



# New Hanover County Schools Strategic Plan

2022-2027



## **New Hanover County Schools Strategic Plan 2022 – 2027 Contents**

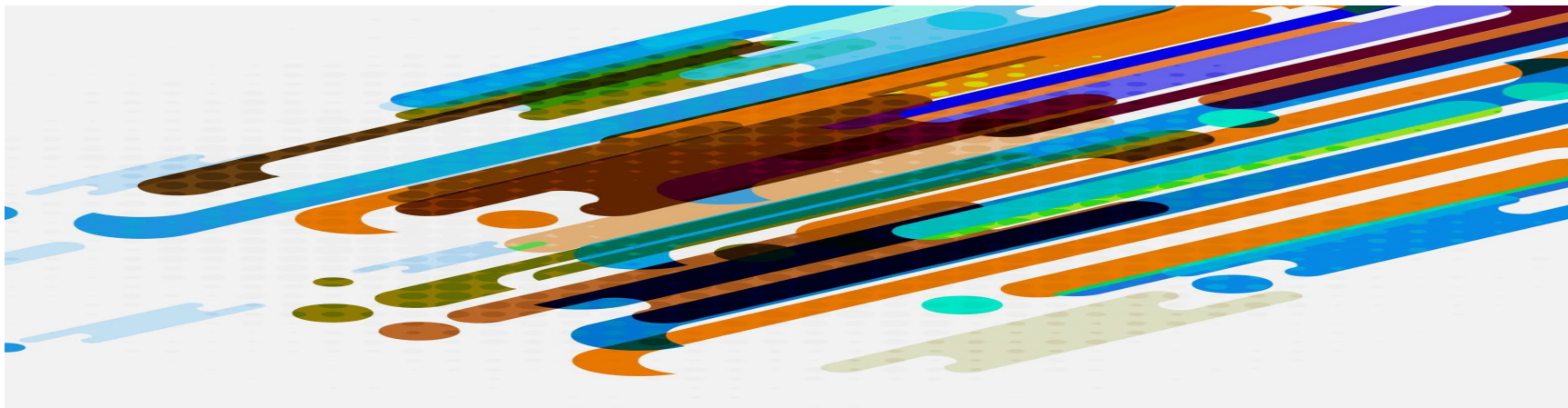
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## ***I. Introduction***

New Hanover County Schools (NHCS) has developed a new Strategic Plan for 2022 – 2027 that incorporates the voices of parents, students, community, staff, and Board to provide a guiding framework for the moving the School District forward. More than 5,000 persons shared their visions for the district and affirmed the mission of providing a superior education in a safe and positive learning environment where students are prepared with the skills to succeed. See ***VI. NHCS Strategic Plan Assessment Summary*** for full details of the assessment process and results.

To achieve this mission, NHCS Board and staff defined specific goals, strategies, and action steps that promote excellence in academic performance, a safe and supportive environment for students and staff, an equitable and inclusive school community, and the engagement of families and community members to support students as they learn. Staff teams will implement specific tactics that support the action steps that move the strategies forward; the strategies will advance the goals. Staff will regularly report progress to the Board and community as explained below in ***V. Monitoring and Tracking Strategic Progress*** as all engage together in preparing our students for success

This planning process has produced the Strategic Plan, associated Action Plans for each Goal, and the process for monitoring and tracking strategic progress. The Plan is intended to serve as a “GPS,” a living document to guide the District forward toward its mission of providing a superior educational experience to all students.



## *II. Mission*



*The mission of New Hanover County Schools, in collaboration with our parents and the community, is to strive to provide children with an opportunity for a superior education in a safe and positive learning environment where they are prepared with the skills to succeed.*

***III. Goals, Strategies, and Outcomes***

**STRATEGIC GOALS**



**ACADEMIC PERFORMANCE**



**STUDENT SAFETY AND  
WELLNESS: PEOPLE  
AND PLACES**



**SUPPORTIVE  
ENVIRONMENT FOR  
TEACHERS AND STAFF**



**EQUITY, DIVERSITY,  
AND INCLUSION**



**FAMILY ENGAGEMENT**



**COMMUNITY PARTNERSHIPS**



## Academic Performance

**Goal:** Through rigorous academics at every grade level, students demonstrate a readiness for productive citizenship, as well as higher education opportunities or meaningful employment

**Outcome:** *By 2027, NHCS will graduate at least 90% of students ready for productive citizenship as well as higher education opportunities or meaningful employment*

### Strategies

1. *Increase the number of Pre-K students meeting or exceeding age expectations in Teaching Strategies Objectives aligned with the North Carolina Early Learning Inventory to 75%*
2. *Increase the percentage of students reading at or above grade level in 3<sup>rd</sup> grade to 90%*
3. *Increase the percentage of students proficient in NC Math I by the end of 9<sup>th</sup> grade to 60%*
4. *Increase the rate of proficiency among students taking the AP and/or IB exams by 10%*
5. *Increase the percentage of Career and Technical Education (CTE) Programs of Study (POS) by 40% through the implementation of CTE Pathways*



## **Student Safety and Wellness: People and Places**

**Goal:** Provide facilities and services focused on safety and wellness to enhance teaching and learning.

***People Outcome:** By 2027, NHCS schools will operate safe and supportive learning environments including supportive and instructive discipline measures, with minimal out of school suspensions, utilizing evidence-based practices*

***Places Outcome:** By 2027, 100% of recommended facility and operational enhancements to increase student safety and wellness will be completed*

### **Strategies: People**

- 1. Create supportive school and classroom climates*
- 2. Provide explicit Social Emotional Learning instruction*
- 3. Foster high quality professional learning*

### **Strategies: Places**

- 1. Promote good nutrition and wellness*
- 2. Provide safe and efficient bus transportation*
- 3. Provide school facilities that enhance teaching and learning*
- 4. Provide safe, secure school facilities*
- 5. Provide facilities that consider the health and wellbeing of staff and students*



## **Supportive Environment for Teachers and Staff**

**Goal:** Ensure a supportive environment so that staff will perform their duties using the most effective methods possible to achieve optimal student learning

**Outcome:** *By 2027, NHCS schools will achieve optimal student learning as measured by approved and aligned district metrics*

### **Strategies**

1. *Efficient operations in recruitment, hiring, and communication between departments*
2. *Efficacy of employees in delivery of high quality services to students*
3. *Equity in staff allotment and school diversity*





## **Equity, Diversity, and Inclusion**

**Goal:** Students and staff agree that their school/worksite is an inclusive, equitable, and diverse place where they have a strong sense of belonging and connectedness

**Outcome:** *By 2027, students and staff report in bi-annual surveys 90% or higher agreement that their school/worksite is an inclusive place where they have a strong sense of belonging and connectedness*

### **Strategies**

1. *Ensure that all schools establish staff equity teams and that all secondary schools establish student equity teams*
2. *Ensure that schools have processes to establish equitable access to the complete continuum of educational opportunities in their school*
3. *Engaging the school staff and families in understanding the importance of assessing the level of connectedness of families, students and staff*



## Family Engagement

**Goal:** Increase meaningful family engagement and involvement across all schools

**Outcome:** *By 2027, NHCS sees a 50%+ increase in family involvement in school activities, as demonstrated in family participation data*

### Strategies

1. *Streamline and encourage high impact engagement opportunities*
2. *Create a district-level family engagement budget for school-level events*
3. *Standardize and professionalize family engagement*



## **Community Partnerships**

**Goal:** Strengthen and increase community partnerships that directly enhance student opportunities and achievements

**Outcome:** *By 2027, number of partnerships and collaborative work will increase as evidenced by documented engagement*

### **Strategies**

1. *Lower the barriers to partnerships/sponsorships*
2. *Establish and implement a process/program for partner recognition*
3. *Enhance mutually beneficial relationships in the community*

#### IV. Action Plans

##### *Goals and Strategies with Action Steps, Responsible Parties, Timelines, Targets, and Metrics*

Goal 1: Academic Performance					
Through rigorous academics at every grade level, students demonstrate a readiness for productive citizenship, as well as high education opportunities or meaningful employment					
<i>Outcome: By 2027, NHCS will graduate at least 90% of students ready for productive citizenship as well as higher education opportunities or meaningful employment</i>					
	<i>Strategy 1.1: Increase the number of Pre-K students meeting or exceeding age expectations in Teaching Strategies Objectives aligned with the North Carolina Early Learning Inventory to 75%</i>	Responsible Party	Timeline for Completion	Targets and Metrics	Status
1.1.1	Implement and sustain a high quality curriculum	Instruction and Academic Accountability Division  Faison	2027	Appropriate, incremental progress annually toward 75%	
	Tactic: Monitor the implementation of curriculum programs	Shannon Smiles	2026		
	Tactic: Continue to provide professional development for instructional staff and school leaders	Shannon Smiles	2025		
	Tactic: Train lead teachers on the implementation of high-quality Professional Learning Communities (PLCs)	Shannon Smiles	2023		
	Tactic: Communicate the core principles of effective PLCs to school leaders	Shannon Smiles	2023		
1.1.2	Enhance teacher, school support staff, and school leader knowledge, skill, and ability ensuring student engagement through high-impact strategies and rigorous instruction	Instruction and Academic Accountability Division Faison	2027	Appropriate, incremental progress annually toward 75%	
	Tactic: Develop a set of core beliefs that ground teaching and learning in high-quality instruction based on research and best practice in early childhood education	Shannon Smiles	2022		
	Tactic: Provide professional development to instructional staff on using formative and summative assessments to guide instruction, increase rigor, and increase student engagement	Shannon Smiles	2023		

	Tactic: Vertical planning and alignment between instructional staff in PreK through third grade	Shannon Smiles	2024		
	Tactic: Train lead teachers on the implementation of high-quality PLCs	Shannon Smiles	2024		
	<b>Strategy 1.2: Increase the percentage of students reading at or above grade level in 3<sup>rd</sup> grade to 90%</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
1.2.1	Implement and sustain a high quality curriculum that includes the five pillars of literacy - phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Instruction and Academic Accountability Division  Faison  Silver	2027	Appropriate, incremental progress annually toward 90%	
	Tactic: Development of a district instructional framework that communicates teacher and student expectations to all stakeholders and is aligned with the science of reading.	Janice Silver, Maureen Hill	2022		
	Tactic: Develop and deliver professional development to assist teachers and school leaders in unpacking standards, identifying learning targets and effective instructional strategies to increase visible learning in classrooms to increase visible learning in classrooms.	Janice Silver, Maureen Hill	2022		
	Tactic: Adapt the components of Reading Fundamentals curriculum to be aligned with the Science of Reading	Janice Silver, Maureen Hill	2023		
	Tactic: Use technology and online resources to enhance lessons	Maureen Hill, Sarah Gubit	2024		
1.2.2	Enhance teacher, school support staff, and school leader knowledge, skill, and ability ensuring student engagement through high-impact strategies and rigorous instruction	Instruction and Academic Accountability Division  Faison  Silver	2027	Appropriate, incremental progress annually toward 90%	
	Tactic: Develop a set of core beliefs that ground teaching and learning in high-quality instruction based on research and best practice	Janice Silver, Maureen Hill	2022		
	Tactic: Engage students in rigorous instructional activities that are grounded in core beliefs	Janice Silver, Maureen Hill	2024		
	Tactic: Blend technology throughout the curriculum in a relevant, rigorous, and engaging manner	Janice Silver, Maureen Hill, Sarah Gubit	2024		
	Tactic: Vertical planning and alignment between instructional staff in PreK through third grade	Janice Silver, Maureen Hill, Shannon Smiles	2024		
	Tactic: Provide professional development for teachers to effectively use	Janice Silver, Maureen	2023		

	data from progress monitoring and other assessments to guide instruction and increase student engagement	Hill			
	Tactic: Train lead teachers on the implementation of high-quality PLCs	Janice Silver, Maureen Hill	2024		
	<b>Strategy 1.3: Increase the percentage of students proficient in NC Math I by the end of 9<sup>th</sup> grade to 60%</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
1.3.1	Implement and sustain a high quality curriculum	Instruction and Academic Accountability Division  Faison  Silver	2027	Appropriate, incremental progress annually toward 60%	
	Tactic: Development of a district mathematics instructional framework that communicates teacher and student expectations to all stakeholders.	Janice Silver, Katie Martin			
	Tactic: Develop and deliver professional development to assist teachers and school leaders in unpacking standards and identifying learning targets to increase visible learning in classrooms.	Janice Silver, Katie Martin			
	Tactic: Utilize high-quality resources to design lessons that are aligned with the standards to increase student engagement.	Janice Silver, Katie Martin			
	Tactic: Communicate instructional coaching expectations and train school leaders on the following: teacher reflection, student feedback, and increasing student discourse through structured protocols.	Janice Silver, Katie Martin			
	Tactic: Use technology and online resources to enhance lessons	Janice Silver, Katie Martin, Sarah Gubitza			
1.3.2	Enhance teacher, school support staff, and school leader knowledge, skill, and ability ensuring student engagement through high-impact strategies and rigorous instruction	Instruction and Academic Accountability Division  Faison  Silver	2027	Appropriate, incremental progress annually toward 60%	
	Tactic: Train lead teachers on the implementation of high-quality PLCs	Janice Silver, Katie Martin	2024		
	Tactic: Communicate the core principles of effective PLCs and high-impact instructional strategies to school leaders.	Janice Silver, Katie Martin	2023		
	Tactic: Develop classroom communities that promote a growth mindset for all stakeholders and increase student discourse across all math classrooms.	Janice Silver, Katie Martin	2023		
	Tactic: Provide professional development for teachers to effectively use	Janice Silver, Katie	2023		

	data from progress monitoring and other assessments to guide instruction and increase student engagement	Martin			
	Tactic: Monitor the implementation of district-adopted curriculum resources.	Janice Silver, Katie Martin	2023		
	<b>Strategy 1.4: Increase the rate of proficiency among students taking the AP and/or IB exams by 10%.</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
1.4.1	Implement, enhance, and sustain a high quality curriculum	Instruction and Academic Accountability Division  Faison  Silver	2027	Appropriate, incremental progress annually toward 60%	
	Tactic: Effectively use the Honors Portfolio process established by the North Carolina Department of Public Instruction to prepare students for AP/IB courses.	Janice Silver, Maureen Meehan	2024		
	Tactic: Implement the detailed set of college-level expectations as prescribed by the College Board.	Janice Silver, Maureen Meehan	2023		
	Tactic: Ensure all AP/IB teachers attend College Board training	Janice Silver, Maureen Meehan	2023		
	Tactic: Enhance curriculum through opportunities for students to demonstrate and explore interests related to AP/IB subject content.	Janice Silver, Maureen Meehan	2023		
	Tactic: Enhance curriculum through the use of AP/IB preparation materials and essay development process guidance	Janice Silver, Maureen Meehan	2023		
1.4.2	Enhance teacher, school support staff, and school leader knowledge, skill, and ability ensuring student engagement through high-impact strategies and rigorous instruction	Instruction and Academic Accountability Division  Faison Silver	2Q2026	Appropriate, incremental progress annually toward 60%	
	Tactic: Increase opportunities for collaboration, PLCs, and curriculum development among cross-curricular teaching teams, departments, and gifted specialists.	Janice Silver, Maureen Meehan	2023		
	Tactic: Increase the number of teachers participating in district-level training including the NHCS local AIG credentials	Janice Silver, Maureen Meehan	2024		
	Tactic: Provide professional development for teachers to effectively use data from progress monitoring and other assessments to guide instruction and increase student engagement	Janice Silver, Maureen Meehan	2023		
	Tactic: Use technology and online resources to enhance lessons	Janice Silver, Maureen Meehan, Sarah Gubit	2024		

	<b><i>Strategy 1.5: Increase the percentage of Career and Technical Education (CTE) Programs of Study (POS) by 40% through the implementation of middle school CTE Pathways.</i></b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
1.5.1	Implement, enhance, and sustain a high quality curriculum	Instruction and Academic Accountability Division  Faison  Futrell	2027	Appropriate, incremental progress annually toward 85%	
	Tactic: Develop and sustain CTE Programs of Study for Middle and High Schools that are vertically aligned to postsecondary options (college, career or military).	Katrina Futrell	2024		
	Develop and sustain CTE Programs of Study that progressively align with local industry and workforce needs (e.g. soft and hard skills, job shadowing, internships, pre-apprenticeships, apprenticeships, stackable credentials).	Katrina Futrell	2024		
	Tactic: Implement and sustain a personalized and multi-year career development plan (CDP) for each secondary student that reflects exploration of the student's interests, preferences and abilities; and informs course selection, planning for further education and career, and involvement in extended learning (e.g. WBL, CTSOs and credentialing).	Katrina Futrell	2023		
	Tactic: Integrate relevant literacy, math and science concepts in CTE curriculum to enhance students skills and deepen their understanding and transferable skills across academic and technical disciplines and career fields.	Katrina Futrell	2022		
1.5.2	Enhance teacher knowledge, skill, and ability ensuring student engagement through high-impact strategies and rigorous instruction	Instruction and Academic Accountability Division  Faison Futrell	2027	Appropriate, incremental progress annually toward 85%	
	Tactic: Provide CTE teachers with ongoing and progressive Professional Development that provides training on instructional practices that are aligned to CTE course standards and Industry related standards.	Katrina Futrell	2023		
	Tactic: Enhance PLCs focused on unpacking CTE Standards and data-driven instructional strategies that impact teacher effectiveness and student learning.	Katrina Futrell	2022		
	Tactic: Develop individualized Professional Development plans that up-skill teachers in their content areas.	Katrina Futrell	2022		



	Tactic: Utilize data to ensure students are provided with high-quality, authentic opportunities to enhance learning beyond classroom instruction to include accurate and timely information on extended learning experiences	Katrina Futrell	2022		
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<b>Goal 2: Student Safety and Wellness – People and Places</b>  <b>People: Provide facilities and services focused on safety and wellness to enhance teaching and learning.</b>  <b><i>Outcome: By 2027, NHCS schools will operate safe and supportive learning environments including supportive and instructive discipline measures, with minimal out of school suspensions, utilizing evidence-based practices</i></b>					
	<b><i>Strategy 2.1: Create supportive school and classroom Climates</i></b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
2.1.1	Establish learning environments that are supportive, culturally responsive, and focused on building relationships and community	Student Support Staff	Annually	100 % of schools have School Mission (Guiding Principles for Success)  Metric:  80% of schools will score a 4 (strong evidence) demonstrated on the Indicators of Schoolwide SEL Protocol (Section 1)  100% of schools have School Guidelines for Success (Behavior Matrix) Increased achievement, graduation, and post-secondary outcomes	
	Tactic: Provide professional learning to strengthen staff expertise in cultivating supportive, equitable learning environments.	SEL Coordinator Social Work Lead Counseling Supervisors	2023-2027	75% of staff that engage in related professional development report they are more equip to provide supportive and equitable learning environments	
	Tactic: Facilitate school planning opportunities to create and/or review school wide behavioral expectations across various school settings.	SEL Team in collaboration with	4Q2023	100% of schools will have written, taught and shared	

		MTSS Lead		school wide behavior plans	
	Tactic: Provide existing school teams with effective instructional practices for teaching, reinforcing and correcting behavioral expectations across settings	SEL Team and MTSS Lead	4Q2023	80% of schools will score a 4 (strong evidence)demonstrated on the Indicators of Schoolwide SEL Protocol (Section 1)	
2.1.2	Build authentic family partnerships for regular and meaningful opportunities to build relationships and collaborate to support social, emotional, and academic development	Student Support Staff	Annually	SIP  PTA  Increased achievement, graduation, and post-secondary outcomes	
	Tactic: Assist schools in developing/revising a schoolwide vision, mission and behavior plan	SEL Coordinator	2023	100 % of schools will have an updated behavior plan, vision, and mission	
	Tactic: Provide schools with resources and ideas that enhance authentic family partnerships to support their SIP plans	Student Services Director	2023	All schools will have access to a fully developed resource guide on the staff portal	
	Tactic: Provide resources and support for outreach activities designed to promote meaningful opportunities for families to share ideas and feedback	Student Services Director	3Q2024	All schools will have access to a fully developed resource guide on the staff portal	
2.1.3	Establish youth voice and engagement: Elevate student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers	Student Support Staff	Annually	Increased achievement, graduation, and post-secondary outcomes	
	Tactic: Assess schools in developing strategies and timelines around capturing student voice.	SEL Coordinator	1Q2024	100% will have identified strategies and timelines for capturing student voice.	
	Tactic: Support schools in creating meaningful, developmentally appropriate opportunities for all student to share their opinions, take on leadership roles, devise strategies for school improvement, and in decision-making around issues that they prioritize	Director of Student Support Services	1Q2024	100% of schools will have identified opportunities for students to share opinions and priorities.	
	Tactic: Provide resources and support for creating developmentally appropriate service learning projects and student lead awareness campaigns	Director of Student Support Services	4Q2024	80% of schools will have evidence of service-learning projects of student-lead awareness campaigns.	

	<b>Strategy 2.2: Provide explicit SEL instruction</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
2.2.1	Establish core SEL learning objectives with consistent opportunities to cultivate, practice, and reflect on social emotional competencies that are developmentally appropriate and culturally responsive	Student Support Staff	Annually	Curriculum targets Increased achievement, graduation, and post-secondary outcomes  80% of schools will score a 4 (strong evidence) demonstrated on the Indicators of Schoolwide SEL Protocol (Section 2, Explicit SEL instruction)	
	Tactic: Provide implementation materials of evidence based core programs and approaches for explicit SEL instruction	SEL Coordinator	4th Q 2023	100% of schools will have access to implementation materials	
	Tactic: Provide professional development designed to enhance teachers self efficacy in facilitating SEL programs and practices	SEL Coordinator	2027	100% of school staff will have access to PD opportunities.	
	Tactic: Support schools in identifying intentional time and space for the the delivery of explicit SEL programing	SEL Coordinator	1stQ2023 and annually	100% of schools will have identified time and space for SEL in their master schedule.	
2.2.2	Integrate SEL with academic instruction	Student Support Staff	Annually	Increased achievement, graduation, and post-secondary outcomes	
	Tactic: Provide training on integrating SEL into academic instruction and utilizing the NCDPI SEL and Content area crosswalk.	SEL Instructional Specialist in collaboration with C & I	4Q 2026	100% of staff will have access to professional learning opportunities.	
	Tactic: Provide professional development on delivering interactive instruction that fosters student voice, collaboration, and cooperative learning.	SEL Instruction Specialist	4Q 2025	100% of staff will have access to professional learning opportunities.	
	Tactic: Create professional learning opportunities that explore intentional strategies for fostering student ownership over their learning, including connecting their perspectives and experiences to instruction.	SEL Instructional Specialist in collaboration with C & I	4Q 2025	100% of staff will have access to professional learning opportunities.	
2.2.3	Operate a continuum of integrated academic and behavioral supports to ensure all student needs are met	Student Support Staff SW Lead Counseling Supervisors	Annually	MTSS Increased achievement, graduation, and post-secondary outcomes	

	Tactic: Provide clear guidance around the identification and monitoring of student response to academic and behavioral supports at all tiers.	SEL Coordinator and MTSS Lead	1Q2023	All schools will have access to guidelines in staff portal.	
	Tactic: Support a seamless integration of SEL into a continuum of academic and behavior supports	SEL Coordinator	4Q2024	75% of schools will integrate SEL into academic and behavior supports.	
	Tactic: Identify and provide SEL resources/supports at each tier (Core, Supplemental, Intensive)	Director, Student Support Services	1Q2023	100% of schools will have access to SEL resources and supports by tier.	
2.2.4	Implement supportive discipline with policies and practices that are instructive, restorative, developmentally appropriate, and equitably applied	Student Support Staff	Annually	Discipline data – 50% reduction of OSS annually (excluding serious safety offenses) Increased achievement, graduation, and post-secondary outcomes	
	Tactic: Utilize community partner to offer restorative practices training for school based staff and leadership.	Student Support Director and Director of Safety	4Q 2024	Contract/MOU	
	Tactic: Facilitate Behavior Leadership Foundation Series for school teams annually.	SEL Coordinator	4Q 2025	100% of participating schools will complete the course.	
	Tactic: Utilize data to drive decision making and align resources that support discipline practices that promote SEL, take into account students' developmental stages, cultural backgrounds, and individual differences.	Director of Safety	4Q 2025	90% of schools will use discipline data to drive SEL instruction to reduce exclusionary discipline practices.	
	<b>Strategy 2.3: Foster High Quality Professional Learning</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
2.3.1	Engage with community partners in alignment with district strengths, needs, and established priorities	Student Support Staff	Annually	90% of Interagency team action plans aligned on integrated school and community outcomes Increased achievement, graduation, and post-secondary outcomes	
	Tactic: SEL team will meet with community partners regularly to align strategies and communication around all SEL related efforts and initiatives.	Director of Student Support Services	4Q2024	Team will meet quarterly with community stakeholders.	
	Tactic: Establish and consistently use a common language with community partners around SEL.	Director of Student Support Services	3Q2023	Document of common language will be available	

				to community partners	
	Tactic: Ensure that community partnerships lead to equitable access to a broad range of community resources and post secondary opportunities.	Director of Student Support Services	1Q2027	Outcome data will reflect increased student engagement with resources and opportunities.	
2.3.2	Develop systems for continuous improvement where implementation and outcome data are collected and used to improve policies and practices with a focus on equity	Student Support Staff	Annually	Monthly student data reports Policy implementation  Standard Operating Procedures/Staff Scope of Work with 90% accuracy/compliance Increased achievement, graduation, and post-secondary outcomes	
	Tactic: Establish set timelines for data collection and analysis to improve related systems, practices, and policies.	Director of Student Support Services	4Q2027	Standard operating procedures are developed	
	Tactic: Identify and utilize evidenced based protocols to examine data with an equity lens.	Director of Student Support Services	4Q2025	Protocol will be identified and utilized by 80% of schools.	
	Tactic: Select and utilize appropriate rubrics and walkthrough protocols to measure schoolwide implementation of strategic plan.	Director of Student Support Services	4Q2023	Rubric and walkthrough protocols will be used by 80% of schools.	
2.3.3	Provide staff with regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community	Student Support Staff	Annually	100% of School Improvement Plans addressing schoolwide management of student behavior  100% of schools operating PLCs based on analysis and solution oriented integrated academic and behavior instruction 100% of school completing PD- measure of capacity built for school independence in operating positive learning culture	

				Increased achievement, graduation, and post-secondary outcomes	
	Tactic: Create meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies.	SEL Coordinator	1Q2022 Ongoing	Participant feedback data	
	Tactic: Provide ongoing Social and Emotional Learning professional development opportunities for school and district staff	SEL Coordinator	2027 (ongoing)	PD Attendance rosters Participant feedback data	
	Tactic: Create an educator's resource center that provides materials that support adults in learning, modeling, and collaborating to promote SEL competencies.	Director Student Support Service	4Q2025	All staff will have access to a resource center	

**2: Student Safety and Wellness – People and Places****Places: Provide facilities and services focused on safety and wellness to enhance teaching and learning***Outcome: By 2027, 100% of recommended facility and operational enhancements to increase student safety and wellness will be completed*

	<b>Strategy 2.4: Promote good nutrition and wellness</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
2.4.1	Improve communication of the Child Nutrition Program	Child Nutrition Department/ Operations Division	4Q2023	Improve the website and implement a social media platform to reach families	
	Tactic: Have the website ADA compliant		Ongoing		
	Tactic: Include monthly/weekly menus on website and social media		Ongoing		
	Tactic: Update menu and nutritional information		Ongoing		
	Tactic: Promote staff accomplishments		Ongoing		
2.4.2	Update kitchen/dining facilities and equipment	Facility Planning & Construction Department/Child Nutrition Department/Operations Division	4Q2027	New facilities and renovations to update kitchen and dining spaces for compliance with NHCsS Educational Specifications	
	Tactic: Increase capital funding to maintain equipment and reduce down time. 10% increase in capital funding per year.		Annually		
	Tactic: Implement preventive maintenance program		Annually		
	Tactic: Implement end-of-life equipment replacement plan		Annually		
	Tactic: Take advantage of all State and Federal grants for funding		Ongoing		
	Tactic: Future bond for major renovation needs		Ongoing		
2.4.3	Increase participation rate	Child Nutrition Department/ Operations Division	4Q2027	Increase District Participation Rates to >80% with progress measured by 20% increments each year	
	Tactic: Improve and expand menu options		Monthly		
	Tactic: Increase brand name recognition		Monthly		
	Tactic: Provide CN staff with customer service training		Annually/As		



			needed		
	Tactic: Work with school to provide adequate seat time for students		Annually/As needed		
	<b><i>Strategy 2.5: Provide adequate, safe and efficient bus transportation</i></b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
2.5.1	Recruitment/retention of bus drivers	Transportation Department/Operations Division	4Q2025	Achieve and Maintain Fully staffed at 120 bus drivers annually starting in 2024FY	
	Tactic: Hire Recruiter/Trainer Supervisor		2023 FY		
	Tactic: Analyze current workforce and forecast attrition annually based on age (retirements) and determine optimal annual hires to achieve target by 2027		Annually		
	Tactic: Perform dedicated recruiting activities: Job Fairs, On-line Job Postings, Community Outreach Searches		Ongoing		
	Tactic: Manage driver candidates throughout the CDL/Hiring process. Perform regular outbound contacts encouraging regular and consistent progression.		Ongoing		
	Tactic: Conduct frequent training sessions with current drivers to reduce attrition by increasing job knowledge and satisfaction.		Weekly		
2.5.2	Increase safety of buses and bus operation	Transportation Department/Operations Division		Improve safety performance by Achieving 34 or lower score from Annual State Inspection	
	Tactic: Implement Weekly Safety Inspection to achieve 90% QA score comparing MI items to QA items found.		Weekly		
	Tactic: Provide random checks of 3 MIs each week with Master Mechanic performing audit of MIs conducted within 24 hours.		Weekly		
	Tactic: Regular viewing of bus cameras to ensure drivers are complying with state and federal laws governing bus stop procedures		Weekly		
2.5.3	Increased timeliness of Bus routes	Transportation Department/Operations Division	2Q2023	Achieve 95% ontime morning runs, and 90% ontime afternoon runs.	
	Tactic: Conduct quarterly audit of all routes to ensure drivers are adhering to planned bus route for 90% adherence/accuracy		Quarterly		
	Tactic: Increase bus capacity utilization to 90%		Annually		
	Tactic: Reduce daily miles driven by 2% annually		Annually		

	<b>Strategy 2.6: Provide school facilities that enhance teaching and learning</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
2.6.1	Provide flexible furniture and spaces that meet the needs of all students	Facility Planning & Construction Department/Operations Division	4Q2027	Renovated facilities and furniture to update kitchen and dining spaces for compliance with NHCS Educational Specifications	
	Tactic: Document the facility, furniture, and equipment needs		Annually		
	Tactic: Communicate costs to School Board & Commissioners		Annually		
	Tactic: Request future capital funding and/or bond		Annually		
	Tactic: Increased capital funding by 10% annually for 5 years		Annually		
	Tactic: Implement improvements and monitor progress		2027		
2.6.2	Up fit classrooms with the systems, furniture and equipment that best facilitate instruction	Facility Planning & Construction Department/Operations Division	4Q2028	Renovated facilities for compliance with NHCS Educational Specifications	
	Tactic: Document the facility, furniture, and equipment needs		Annually		
	Tactic: Communicate costs to School Board & Commissioners		Annually		
	Tactic: Request future capital funding and/or bond		Annually		
	Tactic: Increase capital funding by 10% annually for 5 years		Annually		
	Tactic: Implement improvements and monitor progress		2027		
2.6.3	Provide indoor and outdoor spaces to facilitate all types of activities	Facility Planning & Construction Department/Operations Division	4Q2027	Renovated facilities for compliance with NHCS Educational Specifications	
	Tactic: Document the facility, furniture, and equipment needs		Annually		
	Tactic: Communicate costs to School Board & Commissioners		Annually		
	Tactic: Request future capital funding and/or bond		Annually		
	Tactic: Increase capital funding by 10% annually for 5 years		Annually		
	Tactic: Implement improvements and monitor progress		2027		
	<b>Strategy 2.7: Provide safe secure school facilities</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
2.7.1	Implement improvements recommended in the District-Wide Risk Vulnerability Assessment	Operations Division/Facility Planning & Construction Department/Maintenance Operations Department/School Safety Department	4Q2027	Full implementation and compliance by 2027	

	Tactic: Document the facility, and equipment needs		Annually		
	Tactic: Communicate costs to School Board & Commissioners		Annually		
	Tactic: Request future capital funding and/or bond		Annually		
	Tactic: Increase capital funding by 10% annually for 5 years		Annually		
	Tactic: Implement improvements and monitor progress		2027		
2.7.2	Consider student safety and wellness in both indoor and outdoor spaces and activities	Facility Planning & Construction Department/Operations Division	4Q2027	Renovated facilities and furniture for compliance with NHCS Educational Specifications	
	Tactic: Document the facility, and equipment needs		Annually		
	Tactic: Communicate costs to School Board & Commissioners		Annually		
	Tactic: Request future capital funding and/or bond		Annually		
	Tactic: Increase capital funding by 10% annually for 5 years		Annually		
	Tactic: Implement improvements and monitor progress		2027		
2.7.3	Update emergency procedures and increased training	School Safety Department/Operations Division	2Q2023	Complete update and full implementation of training by 2023	
	Tactic: Update and distribute NHCS Emergency Operation Procedures		4Q2022		
	Tactic: Update and distribute Schools Emergency Operation Procedures		1Q2023		
	Tactic: Develop program for ongoing training with schools and administrative facilities		1Q2023		
	Tactic: Update Emergency Operation Plans in SRMP		4Q2023		
	<b>Strategy 2.8: Provide facilities that consider the health and wellbeing of staff and students</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
2.8.1	Provide well maintained facilities and preventive maintenance	Maintenance Operations Department/Operations Division	4Q2027	Reduce volume of work orders and equipment breakdowns by 50%	
	Tactic: Complete a facility site assessment for all facilities		Annually		
	Tactic: Communicate needs and cost to School Board		Annually		
	Tactic: Develop plan for implementation and monitoring		Annually		
	Tactic: Increase staffing in maintenance operating		Annually		
	Tactic: Increase operating budget by 10% annually over 5 years		Annually		
2.8.2	Improve indoor air quality	Maintenance Operations Department/Operations Division	4Q2027	Compliance with ASHRAE and EPA recommendations for indoor air quality	
	Tactic: Complete a facility site assessment for all facilities		Annually		
	Tactic: Communicate needs and cost to School Board		Annually		

	Tactic: Develop plan for implementation and monitoring		Annually		
	Tactic: Increase staffing within Maintenance Operations		Annually		
	Tactic: Increase operating funding by 10% annually for 5 years		Annually		
2.8.3	Improve energy efficiency and daylighting	Maintenance Operations Department/Operations Division	4Q2027	Have 20% of our buildings EPA Energy Star Certified by 2027	
	Tactic: Identify specific projects reduce energy use and improve efficiency		Annually		
	Tactic: Communicate needs and cost to School Board		Annually		
	Tactic: Develop plan for implementation and monitoring		Annually		
	Tactic: Take advantage of all grant and other funding opportunities		Annually		
	Tactic: Increase operating funding by 10% annually over 5 years		Annually		

<b>Goal 3: Supportive Environment for Teachers and Staff</b>  <b>Ensure a supportive environment so that staff will perform their duties using the most effective methods possible to achieve optimal student learning</b>  <i>Outcome: By 2027, NHCS schools will achieve optimal student learning as measured by approved and aligned district metrics</i>					
	<i>Strategy 3.1: Efficient operations in recruitment, hiring and communication between departments. (Obtain)</i>	Responsible Party	Timeline for Completion	Targets and Metrics	Status
3.1.1	Identify and implement efficiencies in the employee life cycle process from application, interviewing, onboarding, training and professional learning in order to support overall staffing shortages and district operations.	Executive Director of HR	July 2023 Baseline data collection	HR System analytics Professional Learning feedback survey data Title II Audit and Reports	
	Tactic: Identify and implement a comprehensive recruitment and hiring system	Supervisor(s) of TM Director of Information Systems	June 2022	Full implementation and integration of an HRMS system	
	Tactic: Develop a 5-year marketing and recruitment plan to maintain a workforce of effective and qualified professionals	Supervisors of Talent Management	January 2023	Completed report	
3.1.2	Increase coordination and communication between and among district divisions when implementing new policies, procedures, state and/or local initiatives, with a goal to decrease the fatigue and additional requirements on staff at the school and classroom level.	Executive Director of HR Schools Office	September 2022	Feedback from Problem of Practice Team (select Principals, Advisory Groups) Survey data	
	Tactic: Develop a real time Who To Call list for Schools Office	Human Resources	September 2022	Access to the resource	
	Tactic: Develop a streamlined platform for communication between and among district divisions and schools	Supervisor(s) of TM Technology	August 2022	Access to the resource	
	Tactic: Develop a shared calendar for all staff trainings conducted by all divisions (with scheduling deadlines)	Schools Division - Administrative Assistant Technology	August 2022 Ongoing by semester	Semester prior schedule for all school based trainings	
	<i>Strategy 3.2: Efficacy of employees in delivery of high quality services to students.</i>	Responsible Party	Timeline for Completion	Targets and Metrics	Status

3.2.1	Provide flexible professional learning that affords staff opportunities for building expertise in classrooms and in all divisions across NHCS (Operations, CN, etc.)	Executive Director of HR	September 2022	Professional learning surveys HR Personnel data Title IX data	
	Tactic: Develop a comprehensive professional learning program that includes survey feedback, identified areas needing improvement and opportunities to develop skills and abilities of leadership within the district.	Supervisor of Staff Development Curriculum & Instruction Schools Office	August 2022 Annually	Staff Development Course offerings Feedback Survey Data	
3.2.2	Develop (as needed) and/or, leverage, and enhance current Leadership Pathway programs to provide opportunities for internal advancement and professional growth for all employees.	Executive Director of HR  Executive Director of Finance	July 2022	Pathway Program data HR System analytics (hiring, resignation, vacancy)	
	Tactic: Develop a comprehensive and flexible Grow Your Own program to support development of support staff to become certified, instructional staff.	Supervisors of Talent Management	September 2022`	Presentation of Grow Your Own Programs to all eligible staff	
	Tactic: Enhance and sustain leadership pathway programs	Supervisor of Staff Development	Ongoing	Program offerings and participation rates Survey data	
	Tactic: Enhance and sustain professional learning opportunities for support staff across divisions	Supervisor of Staff Development	Ongoing	Program offerings and participation rates Survey data	
	<b>Strategy 3.3: Equity in staff allotment and school diversity.</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b> <div></div> <div></div> <div></div>
3.3.1	Collaborate with EDI Office to identify, develop and implement activities and programs that foster and support the recruitment and retention of a diverse, highly effective workforce.	Executive Director of Title IX and Employee Relations	2Q2022 Collect baseline data	Collaboratively build program goals and activities Establish baseline data	
	Tactic: Develop a process to ensure HR leadership participates in EDI initiatives	Supervisor of TM	July 2022	90% HR participation in EDI initiatives	
	Tactic: Monitor and sustain hiring and recruiting strategies that promote a diverse workforce	Supervisor of TM	Ongoing	HR Employee data Marketing and recruiting data	
3.3.2	Analyze and strive for equity with allotment formulas that directly impact individual building needs based on student performance.	Executive Director of HR	August 2022	Staffing Ratios (allotments)  Programmatic Staffing Ratios (i.e., AIG staffing	

				per building)  Exception Justifications/ narratives	
	Tactic: Re-evaluate allotment formulas to ensure appropriate use of Title I funds to ensure equity across all schools	Director of Federal Programs	June 2022	Title I Compliance	
	Tactic: Create a system to communicate more effectively state, federal, and local school level allotment formulas	ED of HR	March 2022	HR Report on Allotments	
	Tactic: Leverage the transfer list to diversify years of experience in instructional staff by building	Supervisor(s) of TM	June 2022	Personnel Report by building	
	Tactic: Use compensation and classification study to inform allotment formulas and division staffing ratios	ED of HR	June 2022  September 2022	Compensation and Classification Report to the Board of Education	

<b>Goal 4: Equity, Diversity, and Inclusion</b>  <b>Students and staff agree that their school/worksite is an inclusive, equitable, and diverse place where they have a strong sense of belonging and connectedness</b>  <b><i>Outcome: By 2027, students and staff report in bi-annual surveys 90% or higher agreement that their school/worksite is an inclusive place where they have a strong sense of belonging and connectedness</i></b>					
	<b>Strategy 4.1: Ensure that all schools establish staff equity teams and that all secondary schools establish student equity teams.</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
4.1.1	Provide annual equity team training for staff that increases awareness and builds capacity in the areas of staff and student advocacy.	Office of Equity, Diversity & Inclusion & Communication & Outreach	Annually (1st semester)	Professional Development Attendance,  Staff Retention of Equity Team Members  Biannual Surveys	
	Tactic: Build out system-wide shared language definition of Equity	EDI Committee & Equity Workgroup	June 30,2022	Biannual Survey  Feedback from student/staff teams	
	Tactic: Identify schools that do not have Equity Teams and implement student equity teams where they are non existence	Student Equity and Engagement Supervisor (needs budget approval), School Administration, SIT	August, 2022	Direct Numerical Metric of increasing the number to 17 for Student teams and 45 for Staff teams	
	Tactic: Help to support schools to develop sustainable student/staff equity teams	Student Equity and Engagement Supervisor (needs budget approval), Principal, SIT	October, 2022 (Students) End of 2022/23 school year	Increased Numerical Metric  Biannual Survey  Attendance at Quarterly District Meetings and attendance at one to two school based meetings	
	Tactic: Integrate student driven equity action steps as part NCSTAR and School Improvement Plans	Office of EDI, SIT, Student/Staff Equity Teams	Start of 2023-2024	established school level goals or action steps in NC Star include input from equity teams and if they are meeting timelines	



4.1.2	Provide funding and support to student equity teams in the district and establish a student equity network.	District Student Equity & Engagement Coordinator	Annually	School allocations to support student equity initiatives	
	Tactic: Hire Student Equity & Engagement Coordinator	HR - Office of Equity - Approval from BOE	2022-23	Post position Interview and Hire	
	Tactic: Obtain competitive stipend for Student Equity Site Coordinators	Office of Equity & School level administrators	2022-23	Add new club stipend allocation Identify site coordinators	
	Tactic: Obtain competitive stipend for Equity Coaches	Office of Equity & School level administrators	2022-23	identify equity coaches Add new club stipend allocation	
	Tactic: Ensure collaboration between student Equity teams and District wide Student Voice group for the development of a comprehensive student voice engagement strategy	Office of Equity District Student Equity and Engagement Coordinator (needs budget approval)	June 2022	Bi Annual Meetings Board and Cabinet Roundtable Events	
	Tactic: BOE hears the Student Voice Project suggestions for sustainable student voice engagement strategy	Office of Equity Student Voice Project coordinators/adult allies & students	June 2022	Adding to the BOE Agenda April-June	
4.1.3	Host Fall and Spring Student Equity Convenings	District Student Equity & Engagement Coordinator (needs budget approval)	Annually	Increased awareness and engagement of students	
	Tactic: Identify Students in equity groups	Student Equity Team County Coordinators (Abbey Nobles and Brian Jones)	December 2022	school level advisors submit names of students equity groups	
	Tactic: Schedule Biannual Meetings, including funding, transportation, etc.	Communications & Outreach and Office of Superintendent	August 2022	Post on internal district Calendar Schedule BOE Conference Room Procure transportation for all students with Operations	
	Tactic: Invite BOE and Cabinet members to the meetings	Communications & Outreach and Office of Superintendent	Ongoing- one month prior to the meeting	Adult decision-maker awareness of student lived experience	
	Tactic: Communication Plan on Meetings and Outcomes	Office of Equity, Student Teams, Communications &		Increased community and staff awareness of student lived experience	

		Outreach		Included information in district newsletters and social media accounts	
	Tactic: Quarterly Board of Education Report Out by members of Student Voice and Equity Teams (or the TBD district-wide youth engagement strategy)	Student Equity Teams - Office of Equity - Student Voice	Ongoing – Quarterly	Schedule to Board Agenda	
	<i>Strategy 4.2: Ensure that schools have processes to establish equitable access to the complete continuum of educational opportunities in their school.</i>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
4.2.1	Evaluate enrollment processes in advanced course offerings, specialty programs, and Academically and Intellectually Gifted (AIG) programs to ensure equitable access for students.	Office of Equity Diversity & Inclusion  Chief Academic Officer, AIG Coordinator, & school level AIG coordinators & match teams  Student Support Services	1Q2023	Increased enrollment of students in historically marginalized student populations that is proportionate to district student demographics (or by at least 10%)	
	Tactic: Utilize NHCS’ AIG plan in order to increase the number of minoritized students’ identification and access to accelerated/enrichment opportunities at all levels, with a priority placed at elementary.	AIG coordinator & school level AIG coordinators & school AIG match teams	Ongoing 2026-2027	AIG match teams are following the 2022 AIG plan with fidelity  Enrollment of students in historically marginalized student populations becomes more proportionate to school level demographics	
	Tactic: Schools determine student identified driven needs/desires among curricular opportunities in the master schedule and extracurriculars (eg ethnicity/culture/language based offerings)	office of EDI  Chief Academic Officer  Principals, Counselors	June 2023	Increase in ethnicity/culture/language based offerings	
	Tactic: Identify the variation in demographic percentages across each traditional and non-traditional program for the past 3 years to determine a baseline.	School data managers  Data manager point person at central office	August/ September 2022	Ability to pull and measure accurate data	
	Tactic: Ensure equitable transportation services across the district to all traditional school based specialty programs.	Transportation	August 2023-24	Immediate increase in applications and enrollment in	

				traditional school based specialty programs despite geographic residence	
	Tactic: Ensure communication to all possible student candidates and their families about all specialty programs, advanced coursework, and AIG programming	Communications & Outreach and Office of Equity & Instruction and Curriculum, Bilingual Family Liaisons	Ongoing 2023-2024	Increased enrollment in School Messenger Communication software  Active anti-bias in school support staff during application distribution process so linguistically and culturally diverse students' assets are not overlooked  Increased Bilingual or Translator and interpreter and liaison staff	
4.2.2	Increase Exceptional Children students' access to General Education (using accommodations, modifications, and supplementary aids and services) to raise the Least restrictive Environment ratio in Special Education	Schools  Student Support Services	2Q2022-2023	Increased by 10%	
	Tactic: Identify preferred co-teaching model (or priority elements for co-teaching) for NHCS in order to determine impact on LRE	Office of EDI  Student Support Division & Director of EC	3Q2022-23	LRE ratio as reported to DPI (% students on IEP included in GenEd )	
	Tactic: EC staff and principals build master schedules for schools beginning with (prioritizing) EC students with assistance/support from administrative EC positions	Office of EDI  Student Support Division & Director of EC  School EC department chairs & teams  Data Managers	1Q2023-2024 or summer 2023	master schedules reflect prioritization of EC students  Prioritizing creating EC students schedule first	
	Tactic: Principals ensure training on NHCS' preferred co-teaching models and ensure intentional pairings in co-teaching between special and general education teachers	Principals  Student Support - Special Education Department, Director of EC  Schools Division	2022-2023 school year	NHCS identifies and communicates preferred co teaching model	

4.2.3	Decrease disproportionalities in exclusionary practices based on each school's baseline disciplinary data from 2022 by the end of the 2nd semester of the following school year.	Schools	2Q2023	Decrease of 10 %	
		Student Support Services			
	Tactic: Identify the exclusionary practices in order of priority and feasibility for elimination by collaboration with community/parent organizations	EDI office, Student Support, and schools	December 2022	clarity/consensus/common language on exclusionary practices	
	Tactic: Partner with New Hanover County Resiliency Task Force to train all adult staff who interact with students in trauma-informed behaviors, 1-on-1 interactions, and instructional methods	Board of Education Student Support Services	2023-2024 and 2024-2025	decreased minor and major referrals in Educator's handbook	
	Tactic: Increase number of SEL, Counselors, Social Workers in elementary school buildings to support implementation of Restorative Practices and trauma-informed disciplinary practices	BOE, Finance	2025	Numerical number of SEL/Counseling staff increases in elementary schools  decrease in out of school suspensions in our elementary students	
	Tactic: Train remaining elementary schools in Behavior Leadership training and establish a mandatory quarterly vote on ending the suspension of 4,5,6 & 7 year olds for nonviolent offenses based on monitoring of the training.	Board of Education Student Support Services Division, SEL Coordinator	June 2023	initiate quarterly votes  increased number of trained schools and employees	
	Tactic: Communicate with families on the new policy and procedures around suspensions. Provide awareness to community resources and trainings	Communications and Outreach  Schools  Student Support/SEL	June 2023	Send communications via school messenger to families (track reception from email, text and phone call)  Implement landing page with community resources with families	
	<b>Strategy 4.3: Engaging the school staff and families in understanding the importance of assessing the level of connectedness of families, students, and staff</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
4.3.1	Clear communication to staff and families as to how data will be used and understanding that results are used to drive improved outcomes for students.	Communications Division  Schools  Curriculum & Instruction	Annually	Increased parent/staff participation for related events and student focused meetings	
	Tactic: Hire Family and Community Engagement Coordinator to provide support to schools and the district to drive the goal	Human Resources	August 2022	Funding/posting and interviewing of position	

		Office of EDI			
	Tactic: Facilitate the creation of a Frequently Asked Questions document about how data is used within Multi-tiered systems of support, Exceptional Children, Academically and Intellectually Gifted, etc. for individual student scheduling	Communications & Outreach  Instruction & Accountability  Schools	Q42023		
	Tactic: Host interactive informational/expo sessions specific to core subjects and STEM	Family and Community Engagement Coordinator (Position needs budget approval)  Schools' individualized interdisciplinary teams, .i.e. SIT team, student/staff equity teams	Bi-annually	Community/satellite location of engagement	
4.3.2	Create a process by which staff and families can ask questions and share concerns related to data being collected	Office of Equity, Diversity & Inclusion  Student Support Services	2Q2023	Response surveys	
	Tactic: Create live electronic tools for feedback and suggestions that apply to specific schools or full district	Office of Equity, EDI & Equity Workgroup, Staff Equity Team & Communications and Outreach	September 2022	Establish a community input avenue on the district website  Pull data weekly from the form	
	Tactic: Offer Engagement and Re-engagement events with community agencies (including, for example, the New Hanover County Resiliency Task force, Latino Alliance, and Port City United) and staff for disengaged/disconnected students and families.	Office of Equity Diversion and Inclusion and individual schools	2 per year and ongoing in addition to regular school parent nights	Feedback/attendance/presentation notes  Scheduled Partner events	
	Tactic: Initiate Parent Equity Teams to inform schools of diverse perspectives and needs	Equity Workforce Group, Staff Equity Team, Family and Community Engagement	November 2022	Recruitment and engagement/attendance  Hire Family and Community Engagement Coordinator	

		Coordinator  Communication & Outreach			
4.3.3	Create a structure to provide support to staff and families related to meaningful engagement, student connectedness and belonging	Office of Equity, Diversity, and Inclusion	Annually	Response surveys	
	Tactic: Offer trainings to parents and community members from community organizations (local & state) to increase awareness of factors impacting student belonging.	Office of EDI	2023-2024 and Annually	Attendance and Enrollment at Groundwater and Phase 1 training for the community.	
	Tactic: Update an Equity website including a page focused on support and engagement opportunities	Communications and Outreach  Office of EDI	2022-2023	Establish meeting with District Webmaster  Create site Framework  Migrate information from old site and resources to new site	
	Tactic: Partner with community (local, state and national) equity and inclusion offices to strategically impact overall culture and climate of belonging for New Hanover County students, staff, and community.	Office of EDI	June 2022  December 2022  Summer 2023	Identify current leaders in Equity  Establish meetings with Equity Officers  Hold Local Equity Conference; monitor attendance and growth of participants	

<b>Goal 5: Family Engagement</b>  <b>Increase meaningful family engagement and involvement across all schools</b>  <i>Outcome: By 2027, NHCS sees a 50%+ increase in family involvement in school activities, as demonstrated in family participation data</i>					
	<b>Strategy 5.1: Streamline and Encourage High-Impact Engagement Opportunities</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
5.1.1	In collaboration with school leaders, develop and distribute a “Family Engagement Playbook.”	Communications Division	1Q2023	Playbook created and disseminated to 45 schools	
	Tactic: Seek input from principals and stakeholders to solicit ideas of what’s working and develop the content of the playbook	Communications Division / Schools Division	3Q2022		
	Tactic: Survey or poll parents and PTAs about what they need and what they want	Communications Division / Schools Division	3Q2022		
	Tactic: Reference similar products from other districts to influence the overall design and publishing	Communications Division / Schools Division / Finance	4Q2022		
5.1.2	School-Specific Website Improvements / Optimization for family engagement	Communications Division	2Q2023	Collaborate with, poll/pulse parents and stakeholders on ease of use	
	Tactic: Standardize website expectations/content across schools, in accordance with existing policies. <a href="#">Policy 3227</a>	Communications Division / Schools Division / Principals	2Q2022		
	Tactic: Combine school webmanager/editor and PR coordinator positions, explore increasing stipends.	CCO	4Q2022		
	Tactic: Poll school leaders to determine best practices for newsletter and other communication strategies.	Communications Division/Schools Division/Principals	3Q2022		
	<b>Strategy 5.2: Create a district-level family engagement budget for school-level events</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>

5.2.1	Budget ~\$100k in fiscal year '23/24 to specifically support school-level family engagement activities/events and reevaluate that amount based upon cost analysis.	Finance / Communications	3Q2023	Funds allocated	
	Tactic: Baseline/Cost analysis of family engagement events across schools	Communications Division / Schools Division / Finance	4Q2022		
	Tactic: Establish budget code with Finance Division	Communications Division / Schools Division / Finance	4Q2022		
	Tactic: Form a cross-functional oversight team	Communications Division / Schools Division / Finance	4Q2022		
5.2.2	Establish an equitable process for requesting / distributing funds	Finance / Communications	3Q2023	Schools access fund, number of engagement /events increase	
	Tactic: Build a (website) portal to establish/communicate the process for schools to request funding for family engagement events/activities	District Webmaster / Finance	1Q2023		
	Tactic: Establish rules and regulations around acceptable use of funds	Finance	1Q2023		
	Tactic: Establish accountability metrics and audit frequency	Finance / Board of Education	1Q2023		
	Tactic: Collaborate with philanthropic organizations to establish and codify a formula for fund distribution	Communications Division / Finance	1Q2023		
	<b>Strategy 5.3: Standardize and Professionalize Family Engagement</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
5.3.1	Standardize Digital Communication and Face-to-Face Outreach Methods	Communications Division / Principals	3Q2024	All large events are similarly advertised, covered, and attended	
	Tactic: Standardize digital and written outreach materials using handbook as a guiding document	Communications Division / Principals	1Q2024		
	Tactic: Develop and adopt standard signage, event materials, and communication methods around school-level events	Communications Division / Principals	2Q2023		
	Tactic: Establish expectations for minimum family outreach via newsletters	Communications Division / Principals	3Q2023		
	Tactic: Establish customer service norms and professional development	Communications Division/Human Resources/Principals	2Q2023		
5.3.2	Standardize digital and written outreach materials using handbook as a guiding document	Communications Division / Principals	3Q2023	All large events are similarly advertised, covered, and attended	



	Tactic: Develop and adopt standard signage, event materials, and communication methods around school-level events				
	Tactic: Establish expectations for minimum family outreach via newsletters				
	Tactic: Establish customer service norms				

<b>Goal 6: Community Partnerships</b>  <b>Strengthen and increase community partnerships that directly enhance student opportunities and achievements</b>  <i>Outcome: By 2027, number of partnerships and collaborative work will increase as evidenced by documented engagement</i>					
	<i>Strategy 6.1 Lower the barriers to partnerships/sponsorships</i>	Responsible Party	Timeline for Completion	Targets and Metrics	Status
6.1.1	Standardize the partnership/sponsorship application process	Communications Division	4Q2022	100% Standardized application process located on website and advertised through communication channels.	
	Tactic: Define different types of community partnerships to include on the application		1Q2022		
	Tactic: Research and identify the digital platform that will be used to gather and organize information from community partners.		1Q2022		
	Tactic: Create an application linked to the Community Partnerships and Engagement part of the district website.		2Q2022		
	Tactic: Create and implement a marketing plan to inform the public of the new application process.		3Q2022		
	Tactic: Review and classify existing partnerships.		2Q2022		
6.1.2	Review and edit board policies and laws around business and community partners	Assistant Superintendent for Technology	3Q2022	Update 100% of existing and/or new policies regarding community partnerships approved by BOE.	
	Tactic: Identify existing board policies that address community partners.		1Q2022		
	Tactic: Identify laws that address business community partners.		1Q2022		
	Tactic: Edit existing or create new policies.		2Q2022		
	<i>Strategy 6.2 Establish and implement a process/program for partner recognition</i>	Responsible Party	Timeline for Completion	Targets and Metrics	Status
6.2.1	Develop a website that lists business and community partners	District Webmaster	4Q2023	100% of schools in the district have updated community partnership	

				pages.	
	Tactic: Identify district partners vs. individual school partners.		3Q2023		
	Tactic: Update existing community partnership website at district level		4Q2023		
	Tactic: Create and Communicate to schools the standardized visual guidelines for recognizing community partnerships on webpages.		4Q2023		
6.2.2	Define partnership recognition process	Communications Division	2Q2024	100% community partners are recognized.	
	Tactic: Identify different mediums of recognizing community partners		3Q2022		
	Tactic: Implement different mediums of recognizing community partners		4Q2023		
	<b>Strategy 6.3 Enhance mutually beneficial relationships in the community</b>	<b>Responsible Party</b>	<b>Timeline for Completion</b>	<b>Targets and Metrics</b>	<b>Status</b>
6.3.1	Create business/community engagement priorities and strategies	Director of CTE	4Q2022	100% of needs of divisions are matched to to needs of businesses/community partners	
	Tactic: Identify needs of the district		2Q2022		
	Tactic: Identify needs of individual community partners		4Q2022		
6.3.2	Establish a business advisory “group” to meet with district administration to evaluate effectiveness of business/community partnerships process.	Director of CTE	4Q2022	Quarterly senior staff/superintendent meeting with business advisory group	
	Tactic: Establish a process for identifying members of the advisory group.		3Q2022		
	Tactic: Identify members of the advisory group		3Q2022		

## ***V. Monitoring and Tracking Strategic Progress***

### **Strategic Implementation Teams**

Staff will work together in teams to implement the Strategies that will advance the District toward its goals. Cabinet Leaders will be responsible for the Goal, a Strategy Leader will be responsible for each Strategy within the Goal, and a Staff Leader will be responsible for each Action Step. Strategy Leaders may be responsible for more than one Strategy, and Staff Leaders may be responsible for more than one Action Step. Teams will work across Divisions where Action Steps and Tactics involve collaborative effort to achieve outcomes.

- *Cabinet Leader: Responsible for overall Goal Achievement*
- *Strategy Leader: Responsible for oversight and monitoring of Strategy Implementation and Completion*
- *Staff Leader: Responsible for Implementation of Action Steps*

### **Targets, Metrics, and Dashboard**

- *Targets and Metrics: Indicate progress in implementing the Tactics, Action steps, and Strategies*
- *Tactics advance the Action Steps*
- *Action Steps advance the Strategies*
- *Strategies advance the Goal*



## Suggested Accountability Reviews

Strategy Teams: Review at weekly or bi-monthly staff meetings or as needed to ensure work is timely

Cabinet: Review at weekly or bi-monthly staff meetings or as needed to ensure work is timely

Board: Reports made to Board by Cabinet members and Strategy Leaders

*Monthly:* Anecdotal reports of any tactics begun or completed can be used to show progress

*Quarterly:* Review of Strategy progress based on status of action steps scheduled for completion that quarter

*Annually:* Dashboard of indicators for Goal Outcomes. The Annual Dashboard indicates whether the progress made in strategic work is moving the needle as expected on the big goals as measured by the indicators in the Goal Outcome Statements. Most indicators are annual, so review would be on a yearly basis to determine if movement is in the right direction overall.

The timeline will begin with the end of School Year 2021-2022 as the baseline, with annual metrics reported for each of the following five years. The Red, Yellow, Green Status coding in the Action Plans can be used to indicate the pace of progress for each Action Step. See sample Dashboard below in Figure 1.

**FIGURE !: SAMPLE OF NHCS ANNUAL DASHBOARD OF INDICATORS FOR GOAL PROGRESS**

OUTCOMES							STATUS
	<i>Baseline</i>	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Projected</i>	
	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	
<b>Goal: Academic Performance</b>  Outcome: By 2027, NHCS will graduate at least 90% of students ready for productive citizenship as well as higher education or meaningful employment						<b>90%</b>	
<b>Goal: Student Safety and Wellness: People</b>  Outcome: By 2027, NHCS schools will operate safe and supportive learning environments including supportive and instructive discipline measures, with minimal out of school suspensions, utilizing evidence-based practices							
<b>Goal: Student Safety and Wellness: Places</b>  Outcome: By 2027, 100% of recommended facility and operational enhancements to increase student safety and wellness will be completed						<b>100%</b>	
<b>Goal: Supportive Environment for Teachers and Staff</b>  Outcome: By 2027, NHCS schools will achieve optimal student learning as measured by approved and aligned district metrics							
<b>Goal: Equity, Diversity, and Inclusion</b>  Outcome: By 2027, students and staff report in bi-annual surveys 90% or higher agreement that their school/worksite is an inclusive place where they have a strong sense of belonging and connectedness						<b>90%</b>	
<b>Goal: Parent Engagement</b>  Outcome: By 2027, NHCS sees a 50%+ increase in family involvement in school activities, as demonstrated in family participation data						<b>50%</b>	
<b>Goal: Community Partnerships</b>  Outcome: By 2026, number of partnerships and collaborative work will increase as evidenced by documented engagement							

## ***VI. Appendix A: NHCS Strategic Plan Assessment Summary***

### **NHCS Strategic Plan Assessment Summary**

- I. Overview
- II. Purpose and Methodology
- III. Summary of Findings
  - A. Contextual Analysis
  - B. Primary Data: Key Themes and Emerging Areas of Strategic Goal Focus
  - C. SWOT Analysis by Goal Area
- IV. Conclusion

## **I. Overview**

New Hanover County Schools is completing a new Strategic Plan for 2022 – 2027 that will provide a guiding framework for the moving the School District forward. Input for assessment of current internal strengths and areas for improvement, and external opportunities and challenges was solicited through in-person interviews, a focus group, and on-line surveys during the period of May – October 2021. In this Phase 1 of the assessment, NHCS Board members, and a representative sample of staff, students, parents, and community partners provided input to the assessment. Internal and external documents were also reviewed to gain perspective on the current environment in which NHCS is operating. After assessing this feedback, key themes were extrapolated and an open community-wide survey was performed as Phase 2 of the assessment in December 2021 to gain wide-ranging feedback on major goal areas for strategic focus. More than 5,000 persons responded to the survey and provided their input.

Overall, the data from both Phases indicated that participants in the assessment felt academic opportunities and performance are a major area for strategic focus. Student safety and well-being were also major concerns and areas cited for focus, along with support for staff, with many noting that the challenges of navigating the COVID-19 pandemic had taken a toll on both learning and mental health. There was also a focus on equity, diversity, and inclusion, with inequities noted among students as well as among schools. Greater transparency in communications and more engagement of families were perceived as important, as well as more connection with community partners for support.



## II. Purpose and Methodology

To assess current internal strengths and areas for improvement, and external opportunities and challenges, input was solicited in Phase 1 from representative samples of both internal and external stakeholders through in-person interviews, a focus group, and on-line surveys during the period of May – October 2021. Internal and external documents were also reviewed to gain perspective on the current environment in which NHCS is operating. After assessing the data, key themes were extrapolated and an open community-wide survey was performed in Phase 2 of the assessment during December 2021 to gain wide-ranging feedback on major goal areas for strategic focus. The breakdown of methods and respondents is shown in the following chart.

Stakeholder Feedback and Engagement	Data Instrument	Number of Respondents
Board and Senior Staff	Interviews	15
Teaching and Non-Teaching Staff	On-line Survey	1,092
Students	On-line Survey	740
Parents	On-line Survey	3,253
Community Partners	On-line Survey	107
Other Community Members	On-line Survey	131
Student Advisory Committee	On-line Survey	56
Family Communications Committee	Focus Group	13
<b>TOTAL RESPONDENTS</b>		<b>5,407</b>

Notes: Some respondents gave multiple answers to one or more questions. Some respondents did not answer all questions. Some respondents participated in multiple data instruments (e.g., focus group and survey; survey and interview).

Secondary data sources were also consulted for contextual analysis.

### Secondary Data Sources

NHCS 2020 Annual Report, NHCS Community Assessment 2019-2020, NHCS Communications Audit, New Hanover County Strategic Plan, Wilmington Strategic Plan, Wilmington Comprehensive Plan, Cape Fear Talent Regional Skills Study, UNCG Center for Housing and Community Studies Affordable and Workforce Housing Study, Superintendent's Student Advisory Committee Survey, NHCS Equity Audit, NHC Safety Survey Report , NC DPI District Summary

### III. Summary of Findings

#### A. Contextual Analysis

New Hanover County Schools is the 12<sup>th</sup> largest school system in North Carolina and is estimated to be the 311<sup>th</sup> largest in the United States, with more than 24,000 students enrolled in grades Pre-K through 12. It operates 45 schools: 3 Pre-K Centers, 25 Elementary Schools, 7 Middle Schools, 4 Traditional High Schools, 4 Early College, Career, and Technical High Schools, and 2 Alternative Schools. It has approximately 4,000 staff positions, including Certified Staff, Classified Staff, and Substitutes. It is governed by a seven-member elected Board of Commissioners.<sup>1</sup>

Located in New Hanover County, NC, the school district serves a county that encompasses 328 square miles, of which 192 are land miles, including four islands. This Tidewater county is the second smallest county in the state by size, but it is one of the more populous. The county is home to over 225,000 people in both metropolitan and rural areas, with a large portion of the population concentrated in the largest city, Wilmington (over 106,000 people)<sup>2</sup>. The area is growing rapidly, with an increase of more than 18% since 2010<sup>3</sup>, and that growth, although slowed by COVID-19, is expected to continue, with one estimate that the population would grow by another 50% in the next 20 years.<sup>4</sup> This growth is driven largely by retirees moving to the coastal area, but also includes a significant increase in young professionals and young families.<sup>5</sup> The rapid growth into this relatively small county has resulted in increased demand for housing and services, driving up costs and resulting in gentrification of some areas.<sup>6</sup> It has also brought an increased diversity of cultural and political views.

Demographically, the county is 77.4% White alone (not Hispanic or Latino), 13.4% Black or African American, and 5.8% Hispanic or Latino<sup>7</sup>. The student population of NHCS schools does not exactly mirror this, as the student demographic breakdown was recently at 60% Caucasian, 17% African American, 15.7% Hispanic, and 5% Multiracial.<sup>8</sup> The countywide poverty rate is 10%, but the poverty rate in neighborhoods served by NHCS Head Start Centers is as high as 48%.<sup>9</sup>

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<sup>1</sup> NHCS Annual Report, NC DPI 2020-21 District Summary

<sup>2</sup> US Census 2021 Estimates

<sup>3</sup> <https://worldpopulationreview.com/us-counties/nc/new-hanover-county-population>

<sup>4</sup> UNCG CHCS Affordable and Workforce Housing Report

<sup>5</sup> *ibid*

<sup>6</sup> *ibid*

<sup>7</sup> US Census 2021 Estimates

<sup>8</sup> NHCS Annual Report

<sup>9</sup> NHCS Community Assessment 2019-2024

New Hanover County has a large hospital, Novant Health New Hanover Regional Medical Center that is a major employer, and the county is also home to the University of North Carolina at Wilmington, Cape Fear Community College, College of Wilmington, and Miller-Motte College-Wilmington. Much of the county's employment is in the service and hospitality sector, although there is growth in the technology area. The Cape Fear Talent Regional Skills Assessment Report noted that the region has suffered job losses with COVID-19, and recovery is expected to differ across industries. Companies in the healthcare, professional services, and IT/software sectors anticipate the most hiring and growth in the near future, while in the restaurant and hospitality sector, only 39% of companies surveyed expected to see growth rebound soon. There was a mix of demand among companies surveyed for on-the-job training, degrees, and technical education of those they anticipate hiring.<sup>10</sup>

The complex environment of the community provides a rich tapestry of diversity in income, demographics, and culture, but also means that NCHS must serve students with a wide range of backgrounds, abilities, needs, and aspirations. The voices of NHCS Board members, staff, students, families and community members were sought out for this assessment to set the course of the school district through 2026.

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<sup>10</sup> Cape Fear Talent Regional Skills Assessment

## ***B. Primary Data: Key Themes and Emerging Areas of Strategic Focus***

### **Common Thread**



EVERY STUDENT RECEIVES A QUALITY  
EDUCATION IN A SAFE AND NURTURING  
ENVIRONMENT

### **Top Issues, Phase I: Representative Interviews, Surveys, Focus Group – All Responses Combined**

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Top Issues
Academic performance
Student safety
Supportive teacher environment
Equity, diversity, and inclusion
Student-centered focus
Inclusive community-minded communication

COVID-19 response and support
Community trust
Parent Engagement
Board governance
Financial resources
Facility maintenance and improvement
Socialization
Senior staff leadership development
Mental health
Community partners and engagement

In Phase 1 interviews, focus group, and surveys, Board members, staff, students, families, and community partners discussed the areas they felt most important for NHCS to focus on going forward. Comments were coded by thematic areas and areas were then ranked by the number of times respondents referred to them. There was a heavy focus on maintaining and improving academic rigor and achievement by all students, with lower performing schools being supported to improve, with many noting the impact of COVID-19 on academics. Many students cited their appreciation for teachers going the extra mile to adapt to on-line learning and to help them continue learning during pandemic-related changes, although some noted their own inability to perform as well in an on-line environment. All sources also had a strong focus on student safety, both physical and mental, and also on supporting teachers and staff with resources and professional development. Again, the impact of COVID-19 was noted across these areas. There was also a high level of commentary around providing an equitable and inclusive environment for all

students and staff. Transparency and community-minded communication, gaining community trust, and increasing parent engagement also were major themes. Other key areas including strengthening Board governance, maintaining financial strength, continuing facility maintenance and improvement, providing opportunities for student socialization and extra-curricular activities, senior staff leadership development, and community partner engagement. COVID-19 response and mental health issues were coded separately if they were the only topic of a response, but were most often interwoven with responses around other topics.

***Key Emerging Opportunities from initial primary data:***



**ACADEMIC  
PERFORMANCE**

ACHIEVING HIGH  
PERFORMANCE BY  
ALL STUDENTS AND  
PROVIDING MANY  
AVENUES FOR  
ACADEMIC AND  
CAREER  
EXPLORATION



**STUDENT SAFETY**

PROVIDING A  
SAFE,  
WELCOMING,  
AND SUPPORTIVE  
PHYSICAL AND  
EMOTIONAL  
ENVIRONMENT  
FOR ALL  
STUDENTS



**SUPPORTIVE  
TEACHER AND  
STAFF  
ENVIRONMENT**

PROVIDING  
TEACHERS AND  
STAFF WITH THE  
TOOLS AND  
SUPPORT THEY  
NEED TO GIVE  
EXCELLENCE TO  
THEIR STUDENTS



**EQUITY,  
DIVERSITY, AND  
INCLUSION**

ENSURING THAT  
EVERY STUDENT  
FEELS VALUED  
AND INCLUDED  
AND HAS ACCESS  
TO THE  
RESOURCES THEY  
NEED TO EXCEL



**FAMILY  
ENGAGEMENT**

ENGAGING  
PARENTS,  
CAREGIVERS,  
AND FAMILY TO  
ENCOURAGE  
STUDENTS AND  
ENRICH SCHOOL  
SETTINGS



**COMMUNITY  
PARTNERSHIPS**

STRENGTHENING  
AND ENHANCING  
RELATIONSHIPS  
WITH COMMUNITY  
PARTNERS TO  
SUPPORT STUDENTS  
AND SCHOOLS

## Phase 2 Community-Wide Stakeholder Survey Results

*5,086 respondents*

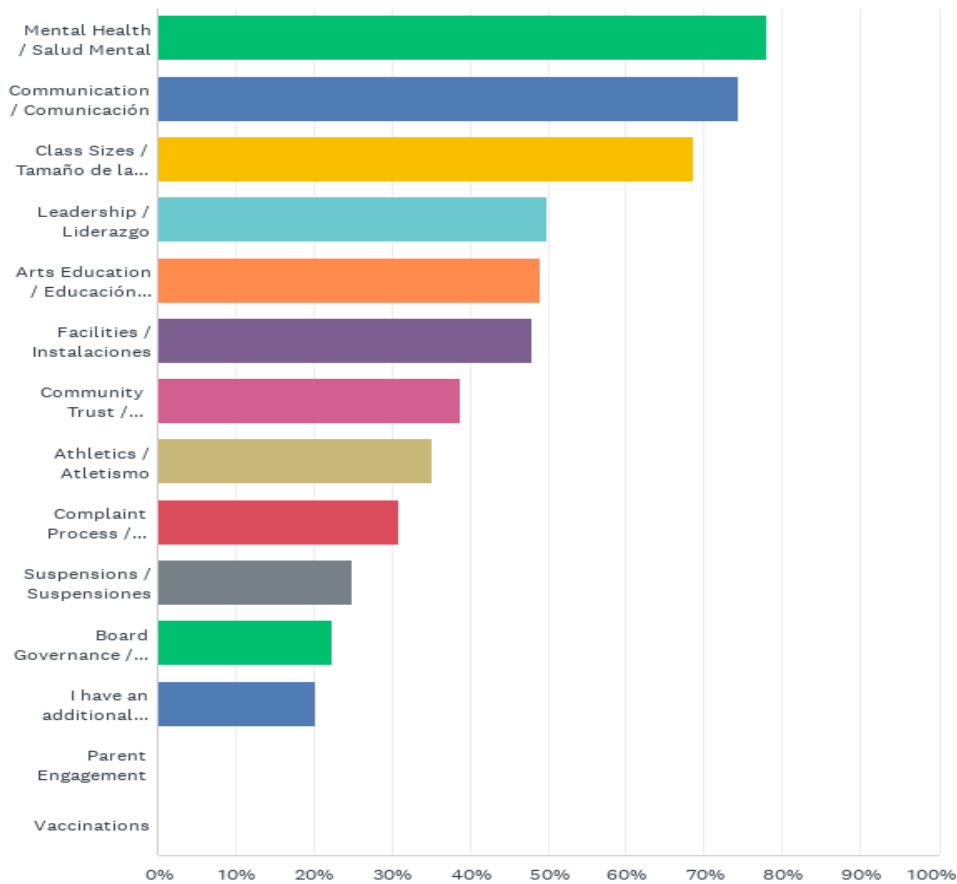
### % Strongly Agree or Agree that this should be a strategic priority of the NHCS Strategic Plan

Focus Area	Strongly Agree or Agree
Student safety	97%
Supportive teacher and staff environment	97%
Academic performance	88%
Family engagement	80%
Equity, Diversity, & Inclusion	76%
Community partnerships	66%

In the second phase of assessment, an open community survey was posted on-line and all community members were invited to respond, with 5,086 persons accepting the invitation and providing their thoughts. 61.91% of respondents were parents, 14.39% were students, 20.60% were staff, and the balance were other community members and partners. As shown above, these respondents most strongly supported student safety and wellness and providing a supportive environment for staff as the areas for strategic focus, with academic performance also highly supported. Family engagement, equity, diversity and inclusion, and community partnerships were also supported by a majority of respondents. Respondents were also invited to rank other thematic areas of importance.



Other priority areas checked by respondents were:



These areas mapped into the key emerging areas of opportunity. This survey also asked an open-ended question of what else respondents felt were priorities, and again, responses mapped into the key emerging areas as shown in the following table.<sup>11</sup>

<sup>11</sup> Word Mapping technology and reporting provided by Dr. Sylvia Burgess, One Step at a Time Consulting, LLC

Academic Performance	Student Safety	Supportive Teacher/Staff Environment	Equity, Diversity, & Inclusion	Family Engagement	Community Partnerships	Other
Special Education/ Services	Campus safety	Pay/ Compensation	Understanding EDI	Communication	Voluntarism	Student Support
Student Support Services	Bullying/Drugs/Fighting	Teacher Support	Critical Race Theory	Family Involvement	Community Input	School Expansion
Testing/Grading	Suspensions	Qualifications	Student Support	Parental Involvement		Leadership Accountability
Course offerings	Health/Mental Health	Support Staff	Staff	Transparency		COVID-19
Pandemic	Gun Control/Metal Detectors	Teacher Input	Gender/ Sexual Orientation			Transportation
Academic Focus	Harassment/ Sexual Assault					
	Student Behavior					

***Recommended Key Areas of Focus for Strategic Goals:***



***ACADEMIC  
PERFORMANCE***

ACHIEVING HIGH  
PERFORMANCE BY  
ALL STUDENTS AND  
PROVIDING MANY  
AVENUES FOR  
ACADEMIC AND  
CAREER  
EXPLORATION



***STUDENT SAFETY***

PROVIDING A  
SAFE,  
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AND SUPPORTIVE  
PHYSICAL AND  
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ENVIRONMENT  
FOR ALL  
STUDENTS



***SUPPORTIVE  
TEACHER AND  
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PROVIDING  
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***EQUITY,  
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ENSURING THAT  
EVERY STUDENT  
FEELS VALUED  
AND INCLUDED  
AND HAS ACCESS  
TO THE  
RESOURCES THEY  
NEED TO EXCEL



***FAMILY  
ENGAGEMENT***

ENGAGING  
PARENTS,  
CAREGIVERS,  
AND FAMILY TO  
ENCOURAGE  
STUDENTS AND  
ENRICH SCHOOL  
SETTINGS



***COMMUNITY  
PARTNERSHIPS***

STRENGTHENING  
AND ENHANCING  
RELATIONSHIPS  
WITH COMMUNITY  
PARTNERS TO  
SUPPORT STUDENTS  
AND SCHOOLS

#### ***IV. SWOT Analysis by Goal Area***

The Strengths-Weaknesses-Opportunities-Threats (SWOT) Analysis for each goal area was completed by staff most directly involved with each goal area. The staff members indicated the internal strengths and weaknesses, and external opportunities and threats they felt might impact strategic work in these areas. Their analyses are shown in the sections below.

##### ***Goal Area 1: Academic Performance***

<p style="text-align: center;"><b><i>Strengths</i></b></p> <ul style="list-style-type: none"> <li>• Standardize Curriculum pre-k through 12 – ensures (curriculum) equity across all schools</li> <li>• High-quality staff in place at the central office to lead and coach</li> </ul>	<p style="text-align: center;"><b><i>Weaknesses</i></b></p> <ul style="list-style-type: none"> <li>• Plans not yet fully implemented with rigor.             <ul style="list-style-type: none"> <li>○ E.g., when done right, it's not about teaching the curriculum, it's about teaching the children – meeting them where they are.</li> </ul> </li> </ul>
<p style="text-align: center;"><b><i>Opportunities</i></b></p> <ul style="list-style-type: none"> <li>• Principal / leader development to monitor and support teachers</li> <li>• Hire additional high-quality educators</li> </ul>	<p style="text-align: center;"><b><i>Threats</i></b></p> <ul style="list-style-type: none"> <li>• Teacher turnover / lack of retention             <ul style="list-style-type: none"> <li>○ I.e., we lose the ROI for professional development</li> </ul> </li> <li>• Beginning teachers require a plan for orientation to new curriculum and goals</li> </ul>

***Goal Area 2: Student Safety and Wellness – People***

<b><i>Strengths</i></b>	<b><i>Weaknesses</i></b>
<p>SEL Team</p> <p>EC C&amp;I Team (fidelity to address disproportionality)</p> <p>4300s revision w/ range of consequences and accountability</p> <p>YMHFA District Trainers</p> <p>Community Partnerships: CIS, CH</p> <p>EC Compliance</p> <p>TIX Compliance</p> <p>PD for Behavior Leadership PLCs</p>	<p>Time to implement SEL across district</p> <p>Lack of consistent use of restorative practices and other alt to susp interv's</p> <p>Disproportionality in discipline, SWD identification and discipline</p> <p>Lack of community resources for most impacted (cognitive and MH) SWD</p> <p>TIX gender athletic disproportionality</p> <p>Fidelity of bullying/harassment/discrimination prevention, intervention, investigation</p> <p>SOP for required reporting (b/h/d, seclusion, restraint)</p>
<b><i>Opportunities</i></b>	<b><i>Threats</i></b>
<p>Gender neutral restrooms</p> <p>Integrated EC C&amp;I with Gen Ed = CORE</p> <p>MTSS umbrella to include supportive discipline</p> <p>Strengthen SBMH partnership for serving all referred/eligible clients</p> <p>PD with Ts re gender equity</p> <p>YMHFA Training – increase Ts trained</p> <p>BLF-PLC – EC: Identify EBP to address behavior needs</p> <p>CASEL Continuous Improvement Model</p>	<p>Long term funding of SEL Team</p> <p>Non SEL Culture</p> <p>Responses to S beh</p> <p>Misalignment among agency groups – interfering with progress, reactive, without strategy</p>

***Goal Area 2: Student Safety and Wellness – Places***

<b><i>Strengths</i></b>	<b><i>Weaknesses</i></b>
<p>Good leadership within Ops Departments</p> <p>People!</p> <p>Good working environment and morale</p>	<p>Employee recruitment and retention</p> <p>Employee training</p> <p>Competitive salaries</p> <p>Funding for ongoing maintenance operations and long-term facility needs</p>
<b><i>Opportunities</i></b>	<b><i>Threats</i></b>
<p>Job Fairs, advertising, bonuses</p> <p>Increased training</p> <p>Compensation study</p> <p>Increased funding and future bond referendum</p>	<p>The current jobs market</p> <p>The current construction market and cost increases</p>

***Goal Area 3: Supportive Environment for Teachers and Staff***

<b><i>Strengths</i></b>	<b><i>Weaknesses</i></b>
<p>Numerous resources due to increased funding (instructional coaches, tutor)</p> <p>Full time guidance and social workers – increase mental health support</p> <p>Local teacher supplement</p> <p>Strong social media presence</p> <p>Metropolitan presence</p> <p>Supportive BT program for new principals, emerging leaders’ programs</p> <p>Grow your own program (pathways to certification)</p> <p>Licensure in hard to fill areas</p>	<p>Assistant principals</p> <p>Organization for long term subs (hire forward). Centrally organized</p> <p>Initiative fatigue –</p> <p>Coordinator of initiatives (do we have time to do one thing at a time)</p> <p>Initiatives are not only instructional – new things happen all at once</p>
<b><i>Opportunities</i></b>	<b><i>Threats</i></b>
<p>Assess allotment formulas to ensure equity (how do we determine coaches, curriculum specialists, behavior specialists)</p> <p>Provide greater amount of flexibility and choice with professional development.</p> <p>Streamline communication and coordinator of events and programming.</p> <p>Increase in diversity hiring. (can we target the GYO program)</p> <p>Decrease non instructional tasks like micromanaging paperwork, meetings, instead of having the time to focus on planning and instruction</p> <p>Classified staff salary analysis</p> <p>Legacy license for retired teachers</p>	<p>Fatigue</p> <p>Redundancy</p> <p>Other districts in region salaries for classified staff</p> <p>Concern about new initiatives and projects.</p>

***Goal Area 4: Equity, Diversity, and Inclusion***

<b><i>Strengths</i></b>	<b><i>Weaknesses</i></b>
<p>Majority of secondary schools have student equity teams</p> <p>25 schools in the district have received equity team training</p> <p>District has a lot of infrastructures and built-in mechanisms for community feedback and buy-in</p> <p>Very dynamic admin team that is supporting change</p>	<p>Lack of transparency and communication</p> <p>Need to find an effective way to get parents involved in the process</p> <p>Lack of parent buy-in</p>
<b><i>Opportunities</i></b>	<b><i>Threats</i></b>
<p>Education, empower and include parents/caregivers</p> <p>Ensure a shared vision among all stakeholders</p>	<p>Not everyone in the community understands the definition of equity</p> <p>Doing nothing often seems easier</p> <p>Inconsistency in how schools are managed</p> <p>Avoidance and resistance of explicitly naming/owning the problem(s)</p>



***Goal Area 5: Family Engagement***

<b><i>Strengths</i></b>	<b><i>Weaknesses</i></b>
<p>Establishing district-wide standards</p> <p>Including school level stakeholders in the conversation</p> <p>Opportunity to create an efficient PTA at each school in the district</p> <p>Current relationships with New Hanover Council of PTA's and President Bernice Johnson</p> <p>Numerous examples of what right looks like (thriving school PTAs)</p> <p>PTA representation with NHC Council of PTAs</p> <p>Community Engagement Specialist position to be filled ASAP</p>	<p>Taking away a level of autonomy from schools</p> <p>A strong level of inequitable opportunities currently established across the district</p> <p>Lack of PTAs at some schools</p>
<b><i>Opportunities</i></b>	<b><i>Threats</i></b>
<p>Develop and foster partnerships with businesses and organizations</p> <p>To reach and improve communication and engagement with non-English speaking families</p> <p>Foster open communication and interaction with marginalized families</p> <p>Ensuring engagement is equitable</p> <p>Turn the tide on the conversations with the Latino Alliance, create more of a partnership</p> <p>Empower families to be actual stakeholders in their child's education and schools</p>	<p>Locating funding with the district no longer being held harmless with ADM</p> <p>The use of the term "equity" when discussing the work</p> <p>A huge undertaking for a small division</p>

***Goal Area 6: Community Partnerships***

<p style="text-align: center;"><b><i>Strengths</i></b></p> <p>Business, churches, and organizations support the district</p> <p>There is an office that handles the requests</p> <p>We now have a community outreach position</p>	<p style="text-align: center;"><b><i>Weaknesses</i></b></p> <p>Partnerships are not recognized at the district level</p> <p>The process for businesses to partner is not clear</p> <p>Don't know all the partnership</p>
<p style="text-align: center;"><b><i>Opportunities</i></b></p> <p>Could use businesses for tutors or monitors in cafeteria or hallway</p> <p>Many businesses allow employees paid time to volunteer</p>	<p style="text-align: center;"><b><i>Threats</i></b></p> <p>If we don't keep our focus the partnerships can lead us in a different direction</p> <p>Screening people that are with our students</p>

#### ***IV. Conclusion***

The results and findings of the assessment led to the following recommended areas for strategic goals. This establishes the foundation and strategic point of reference to further engage in the strategic planning process and ultimately to develop the strategic plan.

**Academic Performance:** Achieving high performance by all students and providing many avenues for academic and career exploration

**Student Safety:** Providing a safe, welcoming and supportive physical and emotional environment for all students

**Supportive Teacher and Staff Environment:** Providing teachers and staff with the tools and support they need to give excellence to their students

**Equity, Diversity, and Inclusion:** Ensuring that every student feels valued and included and has access to the resources they need to excel

**Family Engagement:** Engaging parents, caregivers, and family to encourage students and enrich school settings

**Community Partnerships:** Strengthening and enhancing relationships with community partners to support students and schools

***Glossary of Terms and Abbreviations***

SIP – School Improvement Plan

PTA –Parent Teacher Association

MTSS – Multi Tiered Systems of Support

OSS – Out of School Suspension

PLC – Professional Learning Community

PD – Professional Development

Ops – Operations

CN – Child Nutrition

FP&C - Facility Planning and Construction

AIG (Academically Intellectually Gifted?)

SEL (Social and Emotional Learning?)

EC C&I Team

YMHFA - Youth Mental Health First Aid

CIS - Communities in Schools

Gen Ed-CORE

SBMH

PD with Ts - Professional Development with teachers

EBP - Evidence-Based Practice

CASEL - Collaborative for Academic, Social, and Emotional Learning

SWD - Students with disabilities

SOP - Standard Operating Procedure

S beh - Student Behavior

ADM - Average Daily Membership



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