

DISTRICT STRATEGIC PLAN

Updated January 2016



Our Mission

Ensuring Success for EACH Student

Our Vision

Building a Culture of Personalized Learning

Our Belief

All Learners will Excel in an Environment Centered on RIGOR, RELEVANCE and RELATIONSHIPS

FOCUS AREA 1: STUDENT ACHIEVEMENT

Performance Goals and Key Indicators <small>(Aligned to the GA College and Career Ready Performance Index)</small>					Research-Based Strategies <small>(Aligned to the GA School Performance Standards)</small>				Improvement Priorities <small>(High Priority School Improvement Work of the District)</small>							
		2015 Results		2016 Targets												
		At or Above State Average														
		Below State Average														
GOAL: The district and schools will sustain student academic achievement and growth at the highest levels of proficiency.									Curriculum: A standards-based curriculum will be implemented and monitored to ensure alignment with the intended rigor of Georgia Standards of Excellence and the HCS Graduation Competencies.				Support school design on the HCS tenets of personalized learning: <ul style="list-style-type: none"> Continue planning for 21st Century Skills. Continue development of learner profiles. Continue development/implementation of competencies & reporting instruments. Continue project-based learning sustainability training. Support Cohort 2015 implementation plans. Support Cohorts 2016, 2017 design plans. Continue building capacity for personalized learning in all schools. 			
Proficiency in Reading Comprehension GA Milestones Assessment - % of students reading at or above grade level	Grade 3	70%		72%	Assessment: A balanced system of assessment will be used to identify patterns of achievement for designing instruction, implementing appropriate instructional interventions, and communicating student progress.				Implement effective and pervasive instructional and assessment practices aligned to Georgia Standards of Excellence and HCS Graduation Competencies: <ul style="list-style-type: none"> Provide instructional support tailored to individual school needs and improvement plans. Provide training and support for increasing the rigor of student work; building literacy skills across content areas; and evaluating and using data from GA Milestones and other assessments. 							
	Grade 5	71%		73%												
	Grade 8	74%		76%												
	HS American Literature	71%		73%												
Proficiency in Written Expression GA Milestones Narrative Writing Response - % of students scoring at Developing Learner or above	Grade 5	63%		66%												
	Grade 8	64%		67%												
	HS American Literature	72%		74%												
Proficiency in English/Language Arts GA Milestones Assessment - % of students scoring at Developing Learner or above	Grade 5	78%		80%												
	Grade 8	79%		81%												
	HS American Literature	77%		79%												
Proficiency in Mathematics GA Milestones Assessment - % of students scoring at Developing Learner or above	Grade 5	74%		76%	Instruction: Classroom instruction will consistently incorporate research-based and personalized learning strategies, emphasize mastery of standards and competencies, and empower students to actively monitor their own progress.				Strengthen delivery of a multi-tiered system of supports (MTSS): <ul style="list-style-type: none"> Support effective use of standard intervention protocols and validated progress monitoring tools. 							
	Grade 8	74%		76%												
	HS Analytic Geometry	67%		70%												
Proficiency in Science GA Milestones Assessment - % of students scoring at Developing Learner or above	Grade 5	74%		76%												
	Grade 8	59%		63%												
	HS Biology	59%		63%												
Proficiency in Social Studies GA Milestones Assessment - % of students scoring at Developing Learner or above	Grade 5	75%		77%												
	Grade 8	66%		69%												
	HS Economics	65%		68%												
College and Career Readiness GA College/Career Ready Performance Index - indicators of post high school readiness	Graduation Rate	84.1%		86%												
	Pathway Completers	Not Yet Available		Not Yet Available												
	College Coursework	48.2%		55%												
	ACT	SAT	20.1	1382	21.0	1450										

FOCUS AREA 2: CULTURE, CLIMATE AND COMMUNITY

Performance Goals and Key Indicators <small>(Aligned to the GA College and Career Ready Performance Index)</small>			Research-Based Strategies <small>(Aligned to the GA School Performance Standards)</small>	Improvement Priorities <small>(High Priority School Improvement Work of the District)</small>	
GOAL: The district and schools will maintain a positive, productive, safe and engaging learning community.			School Culture: The school culture will foster positive and productive relationships, sustain a safe, orderly learning environment, and support the personal growth and the college/career readiness of students.	Support systemic implementation of Positive Behavior Interventions and Supports (PBIS), and build capacity for managing and responding to incidents of bullying.	
		2015 Results At or Above State Average Below State Average			2016 Targets
Student Attendance GA College/Career Ready Performance Index - % of students missing fewer than 6 days of school - state comparison data available March 2016	Elementary	58%			62%
	Middle	59%			63%
	High	51%			55%
Climate Rating GA College/Career Ready Performance Index - % of schools rated 3 Stars or above (scale of 1 – 5 Stars) - state comparison data not available on these indicators - 2015 results available March 2016	Elementary	93% <small>26 of 28 schools (2014 Results)</small>	100%		
	Middle	100% <small>(2014 Results)</small>	100%		
	High	80% <small>8 of 10 schools (2014 Results)</small>	100%		

FOCUS AREA 3: QUALITY ASSURANCE

GOAL: The district and schools will maximize the impact of all available resources on student achievement and organizational effectiveness.			2015 Results At or Above State Average Below State Average	2016 Targets	Planning and Organization: Organizational plans, processes, and resources will consistently support school improvement efforts.	Conduct the GA School Assessment on Performance Standards (GSAPS Analysis) to identify strengths and needs at each individual school and across the district.
		2015 Results At or Above State Average Below State Average	2016 Targets			
Financial Stewardship HCS budget and financial status - state comparison data not available on these indicators	Operating Budget - % Direct Instruction	70%	70%			
	HCS Bond Rating - Standard/Poor's	AA	AA			
	Fund Balance - % of Budget in Reserve	13%	12% - 15%			
Organizational Effectiveness GA College/Career Ready Performance Index - overall score by school level and district - 2015 results available March 2016	Elementary	77.5 <small>(2014 Results)</small>	80 or higher			
	Middle	77.4 <small>(2014 Results)</small>	80 or higher			
	High	68 <small>(2014 Results)</small>	75 or higher			
	District	74.4 <small>(2014 Results)</small>	78 or higher			

Leadership:
 Leadership personnel will serve as lead learners who promote sustained and continuous improvement in student and staff performance.

Professional Learning:
 Job-embedded professional learning will target high-priority district and school improvement goals and build the capacity of teachers, leaders and staff for achieving exemplary performance.

Support a systemic framework of job-embedded professional learning to address priority needs of the district and schools:

- Establish processes for monitoring and evaluation of professional learning.
- Ensure effective use of dedicated time and resources for professional learning.
- Enhance the Teacher Induction Program (TIP) and GOLD Academy to support the development of teachers and leaders.

Provide technology training, infrastructure and equipment to enhance learning, teaching, and operations.

Implement, support and monitor flexibility and accountability provisions of the Strategic Waivers Contract.

To review a comprehensive report of HCS performance, refer to the *Achieving Results for Children (ARC) Success Report* @ www.henry.k12.ga.us

To review action plans for HCS improvement priorities, refer to the *District Continuous Improvement Plan* @ www.henry.k12.ga.us

Strategic Plan Terminology

WHO ARE WE?

Mission: A statement of the core purpose and commitment of the school district.

Vision: A statement of the long-term aspiration of the school district in support of its mission.

Beliefs: A statement of the district's core beliefs which are foundational to achieving its mission and vision.

WHERE ARE WE NOW? WHERE DO WE WANT TO GO?

Focus Areas: The strategic plan is organized around three core areas of work essential to district and school effectiveness - *Student Achievement; Culture, Climate and Community; and, Quality Assurance.*

Performance Goals and Key Indicators: Measures of performance used to evaluate the district's progress in achieving its mission, vision, and goals.

GA Milestones Assessments: Tests required by the State Board of Education for the purpose of measuring student achievement.

End-of-Grade (EOG) tests are administered to students in grades 3 – 8 in the following content areas:

- English/Language Arts
- Mathematics
- Science
- Social Studies

End-of-Course (EOC) tests are administered to high school students in the following courses:

- Ninth Grade Literature
- American Literature
- Coordinate Algebra
- Analytic Geometry
- Physical Science
- Biology
- U.S. History
- Economics

Tests in English/Language Arts and Literature also measure student achievement in Reading Comprehension and Written Expression.

Reading At or Above Grade Level: A GA Milestones Assessment System performance measure that reports the percent of students who are at or above grade level in their reading and vocabulary development.

Levels of Proficiency: Student proficiency on the GA Milestones is evaluated and reported in four levels:

- *Beginning Learners* have not yet demonstrated proficiency;
- *Developing Learners* have demonstrated partial proficiency;
- *Proficient Learners* have demonstrated proficiency; and,
- *Distinguished Learners* have demonstrated advanced proficiency.

Achievement results are published in the GA College and Career Ready Performance Index as the “percent of students scoring at “Developing Learner or above.”

2015 Results (Compared to the State):

HCS performance was at or above the state average.

HCS performance was below the state average.

2016 Targets: The expected level of performance on specific measures for the upcoming year. The purpose of establishing annual targets is to foster continuous improvement. Targets are set based on a review of performance trends. Target levels are not to be so low that they are easily attainable nor so high that they are unrealistic.

Graduation Rate: The percentage of students graduating high school within a four-year period.

Pathway Completers: The percentage of graduates completing a series of courses in a career/technical pathway, an advanced academic pathway, a fine arts pathway, or a world language pathway.

College Coursework: The percentage of graduates who successfully completed one or more college-level courses through Advanced Placement (AP) or Move on When Ready (dual enrollment) programs.

ACT and SAT: Tests required by many colleges and universities as part of their admissions process. The highest possible score for the ACT is 36. The highest possible score for the SAT (reading + math) is 1600.

Student Attendance: Student attendance results are published in the GA College and Career Ready Performance Index as the percentage of students missing fewer than six days of school.

Operating Budget - % Direct Instruction: The percentage of the school district budget allocated for staffing and resources at the classroom level.

HCS Bond Rating: A rating given by Standard & Poor's regarding the financial strength of the school district.

HCS Fund Balance: The percentage of the school district budget that is held in reserve as an emergency fund.

Overall CCRPI Score: A rating calculated by the GA Department of Education which considers the overall academic achievement of a school district.

A 100 point rating scale is used, and district and school scores are reported on the GA College and Career Ready Performance Index.

HOW DO WE PLAN TO GET THERE?

Research-Based Strategies: The GA Department of Education's School Performance Standards (*School Keys*). These standards are considered to be best practices for fostering student and school success.

Improvement Priorities: The specific plans, programs, projects, and processes to be implemented in support of the system's mission, vision, and performance goals. Such initiatives represent the high priority school improvement work of the district.

Georgia Standards of Excellence: The learning standards established by the GA Department of Education.

HCS Graduation Competencies: Essential academic content and 21st Century skills students should master to be globally competitive for achieving their college, career and life goals.

21st Century Skills: The four Cs - *Collaboration, Communication, Critical Thinking, and Creativity.* These are considered essential skills for student readiness to pursue college, career, and life goals.

Personalized Learning: A commitment of Henry County Schools to tailor learning experiences according to the needs, interests, and aspirations of each student.

MTSS (Multi-Tiered System of Supports): A system of research-based strategies used for monitoring and responding to the academic and behavioral needs of individual students.

Positive Behavior Interventions and Supports: An evidence-based, data-driven framework designed to reduce disciplinary incidents, increase a school's sense of safety, and support improved academic outcomes for students.

Climate Rating: A rating calculated by the GA Department of Education which considers factors such as school safety, student discipline, a supportive learning environment, and student, parent, and employee perception survey results.

A rating of 1-5 stars, with 5 stars being the highest rating, is reported on the GA College and Career Ready Performance Index for each public school.

Georgia School Assessment on Performance Standards (GSAPS Analysis): A process whereby an external review team evaluates a school's progress in meeting state standards (*School Keys*). The purpose of a GSAPS Analysis is to help schools and the district identify areas of strength and areas needing improvement.

Teacher Induction Program (TIP): A local program of support for novice teachers and teachers who are new to HCS, designed to ensure successful integration into the system and reduce turnover.

GOLD Academy: A local program of professional learning for leadership development.

Strategic Waivers Contract: A contract between the local and state boards of education that provides the school system with flexibility from certain state regulations in exchange for accountability in meeting certain performance goals.

PLANS AND REPORTS

District Strategic Plan: The stated mission, vision, beliefs, goals, strategies, and initiatives of Henry County Schools.

District Continuous Improvement Plan: An action plan for implementing the improvement priorities outlined in the District Strategic Plan.

Achieving Results for Children (ARC) Success Report: A scorecard and annual report to the community on the performance of Henry County Schools.

Georgia College and Career Ready Performance Index (CCRPI): A comprehensive report card on all public school systems and schools, produced by the GA Department of Education.