

## STATE BOARD OF EDUCATION STRATEGIC PLAN ACTION FRAMEWORK

As a template for our framework, please refer to the [SBE K-3 Education Framework](#) and the [Bold Ideas](#) document

### *Adopted Guiding Principles:*

- **Whole Child**

- Every student enters school healthy and learns to practice a healthy lifestyle.
- Every student learns in an environment that is physically and emotionally safe.
- Every student actively learns, connects with their school, and engages in their broader community.
- Every student has access to personalized learning and support from qualified, caring adults.
- Every student is challenged academically and prepared for success in college or further and for employment and participation in a global environment.

- **Equity**

The State Board is committed to delivering equitable opportunity to every student in North Carolina, bearing in mind that “fair” is not always “equal”, and equal is not always equitable. Therefore, “Educational Equity” is the belief and practice of ensuring that every student is treated in a fair and just manner, providing the necessary allocation of resources for the success of every student, and eliminating discriminatory barriers to full participation and opportunities for every student.

## **Goal I - Eliminate opportunity gaps by 2025**

- Objective 1 - Decrease the number of exclusionary discipline practices by subgroup (suspensions and expulsions)

- Disallow use of exclusionary discipline in early grades
- Utilize restorative practices, and transformative SEL grounded in equity and social justice

- Objective 2 - Improve school climate measures across all schools and grade levels
  - Component 1 - Increase the number of school-based mental health professionals.
  - Component 2 - Increase opportunities to develop healthy habits in students
  - Component 3 - Increase the number of schools and districts utilizing innovative "Breakfast After the Bell, Summer Meals, and At-Risk Afterschool Meals" programs to keep students fed, healthy and engaged

- Provide each grade from K-5 with a dedicated mental health professional or require a ratio of mental health professionals be no less than a set ratio (utilize community partnerships with mental health providers)
- Require mental health and SEL education in all grades (have an accountability measure with disaggregated data)
- Adopt health instruction standards that recognize multiple dimensions of health (WSCC Model)
- Increase innovative food distribution methods
- Adopt/secure use of student perception surveys

- Objective 3 - Increase percentage of 4-year old children enrolled in state Pre-K from 22% to 34% (above the current national average)

- Expand and market pre-K in underserved communities
- Publish meaningful equity data to track progress
- Provide information to parents on attendance, screening, qualifications, and application processes in NC Pre-K (support parents with parent wellness coaches and parent circles)

- Objective 4 - Decrease the high school dropout rate for each subgroup
  - Component 1 - Increase average composite score on state-mandated college entrance exam
  - Component 2 - Increase access, readiness, and attainment of early postsecondary opportunities (EPSOs), such as AP, IB, CTE, career/college promise, work-based learning, apprenticeships

- Limit the use of suspensions/expulsions by grade level and prohibit suspension/expulsion solely for attendance/truancy issues

Aligns with 2020-2021 Leandro Action Plan Priority Items within:  
***A Finance System that Provides Adequate, Equitable, and Efficient Resources & A System of Early Education that Provides Access to High-Quality Prekindergarten and Other Early Childhood Learning Opportunities & A Qualified and Well-Prepared Principal in Every School***

Aligns with 2020-2021 Leandro Action Plan Priority Items within:  
***A System of Early Education that Provides Access to High-Quality Prekindergarten and Other Early Childhood Learning Opportunities & A Qualified and Well-Prepared Principal in Every School***

- Implement early warning systems and extra academic supports for students with greater needs (integrated with PowerSchool or Starfish)
- Include FAFSA participation on the NC report card for high school and as a field to the annual “Graduation Data Verification Report” - for the first time in NC History to disaggregate data on which kids (and subgroups) are completing the FAFSA
- Decrease number of students taking remedial courses in college by offering interventions to students who do not demonstrate college readiness, and increase equitable access to advanced coursework
- Remedial/Developmental coursework through career/college promise programs and community college partnerships

- Objective 6 - Increase the number of educators of color in schools across North Carolina (expand focus on leadership)

- Eliminate challenges and barriers by underwriting the cost of teacher preparation, funding alternative pathways (residencies, grow your own programs, etc.), revising licensing tests, and aligning content knowledge to college and career readiness standards.
- Adjust LEA hiring and retention practices (earlier hiring, include teachers of color in the hiring process in meaningful ways, quality induction and ongoing PD/Support, education on the “invisible tax” on teachers of color, affirming teachers’ humanity and racial identity, implement career ladders, attending to adult SEL)
- Invest in HBCUs to widen the pipeline of educators of color
- State data systems in meaningful ways (monitor and reward the racial diversity of enrollees in teacher prep programs, create teacher effectiveness models that account for equity (e.g. EVAAS equity metrics), utilize the TWC to explore the breakdown of data)
- Implement the proposed diversity measures/process in the EPP accountability model

Aligns with 2020-2021 Leandro Action Plan Priority items within:  
***A Qualified and Well-Prepared Teacher in Every Classroom***

- Objective 7 - Increase the number of charter schools providing equitable access to economically disadvantaged students or reflecting the LEA in which they are located

- Develop and use annual equity audits/inventories for schools and districts with metrics that adhere to the objectives
- Use the TWC survey annually
- Ensure transparency on financial status of nonprofit boards governing charter schools (changes to PF)
- Collect best practices and data from the NC ACCESS grant

Overarching considerations for Goal I:

- Equity Task Force
- Revamp the agency’s approved equity plan

→ Adopt an equity resolution leading to the creation of an equity policy at the state and local levels

**Goal II - Improve school and district performance by 2025**

- Objective 1 - Allocate financial, business and technology resources according to State and Federal laws and State Board of Education policies

→ Engage in partnerships to provide universal broadband access  
→ Develop teacher training to implement technology in the best way for student learning - teacher tech gap  
→ Identify gaps in access due to technology and rigorous coursework between rural and non-rural schools

- Objective 2 - Increase the percentage of grades 3-8 math and ELA EOG subgroup test scores meeting the ESSA Yearly Measures of Interim Progress
- Objective 3 - Increase the percentage of students proficient in math by subgroup
- Objective 4 - Increase the percentage of students proficient in reading by the end of 3rd grade
- Objective 5 - Increase the percentage of high school reading subgroup test scores meeting the ESSA Yearly Measures of Interim Progress
- Objective 6 - Increase the percentage of students proficient in science by subgroup

Objectives 2-6:

→ Intentionally place teachers to highlight strengths to benefit students  
→ Eliminate explicit and implicit biases and resources/standards to increasing culturally relevant opportunities for students  
→ Develop/use a Whole-Child Needs Assessment or Inventory

- Objective 7 - Increase number of schools meeting or exceeding growth measure by subgroup
  - Component 1 - Increase the percentage of schools with charter-like flexibilities (Innovative Schools, Innovation Zones, Restart Schools, Renewal School Districts, Lab Schools) meeting or exceeding annual expected growth
- Objective 8 - Increase the number of charter schools meeting or exceeding academic, operational, and financial goals

Objective 7-8:

→ Establish state standards for quality school authorizing

Aligns with 2020-2021 Leandro Action Priority Plan items within:  
***A Qualified and Well-Prepared Teacher in Every Classroom & An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts***

- **Objective 9 - Increase the number of qualified and well-prepared principals in every school**

- Establish principal evaluation standards
- Develop/use a leadership model to decrease the number of low performing schools

Aligns with 2020-2021 Leandro Action Priority Plan items within: ***A Qualified and Well-Prepared Teacher in Every Classroom & An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts & A System of Early Education that Provides Access to High-Quality Prekindergarten and Other Early Childhood Learning Opportunities & A Qualified and Well-Prepared Principal in Every School***

**Goal III - Increase educator preparedness to meet the needs of every student by 2025**

- Objective 1 - Increase the number of culturally-relevant, equity-focused resources for educators

- Fund fully coaching and professional development for teachers (including anti-racist training, trauma-informed practices, SEL, equity, etc.)
- Reimagine schools without walls - expanding the capacity of the strongest teachers to reach all students (maximizing teacher strengths and weaknesses)
- Extend culturally responsive training for every preservice- teacher/teacher/administrator in the state

- Objective 2 - Increase the number of mentors available to beginning educators

- Increase collaborative roles (PLCs, co-teaching, coaching) and opportunities for advanced teaching roles and mentorship

- Objective 3 - Strengthen relationships between educator preparation programs (EPPs), districts, and schools to foster collaboration and better teaching practice

- Partner with EPPs and hold them accountable to this objective by reporting pass rates and other accountability data
- Require EPPs to have a culturally relevant learning model for program participants
- Report on EPP efforts to recruit and hire faculty of color/diversity, etc.
- Develop partnership opportunities with local school districts to reduce the trend of low performing schools
- Secure funding to support teacher induction and mentoring
- Develop alternative pathways - grow your own, residency, educator/student cadet programs

Aligns with 2020-2021 Leandro Action Priority Plan items within: ***A Qualified and Well-Prepared Teacher in Every Classroom***

- Objective 4 - Increase opportunities for educator engagement inside and outside of school

- Model/method of accountability for valuing parent & community engagement and engaging community stakeholders and parents

Aligns with 2020-2021 Leandro Action Priority Plan items within:

- Increase opportunities to partner with community groups
- Increase community representation on strategic planning committees/school-based improvement teams

***An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts***