

STRATEGIC PRIORITIES

STATUS

REPORT

JULY 15, 2019

 **HENRY COUNTY SCHOOLS**



BOARD OF EDUCATION

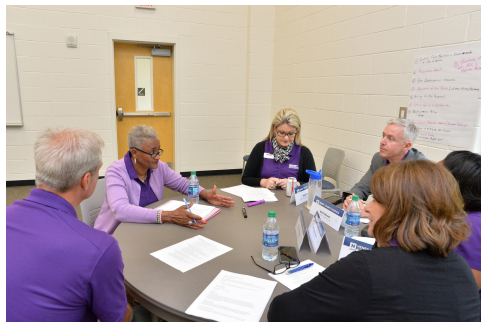
UNIFY | STRENGTHEN | ENSURE

Superintendent Mary Elizabeth Davis and the 2018 Board of Education publicly shared an established set of priorities for the district during April of that year. The priorities were the initial focus of the district in its pursuit of high-performance outcomes and success for students in every school.

The priorities laid the groundwork for the Board of Education-Superintendent Governance team, as well as district employees, families, and the Henry County community to move closer to developing and establishing a long-range strategic plan to guide the district in the years to come.






The Board of Education recently had an opportunity to reflect back on their work over the past year and this presentation is a representation of all that has been accomplished or is currently underway. They have committed to sharing what work is underway and periodic updates to the work through this report and public meetings.

In this report is a key which details the completion or progress stages of important tasks of the board and district leadership team. Green checks are merely used to indicate that a certain task toward a goal was realized, and all other status indicators indicate the progress of a task at this stage.



2018-19

Status Indicator








-  Complete
-  Significant Progress
-  Moderate Progress
-  Minor Progress
-  Continuous

***Status indicators do not mean that priority is finished or work has stopped. Green checks are merely to indicate that a certain task toward a goal was realized, and all other status indicators indicate the progress of a task at this point.*







UNIFY HENRY COUNTY AROUND EXCELLENCE IN PUBLIC EDUCATION.

Foster strong parent and family relationships.






- Embrace parents as the first teachers and family as key in learning.
 -  Established 3 of 13 different Superintendent Advisory Councils uniquely comprised of parents.
 -  Implemented a successful summer learning campaign called Learning Never Stops.
 -  Superintendent School Council Connections; Improve communication regarding safety drills; Improve Back-to-School.
- Build reliable systems for communicating student learning progress and gaps.
 -  A total of 66 unique focus groups (parents, students, teachers, leaders, and staff) provided feedback to BOE to craft approved policy IHA and regulation IHA-R pertaining to grading systems and how info would be shared with families. Included the release of a new elementary (K-4) report card.
 -  Launch Family Connections that includes new student registration support, immunizations, medical assistance, parent work-shops. This will continue to expand.
 -  Refine promotion/retention process; refine/improve consistency of academic alert notifications.
 -  Design and deliver HenryConnects – a one-stop-digital platform of resources for parents to support learning at home intended to decrease the number of unique digital access points parents currently navigate.

Foster strong community relationships.

- Protect and promote a community school culture.
 -  Established 13 Superintendent Advisory Councils to provide input/feedback regarding the direction of Henry County Schools.
 -  Made BOE accessible by broadcasting all regularly scheduled meetings, followed by a video recap and written Board Highlights sent to all district families via email blast.
 -  Superintendent and district leadership team visits to each school and school council meetings at least once.
 -  Utilized community voice through Community Conversations regarding safety/security and budget to develop priorities regarding both subjects which have since resulted in new safety measures and the passage of the largest budget in school system history.

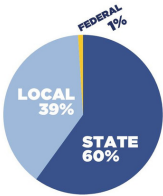
2018-19

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HENRY COUNTY SCHOOLS BUDGET FY 2020 Tentative

GENERAL FUND REVENUE
\$407,152,238









UNIFY HENRY COUNTY AROUND EXCELLENCE IN PUBLIC EDUCATION.



Foster strong community relationships. (Cont'd.)

- Protect and promote a community school culture.
 -  Superintendent participation on board of Henry County Chamber of Commerce.
 -  Superintendent School Council Connections; State of the Schools update; keeping updates to Strategic Priorities available on the website; begin the long-range Strategic Planning process.

Invest in our workforce.

- Pursue competitive salary, benefits, and a positive work environment.
 -  BOE passed the largest budget in school system history with \$22 million committed to supporting salary increases for personnel.
 -  Restructured district divisions to provide targeted support to schools, school employees, and student learning.
 -  Established Heart of Henry and Exceptional Educator recognitions to go along with Teacher of the Year.
 -  Establish a Classified Employee of the Year event; Provide induction, training, and resources for all employees in all job families; continue to pursue competitive compensation packages.
- Develop leadership capacity at all levels: district, school, teacher, student, and community.
 -  Continued work of Henry Leadership Academy for leadership development of teachers, assistant principals, principals, athletic directors, and other administrators.
 -  Establish a Teacher Leader program for teachers who lead from the classroom; Establish a new district-leader development plan; Establish clear induction, growth, and recognition opportunities for all job families.

Share the story of learning.

- Ensure common messaging, strategic narrative, and attentive branding.
 -  Updated district logo across all platforms and initiated #BetterTogether theme for district promotion of all things taking place in HCS.
 -  Added heavy video/visual focus to communication efforts to reach new audiences on social media and other communication channels.

2018-19

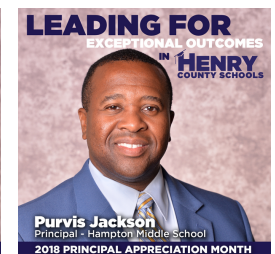
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UNIFY HENRY COUNTY AROUND EXCELLENCE IN PUBLIC EDUCATION.






Share the story of learning. (Cont'd.)

- Ensure common messaging, strategic narrative, and attentive branding.
- ▶ Developed Board Meeting Highlights and Video Recap to share updates from district and BOE actions.
- ▶ Placed even greater emphasis on district employees and students through recognitions such as Teacher of the Year and Principal feature videos, Exceptional Educator/Standout Students, and the Heart of Henry.







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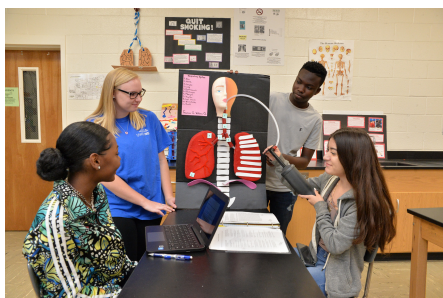
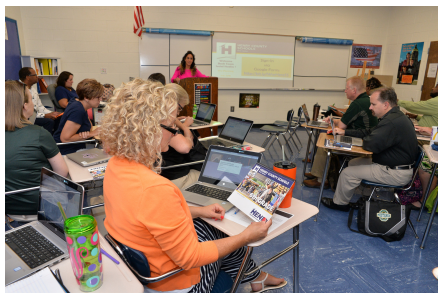
STRENGTHEN OUR CORE BUSINESS OF STUDENT LEARNING.

Clarify what we teach and what students learn.

-  Established, delivered, and implemented the Henry Teaching and Learning Standards (HTLS) and aligned learning targets in all content areas and all grade levels.
-  Established learning progressions so that all students have the opportunity to learn prior to showcasing their learning on a state or local assessment.
-  Established model Unit Plans for teachers.
-  Targeted training and support for school leaders to provide coaching and feedback regarding effective, aligned, and rigorous instruction of HTLS; targeted training for teachers on instructional planning and rigorous alignment to standards.






Clarify how we teach and how students learn through a personalized learning model.

- A balance of digital, student, and teacher-directed instruction.
 -  Developed and articulated Balanced Models of Instruction for core content areas.
 -  On-going professional learning to support teachers in planning and delivering engaging and balanced instruction (integrate the strategies of student agency, engagement, SEL, and high-yield instructional strategies into a comprehensive model). On-going training and support for school leaders to provide effective coaching and feedback on effective instructional planning.
- A balance of student, teacher, and district-paced learning.
 -  Developed and articulated Learning Progressions for all core content areas in all grade levels.
- A balanced approach to literacy.
 -  Clarified instructional approach to teaching literacy in the early elementary and secondary grades: and provided professional development for teachers.
 -  14 Elementary Schools Pilot Early Literacy Model.
 - Schools saw an average increase of 11 percentage points at the end of the year assessment compared to the mid-year assessment.
 - The Measures of Academic Progress (MAP) assessments showed a 13-percentage point increase for students at the pilot schools when comparing the beginning of the year to the end of the year. Additionally, eight out of the 14 pilot schools had double-digit percentage point increases.
 - On the Georgia Kindergarten Inventory of Developing Skills (GKIDS) assessment, 10 out of the 14 pilot schools showed an increase on the ELA portion of the assessment compared to the previous school year, and three of those schools had increases of at least 23.4 percentage points.




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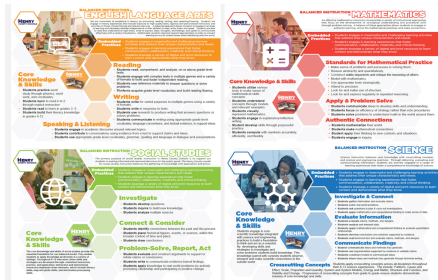
- A balanced approach to literacy.
 -  4 Elementary Schools (grades 3-5) Pilot Intensive Literacy Instructional Model.

Clarify how we know students are learning.

- A district infrastructure for student progress monitoring.
 -  Flexible formative assessment system designed and ready for implementation in the 2019-2020 school year.
 - Tightly aligned formative assessment items in Math and ELA for EOG and EOC courses will be available for schools to use as items embedded into already existing assessments or as full-model assessments.
 - Science and Social Studies to follow in 2020.

Clarify district resources for teachers and students.

- Define a combination of digital and print resources using locally developed, open educational and publisher resources.
 -  K-5 Literacy resources have been acquired and delivered to all elementary schools.
 - Phonics resource
 - Classroom libraries for every K-5 classroom in all 29 elementary schools
 - Leveled libraries for every media center in all 29 elementary schools
 -  K-5 Math resources acquired and distributed for the 2019-2020 school year.
 -  K-5 Science and Social Studies resources acquired. Digital version available in 2019-2020 school year. Print resources provided in the 2020-2021 school year.
 -  Grades 6-12 Math and ELA resources (print/digital) acquired and distributed for the 2019-2020 school year.
 -  Grades 6-12 Science and Social Studies resources acquired. Digital version available in the 2019-20 school year. Print resources to follow in the 2020-21 school year.
 -  Locally developed K-12 unit planning guides provided in the 2019-20 school year for all content areas.
 -  Evaluate availability of resources for specials and elective courses in elementary, middle and high schools; Develop Henry Connects, a one-stop-digital platform that curates locally developed resources and provides access to all legacy and purchased resources in a single platform for teachers, students, and followed by families.



2018-19

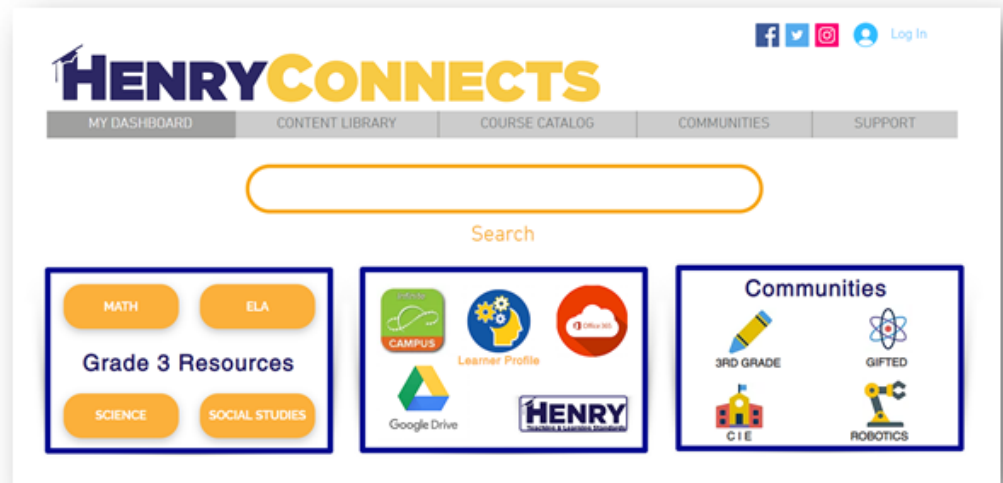
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STRENGTHEN OUR CORE BUSINESS OF STUDENT LEARNING.






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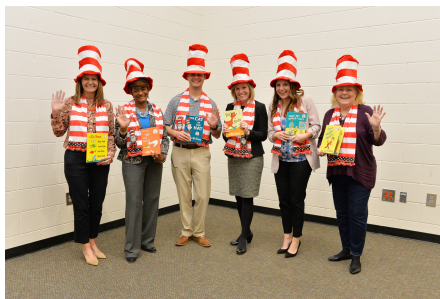
- Develop a one-stop-shop that curates locally developed resources and provides access to all legacy and purchased resources.
 - HenryConnects – Digital one-stop-shop that will provide all needed resources at the fingertips of teachers, students, and, eventually, families has been designed. Development and implementation to begin in Fall 2019.



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ENSURE A HIGH-PERFORMING ENVIRONMENT FOR ALL STUDENTS.

Ensure a high-performing Board of Education - Superintendent Governance Team.

- Study and apply Reformed Governance in Action.
 - ✔ Completed study program and training through the Center for Reform of School Systems.
 - ✔ Studied *What School Boards Can Do* by Don McAdams.
 - ✔ Studied the governance framework of boards of educations of high-performing districts.
 - ✔ Studied the policies of boards of educations of high-performing districts.
 - ✔ Developed agreed-upon core beliefs and commitments.
 - ✔ Developed and delivered a comprehensive theory of action called Henry's Plan of Action which is now BOE Policy BAB.
 - Met with almost 1,000 people through development process.
 - ✔ Developed several reform policies: Instructional Materials, Grading Systems.
 - ◌ Begin the 5-year Strategic planning process which will eventually absorb and refine the Strategic Priorities in years to come; continue identifying and developing reform policies.
- Define the role of the Board of Education in preparing the district for scale and growth.
- Establish 2-year, 5-year, and 10-year performance objectives.
 - ◌ On a mission to be the fastest-improving and highest-achieving district in the state.
- Clarify our theory of action to balance system expectations with local autonomy.
 - ✔ BOE developed Henry's Plan of Action with collection of input and feedback from almost 1,000 stakeholders, including advisory councils, district and school leaders, and community members. Henry County BOE Policy BAB established the Plan of Action through board-approved policy.
- Comprehensive policy review.
 - ◌ Articulated the role of Policies, Regulations, and Procedures. Developed clear review timeline for policy modifications or changes including board member review, board agenda informational item, public review and comment, and followed by board action.
 - ◌ Policy evaluation in progress.

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ENSURE A HIGH-PERFORMING ENVIRONMENT FOR ALL STUDENTS.



Ensure every student is reading at or above grade level in every grade.

-  Established clear reading instructional model.
-  Monitored student reading progress throughout the year.
-  Aligned phonics resources and classroom libraries for elementary instruction.
-  Professional learning for all elementary and secondary core teachers on reading strategies.
-  Early Literacy Model for K and 1st grades.
-  Expand Early Literacy Model to 3rd grade; expand professional learning for all teachers; target writing instruction in all grade levels and all content areas.

Ensure every school is a high-performing school among benchmark schools.

-  Research and development is ongoing to establish benchmark schools, and what measures should be used to do the comparison. Multiple BOE presentations have been given with comparative data to state data, as well as national norms.

Ensure Henry County is a high-performing district as indicated by student learning outcomes.

-  Established aligned accountability for the district through the Georgia Milestones and reading performance, as well as school climate measures.
-  Information forthcoming on district performance levels once the Georgia Department of Education releases 2018-2019 Milestones information.

Establish national metrics and performance expectations.

-  Currently developing the Performance Impact Framework.

Since the Board of Education first embarked on this mission of establishing their strategic priorities, much has been accomplished and should be celebrated. The Board of Education now has, in addition to the strategic priorities, a set of shared beliefs and commitments and a theory of action. (See below.) There is still work to be done, and we look forward to keeping you informed of our progress along the way.



CORE BELIEFS & COMMITMENTS

1	Core Belief	We believe each student can learn at or above grade level and will have an equal opportunity to do so.
	Commitment	Each student will learn at or above grade level and have an equal opportunity to do so.
2	Core Belief	We believe family and community involvement is critical to student success.
	Commitment	We will foster connections for families and community to support student learning.
3	Core Belief	We believe all learning environments should be supportive, safe, and secure.
	Commitment	All school environments will be supportive, safe, and secure.
4	Core Belief	We believe effective teachers and leaders produce excellent results.
	Commitment	We will recruit, support, retain, and recognize results-driven teachers and leaders.



PLAN OF ACTION

Henry's Plan of Action is built on the premise that HCS's core purpose and responsibility is student learning and is accountable for improving student achievement for each student and every school. Henry's Plan of Action includes an aligned system of teaching and learning, a system of accountability, and a framework for continuous school improvement, intended to balance consistency of practice throughout the district with local school pride. It is designed to encourage idea generation and community conversation around the **Core Business of Henry County Schools: Student Learning**, and serves as the Board of Education's commitment to ensuring every student has access to a high-quality education.