



# STOIC MODEL



**Academic Excellence**



**Safe & Supportive  
Learning Environment**



**Safe & Supportive  
Working Environment**



**Family & Community  
Engagement**

STOIC is a structured approach that helps identify areas for improvement and the specific, practical steps to address them. This framework outlines a clear roadmap for district-wide initiatives by setting defined objectives and using a step-by-step process to implement solutions and track progress.

NHCS is using the STOIC model as a structural framework for the success of the strategic plan.

**S**

**Structure for Success**

**T**

**Teach Clear Expectations for  
Implementing the Initiative**

**O**

**Observe to Assess Progress and  
Needs**

**I**

**Interact Positively Throughout  
the Initiative**

**C**

**Correct and Provide Support**





# NHCS STRATEGIC PLAN INITIATIVES



Academic Excellence



Safe & Supportive  
Learning Environment



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Working Environment



Family & Community  
Engagement

## ATTENDANCE GOALS

- Reduce the number of students who are in the Chronically Absent category by 10% annually.
- Reduce the number of students who are in the Warning category for Chronically Absent by 5% annually.

## SAFE & CIVIL SCHOOLS

- Reduce student disruptions and office referrals by implementing programs, monitoring progress, & providing ongoing staff training to maximize instructional time.

## HIGH SCHOOL MATH 1

- Increase District proficiency in High School Math 1 to 40% by the end of SY 2027

## GRADUATION RATE

- Increase New Hanover County Schools' Graduation Rate by 2% annually

## 3RD GRADE READING

- Increase District proficiency in 3<sup>rd</sup> Grade Reading to 58% by the end of SY 2027

## TRANSPARENCY, ACCOUNTABILITY & ACCESSIBILITY

- The district will foster open communication and trust through clear, measurable, & accessible engagement practices. Progress will be evaluated using: Perception data from stakeholder surveys, Digital analytics from social media and website interactions, & Community engagement events promoting dialogue & collaboration.





# ATTENDANCE



**Safe & Supportive Learning Environment**



**Family & Community Engagement**

**Goal:** Reduce the number of students who are in the Chronically Absent category by 10%

**Progress:** Baseline: SY 2024-2025 5,543 annually. Target: SY 2025-2026 4,989

**Goal:** Reduce the number of students who are in the Warning category for Chronically Absent by 5% annually.

**Progress:** Baseline: SY 2024-2025 7,070 Target: SY 2025-2026 6,717

**S**

Ensure safe and supportive school and learning environments. Establish clear routines, expectations, and support systems that empower students to consistently attend on time, engage, and succeed every day. Consistently monitor for effectiveness

**T**

Explicitly teach students, family, and staff the importance of consistent, timely attendance by modeling commitment, explaining expectations, and connecting attendance to personal and academic success.

**O**

Monitor student attendance patterns consistently and use data to identify trends and celebrate improvements. Intervene early when concerns arise.

**I**

Build strong, respectful relationships by recognizing attendance improvements, encouraging engagement, and reinforcing the value of being present through daily positive interactions.

**C**

Respond to attendance issues promptly and consistently using solution-focused strategies that reinforce expectations, remove barriers, and guide students and families toward improved attendance.





# GRADUATION RATE



Safe & Supportive Learning Environment



Academic Excellence



Family & Community Engagement

**Goal:** Increase the district's graduation rate by 2% annually

**Progress:** Baseline: SY 2024-2025 88.7%

**Target:** SY 2025-2026 90%

**Progress:** Baseline: SY 2025-2026 90%

**Target:** SY 2026-2027 92%

**S**

Create a comprehensive graduation support system including early warning indicators, career development plans, & cross-functional teams focused on student success in preparation for employment, enlistment, and/or enrollment. Ensure graduation policies & requirements are clearly and consistently communicated to all stakeholders.

**T**

Clearly communicate graduation requirements and milestones, and actively teach students how daily choices, academic habits, and engagement contribute to achieving their diploma. Ensure all stakeholders have access to resources such as academic goal setting, course planning, and credit recovery.

**O**

Track student progress toward graduation consistently by reviewing academic performance, attendance, and engagement data to identify students who are at-risk and provide timely support.

**I**

Foster meaningful connections. Celebrate milestones, provide encouragement, and reinforce their progress towards goals and graduation through consistent, supportive interactions.

**C**

Identify and mitigate barriers to graduation with timely interventions that reinforce expectations, offer personalized support, and support students in earning their high school diploma and experiencing post-secondary success through employment, enlistment, and/or enrollment.





# HIGH SCHOOL MATH 1



## Academic Excellence

**Goal:** Increase District proficiency in High School Math 1 to 40% by the end of SY 2027

**Progress:** Baseline: SY 2024-2025 32.3%

**Target:** SY 2025-2026 36%

**Progress:** Baseline: SY 2025-2026 36%

**Target:** SY 2026-2027 40%

**S**

Establish clear routines and expectations to support consistent student behavior & maximize instructional time. Reinforce best practices using visible learning tools, learning targets, and engagement strategies. Strengthen Math 1 through structured systems, class-size limits, and consistent communication with stakeholders.

**T**

Teachers consistently post and reference learning targets, use visual tools, & apply the NHCS Instructional Framework. Academic expectations are clear, instruction aligns with state standards, and problem-solving and mathematical thinking are emphasized. Walkthroughs, surveys, & student data inform targeted professional development for continuous improvement.

**O**

Students are engaged & on-task, actively working on lessons & demonstrating deep thinking. They use learning targets and visual tools to guide understanding, participate in meaningful discussions, and receive specific feedback that supports growth and correction.

**I**

Foster a positive classroom culture with encouragement, affirming language, and celebration of student progress. Engage actively by monitoring learning, promoting risk-taking, & making learning enjoyable. Build Math 1 confidence through collaboration, recognition, and regular family communication.

**C**

Teachers address off-task behavior and misconceptions calmly through reteaching & modeling. Students receive constructive feedback & opportunities to reflect & improve. Professional development supports teachers in strengthening instruction, building foundational skills, and closing gaps with concern.





# 3<sup>RD</sup> GRADE READING



## Academic Excellence

**Goal:** Increase District proficiency to 58% by the end of SY 2027

**Progress:** Baseline: SY 2024-2025 47.3%

**Target:** SY 2025-2026 54%

**Progress:** Baseline: SY 2024-2025 47.3%

**Target:** SY 2026-2027 58%

**S**

Clear routines, expectations, and consistent instructional practices support learning. Lessons use learning targets, visual tools, and student discourse, while a safe, organized, literacy-rich environment is maintained through strong teaching, communication, and data-driven professional development.

**T**

Students actively engage with texts through reading, writing, listening, and discussion. Learning targets and visual tools guide lessons, with clear academic expectations communicated. Instruction and professional development are data-driven, aligned with NC curriculum, and focused on real-world problem-solving.

**O**

Students are engaged, thinking deeply, and participating in meaningful discourse. They use learning targets and visual tools, receive specific, growth-oriented feedback, and benefit from ongoing assessment and data to guide progress and celebrate growth.

**I**

Teachers cultivate a joyful, supportive classroom where students take intellectual risks and are celebrated for their efforts. They monitor learning, build relationships with positive language, and celebrate reading growth through incentives and family communication.

**C**

Teachers address off-task behavior and misconceptions calmly through reteaching and modeling. Students receive constructive feedback with opportunities to improve, while targeted professional development supports teachers in building foundational skills and fostering reading growth.





# SAFE & CIVIL SCHOOLS



Academic  
Excellence



Safe & Supportive  
Learning  
Environment



Safe & Supportive  
Working  
Environment



Family &  
Community  
Engagement

**Goal:** Reduce student disruptions and referrals by implementing programs, monitoring progress, and providing ongoing staff training to maximize instructional time.

**Progress:** Baseline: SY 2024-2025

Target: SY 2025-2026

**Progress:** Baseline: SY 2024-2025

Target: SY 2026-2027

**S**

Physical spaces are welcoming and positive. Routines and rituals are supportive with clearly defined procedures. Schools create and implement site-specific student behavior plans that are aligned with their School Improvement Plans.

**T**

Guidelines are taught for academic and interpersonal success in all settings and all activities. Targeted professional development is provided for all staff.

**O**

Observe to build relationships, assess practices, offer constructive feedback, and ensure supportive learning environments. Success will be measured through classroom walkthroughs, intentional observation of student engagement, and monitoring discipline data trends.

**I**

Interact with positivity to strengthen relationships, encourage and recognize growth, and celebrate success.

**C**

Communicate timely, respectful, and descriptive feedback with consistency; coordinate and implement tiered supports based on identified needs and data.



NHCS STRATEGIC PLAN 2022-2027



RANDY SPRICK'S  
**safe&civil**  
SCHOOLS



# TRANSPARENCY, ACCOUNTABILITY & ACCESSIBILITY



Academic Excellence



Safe & Supportive Learning Environment



Safe & Supportive Working Environment



Family & Community Engagement

**Goal:** The district will foster open communication and trust through clear, measurable, & accessible engagement practices. Progress will be evaluated using: Perception data from stakeholder surveys, Digital analytics from social media and website interactions, & Community engagement events promoting dialogue & collaboration.

**Progress:** Baseline: SY 2024-2025 47.3%

Target: SY 2026-2027 58%

**S**

Promote transparent systems and open communication channels that ensure all stakeholders can access information, understand expectations, and participate and engage in opportunities to provide input for decision-making

**T**

Model and uphold clear expectations for open communication, collaboration, and responsible decision-making, ensuring all stakeholders understand their roles.

**O**

Monitor engagement, access, and communication patterns using data-informed tools to identify gaps, celebrate progress, and ensure accountability across all levels of the district.

**I**

Foster a culture of trust and connectedness by consistently acknowledging contributions, encouraging open dialogue, and reinforcing shared responsibility for maintaining transparency, accountability, and accessibility.

**C**

Identify and mitigate existing and potential gaps in communication, understanding, or access. Promptly apply solutions that focus on continuous improvement to enhance engagement and trust.

