs of all students: academic achievement/development, college/career readiness, and social/emotional development. Each school implements a Comprehensive School Counseling Plan which includes implementation of SMART goals, analyzing data, results, and implications for the following year.



Henry County Schools is committed to advancing the health and wellness of its students and staff. Henry County School's After-school Enrichment Program (AESP) has integrated activities into programming to address academic, physical and wellness needs of students. Students participating in HCS AESP will experience daily literacy and math instruction, and weekly students engage in fine arts, science, and social studies instruction. For example, in honor of Earth Day, students participated in a literacy activity centered on the book *Tickle Me Seeds*, and students learned about the life cycle of plants by planting seeds to take home to care for and nurture. Such intentional integration of learning experiences into the afterschool program is another way Henry County Schools is ensuring student success.

During the 2021-2022 school year, the CSCP rubric was re-designed to include the framework for school counselors and administrators to identify a successful Comprehensive School Counseling Program. The Advisement Guide (including PowerPoint presentation) was updated based on feedback from the Advisement Advisory Council and after researching other school districts. Finally, during 2021-2022, an Advisement Rubric was designed and implemented to ensure consistency of practice across schools.

Initiative #2: Establish a community health and wellness collaborative to invest in physical, emotional, academic, and mental health services, care, and resources for students.

During the 2021-2022 school year, the Afterschool Enrichment Program began studying and researching ways to implement play-based movement in all 28 programs. During the research process, practices in areas of recess and physical education offerings were reviewed to identify needs, strengths, and areas of improvement. The research identified a need for improvement around physical education offerings and recess time within the afterschool program operated within Henry County Schools. With the collaboration of each of the 28 program site coordinators, a schedule was developed to offer physical education activities and recess (weather depending) four times a week for all students who participate in afterschool in HCS.

Another identified need was to invest in a designated Physical Education (PE) instructor for each of the 28 programs. This designated instructor conducts the PE class with organized games that are offered daily in the program. In collaboration with HCS' Health and Physical Education Professional Learning Specialist, connections were made with the Henry County Youth Lacrosse Association to offer lacrosse to the afterschool students at Pleasant Grove Elementary twice weekly. Local volunteers work with students in afterschool to teach the students the basics of lacrosse. This program has been very well received and the goal is to expand these offerings to additional schools for the 2022-2023 school year.

In partnership with Henry County Parks and Recreation, pickleball was offered at East Lake Elementary during after school hours. This program started in the spring of 2022 and was offered two times a week to fourth- and fifth-graders. Volunteers from the Recreation Department instruct this activity while students are enrolled in the Afterschool Enrichment Program. Based on the success of these initial partnerships, Henry County Schools' Afterschool Enrichment Program piloted disc golf at Fairview Elementary; archery at Rocky Creek, Locust Grove, and Fairview Elementaries; Zumba at

five programs; and volleyball throughout the Stockbridge cluster. Research will continue regarding the implementation of healthy habits programming in all programs for the 2022-2023 school year.

The Tactic Leadership team is excited to provide opportunities for students in support of student health and wellness. This team has researched recess and exercise opportunities in school districts across the country. While many school districts prioritized health and wellness, these efforts were concentrated at the elementary school level and not as pervasive at the secondary level. This team is in the design phase, conducting focus groups and working cross-divisionally to consult with county-level experts to provide the essential components of recess and exercise opportunities across all levels of schools within Henry County Schools.

A working team was developed to provide recommendations related to measuring and monitoring the health and wellness perceptions of school system stakeholders. As part of their work, the working team identified potential risks to measure and monitor the health and wellness perceptions of students and identified potential partners in this work to support obtaining information from stakeholders. This cross-divisional working team partnered with a vendor and created a wellness check-in for students, that aligns with the district's Strategic Plan work, to obtain data on the current wellness perceptions of students throughout the county. To launch these wellness check-ins, an implementation and communication plan was created and deployed during 2021-2022. Specifically, the district conducted a wellness check-in to assess students' well-being and belonging both in the fall and in the spring.



With partnership from the vendor, the district provided professional development and ongoing training for key staff members to support the use and interpretation of the check-in data. School leadership teams utilized the data and developed goals and action steps in response to their school student wellness check-in data.

Henry County and the Board showed their investment in students' personal health and wellness by beginning the process of researching and studying systems to develop a comprehensive plan for increasing family and community partnerships to meet the academic, social, emotional, and health needs of students. An audit of the current state of HCS schools was conducted and a collection of strong practices were identified. The Tactic team looked at high-performing school districts implementing family and community partnerships plans. The team met with vendors to determine the feasibility of telehealth implementation and the team engaged in a cycle of drafting and revision based on feedback for improvement in the initial rollout of the telehealth program.

A School Health Advisory Council (SHAC) was created through extensive research and study of researched best practices. An implementation plan and timeline were developed for creating the SHAC. The Tactic team identified key members from across the district and community to join the SHAC. An agenda was created based on the needs of the five-year Strategic Plan and Priority Student Outcomes. The team initiated the first SHAC meeting for Henry County Schools. The team will make minor improvements based on the initial SHAC rollout and will continue this work for the 2022-2023 school year.



Initiative #3: Establish an employee wellness framework and wellness commitment.

Henry County's Board of Education showed a commitment to focus on the wellness of employees through the five-year Strategic Plan. Henry County recognizes that the ability of a school system to achieve its Priority Student Outcomes is dependent upon the well-being of all employees. The district expanded its health and wellness partnership to increase employees' opportunities to access increased resources and support. The team responsible for addressing this district work met with vendors to understand what is available and possible. This information will guide recommendations and future school district action.

During the 2021-2022 school year, every Henry County School was given an additional staff allocation to serve as a school-based Mental Health and Wellness Facilitator (MHWF). Mental Health and Wellness Facilitators were trained as state health benefits ambassadors, which allowed the district to connect employees with available wellness benefits and the state **ShareCare** app. This ensures employees can leverage existing health and wellness benefits within the state benefit plan.

The Tactic team, through cross-divisional work, identified training needs and runway building needs to ensure an effective launch of the Tactics. The MHWFs provided monthly training on self-care and wellness to employees across the school district. Employees created self-care plans at the beginning of the year and the MHWFs supported employees in achieving their goals. The team worked with the Employee Assistance Program (EAP) to design a draft program to provide more support for employees and school-based leaders. The team was able to build on existing partnerships and start creating new partnerships to support employees. The team researched best practices around a wellness toolkit and created a draft wellness toolkit for employees to have direct access to information, resources, and tools to live a healthier lifestyle through the support of Henry County Schools.

HenryCares is the wellness campaign complementary to **HenryLearns**. Several wellness initiatives have been initiated under the **HenryCares** umbrella. During the 2021-2022 school year, the Student Support department provided professional development and training to support the implementation of **HenryCares**. The district has conducted a wellness check-in to assess employees' well-being and belonging in both the fall and the spring. School leadership teams and MHWFs developed goals and action steps around school employee wellness data. MHWFs supported individual employees each day and checked in on their wellness. Tactic leadership ensured fidelity of implementation through their monitoring process and school support.

Initiative #4: Develop a continuum of services to ensure that every student is learning in a safe and healthy environment.

Trauma-informed care was a focus of the Board of Education and Henry County community as is evidenced by the district Strategic Plan. In the 2021-2022 school year, to actionize the district's vision for trauma-informed care, HCS successfully launched the School of Scholars program designed to provide wrap-around support for K-5 learners. To conceptualize this program, a cross-divisional team developed a system of support for each student to participate in the School of Scholars. The system starts with the identification of the student's needs, and a team making recommendations of the types of support that will benefit the student. These recommendations inform the child's placement into the School of Scholars as well as the personalized support plan developed for the student upon admission into this program.

Recognizing that trauma-informed care must not only exist at specialized school sites but should exist at every school in our community, all school-based staff received professional development about trauma and best practices in supporting students through trauma. A working team of internal experts on supporting students impacted by traumatic situations worked to develop a trauma-informed care toolbox that can be leveraged by all school staff during the 2022-2023 school year. The working team engaged in cycles of drafting and revision based on feedback for improvement in the development of the toolbox. The team solicited stakeholders' feedback on the current state of trauma-informed practices, their needs, and desired improvements to existing practices to identify new content and capacity that needed to be developed. This work will continue for the 2022-2023 school year.





Strategic Action 5: Advance a high-performing operational culture.

When this initiative is fully realized over the next five 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 Initiative 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.

To create efficiency in work and increase the communication abilities across platforms and divisions, the district will acquire and implement an enterprise resource management system. Such a dynamic system will increase the operational effectiveness of the district. Work on this initiative will begin in a future year of the strategic plan.

Initiative #2: Develop and implement a comprehensive data strategy and support structure.

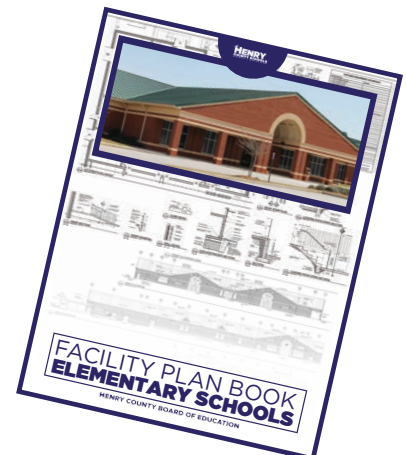
In 2021-2022, Henry County Schools established a Data team consisting of members of the Performance and Accountability team and members from the Information Services team. The Data team partnered to identify current district practices and identified and prioritized data and reporting needs for the district. As part of this needs identification and prioritization work, Data team members established key data infrastructure elements necessary for data quality, including processes for requesting data, managing the report development processes, and universal standards for creating reports and dashboards.

Data team members created Priority Student Outcomes data visualizations for building leaders to use to obtain district and school baseline data, and to monitor school progress over the five years of the Strategic Plan. Members of the Data team are also collecting information from school and district leaders to inform the development of data tools to support district and school leaders with utilizing relevant data to monitor progress throughout the year to inform instructional changes.

The Data team modified existing foundational data dashboards (e.g., MAP) to align with Priority Student Outcome metrics and the way data is reported within the Strategic Plan. This ensures school leaders and teachers have access to information to drive instruction and monitor progress toward the district's Outcome Goals.

Initiative #3: Establish a basic equipment list and growth and replacement plan of resources and equipment for every classroom, for school common spaces, and school office space.

The Operations and the Learning, Performance and Strategy divisions have worked together to conceptualize an improved process for evaluating and maintaining instructional equipment in all school buildings to support student learning and to facilitate effective classroom instruction by the teachers and support staff. This new work includes the design and development of a short-term and long-range growth and replacement plan



for classroom furniture and equipment for all existing schools and as new schools are scheduled to be opened in the future. As many school buildings have been operational for many years, this new process will allow HCS to carefully study each school to ensure the instructional materials currently in inventory and use are in line with the district's expectations and requirements for all schools. Additionally, this new plan will allow the district to conduct long-range planning across the district.

Initiative #4: Evaluate and update compensation and classification infrastructure and address position control, internal accountability processes, and job family career ladders.

This Initiative is designed to further the Board's work of creating operational culture improvements, to include: 1) improve recruitment, staffing, and retention, 2) ensure fairness and equity in staffing and compensation practices, with special attention provided to parity and wage compression issues, 3) ensure control over compensation expenses in a rational, sustainable, and calculated manner, 4) ensure compliance with Fair Labor Standards Act and Americans with Disabilities Act requirements, and 5) ensure stakeholder involvement.

- A Classification and Compensation review is well under way that has already informed budgetary priorities for the 2022-2023 school year (Phase 1).
- The Classification component of the review provides an analysis of each job family's relative "worth" to the organization, benchmarked against all other jobs in the organization. The Compensation component of the review provides a market analysis of salaries paid for similar jobs, and further defines the organization's competition in the labor market.
- Phase 2, to be implemented in subsequent years, includes a classification and compensation analysis of remaining job families, along with an analysis and implementation of compensation practices and procedures (i.e., credit-for-experience), and career pathways for in-job financial and professional growth.

Initiative #5: Expand the energy management plan across the district.

Henry County Schools is committed to being a good steward of the resources under its control, including energy consumption. The district's responsibilities include the monitoring, tracking, controlling, and conservation of energy. HCS understands that energy saved equals dollars saved, which can then be allocated to student achievement. Commitments include enhancing and expanding existing energy management equipment, increasing tracking, and monitoring practices, and collecting usage data to realize long-term energy savings.





The Community-Inspired
2021-2026 Strategic Plan
Implementation
and Monitoring

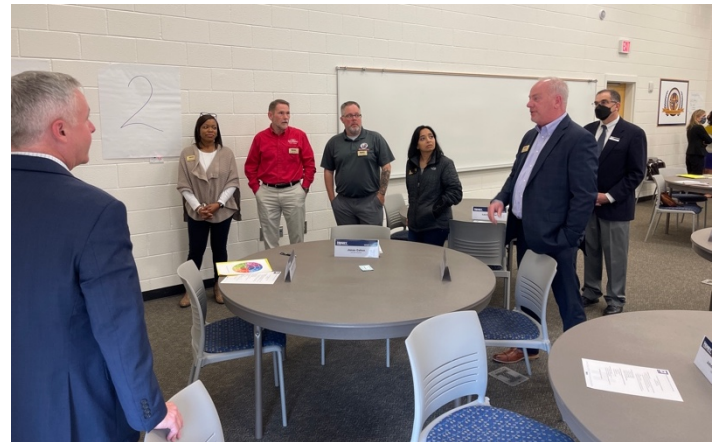
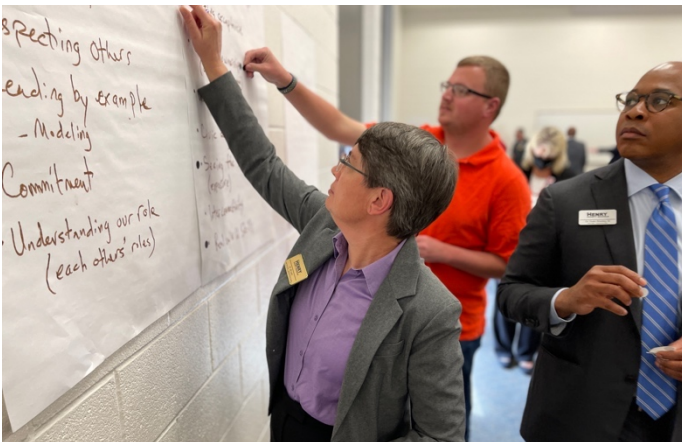
Henry County Schools recognized the need to develop structures to provide regular communication with stakeholders on Strategic Plan work including plan management and monitoring progress.

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 newly formed 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 four 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 most recently 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.

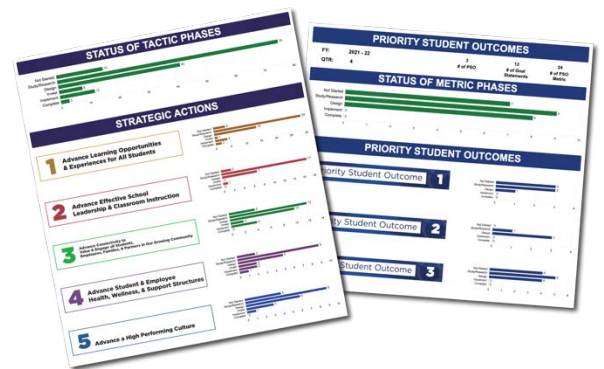


Henry County Schools recognized the need to develop internal structures to plan, monitor, and engage cross-divisional teams in the work of the Strategic Plan. A project management tool, **HenryPlans**, was developed to provide an efficient and sustainable method to collect and monitor progress on the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



Internally, Henry County Schools has developed several systems to consistently monitor 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 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 division, to facilitate cross-divisional coordination and ensure district Goals and Outcomes are realized.

Recognizing that the adoption of Henry County Schools’ newly designed 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

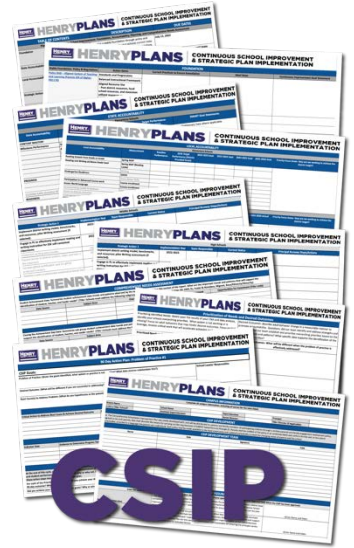


the **Henry County Schools Continuous School Improvement Plan**. The Continuous School Improvement Plan was modified to ensure school alignment with the district Strategic Plan Tactics and Outcome measures. This plan streamlines the improvement process to ensure that all of the wonderful additions to our school system that promote opportunities, access and outcome 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.



Continuous School Improvement Plan
(CSIP) The school improvement planning process includes the following components:

- 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: These plans 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: Ensures that best practices and Title I processes such as leader, school and improvement planning are completed with fidelity.



With this revision, the Title I planning was 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 the 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 fund source.



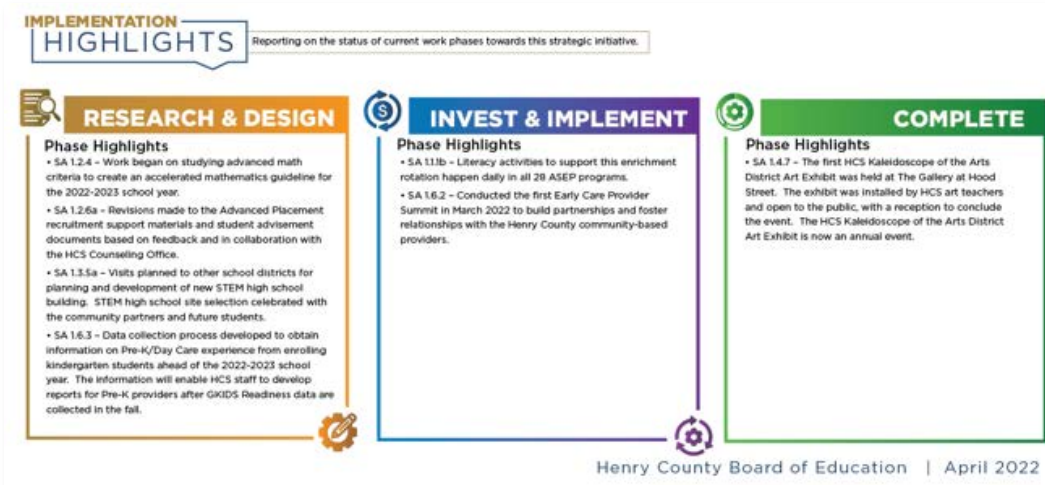
Each **Quarterly Report** provides an overview of work completed within each **Strategic Action** as well as highlights of work within **Phases of Implementation**. The progress meter on the left side of each page provides a summary of the percentage of Tactics, for each Strategic Action, that are in 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** 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 goal for 2026.

In addition to the quarterly reports, annual reports will serve to communicate to stakeholders the work completed during the school year (July 1-June 30) and will monitor the progress of the district in meeting the 2026 Priority Student Outcome Goals. This annual report will be available for public review through the district's website and will be shared both at a Board of Education meeting and through an annual fall Strategic Plan presentation by the Superintendent.





**HENRY**
COUNTY SCHOOLS

The Community-Inspired
2021-2026 Strategic Plan
Looking Ahead...

The Strategic Plan in Schools (2022-2023 School Year)

As a result of the foundational work that occurred during the 2021-2022 school year to research, study, and design Initiatives, Henry County Schools is ready to implement work at the school level during the 2022-2023 school year that will increase opportunities, access, and outcomes for students.

The FY2023 Budget was developed keeping the Board's Community-Inspired Strategic Plan in mind. A detailed review of the plan requirements was performed, including the alignment of funding sources for optimization purposes. The following is a summary of how funds will be allocated for personnel and non-personnel investments in FY2023.

The allocation includes a STEM teacher at every elementary school and a Fine Arts allocation at every middle and high school. Staff allocations have also been made for Business Enterprise, Legal and Foundation work. These additional allocations support the Strategic Actions, Initiatives, and Tactics within the Strategic Plan. As such, the Board's financial commitments are supporting the actualization of the vision for Henry County's future as articulated in the Strategic Plan.

| | Strategic Action Initiatives | General Fund Investment | Special Revenue Investments | Capital Fund (E-SPLOST) | FY23 Total Investment |
|------|---|-------------------------|-----------------------------|-------------------------|-----------------------|
| SA 1 | Advance Prek-12 learning opportunities and experiences for all students | 4,978,479 | 1,293,880 | 700,000 | 6,972,359 |
| SA 2 | Advance effective school leadership and classroom instruction | 275,000 | 500,000 | | 775,000 |
| SA 3 | Advance connectivity to value and engage all students, employees, families, and partners in our growing community | 304,300 | 150,000 | | 454,300 |
| SA 4 | Advance student and employee health, wellness, and support structure | 87,000 | 6,935,470 | 6,180,948 | 13,203,418 |
| SA 5 | Advance a high performing operational culture | | | 2,500,000 | 2,500,000 |
| | Total | 5,644,779 | 8,879,350 | 9,380,948 | 23,905,077 |

As a result of the Board's budget priorities and the work documented in this Year-1 Annual Report, HCS families can expect the following enhancements to student opportunities, access, and outcomes for the 2022-2023 school year by school level:

Elementary Schools:

Increase Opportunities and Access:

- Every K-5 student experiences robotics and coding instructional activities; and a STEM special teacher
- Every school has a thriving extracurricular choral program
- All students receive enhanced reading and writing instruction with the new K-5 reading and writing resources
- All students receive daily writing instruction aligned to the district's writing model
- All students actively engage in learning because teachers embed highly effective classroom strategies into lessons
- All students are academically challenged through the inclusion of instructional strategies that support advanced learning into instructional practices.

Improve Outcomes:

- All Kindergarten students are assessed during the GKIDS Readiness window utilizing the Gross Motor Assessment
- Students in selected grades complete writing benchmark assessments so writing instruction can be informed by student needs.

Implement Effective Systems and Processes:

- All schools increase the number of teachers able to support advanced learners
- Through the advisement and scheduling process, schools increase student enrollment in Advanced Coursework
- All schools utilize **HenryFutures**
- All schools incorporate recess for every grade level into the master schedule
- Within the first two weeks of each quarter, all parents have access to a listing of all instructional materials to be utilized during the nine weeks
- All schools develop school-level accountability structures, that include monitoring and feedback, to ensure the effective implementation of all new Initiatives

- 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
- Heating, Ventilation, and Air Conditioning systems (HVAC) systems are installed in all elementary schools to create a comfortable learning environment
- Secure entry systems are installed in all schools to create a safe learning environment for our students and staff.

Middle Schools:

Increase Opportunities and Access:

- All students receive daily writing instruction aligned to the district's writing model
- All students actively engage in learning because teachers embed highly effective classroom strategies into lessons
- All schools increase the number of students participating in high school classes
- Every school has a thriving NHS, Beta, and choral program
- All students enrolled in Engineering and Computer Science courses receive instruction in robotics & coding,

Improve Outcomes:

- Students in selected grades complete writing benchmark assessments so writing instruction can be informed by student needs.

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
- All schools utilize **HenryFutures** to support students' college and career planning and readiness
- All schools incorporate opportunities for unstructured breaks for every grade level into the master schedule
- Cluster schools work together to 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 enhance our safe learning environments through the addition of secure entry systems.

High Schools:

Increase Opportunities and Access:

- All schools increase the number of students participating in AP and Dual Enrollment and the number of Pathway Completers
- All students receive daily writing instruction aligned to the district's writing model
- All students actively engage in learning because teachers embed highly effective classroom strategies into lessons
- Every school has a thriving NHS, Beta club, chorus, and Scholar Athlete Council.

Improve Outcomes:

- Students in selected grades complete writing benchmark assessments so writing instruction can be informed by student needs
- Every school increases the success of students in transition grades through transition programming.

Implement Effective Systems and Processes:

- Through the advisement and scheduling process, schools increase course offerings and student enrollment in the areas of AP, Dual Enrollment and Pathway completion
- All schools utilize **HenryFutures** to support students' college and career planning and readiness
- Cluster schools work together to 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 enhance our safe learning environments through the addition of secure entry systems.

Our community-inspired plan is leading to additional opportunities, increased access, and improved outcomes for students in 2022-2023

From the Board of Education...

It has been a 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 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 year, we have made great headway on 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!

Holly Cobb, Board Chair



www.henry.k12.ga.us

HENRY COUNTY BOARD OF EDUCATION

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