

2018-25 Henrico County Public Schools Strategic Plan

Strategic Plan Development Process Overview

Throughout the 2017-18 school year, stakeholders of Henrico County Public Schools, including students, families, staff, and community members, engaged in a process to develop a strategic plan for the school division to be implemented from 2018 through 2025. There were various opportunities for community participation, including:

- Focus Groups – Stakeholder focus groups were conducted to gather input from all departments/schools. (October 2017)
- Community Input Events – All stakeholders were invited to attend and participate in discussions based on each of the division’s four cornerstones. The sessions included guest speakers. (November – December 2017)
- Steering Committee – A 22-member committee, including students, families, staff, community members, and School Board members representing Henrico County’s five magisterial districts, reviewed school division data and input received from broader stakeholder groups to determine areas of need and to draft the strategic plan. (February 2018/April 2018)
- Work Groups – More than 300 stakeholders volunteered to serve on small committees to draft action plans. The committees were facilitated by staff members with expertise in specific goal-areas. (March 2018)
- Online Public Comment – Two online opportunities were provided during the process, including a survey to collect input on areas of need for the division, and a survey to collect feedback on a draft version of the plan. (October 2017/May 2018)
- Public Hearing – All stakeholders were invited to provide input on a draft version of the plan prior to approval. (May 2018)

Cornerstones

Safety and Wellness

Building an equitable and inclusive school climate that provides for the social, emotional, cultural, and physical wellness of all stakeholders.

Academic Growth

Growth that occurs from the cumulative impact of exposure to core curricula, electives, and life-skill development opportunities, and that prepares students to reach their potential.

Equity and Opportunity

Collective effort of all stakeholders to reduce disparities among students from varying demographics and backgrounds through engaging, meaningful, and relevant experiences.

Relationships

Building authentic, trusting connections that encourage collaboration and engagement among students, families, staff, and communities.

Strategic Goals

Henrico County Public Schools (HCPS) will...

Achieve and maintain full accreditation through continuous growth for all schools and students.

Transform the curriculum to meet the needs of an innovative, global workforce.

Foster an inclusive, safe, and supportive climate for all stakeholders.

Recruit, retain, and reward educators who nurture the whole child.

Cultivate and maintain meaningful, collaborative partnerships to enrich the student experience and provide relevant learning opportunities.

Leverage its strength of diversity, and lead dialogue to ensure equity and access for all.

Provide equitable and secure physical learning environments that inspire community pride.

Provide equitable, collaborative, and engaging learner-centered experiences, empowering learners to become contributing citizens in a global society.

Accreditation: Attendance

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** **Relationships**

Strategic Goal: Henrico County Public Schools will achieve and maintain full accreditation through continuous growth for all schools and students. (Attendance)

Overview of the Goal: Research shows that chronic absenteeism (missing 10 percent of the school year or about 18 days in most school divisions) not only negatively effects a student’s academic performance; having chronically absent classmates lowers the achievement of students who are not chronically absent themselves. The causal relationship between chronic absenteeism and student achievement has been well documented. Chronically absent students are less likely to demonstrate proficiency on state assessments, especially when they were also chronically absent in prior years, and are less likely to advance to the next grade. In early grades, chronic absenteeism can cause third-graders to be unable to master reading, sixth-graders to fail subjects and ninth-graders to drop out of high school. In many cases, chronic absence goes unnoticed because schools typically use average daily attendance – counting how many students show up every day – rather than examining how many and which students are falling behind because of missed school time. Fortunately, research has also demonstrated that chronic absenteeism is a solvable problem when schools monitor the problem and implement strategies that address the underlying causes.

Chronic absenteeism is measured relative to the number of days enrolled (equal to the number of days attended plus the number of days absent), rather than relative to the standard 180-day school year. This measurement is used because not all students are enrolled for 180 days.

Implementation Drivers:

Henrico County Public Schools will:

- Update policies and practices to reflect the current definition of chronic absences as defined in the Standards of Accreditation (SOAs) and include chronic tardies.
- Implement a data-driven, comprehensive approach to chronic absence that will include: collecting, monitoring and regularly reviewing chronic absence data.

- Train schools to use a multi-tiered-systems model to address chronic absenteeism and tardies.
- Support school teams in reviewing chronic absence data regularly to determine if the school is meeting the established benchmark for chronic absenteeism, and implement strategies to improve it.
- Support schools in identifying, and appropriately referring for intervention, students who have a history of missing 10 percent or more of school time, and who may be at risk due to other major challenges (health conditions, involvement in foster care, juvenile justice, homelessness etc.)
- Provide personal and early outreach to parents and students, in order to increase prevention of absenteeism using intervention.
- Support principals to ensure that teachers take attendance daily and accurately report student attendance.
- Develop a countywide process for recognizing student attendance, which will be implemented at each school.
- Communicate proactively with parents in order to stress the importance of daily school attendance and on-time arrival, and their impact on student achievement.

Outcomes	Metrics
<ul style="list-style-type: none"> ● Schools maintain a “Level One” rating on the chronic-attendance indicator for full accreditation 	<ul style="list-style-type: none"> ● All schools meet or exceed accreditation targets for attendance
<ul style="list-style-type: none"> ● Increased engagement with students and parents 	<ul style="list-style-type: none"> ● Increased parent participation and perceptions of general school climate on school climate surveys
<ul style="list-style-type: none"> ● Students recognized for good and improved attendance 	<ul style="list-style-type: none"> ● Annual collection of activities implemented in order to recognize student attendance from each school (100 percent of schools)

Accreditation: College and Career Readiness

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** **Relationships**

Strategic Goal: Henrico County Public Schools will achieve and maintain full accreditation through continuous growth for all schools and students. (College and Career Readiness)

Overview of the Goal:

As technological initiatives within modern society progress nationally, there is a need to couple childhood education and post-secondary opportunities with work-based learning experiences. Henrico County Public Schools will meet this need through the enhancement of countywide parental, student and stakeholder engagement, as well as awareness of Career and Technical Education (CTE) programming to develop a holistic student experience within a supportive environment.

Implementation Drivers:

Henrico County Public Schools will:

- Continue to expand on its communication network, informing parents, students and other interested parties – including but not limited to the Virginia Community College System and the College Workforce Alliance – about CTE programs and courses offered via HCPS.
- Add student career coaching in order to monitor and guide students' academic and career paths. The career coaching component will also serve to assist students in career-tracking from early childhood to post-secondary achievement. The division will consider a new position to lead this effort or expand the responsibilities of current staff members.
- Increase the awareness of CTE programs within businesses and post-secondary institutions by including the positive correlation between CTE course completion and SOL-testing success. The school division will use networking to strengthen, grow, and build relationships between CTE programs and business and industry partners.
- Develop and continue to implement internship and apprenticeship opportunities in order to enhance work-based learning, and develop a way to track students who participate.
- Ensure that all CTE courses and programs teach workplace-readiness skills as prescribed in the CTE curriculum.
- Advertise HCPS Advanced Career Education (ACE) Center open houses more broadly in

order to include not just students enrolling in the program, but other interested students.

- Monitor current school, business, and community partnerships and outreach.
- Create a survey to gauge awareness of CTE opportunities among parents and guardians, students, and school staff members.
- Explore opportunities to identify and embed core competencies across the curriculum, similar to those currently in place with CTE.

Outcomes	Metrics
<ul style="list-style-type: none"> ● Increased awareness of and participation in the CTE program 	<ul style="list-style-type: none"> ● Increase number of students enrolling and completing at least one CTE course annually. ● Collect and report quantitative data on surveys completed by parents, students, and school staff members on awareness of CTE ● Increase participation in career fairs at HCPS middle schools
<ul style="list-style-type: none"> ● Students are prepared for post-secondary life 	<ul style="list-style-type: none"> ● Focus-group data indicates that the HCPS CTE curriculum is consistently aligned with the needs of the global community and of higher education ● 100 percent of HCPS graduates planning to be enrolled, employed, or enlisted upon graduation
<ul style="list-style-type: none"> ● Students are more ready for work, supported by a focus on developing and refining their soft skills 	<ul style="list-style-type: none"> ● Increase number of students involved in internships and apprenticeships ● 100 percent of HCPS graduates planning to be enrolled, employed, or enlisted upon graduation ● Focus-group data indicates HCPS CTE curriculum is aligned with the needs of businesses and higher education ● Increase the number of students who earn a CTE credential ● All high schools meet or exceed the target for full accreditation on the College, Career, and Civic Readiness

	<p>Index.</p> <ul style="list-style-type: none">● Increase the number of CTE courses at all schools
<ul style="list-style-type: none">● CTE students' post-secondary success tracked	<ul style="list-style-type: none">● Survey data, as required by the federal Perkins Grant

Accreditation: Economically Disadvantaged

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** **Relationships**

Strategic Goal: Henrico County Public Schools will achieve and maintain full accreditation through continuous growth for all schools and students. (Economically Disadvantaged)

Overview of the Goal: Students from economically disadvantaged families should be provided the necessary equitable support, services, and opportunities to be successful. HCPS' goal is for all schools to achieve the state criteria for full accreditation in this subgroup.

Implementation Drivers:

Henrico County Public Schools will:

- Explore the feasibility of expanding preschool classes at every elementary school.
- Evaluate and consider hiring a family advocate, a reading specialist, a math specialist, and a psychologist for each school in grades K-12.
- Evaluate and consider providing incentives, professional development, and other resources to support staff members and retain educators at hard-to-staff schools.
- Support the Office of Professional Development to plan and develop a mandatory training program for teachers on the topics of equity and poverty, in order to help them learn new techniques to reach and teach every child.
- Provide opportunities to allow educators to share best practices across schools for creating more inclusive classrooms and greater family engagement.
- Support the Department of Family and Community Engagement in promoting the establishment of a Parent-Teacher Association group within every Henrico County school. These school-based parent organizations, with support from the Department of Family and Community Engagement, will provide additional cultural opportunities, scholarships, and community service activities to promote both the school and the students within each school community.

Outcomes	Metrics
<ul style="list-style-type: none"> ● Students entering kindergarten are better prepared for school 	<ul style="list-style-type: none"> ● Increased percentage of kindergarten students meeting fall PALS benchmarks ● More preschool classes added each year through 2025 (goal of 10 by 2025)
<ul style="list-style-type: none"> ● Social-emotional support provided for every child ● Increased staff retention at hard-to-staff schools ● All staff trained in emotional and social safety 	<ul style="list-style-type: none"> ● Decreased discipline referral numbers in every school ● All schools meet or exceed accreditation targets for attendance ● Increased staff retention, based on human resources retention reports ● 100 percent staff participation in training, measured by Electronic Registrar Online, the division’s professional development system
<ul style="list-style-type: none"> ● Increased teacher understanding of the challenges and possible home environment of students from economically disadvantaged backgrounds 	<ul style="list-style-type: none"> ● Decreased discipline referral numbers in every school ● Student climate survey data on teacher-student relationships
<ul style="list-style-type: none"> ● Increased school-community partnerships 	<ul style="list-style-type: none"> ● More schools have a PTA group ● Annual increase in number of community partnerships

Accreditation: English Language Learner (ELL)

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** **Relationships**

Strategic Goal: Henrico County Public Schools will achieve and maintain full accreditation through continuous growth for all schools and students. (English Learners, ELs)

Overview of the Goal:

The more-than 3,000 students in Henrico County Public Schools who are English-language learners represent over 100 countries and speak more than 80 languages. There is a need to provide these students with targeted resources and systems of support. It is essential that HCPS meet the academic and social needs of these students and their families. Resources and staff will be accessible to all stakeholders to support language acquisition and academic achievement.

Implementation Drivers:

Henrico County Public Schools will:

- Reduce the pupil/teacher ratio (PTR) of English-as-a-Second-Language (ESL) teachers to English-language learners by hiring additional ESL teachers to align with the Standards of Quality.
- Provide ongoing staff training, by teachers, on research-based practices for teaching English-language learners in all classrooms.
- Improve school and family communication to increase access to information in multiple languages.

Outcomes	Metrics
<ul style="list-style-type: none"> • As a result of a decreased PTR, overall performance on the annual assessment of English-language proficiency meets or exceeds state targets 	<ul style="list-style-type: none"> • Meeting or exceeding state targets on ACCESS tests

<ul style="list-style-type: none">● Professional development opportunities are required for staff members, focused on meeting the needs of English-language learners	<ul style="list-style-type: none">● Pre- and post-assessments administered to determine the effectiveness of the training with a target of 80 percent mastery
<ul style="list-style-type: none">● Increased access to information for families of English-language learners	<ul style="list-style-type: none">● Embed questions in the existing school climate survey to determine increase in perceived access to information in multiple languages

Accreditation: Graduation/Dropout

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** **Relationships**

Strategic Goal: Henrico County Public Schools will achieve and maintain full accreditation through continuous growth for all schools and students. (Graduation and Dropout)

Overview of the Goal: Since graduation and dropout rates are part of the Virginia Department of Education’s new Standards of Accreditation, all students must show progress toward successful, on-time graduation. A high school’s four-year cohort dropout rate is a new school-quality indicator under the revised Standards of Accreditation ratings, and is based on performance during the most recent year or on a three-year average.

Implementation Drivers:

Henrico County Public Schools will:

- Support school administrators and counselors in training staff to identify students who are at risk for dropping out. The training will include social-emotional learning as well as cultural competency tools that may be used to help students avoid dropping out.
- Support schools to create a “truancy team” at each school to provide wraparound services for youth identified as potential dropouts or as chronically truant. This will include development of a mentorship program aligning one-on-one engagement with at-risk students.
- Support Central Office staff, school administrators, and counselors in working together to develop a process to inform parents and students about the benefits of education, attendance and the possibilities of further learning upon completion of high school.
- Allow flexibility in structure and scheduling as options for “seat time,” including the use of non-traditional programs to meet the educational requirements necessary for graduation.
- Increase opportunities for career/technical/vocational and non-traditional programs, and communicate information about them effectively to students, parents, and other stakeholders (note dropout rates for students in technical programs).
- Adopt a standard mechanism to track and monitor accommodations to ensure they are being followed for individuals with individualized education plans; for special needs students; and for students who are limited in English proficiency.

- Ensure that schools inform freshmen about the graduation pathway and about certification opportunities.
- Provide training and resources to students, parents and staff on the Virginia Department of Education’s “Profile of a Virginia Graduate,” and new graduation requirements.

Outcomes	Metrics
<ul style="list-style-type: none"> ● Increased graduation rates 	<ul style="list-style-type: none"> ● All high schools meet or exceed full-accreditation targets for graduation rates
<ul style="list-style-type: none"> ● Decreased dropout rate 	<ul style="list-style-type: none"> ● All high schools meet or exceed full-accreditation targets for dropout rates
<ul style="list-style-type: none"> ● Decreased absenteeism (absenteeism raises the probability that a student will drop out) 	<ul style="list-style-type: none"> ● All schools meet or exceed full-accreditation targets for chronic absenteeism
<ul style="list-style-type: none"> ● Increased opportunities for vocational education 	<ul style="list-style-type: none"> ● Increased number of seats available for vocational programs based on data-driven interest levels ● Increased enrollment in CTE courses ● Increased completion rates in CTE courses
<ul style="list-style-type: none"> ● Increased pass rates for achievement-gap groups 	<ul style="list-style-type: none"> ● All schools meet or exceed achievement-gap group requirements for English and math and/or make sufficient progress as required by the Standards of Accreditation.
<ul style="list-style-type: none"> ● Increased flexibility of scheduling options to achieve “seat time” 	<ul style="list-style-type: none"> ● Increased successful course-completion rate

Accreditation: Language Arts

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** **Relationships**

Strategic Goal: Henrico County Public Schools will achieve and maintain full accreditation through continuous growth for all schools and students. (Language Arts)

Overview of the Goal: Literacy is the foundation of all education and Henrico County Public Schools strives to provide a culture of literacy for every student. All students in Henrico County should have access to a quality education that inspires reading and writing. Staff members will focus on developing the whole child through balanced literacy, stakeholder engagement, and supportive learning environments. High instructional standards in every school will help us to achieve and maintain full accreditation and to support all students as they continuously develop to reach their potential. We believe in forming partnerships in our community to build a network of resources, volunteers, and experiences to create rich and authentic learning.

Implementation Drivers:

Henrico County Public Schools will:

- Continue to prioritize the K-12 Literacy Plan as a driver of instructional practices. The plan will be reviewed and revised annually through the Next Steps Literacy Committee, a team designed to identify literacy priorities for the school division. The division will consider providing the professional development associated with the plan.
- Hire additional staff members to reduce class sizes at the elementary and secondary levels, in order to ensure that each student receives guided reading instruction every day. This will aid in intervention and enrichment at the elementary level, and ensure that secondary teachers can provide timely, individualized feedback and tailored instruction. At all levels, reduced class sizes will ensure the forging of strong relationships.
- Ensure that all schools employ a reading specialist/literacy coach to ensure ongoing and embedded professional development for literacy, and to support family engagement efforts.
- Increase and/or restructure budgets to support the purchase and yearly customization of a variety of resources (e.g. school libraries, classroom libraries, book rooms, and evidence-based intervention materials) in alignment with the curriculum.
- Develop a process to systematically collect Fountas & Pinnell (F&P) data, assessments given in grades K-5 used to identify instructional and independent reading levels.

- Support the Next Steps Literacy Committee in continuing to expand Henrico Book Nooks, a community book exchange program.
- Develop a process for literacy coaches to log professional development opportunities.
- Develop a process to conduct inventories of book rooms and classroom libraries.

Outcomes	Metrics
<ul style="list-style-type: none"> ● Elementary and secondary students show growth on formal assessments each year 	<ul style="list-style-type: none"> ● Annual increase in the percentage of K-5 students showing a minimum of a year's growth, as indicated by guided reading levels on the F&P Benchmark Assessment System ● Each school and school division have at least 50 percent of students in grades 3-5 and grades 6-8 (combined) meet their NWEA MAPS RIT growth target (Measure of Academic Progress score) on the spring administration ● All schools meet or exceed accreditation targets in language arts
<ul style="list-style-type: none"> ● Ongoing and embedded professional development increased for teachers 	<ul style="list-style-type: none"> ● Professional development opportunities for teachers increase each year as measured by courses in Electronic Registrar Online, the division's professional development registration system, and by the log of the school division's coach for professional development ● Annual increase in the percentage of K-5 students showing a minimum of a year's growth, as indicated by guided reading levels on the F&P Benchmark Assessment System ● Each school and the school division have at least 50 percent of students in grades 3-5 and grades 6-8 (combined) who meet their NWEA MAPS RIT growth target (Measure of Academic Progress score) on the spring administration

<ul style="list-style-type: none"> ● Coach works with Department of Family and Community Engagement or school administration to provide literacy information to parents 	<ul style="list-style-type: none"> ● School climate survey indicates parent knowledge of the literacy program
<ul style="list-style-type: none"> ● Increased access to books and evidence-based intervention methods 	<ul style="list-style-type: none"> ● More titles in school libraries, book rooms, and classroom libraries at the elementary level ● More items in school libraries, class libraries, book rooms, and subscriptions at the secondary level

Accreditation: Math

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** Relationships

Strategic Goal: Henrico County Public Schools will achieve and maintain full accreditation through continuous growth for all schools and students. (Math)

Overview of the Goal:

Evidence of mathematics can be found all around us. Henrico County Public Schools maintains that every student is capable of achieving high standards in mathematics. Within our comprehensive curriculum, students must be critical thinkers who can reason through and make sense of meaningful problems. We are committed to creating relevant and engaging mathematical opportunities for every student to apply mathematics to practical situations; develop a deep understanding of concepts; and communicate thinking and reasoning. By ensuring that every student receives high quality mathematics instruction, all schools will meet and exceed state accreditation measures.

Implementation Drivers:

Henrico County Public Schools will:

- Recruit and maintain qualified teachers who have a sound knowledge of mathematics and how children learn mathematics, and who also exemplify high expectations for themselves and for their students.
- Increase the number of math coach positions to support all schools and provide ongoing and embedded professional development, focused on content and data-driven decisions.
- Develop a K-12 mathematics plan that supports a comprehensive mathematics curriculum, enhances instructional practices, and allows for multiple pathways that lead to academic success for each student.
- Provide schools the opportunity to create alternate schedule options to accommodate student remediation and extension needs.

Outcomes	Metrics
<ul style="list-style-type: none"> Schools are fully accredited 	<ul style="list-style-type: none"> All schools meet or exceed accreditation targets in math
<ul style="list-style-type: none"> Students show growth on formal math assessments each year 	<ul style="list-style-type: none"> Each school and school division have at least 50 percent of students in grades 3-5 and grades 6-8 (combined) meet their NWEA MAPS RIT growth target (Measure of Academic Progress score) on the spring administration
<ul style="list-style-type: none"> 100 percent of math teachers hired are highly qualified or working towards becoming highly qualified 	<ul style="list-style-type: none"> All math teachers are highly qualified according to HCPS Human Resources and VDOE licensure reports

Accreditation: Science

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** Relationships

Strategic Goal: Henrico County Public Schools will achieve and maintain full accreditation through continuous growth for all schools and students. (Science)

Overview of the Goal:

As the need for employees proficient in STEAM (science, technology, engineering, the arts and math) continues to increase, Henrico County Public Schools will provide an engaging lab-based science foundation for all students. Authentic hands-on learning experiences will challenge students and foster their natural curiosity. Students will have the chance to think like scientists as they progress through our curriculum and develop the critical-thinking and problem-solving skills necessary for success after high school. Community partnerships will be leveraged to ensure that students have the opportunity to connect their classroom learning to the real world. By ensuring that every student receives high quality science instruction, all schools will meet and/or exceed state accreditation measures and ensure that all students develop an appreciation for scientific thinking.

Implementation Drivers:

Henrico County Public Schools will:

- Ensure that elementary teachers have 150 minutes weekly to implement science instruction.
- Review the current professional development calendar to explore the possibility of adding additional science professional development days for elementary and secondary teachers.
- Ensure that all elementary schools have STEAM resource teachers to design, plan, deliver, and assess engaging STEAM instruction for grades K-5.
- Hire division science coaches for elementary and secondary schools to provide ongoing teacher support through embedded professional development.
- Develop a process for science coaches to log their support of classroom teachers.
- Develop a process to monitor the implementation of classroom lab activities.

- Develop a “deeper learning” science curriculum that uses community support.
- Increase opportunities for science teachers from elementary, middle, and high schools to have conversations on vertical articulation, the continuity of the program from K-12.
- Continue to build a library of rubric-based resources for teachers that includes avenues for differentiation for all levels of learners (secondary).
- Allot science funds to all elementary schools to support the purchase of consumable and non-consumable materials needed to conduct required labs.

Outcomes	Metrics
<ul style="list-style-type: none"> ● Increased pass percentage on the science SOL 	<ul style="list-style-type: none"> ● Increased science SOL pass rates
<ul style="list-style-type: none"> ● Schools are fully accredited 	<ul style="list-style-type: none"> ● All schools meet or exceed accreditation targets in science.
<ul style="list-style-type: none"> ● Increased professional development opportunities for teachers focused on science instruction 	<ul style="list-style-type: none"> ● Additional time/days will be reflected on the division professional development calendar to support science learning for teachers ● Increase the number of courses provided in Electronic Register Online, the division’s professional development system, focused on science instruction.
<ul style="list-style-type: none"> ● Science coaches provide ongoing and embedded professional development for elementary and secondary teachers 	<ul style="list-style-type: none"> ● Electronic Register Online, the division’s professional development system, courses/teacher attendance and division coach professional development log
<ul style="list-style-type: none"> ● Students master and apply process of scientific investigation 	<ul style="list-style-type: none"> ● Improved performance on SOL questions tied to the scientific investigation reporting category ● Increase in time spent on classroom lab activities

<ul style="list-style-type: none"> ● Students are supported in their transition from elementary to middle to high school, through vertical articulation 	<ul style="list-style-type: none"> ● Agendas from meetings about vertical articulation of science curricula
<ul style="list-style-type: none"> ● Library of created and peer-reviewed lab and hands-on activities available for secondary teachers for all taught science curriculum to increase the rigor of lab activities at secondary level (these resources are currently available for elementary) 	<ul style="list-style-type: none"> ● Yearly growth of quality labs on Schoology (secondary)
<ul style="list-style-type: none"> ● All elementary schools have increased funds to support purchase of consumable and non-consumable science materials. 	<ul style="list-style-type: none"> ● A line-item for science funds reflected in all elementary school budgets (may vary based on size of the school as well as SOL and other science data)

Accreditation: Students with Disabilities

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** **Relationships**

Strategic Goal: Henrico County Public Schools will achieve and maintain full accreditation through continuous growth for all schools and students. (Students with Disabilities)

Overview of the Goal:

Students with disabilities working towards a standard diploma or participating in a standards-based curriculum are underperforming compared to their general education peers. Because of this, Henrico County Public Schools is not consistently meeting state accreditation for students with disabilities. Therefore, it is necessary to re-conceptualize the growth and achievement of students with disabilities. HCPS will seek to focus on student growth measures, increased faculty, staff and parent training, and increased access to resources.

Implementation Drivers:

Henrico County Public Schools will:

- Collect updated consent-to-exchange/communicate releases from consenting parents at the beginning of each school year for students with outside agencies and providers and make contact with the providers, in order to create an atmosphere of collaboration among parents and school staff, related outside agencies, resources, and providers.
- Develop and support staff members using or seeking dual-certification opportunities (holding both exceptional education and general education/content area credentials), and seek to hire individuals who hold dual certification. HCPS will explore potential incentives to aid in this effort.
- Develop user-friendly training, resources or references for HCPS parents, to be offered or provided annually by case managers in conjunction with the printed Virginia Department of Education parental rights. This may include a handout reviewed during a parent conference, an online module, a video, or a pamphlet. The Department of Exceptional Education should consider forming partnerships, including the Family and Educator Resource Center, Special Education Advisory Committee and Department of Family and Community Engagement.
- Provide training at least annually to each exceptional education staff member, to be hosted by the Department of Exceptional Education.

- Provide training at least annually to all general education staff members, provided by the Department of Exceptional Education with support and involvement from content specialists.
- Provide training at least annually to all building administrators, provided by the Department of Exceptional Education.
- Decrease the pupil/teacher ratios in buildings with a high percentage of students from low socioeconomic circumstances, in order to increase access by students with disabilities to licensed exceptional education teachers.

Outcomes	Metrics
<ul style="list-style-type: none"> ● Increased communication and collaboration among school staff, parents, students, and outside providers 	<ul style="list-style-type: none"> ● Documented collection-of-consent, documentation of collection and attempts collected at the county- or building-level via Google, paper copy, PowerSchool, EdPlan, etc.
<ul style="list-style-type: none"> ● Improved instructional access for students through use of staff members with dual certification, while maintaining (at least) current staffing model in collaborative settings 	<ul style="list-style-type: none"> ● Increased percentage of staff with dual certification, and percentage of new staff hired with dual certification
<ul style="list-style-type: none"> ● Increased parent and staff understanding of parental rights has been developed, implemented and promoted, and there is increased communication and establishment of positive partnerships between families and schools 	<ul style="list-style-type: none"> ● Percentage of cases using advocates, mediation, state complaints, and due process
<ul style="list-style-type: none"> ● Increased understanding of state and county processes and policies, including formation of individualized education programs, eligibility and data collection paperwork development, facilitation of productive team meetings on individualized education programs, and support for parental rights 	<ul style="list-style-type: none"> ● Attendance at one or more training sessions of all exceptional education staff members each year. In addition to one in-person training session, HCPS should explore and use technology-based resources for areas of identified training needs (to be offered and available on demand) at mid-year or for specific circumstances

<ul style="list-style-type: none"> ● Increased understanding of the roles and responsibilities of the general education teacher in working with students with disabilities, including use of accommodations and legal implications 	<ul style="list-style-type: none"> ● Attendance at one or more training sessions of all exceptional education staff members each year. In addition to one in-person training session, HCPS should explore and use technology-based resources for areas of identified training needs (to be offered and available on demand) at mid-year or for specific circumstances
<ul style="list-style-type: none"> ● Increased understanding for all building administrators on the roles and responsibilities of the administration, exceptional education staff, and general education staff (includes roles in meetings, discipline, testing, and legal implications) 	<ul style="list-style-type: none"> ● Attendance at one or more training sessions of all exceptional education staff members each year. In addition to one in-person training session, HCPS should explore and use technology-based resources for areas of identified training needs (to be offered and available on demand) at mid-year or for specific circumstances
<ul style="list-style-type: none"> ● Increased access by students with disabilities to licensed exceptional education teachers, achieved by decreasing pupil/teacher ratios 	<ul style="list-style-type: none"> ● Decrease student/teacher ratios by at least 5 percent in buildings with high percentages of students from low socioeconomic circumstances

Transformation of Curriculum to Meet Needs of an Innovative, Global Workforce: Elementary

Cornerstone Alignment(s):

Safety and Wellness

Academic Growth

Equity and Opportunity

Relationships

Strategic Goal: Henrico County Public Schools will transform the curriculum to meet the needs of an innovative, global workforce. (Elementary)

Overview of the Goal:

With the knowledge, skills, experiences, and attributes required for success in a global workforce continuing to change rapidly, Henrico County Public Schools will begin to redesign its curricular, instructional, and assessment supports to go beyond Standards of Learning requirements. Through these efforts, HCPS will ensure that students are at the center of their learning experiences, and that they leave the division ready for the next phase of their lives as defined by the Virginia Department of Education’s “Profile of a Virginia Graduate.” This will enable all students to:

- Achieve and apply appropriate academic and technical knowledge (content knowledge).
- Demonstrate productive workplace skills, qualities, and behaviors (workplace skills).
- Build connections and valued interactions with others as a responsible and responsive citizen (community engagement and civic responsibility).
- Align knowledge, skills, and personal interests with career opportunities (career exploration).

Implementation Drivers:

Henrico County Public Schools will:

- Create a focus group to evaluate the master schedule in order to provide schools the flexibility to implement deeper learning opportunities.
- Increase emphasis on “soft skills” (attitude, communication, creative thinking, work ethic, teamwork, networking, decision making, positivity, time management, motivation, flexibility, problem-solving, critical thinking, and conflict resolution). These will be embedded in the instructional delivery of content.
- Create classroom morning meetings (not to exceed 15 minutes) to address the increasing need for social-emotional skills.
- Support schools in forming partnerships with at least one other HCPS school to provide community service for each other, and/or to participate in community service or engagement initiatives that would benefit other citizens.

- Support school counselors in highlighting career exploration through classroom lessons, parent communication, and possibly selected field trips (approved by division staff) to career facilities. Counselors will develop a common form that they can use to record these opportunities.
- Develop a process to explore the creation of deeper learning units that integrate the four core content areas along with technology and the arts. Deeper learning units will include a balance of summative and formative assessments, such as performance-based assessments.
- Continue to use community-service logs.
- Display schoolwide bulletin boards of alumni and their careers throughout the year.
- Continue to develop the “deeper learning” rubric to support alignment of units of curricula with the deeper learning model.

Outcomes	Metrics
<ul style="list-style-type: none"> ● Increased student engagement 	<ul style="list-style-type: none"> ● Reduction in discipline referrals ● All schools provide a curriculum that is aligned with deeper learning model as defined by the deeper learning curriculum rubric
<ul style="list-style-type: none"> ● Students have more opportunity to use critical-thinking and problem-solving skills while collaborating in an innovative learning environment 	<ul style="list-style-type: none"> ● All schools provide curriculum that is aligned with deeper learning model as defined by the deeper learning curriculum rubric
<ul style="list-style-type: none"> ● Safe spaces created for students to feel accepted 	<ul style="list-style-type: none"> ● Morning meetings reflected in each elementary school’s master schedule
<ul style="list-style-type: none"> ● Students have increased exposure to a variety of careers 	<ul style="list-style-type: none"> ● All schools provide at least two opportunities at the building level for career exploration

<ul style="list-style-type: none"> ● Increased collective efficacy through school-to-school community service projects 	<ul style="list-style-type: none"> ● Department of Communications and Public Relations routinely includes community service highlights on HCPS website ● Annual report on community service posted on websites
<ul style="list-style-type: none"> ● Updated and connected Citizenship Curriculum (Safety) is aligned to Profile of a Virginia Graduate (Henrico Learner Profile). 	<ul style="list-style-type: none"> ● All schools provide curriculum that is aligned with deeper learning model as defined by deeper learning curriculum rubric
<ul style="list-style-type: none"> ● Curriculum includes opportunities for students to demonstrate and apply knowledge and skills across content areas in authentic ways 	<ul style="list-style-type: none"> ● Increased student opportunities for application of knowledge and skills (e.g. performance-based assessments) ● All schools provide curriculum that is aligned with deeper learning model as defined by deeper learning curriculum rubric

Transformation of Curriculum to Meet Needs of an Innovative, Global Workforce: Middle

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** **Relationships**

Strategic Goal: Henrico County Public Schools will transform the curriculum to meet the needs of an innovative, global workforce. (Middle)

Overview of the Goal:

With the knowledge, skills, experiences, and attributes required for success in a global workforce continuing to change rapidly, Henrico County Public Schools will begin to redesign its curricular, instructional, and assessment supports to go beyond Standards of Learning requirements. Through these efforts, HCPS will ensure that students are at the center of their learning experiences, and that they leave the division ready for the next phase of their lives as defined by the Virginia Department of Education’s “Profile of a Virginia Graduate.” This will enable all students to:

- Achieve and apply appropriate academic and technical knowledge (content knowledge).
- Demonstrate productive workplace skills, qualities, and behaviors (workplace skills).
- Build connections and valued interactions with others as a responsible and responsive citizen (community engagement and civic responsibility).
- Align knowledge, skills, and personal interests with career opportunities (career exploration).

Resources:

- [Profile of a Virginia Graduate](#)

Implementation Drivers:

Henrico County Public Schools will:

- Update and connect character education across the curriculum by developing a common language and understanding of defining characteristics across content areas.
- Update and connect citizenship education across the curriculum by developing a common language and understanding of defining characteristics across content areas.
- Intentionally integrate literacy and numeracy across the curriculum by developing a common language and an understanding of their defining characteristics across content areas.

- Intentionally integrate authentic tools and resources across the middle school curriculum by developing a common language and an understanding of their defining characteristics across content areas.
- Conduct an inventory of the existing curriculum to identify connections, and use that inventory to close curriculum gaps between the offerings and opportunities among schools.
- Create a balanced assessment framework that includes performance-based assessments. This includes, but is not limited to, state Standards of Learning tests.
- Engage HCPS staff with ongoing professional learning opportunities that align instructional practice to the enhanced curriculum framework.
- Put an enhanced curriculum into operation through the division’s online learning platform (currently Schoology).
- Develop the deeper learning rubric to support aligning units of curriculum with the deeper learning model.
- Display schoolwide bulletin boards or e-boards of alumni and their careers throughout the year.

Outcomes	Metrics
<ul style="list-style-type: none"> ● Updated and connected character education curriculum (relationships), aligned to “Profile of a Virginia Graduate” (Henrico Learner Profile); study skills, life skills and cultural awareness is included 	<ul style="list-style-type: none"> ● All schools provide curriculum that is aligned with the deeper learning model as defined by the deeper learning curriculum rubric
<ul style="list-style-type: none"> ● Updated and connected citizenship curriculum (safety), aligned to “Profile of a Virginia Graduate” (Henrico Learner Profile) 	<ul style="list-style-type: none"> ● All schools provide curriculum that is aligned with the deeper learning model as defined by the deeper learning curriculum rubric
<ul style="list-style-type: none"> ● Teachers are supported in integrating literacy and numeracy across content areas; cross-curricular content has clear, authentic connections to literacy and numeracy 	<ul style="list-style-type: none"> ● Increase in staff attendance at professional development sessions focused on literacy and numeracy as indicated in Electronic Registrar Online, the division’s professional development system

	<ul style="list-style-type: none"> ● Each school and the division will have at least 50 percent of students in grades 6-8 (combined) who meet their reading NWEA MAPS RIT growth target (Measure of Academic Progress score) on the spring administration ● Each school and the division will have at least 50 percent of students in grades 6-8 (combined) who meet their math NWEA MAPS RIT growth target (Measure of Academic Progress score) on the spring administration
<ul style="list-style-type: none"> ● Middle school curriculum includes the integration of authentic tools and clear connections with the entire learning community (classroom, school, local, state, national, and global) 	<ul style="list-style-type: none"> ● All units developed by deeper learning leaders will be aligned with deeper learning model as defined by the deeper learning curriculum rubric
<ul style="list-style-type: none"> ● Middle school curriculum is clearly connected to content knowledge, workplace skills, community engagement, and civic responsibility; career exploration outlined in “Profile of a Virginia Graduate.” 	<ul style="list-style-type: none"> ● All schools provide curriculum that is aligned with deeper learning model as defined by deeper learning curriculum rubric
<ul style="list-style-type: none"> ● Curriculum includes opportunities for students to demonstrate and apply knowledge and skills across content areas in authentic ways that build critical thinking skills 	<ul style="list-style-type: none"> ● Increased student opportunities for application of knowledge and skills (e.g. performance-based assessments) ● All schools provide curriculum that is aligned with deeper learning model as defined by deeper learning curriculum rubric
<ul style="list-style-type: none"> ● Curriculum includes opportunities for increased student engagement, agency, and achievement, and is accessible to all students in a central online platform (currently Schoology) 	<ul style="list-style-type: none"> ● All schools provide curriculum that is aligned with deeper learning model as defined by deeper learning curriculum rubric ● Each school and the division will have at least 50 percent of students in grades 6-8 (combined) who meet their reading NWEA MAPS RIT growth target (Measure of Academic Progress score) on the spring administration

	<ul style="list-style-type: none"> • Each school and the division will have at least 50 percent of students in grades 6-8 (combined) who meet their math NWEA MAPS RIT growth target (Measure of Academic Progress score) on the spring administration
<ul style="list-style-type: none"> • More professional opportunities for staff, focused on alignment between instructional practices and the enhanced curriculum framework 	<ul style="list-style-type: none"> • All schools provide curriculum that is aligned with deeper learning model as defined by deeper learning curriculum rubric • Increased staff attendance at professional learning opportunities as reported in Electronic Registrar Online, the division's professional development system

Transformation of Curriculum to Meet Needs of an Innovative, Global Workforce: High

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** **Relationships**

Strategic Goal: Henrico County Public Schools will transform the curriculum to meet the needs of an innovative, global workforce. (High)

Overview of the Goal:

To prepare students to be ready for life and have the knowledge, skills, experiences, and attributes to be successful in a rapidly changing world, Henrico County Public Schools will begin to redesign its curricular, instructional, and assessment supports around a research-based common-learning model to go beyond Standards of Learning requirements. The model will provide all learners with personalized pathways through four critical pillars, where learning is: anytime and anywhere; authentic and connected; student-owned; and community-supported. Through these efforts, HCPS will ensure that students are at the center of their learning experiences, and that they leave the division ready for the next phase of their lives as defined by the Virginia Department of Education’s “Profile of a Virginia Graduate.”

Implementation Drivers:

Henrico County Public Schools will:

- Continue to provide a well-rounded, learner-centered curriculum, with increased emphasis on student choice, innovation, critical thinking, problem solving, and real world applications. (Departments of Curriculum, Instruction, and Instructional Technology).
- Seek ways to increase community-connected learning opportunities, including but not limited to: internships; support for service learning projects; and collaborative partnerships in the curriculum (Central Office staff and school administrators).
- Increase the number of authentic learning experiences and assessments that incorporate the “5Cs” from the Profile of a Virginia Graduate (Central Office staff, school administrators, and teachers).
- Support the Office of Professional Development in providing training on the four pillars of the deeper learning model, project-based learning, and authentic assessment to meet the needs of HCPS staff members.

- Support the Office of Instructional Support in creating an advisory committee, focused on addressing the varied social and emotional needs of students.
- Support school administrators, teachers, and school counselors in collaborating regularly in order to highlight successful alumni working in a diversity of career fields.
- Continue to develop the deeper learning rubric to support alignment of units of curricula with the deeper learning model.

Outcomes	Metrics
<ul style="list-style-type: none"> ● Curriculum provides greater flexibility for student choice, with an emphasis on real-world applications 	<ul style="list-style-type: none"> ● Communication plan for students and families to create awareness and provide support for creating personalized programs of study ● Track increased learning opportunities and student participation including, but not limited to, opportunities online, with CTE, and in community college programs.
<ul style="list-style-type: none"> ● HCPS offers more authentic opportunities for learning, both inside and outside the classroom. 	<ul style="list-style-type: none"> ● An asset map of all community partnerships, growth of new community partners will be tracked over time, track students who complete service learning projects, including number of hours, the number of students participating in internships (goals to increase these numbers yearly) ● Pull data from internships, service learning, CTE participation, Henrico 21 submissions, monitor social studies performance assessment
<ul style="list-style-type: none"> ● There are more opportunities for staff members to engage in professional development, focusing on transforming teaching in the classroom 	<ul style="list-style-type: none"> ● A list of ongoing professional development opportunities aligned to the stated drivers ● Ongoing tracking of teacher participation in professional development ● Participants receive a common survey at conclusion of all training sessions offered by the Office of Professional Development (at least 85 percent will rate the professional development activity positively)

<ul style="list-style-type: none">● Curriculum includes opportunities for students to demonstrate and apply knowledge and skills across content areas in authentic ways	<ul style="list-style-type: none">● Increased student opportunities for application of knowledge and skills (e.g. performance-based assessments)● All schools provide curriculum that is aligned with deeper learning model as defined by deeper learning curriculum rubric
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Inclusive, Safe, and Supportive Climate

Cornerstone Alignment(s):

Safety and Wellness Academic Growth **Equity and Opportunity** **Relationships**

Strategic Goal: Henrico County Public Schools will foster an inclusive, safe, and supportive climate for all stakeholders.

Overview of the Goal:

It is imperative that Henrico County Public Schools foster an inclusive environment that honors all individuals, regardless of individual differences such as language, varying abilities, learning style, race, ethnicity, culture, gender, sexual identity, religious or other affiliations. Planning and instruction, interventions, and interactions should reflect an understanding of these variables and provide resources for all individuals' emotional safety and wellness.

Implementation Drivers:

Henrico County Public Schools will:

- Administer the stakeholder climate survey annually to all teachers, staff members, and parents, as well as to students in grades 5-12.
- Use job fairs to actively recruit bilingual staff.
- Increase programs that promote student participation through peer buddies in language acquisition.
- Involve local universities in volunteering for interpretation and translation services.
- Require mandatory, progressive cultural competency training sessions, offered by HCPS' Office of Professional Development. All new and beginning HCPS teachers will receive this training when they are hired.
- Increase the number of exceptional education teacher positions to allow more opportunities for co-teaching in collaborative classrooms.

- Continue to use multiple criteria for identifying gifted students from all cultural and socio-economic backgrounds and provide social and emotional support to meet the needs of gifted students, advanced learners, and their families.
- Implement positive behavior programs in all schools by 2025 and have a designated positive-behavior support coach at each school, as well as a division coordinator for elementary, middle, and high schools.
- Train all staff members in trauma-informed care. The school division will also offer this opportunity to volunteers, parents, and guardians.
- Work with local universities to arrange for year-long unpaid internship opportunities for college students studying to be school counselors, psychologists and social workers.
- Increase the availability of the Family Learning Series, enabling greater access to resources to meet a variety of community needs.
- Solicit the expertise of Henrico Mental Health and Developmental Services to provide a direct bridge for wraparound services – community-based services that serve, if deemed appropriate, children and families in home and school settings.
- Make community resources available at a one-stop shop based in the Family and Community Engagement Center. This will also include web resources, in order to respond to all needs.
- Encourage voluntary participation on the Teacher Advisory Council to communicate the needs of teachers.
- Enlarge the Teacher Advisory Council to include multidisciplinary representation (e.g. multiple teachers in buildings and across grade levels, special education and ESL teachers) and explore opportunities to collect and report input from all teachers.
- Explore the feasibility of reducing student-to-staff ratios at schools for the following positions: counselors, psychologists, social workers, and family advocates, to reflect that of local and national goals.

Outcomes	Metrics
<ul style="list-style-type: none"> Everyone feels welcome, respected, and valued in the school division 	<ul style="list-style-type: none"> Annual surveys given to all students, staff members, and families, as well as to some community members
<ul style="list-style-type: none"> HCPS recruits a diverse staff 	<ul style="list-style-type: none"> Pre- and post-staffing data review will be assessed every 3-5 years.
<ul style="list-style-type: none"> All HCPS staff members are trained in cultural competency issues and tools 	<ul style="list-style-type: none"> 100 percent staff participation in training, measured by Electronic Registrar Online, the division's professional development system
<ul style="list-style-type: none"> All HCPS parents are offered training in cultural competency issues and tools 	<ul style="list-style-type: none"> The number of parents participating in online cultural competency training will increase by 10 percent each year as measured by course registration
<ul style="list-style-type: none"> The ratio of exceptional education students to general education students in collaborative classes decreased by 5 percent from baseline by 2025 	<ul style="list-style-type: none"> Percentage of students with disabilities in the inclusive classrooms monitored and reported annually
<ul style="list-style-type: none"> Decreased out-of-school suspensions 	<ul style="list-style-type: none"> 20 percent reduction for the overall number of out-of-school suspensions across seven years
<ul style="list-style-type: none"> All HCPS students, staff members and families are able to identify one HCPS staff member to report concerns, needs and unsafe feelings 	<ul style="list-style-type: none"> Safety audit data
<ul style="list-style-type: none"> All staff members are trained in emotional and social safety 	<ul style="list-style-type: none"> 100 percent staff participation in training, measured by Electronic Registrar Online, the division's professional development system
<ul style="list-style-type: none"> Increased teacher representation on the Teacher Advisory Council 	<ul style="list-style-type: none"> Teacher Advisory Council composition

Recruit, Retain, and Reward Educators

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** **Relationships**

Strategic Goal: HCPS will recruit, retain and reward educators who nurture the whole child.

Overview of the Goal:

Given the critical teacher shortage, especially in hard to staff areas, it is essential to the continued success of our students that Henrico County Public Schools recruit, retain, and reward dedicated educators who nurture the whole child.

Implementation Drivers:

Henrico County Public Schools will:

- Review the new teacher mentor program to create a more consistent, comprehensive system for supporting teachers in years 0-3.
- Develop a process for gauging new teacher job satisfaction throughout their first three years of employment, including exit interview data.
- Create a new veteran teacher advisory group as a voice for veteran teachers. This group would offer counsel and problem-solving for divisionwide efforts to support and retain veteran teachers.
- Conduct a teacher survey to help steer the direction of the division's staff development needs as well as to help support teacher career advancement.
- Support the HCPS Human Resources Department in seeking new and innovative ways to reach candidates beyond the traditional recruiting methods. Consider using a focus group to explore the use of social media platforms (e.g. LinkedIn or Facebook groups) to increase our recruiting reach, and consider business partnerships with local companies to help learn the latest techniques in recruiting/marketing tactics. Additionally, the school division will encourage schools to include teachers as part of their career day programs.
- Support the HCPS Human Resources Department in seeking new and innovative ways to reach candidates beyond traditional recruiting methods, with a specific focus on diverse candidates.
- Survey staff members to identify their needs and wants (such as support with nutrition, physical health or mental health) and respond to those identified needs.

- Consider a stipend position for a “wellness champion” or similar position in each school.
- Survey other school divisions, businesses, and groups to determine if additional compensation or bonuses are provided for “above-and-beyond” efforts.
- Support and recognize teachers with regard to staff development for career advancement within the division, as well as supporting development and career goals through the teacher professional growth plan.
- Explore ways to compensate teachers for going above and beyond for participating in outside classroom duties.
- Participate on a committee with general government staff members to develop funding support for teachers using input collected on the most important factors in retaining Henrico County teachers and improving job satisfaction.

Outcomes	Metrics
<ul style="list-style-type: none"> ● HCPS retains new teachers (0-3 years of experience) and veteran teachers 	<ul style="list-style-type: none"> ● Percentage of teachers who leave within the first three years collected and monitored over a specified period of time; percentage of veteran teachers who leave the district over a specified period of time
<ul style="list-style-type: none"> ● HCPS recruits qualified teachers who are dedicated to educating and nurturing the whole child 	<ul style="list-style-type: none"> ● Percentage of positions filled annually by qualified teachers
<ul style="list-style-type: none"> ● HCPS increases the percentage of teachers who represent the race/ethnicity/culture of the student population 	<ul style="list-style-type: none"> ● Increase percentage of teachers in non-white race/ethnicity, compared to student population
<ul style="list-style-type: none"> ● HCPS explores feasibility of support for staff wellness 	<ul style="list-style-type: none"> ● Teacher survey results

Cultivate and Maintain Collaborative Partnerships: Elementary

Cornerstone Alignment(s):

Safety and Wellness

Academic Growth

Equity and Opportunity

Relationships

Strategic Goal: Henrico County Public Schools will cultivate and maintain meaningful, collaborative partnerships to enrich the student experience, and provide relevant learning opportunities. (Elementary)

Overview of the Goal:

Recognizing that elementary schools are charged with providing the foundation for students to develop the skills that lead to lifelong learners and productive citizens, Henrico County Public Schools seeks to create learning environments that develop the whole child and promote growth. By enhancing connections with community partners, including families, to provide equitable access to resources for all students, the school division will successfully address the social-emotional needs of students. These partnerships will also enhance academic skills that include creative, innovative and critical thinking, as well as enhance the ability to problem-solve, communicate and collaborate while improving research and literacy skills.

To achieve this, the school division will develop and foster meaningful, collaborative relationships with community partners to provide enriching and relevant student experiences. Available community resources will connect learners with content that integrates subject areas and interests.

Implementation Drivers:

Henrico County Public Schools will:

- Hire a community partnership coordinator (department) to serve as a liaison between schools and the community (businesses, colleges, nonprofits, faith-based organizations, etc.).
- Create and maintain a database of community partners to monitor the creation of new partnerships and support existing partnerships by the school division and school staff. This will chart existing partners and available programs as well as the recruitment of new partners.
- Establish a “partnership bank” for school administrators that includes area businesses and organizations to showcase available resources. This should leverage existing forums such as PTAs, school open houses, field days at schools, etc.

- Explore after-school opportunities for student enrichment provided by community partners.
- Develop a common method for schools to report to the community partnerships coordinator on their current relationships. This should include the purpose of the partnership and the point of contact.
- Explore how community partners can provide relevant onsite and offsite learning experiences to students through outreach opportunities and resources to enhance real-world learning and enrichment opportunities within our schools.
- Continue to evaluate the appropriateness of establishing regional collaborative programs/services with neighboring school divisions to meet the various needs of Henrico’s students (i.e., CodeRVA, Maggie L. Walker Governor’s School, etc.) and plan to implement such programs/services when appropriate.

Outcomes	Metrics
<ul style="list-style-type: none"> ● All Henrico County schools have equal access to community resources 	<ul style="list-style-type: none"> ● Annual increase in number of community partners reflected in the newly created database
<ul style="list-style-type: none"> ● There is a more equitable distribution of community partnerships and resources across the division to increase number of schools that are fully accredited 	<ul style="list-style-type: none"> ● All elementary schools fully accredited

Cultivate and Maintain Collaborative Partnerships: Middle

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** **Relationships**

Strategic Goal: Henrico County Public Schools will cultivate and maintain meaningful, collaborative partnerships to enrich the student experience, and provide relevant learning opportunities. (Middle)

Overview of the Goal:

The partnerships and collaboration among educators, families, and communities are critical to student success. When students have the opportunity for real-world exposure, we are assisting them in career exploration and understanding the skills needed in the workplace. These partnerships will also enhance academic skills that include creative, innovative, and critical thinking, as well as enhance the ability to problem-solve, communicate, and collaborate while improving research and literacy skills. Henrico County Public Schools should seek to create equal opportunity and equal access to these real-world learning experiences for all of its students. To strengthen relationships, HCPS will develop a comprehensive method of communication among its stakeholders.

Implementation Drivers:

Henrico County Public Schools will:

- Develop a database of community partners at the division level, accessible to all schools and staff members.
- Train teachers and administrators in providing real-world, student-centered learning experiences, including STEAM and problem-based learning.
- Develop a process for students to create and maintain an e-portfolio, requiring evidence of their work with community partners.
- Provide students with the opportunity to engage in real-world, community-supported experiences. These experiences will be based on student interest, and student-created portfolios will show true collaboration.
- Develop partnerships at the division level, not just among individual schools.

- Develop a comprehensive career-planning and course-mapping process that spans middle and high schools.
- Create a position with the primary role of developing community partnerships and serving as a point of contact between partners and schools.
- Continue to evaluate the appropriateness of establishing regional collaborative programs/services with neighboring school divisions to meet the various needs of Henrico’s students (i.e., CodeRVA, Maggie L. Walker Governor’s School, etc.) and plan to implement such programs/services when appropriate.

Outcomes	Metrics
<ul style="list-style-type: none"> ● Increased real-world learning experiences for students through relevant community partnerships 	<ul style="list-style-type: none"> ● Student engagement survey collects data on the frequency/number of real world experiences
<ul style="list-style-type: none"> ● School staff members are supported in developing partnerships to provide exposure and opportunities for students to pursue their interests 	<ul style="list-style-type: none"> ● Evidence of community partnerships in the newly created database
<ul style="list-style-type: none"> ● Student-created e-portfolios show evidence of opportunities; these are created using maker-activities (writing, video, and other ways for students to highlight and reflect on what they have learned) and benefit every student with a “3Es” focus 	<ul style="list-style-type: none"> ● Every student graduates from an HCPS high school with an e-portfolio
<ul style="list-style-type: none"> ● Students have the opportunity to continually reflect on their career goals 	<ul style="list-style-type: none"> ● Senior survey data demonstrate that all students have a plan for life after high school
<ul style="list-style-type: none"> ● All students have more opportunities to engage in equitable and relevant learning opportunities 	<ul style="list-style-type: none"> ● All student e-portfolios include evidence of required community partnership(s)
<ul style="list-style-type: none"> ● Students engage in relevant learning opportunities 	<ul style="list-style-type: none"> ● Every student graduates from an HCPS high school with an e-portfolio.

Cultivate and Maintain Collaborative Partnerships: High

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** **Relationships**

Strategic Goal: Henrico County Public Schools will cultivate and maintain meaningful, collaborative partnerships to enrich the student experience, and provide relevant learning opportunities. (High)

Overview of the Goal:

Collaborative partnerships, including family involvement, are an important 21st-century tool for every school. Partnerships form relationships, and relationships help support equity, facilitate academic progress, and strengthen safety. These partnerships will also enhance academic skills that include creative, innovative, and critical thinking, as well as enhance the ability to problem-solve, communicate and collaborate while improving research and literacy skills. Partnerships ultimately touch on all four HCPS cornerstones. The school division should seek partners that are not only beneficial to HCPS staff and students, but also to the organizations with which we form partnerships. The partnerships we seek should enhance the student experience, while increasing student involvement in the community.

Implementation Drivers:

Henrico County Public Schools will:

- Administer an HCPS survey including all stakeholders (parents, students, teachers, administrators, community leaders, etc.) from each magisterial district, which will show specific needs in each area of the county.
- Support each school in each magisterial district in forming a committee to review the survey results.

- Support each school in designating a representative (a teacher or administrator) to oversee the partnerships for their school. He or she will also attend monthly meetings with the school representatives from the other high schools to discuss overall partnerships. The representative will serve as the liaison between the school-level representatives and the school. In order to ensure the effectiveness of partnerships, the liaison will report to the administrative team and will make the faculty aware of the collaboration and keep accurate records of data.
- Design appropriate assessments tied to partnerships that are academic in nature.
- Develop a process for students to create and maintain an e-portfolio, requiring evidence of their work with community partners.
- Support schools in reaching out to individual community partners based on prominent themes revealed by the data (e.g. mental illness, social-emotional learning, father-son initiative, social skills).
- Continue to evaluate the appropriateness of establishing regional collaborative programs/services with neighboring school divisions to meet the various needs of Henrico’s students (i.e., CodeRVA, Maggie L. Walker Governor’s School, etc.) and plan to implement such programs/services when appropriate.

Outcomes	Metrics
<ul style="list-style-type: none"> ● More collaborative-based opportunities 	<ul style="list-style-type: none"> ● Each teacher will engage in a partnership at least once during school year as part of a problem-based real-world learning experience (example: collaborating with the Chesapeake Bay Foundation to design a learning experience to study the pollution of crab species)
<ul style="list-style-type: none"> ● More community service opportunities through the formed partnerships 	<ul style="list-style-type: none"> ● Increased community service hours at each HCPS high school on a per-student ratio
<ul style="list-style-type: none"> ● More community-based programs based on the area of needs for student support 	<ul style="list-style-type: none"> ● Decreased discipline rate ● Each school will increase their partnerships by 10 percent over a three-year period; data

	will be collected and tracked by the school-based representative as noted in the implementation driver (will require extensive data tracking)
<ul style="list-style-type: none"> Improved academic performance by sub-groups at each school through specific partnerships that address their needs 	<ul style="list-style-type: none"> School will meet minimum requirements for accreditation while improving academically in all sub-group categories
<ul style="list-style-type: none"> Student-created e-portfolios show evidence of opportunities; these are created using maker-activities (writing, video and other ways for students to highlight and reflect on what they have learned) and benefit every student with a “3Es” focus 	<ul style="list-style-type: none"> Every student graduates from an HCPS high school with an e-portfolio
<ul style="list-style-type: none"> All students have more opportunities to engage in equitable and relevant learning opportunities 	<ul style="list-style-type: none"> All student e-portfolios include evidence of required community partnership(s)
<ul style="list-style-type: none"> Students engage in relevant learning opportunities 	<ul style="list-style-type: none"> Every student graduates from an HCPS high school with an e-portfolio

Strength in Diversity

Cornerstone Alignment(s):

Safety and Wellness Academic Growth Equity and Opportunity Relationships

Strategic Goal: Henrico County Public Schools will leverage its strength of diversity and lead dialogue to ensure equity and access for all.

Overview of the Goal:

With the growing social and demographic changes in Henrico County, it is necessary to plan and prepare all county students, families, and community stakeholders to be able to productively engage and collaborate to foster access and equity for all. Henrico County Public Schools will educate and embrace the individual's contributions, creating a culturally responsive community.

Implementation Drivers:

Henrico County Public Schools will:

- Develop a consensus regarding a common language about equity and diversity, develop an education plan that defines terminology, and provide ongoing education that will empower community stakeholders to find their voices in the effort.
- Develop an ongoing outreach initiative at the division and school levels that involves and includes all stakeholders. The initiative will build relationships among people who are not traditionally involved due to barriers (e.g. economic, language, social, learning, and physical access barriers).
- Develop an initiative to celebrate and recognize those engaged in the ongoing process of equity and diversity.
- Support events, activities, and celebrations throughout the year related to equity and diversity. This will be documented by inclusion on the agenda at meetings of the School Board and Henrico County Council of PTAs, and dedicated space to highlight the work on HCPS' website and social media accounts. At the school level, leaders will report quarterly on their school's activities to the HCPS director of diversity and equity.

Outcomes	Metrics
<ul style="list-style-type: none"> ● All stakeholders use the same language around issues of diversity and equity ● Stakeholders have opportunities to acquire knowledge on the many facets of promoting equity and diversity ● Stakeholders have opportunities to provide feedback and input, and ways to share their voices 	<ul style="list-style-type: none"> ● Pre- and post-assessment of stakeholders to assess acquisition of common language (assessment could include surveys, social media feedback, community forums and focus groups of stakeholders)
<ul style="list-style-type: none"> ● Because of outreach efforts, the division and schools document barriers and how they affect equity and diversity ● Meaningful relationships are built between the school community and all families ● School buildings are transformed into community hubs unique to the needs of their communities, forming safe spaces for interaction 	<ul style="list-style-type: none"> ● Division and schools report on performance indicators showing existing barriers and the processes by which they were overcome ● School buildings being used by the community to meet its needs
<ul style="list-style-type: none"> ● The celebration initiative includes recognition of activities that highlight the equity and diversity work being done at the division and school levels 	<ul style="list-style-type: none"> ● At a minimum, events and recognitions will occur one time each quarter at division and school levels

Equitable and Secure Environment

Cornerstone Alignment(s):

Safety and Wellness Academic Growth Equity and Opportunity **Relationships**

Strategic Goal: Henrico County Public Schools will provide equitable and secure physical learning environments that inspire community pride.

Overview of the Goal:

The Henrico County Public Schools community ensures that all schools are secure by following protocols and reporting observations of concern regarding school facilities and visitors. The community includes students, teachers, staff, parents, and citizens. When everyone understands that they share responsibility for fostering secure physical learning environments, community pride will ensue.

Implementation Drivers:

Henrico County Public Schools will:

- Provide expectations and training for all students/staff (school community), contributing to a physically and emotionally safe, clean, and orderly environment.
- Ensure that schools provide consistent access and welcoming procedures across all schools for all visitors (parents, volunteers, staff, and students).
- Standardize procedures used at all schools for all visitors, including HCPS staff, to be vetted and accounted for during school hours while on school grounds.
- Support schools in expanding their two traditional Code of Conduct assemblies to include additional information regarding safety and security as well as introductions of key staff members. These include the entire administrative team, the school resource officer assigned to the school, the school security officer on the secondary level, and school counselors. PTA groups will be tasked with dedicating one of their regular meetings to reviewing the same information with members.
- Revitalize and rebrand the “Silence Hurts” reporting program to make it more relevant to youth and adults.
- Continue to evaluate readiness for school safety and security in order to meet the needs of each school. These include such tools as safety audits and facility inspections.
- Explore increasing access to mental health professionals in every school.

- Provide opportunities in every school for students to participate in the school community, such as clubs during and after school, with transportation provided.
- Monitor membership growth and publically present data based on September 30th membership annually to determine short and long-term facility space needs as part of the Capital Improvement Plan. A forecast of enrollment changes is included below.

Outcomes	Metrics
<ul style="list-style-type: none"> ● Schools achieve above average or outstanding on all safety audits 	<ul style="list-style-type: none"> ● 100 percent of schools earn an “outstanding” or “above average” on safety audits
<ul style="list-style-type: none"> ● The safety of school environments is ensured through consistent implementation of safety practices 	<ul style="list-style-type: none"> ● More schools implementing standard welcoming procedures as measured by safety audit teams
<ul style="list-style-type: none"> ● Schools promote better awareness and communication among students, staff, and the community to develop a more open and transparent environment to discuss school safety (any concerns that cannot be addressed by a school’s staff are forwarded to Central Office staff for review and comment) 	<ul style="list-style-type: none"> ● More schools with “fully implemented” on safety audit items related to “awareness and communication of school safety” ● Stakeholder survey results indicate increased awareness of the rebranded reporting program
<ul style="list-style-type: none"> ● HCPS supports enhancements as determined through recommendations in our comprehensive school-safety audit process and through facility inspections 	<ul style="list-style-type: none"> ● The HCPS Department of Safety and Construction and Maintenance provide an annual summary documenting the fiscal appropriations (operating and capital funds) used for replacements and enhancements

Learner-Centered Experiences: Elementary

Cornerstone Alignment(s):

Safety and Wellness **Academic Growth** **Equity and Opportunity** **Relationships**

Strategic Goal: HCPS will provide equitable, collaborative, and engaging learner-centered experiences empowering learners to become contributing citizens in a global society.
(Elementary)

Overview of the Goal:

In order to prepare our students for the ever-changing world, Henrico County Public Schools will provide experiences, skills, and supports to encourage lifelong learning. All students will have opportunities to collaboratively, creatively, and confidently solve real-world problems. Every student will be afforded balanced and impartial learning opportunities, which are meaningful and relevant to the learner’s interests and experiences. These efforts will empower all students to become contributing citizens in a dynamic global society.

Implementation Drivers:

Henrico County Public Schools will:

- Develop and offer professional development focused on the implementation of project-based assignments and experiential activities.
- Update the common administrator walk-through form to capture experiential experiences that connect to the real world. The division will also develop a process to compile these experiences across all elementary schools in the division.
- Support teachers in meeting with students to set and review goals during each quarter. Parent-teacher conferences will include participation from family members and students to review student-set goals.
- Offer professional development to staff members on how to implement student-centered learning experiences, and on integrating student goals into conferences. Training will focus on step-by-step gradual implementation, which is revised and supported throughout the year.
- Develop a process to evaluate practices each year for allocating overall resources by school.

- Support administrators in evaluating lesson plans, project assignments, and hosted events in order to increase opportunities to expose students to inclusive and interactive cultural experiences. The school division will also develop a common implementation log that school staff members can use to record these opportunities, which can then be compiled across all HCPS elementary schools.
- Develop an annual Instructional Technology plan to support learner-centered instruction.
- Ensure that students can use a variety of technologies in a responsible manner, and develop the information literacy of all learners.

Outcomes	Metrics
<ul style="list-style-type: none"> • School communities leverage their diversity in order to involve learners in various cultural experiences 	<ul style="list-style-type: none"> • All schools provide an implementation log to division leaders each semester indicating cultural experiences students engaged in at school and division levels
<ul style="list-style-type: none"> • More hands-on learning opportunities connect knowledge to everyday life experiences 	<ul style="list-style-type: none"> • Walk-through feedback aggregated at the school and division levels
<ul style="list-style-type: none"> • More project-based assignments and experiential activities 	<ul style="list-style-type: none"> • Teacher attendance at professional development sessions focused on project-based assignments and experiential activities as captured in Electronic Registrar Online, the division's professional development system
<ul style="list-style-type: none"> • More empowerment and student ownership of learning 	<ul style="list-style-type: none"> • Teacher attendance at professional development sessions focused on integrating student goals in conferences as captured in Electronic Registrar Online, the division's professional development system

Learner-Centered Experiences: Middle

Cornerstone Alignment(s):

Safety and Wellness Academic Growth Equity and Opportunity Relationships

Strategic Goal: HCPS will provide equitable, collaborative, and engaging learner-centered experiences empowering learners to become contributing citizens in a global society. (Middle)

Overview of the Goal:

Henrico County Public Schools will focus on building supportive relationships and positive school cultures in order to increase learner engagement and fulfillment of the four cornerstones.

Implementation Drivers:

Henrico County Public Schools will:

- Provide high-quality, professional learning opportunities and resources for teachers and school leaders on establishing and advancing learning theory, to include:
 - Project-based learning.
 - Collaborative learning.
 - Student-centered learning/deeper learning.
 - Social-emotional learning.
 - Collaborative learning for teachers.
 - Purposeful peer connections among HCPS teachers across the division who teach similar content.
 - Use of real-time data to drive instruction.
- Reserve portions of instructional time for greater teacher-student and student-to-student building of relationships (e.g. advisories and morning meetings).
- Establish pathways that foster open lines of communications between schools and the community.
- Consider opportunities to create PTA sister-school partnerships, including potentially sharing financial resources, to avoid unintended inequities.

- Provide a variety of assessment opportunities, including both formative and summative assessments.
- Develop a system for skill development whereby teachers can earn “micro-credentials,” or certifications in a specific topic area.
- Develop a bank of lessons teachers can draw from to support student-peer relationships.
- Transform the middle school curriculum to provide students with multiple authentic learning experiences with local businesses and organizations.
- Develop an annual Instructional Technology plan to support learner-centered instruction.
- Ensure that students can use a variety of technologies in a responsible manner, and develop the information literacy of all learners.

Outcomes	Metrics
<ul style="list-style-type: none"> ● Dedicated teachers understand the learning needs of today's students and are equipped with a flexible set of skills needed to reach each individual student 	<ul style="list-style-type: none"> ● Teachers receive micro-credentials/badges from a menu of professional learning topics (showing their continued learning and mastery of new skills that fit the unique needs of their learners)
<ul style="list-style-type: none"> ● Time is built into master schedules specifically to develop teacher/student relationships (dedicated advisory periods) 	<ul style="list-style-type: none"> ● Advisory blocks built into master schedules
<ul style="list-style-type: none"> ● Increased emphasis on positive relationships serves as the basis for improving academic performance and school safety 	<ul style="list-style-type: none"> ● Increase number of schools achieving full accreditation ● Reduction in number of discipline referrals by school
<ul style="list-style-type: none"> ● Community members, staff members, and students are supported in interactions, working on real problems with real professionals and tools 	<ul style="list-style-type: none"> ● Each school designates one person to maintain “community partner portfolios”
<ul style="list-style-type: none"> ● Schools benefit from PTA school-to-school partnerships 	<ul style="list-style-type: none"> ● Increase sister-school PTA partnerships

<ul style="list-style-type: none"> ● Professional development is offered concerning the use of student academic work evaluations to demonstrate and assess learning 	<ul style="list-style-type: none"> ● Increase number of Electronic Registrar Online courses, the division’s professional development system, offered on student academic work evaluations ● Teacher attendance as measured in Electronic Registrar Online
<ul style="list-style-type: none"> ● Students have multiple paths that support their individual strengths 	<ul style="list-style-type: none"> ● All curriculum units developed by deeper learning leaders will be aligned with the deeper learning model as defined by the deeper learning curriculum rubric

Learner-Centered Experiences: High

Cornerstone Alignment(s):

Safety and Wellness

Academic Growth

Equity and Opportunity

Relationships

Strategic Goal:

HCPS will provide equitable, collaborative, and engaging learner-centered experiences empowering learners to become contributing citizens in a global society. (High)

Overview of the Goal:

The world beyond high school is quickly redefining what it means to be ready for life, including a broader set of aims that reflect complex and diverse environments. Yet, colleges and businesses express concern that many high school students are not graduating well-prepared for higher education, the military and the workforce. The Virginia Board of Education recognizes this need and is revamping its “Profile of a Virginia Graduate” to ensure that every child has the knowledge, skills, and attributes necessary to succeed in life. Henrico County Public Schools seeks to create learning environments that develop the whole child, cultivating students’ empathy, compassion, and respect for others. The school division also seeks to engage all students in meaningful learning experiences that better reflect the complexity of the world in which we live; and to serve the individual, promote growth and foster deep learning within all students.

Implementation Drivers:

Henrico County Public Schools will:

- Develop student internships with community organizations, businesses, and post-secondary institutions.
- Create learning environments that focus on individual student growth, providing flexibility in curriculum scope, and pacing guides.
- Facilitate learning experiences to support student mastery of knowledge, skills such as critical thinking and creativity, and attributes identified in the Henrico Learner Profile.
- Create and use observational tools to align with knowledge, skills, and attributes within the Henrico Learner Profile.
- Ensure that students can use a variety of technologies in a responsible manner, and develop the information literacy of all learners.

- Provide student voice and choice in the learning process, allowing them to become agents of their own learning.
- Assign problem-based assignments that foster collaboration with peers and their community.
- Prioritize and reserve time in the division calendar to allow professional learning for teachers.
- Provide a variety of professional learning opportunities that are aligned to HCPS curricula, relevant to students, tailored for teacher’s needs, and accessible anytime, to allow for job-embedded practice and reflection.
- Identify opportunities within the curriculum to develop students’ social-emotional skills.
- Provide tools to allow students to develop their own e-portfolios.
- Develop an annual Instructional Technology plan to support learner-centered instruction.

Outcomes	Metrics
<ul style="list-style-type: none"> ● HCPS continues to innovate and affirm learning pathways for students to pursue career and life-ready experiences 	<ul style="list-style-type: none"> ● Increase variety of course and internship offerings that meet the needs of all students. ● Increase use of growth measures that include learning portfolios and performance-based assessments ● Increase division wide positive responses from parents, students, and teachers on student engagement items on climate survey ● Senior survey data indicate increased percentage of students planning to enroll in college, enter the workforce, or join the military
<ul style="list-style-type: none"> ● HCPS provides multifaceted, multimodal learning opportunities for all students to foster student engagement 	<ul style="list-style-type: none"> ● Increased variety of course and internship offerings that meet the needs of all students. ● All schools provide curricula that are aligned with the deeper learning model as defined by the deeper learning curriculum rubric

	<ul style="list-style-type: none"> ● Stakeholder survey results on student engagement ● Use observation tools that include criteria to identify those learning opportunities
<ul style="list-style-type: none"> ● HCPS facilitates professional learning opportunities that model equitable, collaborative, and engaging learner-centered experiences for staff members 	<ul style="list-style-type: none"> ● Increase opportunities for professional learning through collaborative peer networks, within and beyond the school building ● Increase staff attendance at professional development sessions as recorded in Electronic Registrar Online, the division’s professional development system ● Increased professional learning opportunities with experts outside of the school division

Key Term Definitions

Cornerstone

A critical foundation around which HCPS' long-range planning is based.

Strategic Goals

Broad, intentional statements of what HCPS is committed to achieve. Our division will have goals that drive continuous, measurable improvement. Strategic goals define HCPS' direction and purpose.

Implementation Drivers

Short-term, focused action steps to achieve the strategic, longer-term goals. They are concerned with practical, logical and measurable efforts of multiple stakeholder groups.

Outcome

Measurable statement that clarifies the desired results that will be achieved from one or more implementation drivers. They provide flexibility for HCPS stakeholders to navigate future needs and trends.

Metrics

Practical and reliable tools that measure progress made, relative to the strategic goals and outcomes. HCPS tries to balance traditional and innovative metrics to inform progress within this strategic plan.

Forecast of Enrollment Changes

Sept. 30 Membership Forecasts
Henrico County Public Schools

<u>Reporting Date</u>	<u>Fiscal Year</u>	<u>Forecasts as of</u> <u>1/19/18</u>	<u>Annual</u> <u>Growth</u>
<u>9/30/2017</u>	<u>17-18</u>	<u>50,330</u>	<u>-</u>
<u>9/30/2018</u>	<u>18-19</u>	<u>50,196</u>	<u>-134</u>
<u>9/30/2019</u>	<u>19-20</u>	<u>50,130</u>	<u>-66</u>
<u>9/30/2020</u>	<u>20-21</u>	<u>50,240</u>	<u>110</u>
<u>9/30/2021</u>	<u>21-22</u>	<u>50,230</u>	<u>-10</u>
<u>9/30/2022</u>	<u>22-23</u>	<u>50,100</u>	<u>-130</u>