

Comprehensive & Targeted Support (CTS) Presentation

From Feedback to Action: Clarifications, Support, and Next Steps

Featuring:

Achieving Educational Excellence

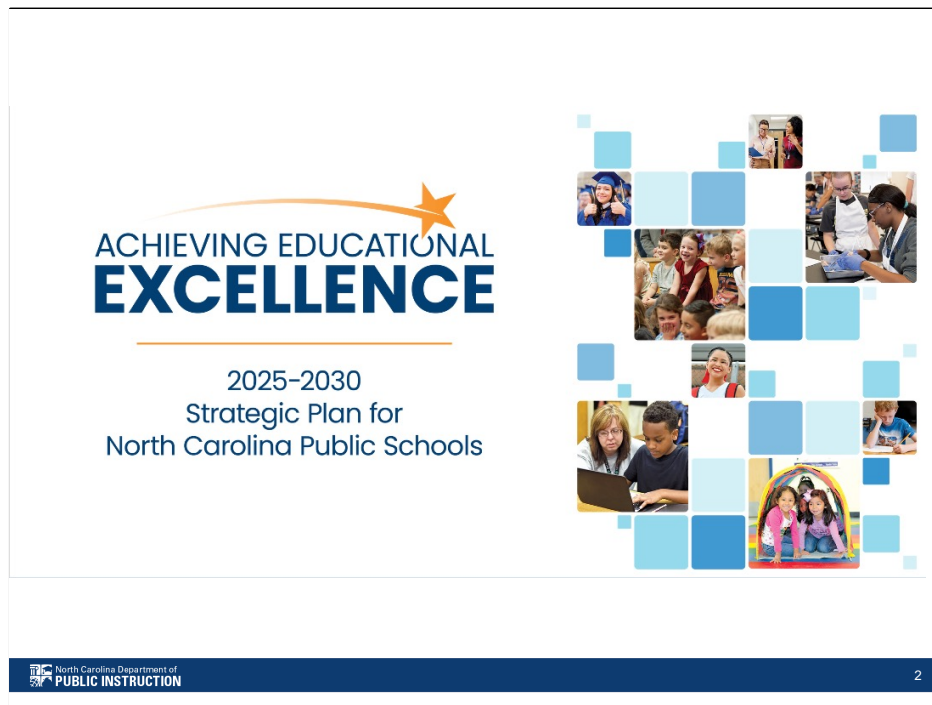
2025 – 2030 Strategic Plan for North Carolina Public Schools



Welcome to today's webinar presented by the North Carolina Department of Public Instruction's Office of Federal Program's Comprehensive & Targeted Support (CTS) Team.

This session has been specifically designed as an opportunity to address the invaluable feedback we have received from the field, as well as to tackle the specific questions that arose during our previous sessions. Our goal is to ensure all participants receive necessary clarifications, additional guidance, and practical updates to support your ongoing implementation efforts and provide a clear understanding of what you can expect from our office moving forward.

Now I'd like to pass to our Section Chief Dr. James Popp with an important message



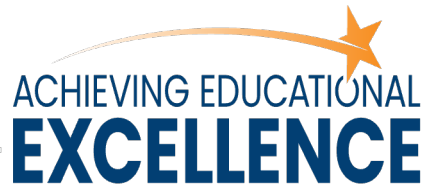
Good afternoon

Thank you for this opportunity to speak with you today. Before we start the presentation, we want to share with you an introduction and overview of the new Strategic Plan for North Carolina Public Schools. This five-year plan was developed from listening to educators, community and business leaders, parents and students across the state.

Over 5,000 North Carolinians provided input from in-person sessions to virtual stakeholder meetings and school visits. What we heard shaped every aspect of this plan—from teacher retention challenges to the need for mental health support.

We drafted a plan that was reviewed by the State Board of Education, DPI staff and partners across the state to finalize it into 110 actions.

The plan was unanimously approved on August 8th and launched on August 20th.



By 2030, North Carolina will
have the **best** public school
system in the nation.

The Vision for this plan is Achieving Educational Excellence. This vision has three main components: high academic achievement, character development and the goal that by 2030, North Carolina will have the best public school system in the nation.



The plan is divided into eight different pillars to focus our work.

- **110 SPECIFIC ACTIONS** aligned with NCDPI's mission and organized across eight focus areas
- **PARTNERSHIP APPROACH** by creating networks with Public School Units (traditional public, charter, regional and lab schools), businesses, philanthropies and community organizations

Eight Pillars of Transformation

1. PREPARE EACH STUDENT FOR THEIR NEXT PHASE IN LIFE

Expand rigorous pathways, dual enrollment, career readiness, and character development

2. REVERE PUBLIC SCHOOL EDUCATORS

Competitive compensation, career advancement, and professional support for all education professionals

3. ENHANCE PARENT, CAREGIVER AND COMMUNITY SUPPORT

Strengthen family engagement and community partnerships for student success

4. ENSURE HEALTHY, SAFE AND SECURE LEARNING ENVIRONMENTS

Physical safety, mental health support, and positive school climates

5. OPTIMIZE OPERATIONAL EXCELLENCE

Modernize systems, eliminate administrative burdens, leverage technology effectively

6. LEAD TRANSFORMATIVE CHANGE

Research-driven innovation, network collaboration, and continuous improvement

7. CELEBRATE THE EXCELLENCE IN PUBLIC EDUCATION

Comprehensive messaging highlighting the remarkable achievements in our schools

8. GALVANIZE CHAMPIONS TO FULLY INVEST IN AND SUPPORT PUBLIC EDUCATION

Build coalitions for increased investment and sustained community support

Are you inspired to make NC public schools the best in the nation?

Learn more about the strategic plan:



go.ncdpi.gov/BestInNation

ACHIEVING EDUCATIONAL EXCELLENCE

NORTH CAROLINA
State Board of Education
Department of Public Instruction

2025-2030 STRATEGIC PLAN FOR NORTH CAROLINA PUBLIC SCHOOLS 5

Every action in this plan connects to one goal: ensuring every North Carolina student receives an excellent education that prepares them for success. This is how we become the best state for public education.

You can learn more about this plan and sign up to get involved at this link – use the QR code or type in the address at the bottom of the screen.

Thank you for your partnership in this effort and taking the time to learn more about this plan.

Now back to Dr. Richard Lewis.

Resources from our presentation

<https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/comprehensive-and-targeted-support>



CTS Website

As we begin, this is a reminder about the newly redesigned Comprehensive and Targeted Support (CTS) website. Navigation has been streamlined to help PSUs and schools quickly locate the tools, templates, and resources needed for successful implementation. On the Redesigned Site you will have access to the latest guidance documents, reference materials, and sample templates. There are Direct Links available to key resources like NCStar, Parent Notification Sample Letters, as well as PRC 0105 resources.

Make sure to stay informed with upcoming supports and explore the library of recorded webinars at your own pace. Regular website visits are encouraged to stay connected and to get the latest updates from our office.

Session Agenda

Welcome & Objectives

Program Administrators

Diagnose, Engage, Design

On-Site Visits

Common Questions

✓ Upcoming Support / Feedback



Our agenda for today's session will go as follows.

We begin with a formal Welcome and Objectives, outlining the goals we seek to achieve during this presentation.

Following, you will meet your assigned Program Administrators who are your primary points of contact for technical assistance.

Next, we will present our three-part support framework: which outlines how we plan to support charters and traditional PSUs in diagnosing systemic needs and strategically engaging with your teams. We also serve as your thought partners as your team determines what evidence-based solutions may work for your setting(s).

Then, we will review the logistics, purpose, and expectations regarding On-Site Visits, which are integral components of our support model.

Finally, we will conclude the presentation with a review of common questions, Upcoming Support opportunities and share our QR code to receive your Feedback and ensure that we capture your questions.

	Dr. James Popp – CTS Section Chief
	Tenisea Madry – CTS Program Administrator Northeast, Southeast
	Dr. Richard Lewis – CTS Program Administrator North Central, Sandhills
	Dr. Penny Crooks – CTS Program Administrator Northwest, Piedmont-Triad* * 24N, 26C, 32D, 32R, 36B, 36C, 36F (charters receiving support outside of their assigned region)
	Julia Higdon – CTS Program Administrator Western, Southwest

Our mission remains to be a dedicated, statewide support team operating within the Office of Federal Programs and each Program Administrator supports a specific region, and charters and lab schools are assigned accordingly. Some recent adjustments regarding charter schools within the Comprehensive and Targeted Support team have been communicated by individual PAs to respective charters. These updates are current as of October 24, 2025.

This approach is collaborative with a shared goal to assist PSUs and schools in interpreting requirements, planning strategically, and aligning resources for impact. Please note who is your specific CTS program administrator. This will be your primary point of contact for support and technical assistance.

Session Objectives

- Initiate the design of a PSU Support Plan
- Understand the purpose of Year 1 on-site support
- The collaboration of PSUs and PAs to plan a successful and sustainable CSI/ATSI exit



The purpose of today's session is to:

First, to inform PSUs accordingly in order to initiate the design of a comprehensive PSU Support Plan.

Second, we want to ensure everyone has a clear and shared understanding of the purpose of our Year 1 on-site support, which is a vital part of this process.

And finally, our main goal is to support the collaborative planning between PSUs and Program Administrators as you work toward a successful and sustainable exit from CSI/TSI or ATSI status.

Please know that the entire team is here to provide dedicated support and broker available resources as you navigate this important journey of exiting CSI/TSI status.

Comprehensive and Targeted Support Three Year Roadmap



Year 1 is a dedicated planning phase focused explicitly on developing PSU's capacity to support their CSI/TSI identified schools

The Office of Comprehensive and Targeted Support will support PSUs directly, and it is through the PSUs that all compliance requirements will be monitored.

During this foundational year, Program Administrators will assist PSUs with critical functions such as:

Tracking identified schools, support PSU's in building a school's capacity for data review, needs assessments, as well as engaging key stakeholders.

These items will occur while program administrators provide support and feedback throughout the plan's development.

Because this is a Planning Year, the primary objective is to develop a comprehensive PSU plan finalized by June 30th, ensuring a seamless launch into Year 2.



The Planning Year is defined by 4 Phases.

We begin with Phase 1: Diagnose. In the case with Charters and Lab Schools, the PSU and school are one. Traditional PSUs may want to include their individual identified schools, as well as relevant stakeholders during the diagnosing phase. In this phase, schools are gaining an understanding of their identification, IT IS IMPORTANT TO REMEMBER that Parent Notification Letters must be sent by the November 30th deadline, but due to this being a planning year, may be revised during the design phase for future use. PSUs will use this phase for reviewing accountability data, disaggregating subgroup data, reviewing available needs assessments, and developing a continuous improvement plan. PSUs may or may not have processes and protocols for schools to engage in this work. So knowledge gaps and support needs are opportunities to support PSU plan development. Program Administrators are available to support PSUs in developing this process while also progress monitoring compliance task completion.

Moving into Phase 2, the focus shifts to "Engage". This critical phase is about facilitating meaningful team reflection and assessing the level of engagement across all key stakeholders: district leaders, principals, teachers, and parents. It also involves a thorough review of the established communication channels and the decision-

making structures currently in place. This reflective process is essential to ensure that all voices are heard and that the support structures are effective and transparent.

Next, we transition to Phase 3: Design. In the design phase, the primary objective is to co-develop, or rigorously verify, the existence, completion, and quality of key compliance artifacts. These essential documents include the Resource Allocation Review (RAR), the Parent Notification documentation, the plans for implementing Evidence-Based Interventions, a clear Budget Alignment, and the relevant NCStar indicators. It is key for PSUs to identify and design the infrastructure necessary to build capacity to meet compliance requirements. This may include PSU led trainings and coaching.

Finally, we arrive at Phase 4: Next Steps and the essential documentation process for (CSI) and (TSI) schools. This phase ensures all necessary documentation is accurate, complete, and aligns with regulatory requirements. This critical information is then uploaded to the appropriate systems, typically the Comprehensive Continuous Improvement Plan (CCIP) platform and/or NCStar, through processes such as "Monthly Coaching Comments" and "Annual Feedback." This ensures all progress is officially recorded and monitored.

ON SITE VISITS

Let's discuss the plan for on-site visits. These visits, a crucial part of the process and are slated to begin by January 12, 2026 and end by April 30, 2026. For traditional PSUs, all visits will occur at the district level, not individual schools. CSI identified Charter and Lab school visits will be held at the Charter or Lab Schools physical address.

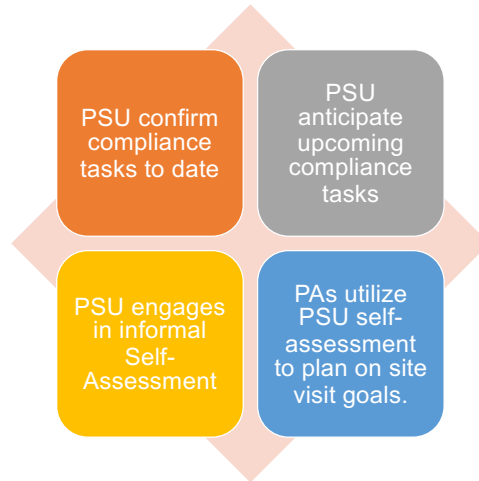
The specific visit dates and times will be shared as early as the first week of December.

Purpose of On Site Supports

- Provide targeted, data-informed assistance
- Monitor that improvement plans are aligned with evidence-based practices
- Monitor the development of PSU processes that support compliance and timely use of funds
- Reinforce PSU capacity for sustainability
- Strengthen systems coherence statewide

The purpose of the on-site support sessions is to empower PSUs so that there is fidelity in their system-wide evidence-based practices and support compliance with their CSI/TSI-identified schools as well as the timely use of funds. The visits are designed to capture how the PSUs have engaged with their respective schools' processes with a focus on sustainability and to identify what further supports are necessary and/or needed.

**Pre-Visit
Submissions:
2-3 weeks
prior to
on site visit**



Pre-Visit submissions are an essential part of this process. They serve a triple purpose: to confirm all compliance tasks completed to date, to help anticipate upcoming compliance requirements, and to act as a PSU self-assessment. This self-assessment is vital, as it guides the Program Administrators in understanding exactly where individual PSUs are in the design process of their specific Support Plan.

At a minimum, this support plan is designed to ensure that all compliance tasks and budget expenditures are met in a timely and efficient manner. However, the ultimate goal is for this robust support plan to provide individual CSI and TSI schools with the necessary guidance and sustained support required for long-term continuous school improvement and exiting from CSI/TSI-identified status.

Compliance Check: Indicate Completion Status

30-Nov-25	Parent Newsletter	☐	Format(s): PSU indicates how letters were distributed (e.g., mail, book bag, website posting)
6-Dec-25	Fall School Comprehensive Improvement Plan Due in NCStar	☐	Location: NCStar
15-Dec-25 (Tentative)	PSU PRC 0105 CCIP Application Due	☐	Location: CCIP
30-Jun-26	School RAR due in NCStar	☐	Location: NCStar
30-Jun-26	District RAR due in CCIP	☐	Location: CCIP
30-Jun-26	Spring School Comprehensive Improvement Plan Report Due in NCStar	☐	Location: NCStar
30-Jun-26	School CSI Plans due in CCIP	☐	Location: CCIP
30-Jun-26	District Support and Improvement Plans due in CCIP	☐	Location: CCIP
30-Jun-26	School CSI Needs Assessment Due	☐	Location: PSU indicates where
30-Jun-26	Final PSU NCStar Feedback Due	☐	Location: NCStar

As Program Administrators prepare to visit PSUs, the initial component of the pre-visit submissions will be a compliance check checklist. This tool serves to verify completed tasks, confirm due dates, and ensure proper storage of all relevant documentation. By utilizing this checklist in advance, PAs are better equipped to tailor their on-site visits, creating a more individualized and impactful interaction with each specific PSU. For newly identified schools, best practice is to begin actively collecting data, engaging stakeholders, and establishing a realistic timeline. We encourage the PSU to create a local timeline that allows both the school and the district to complete required components on time, especially since the PSU will also need adequate time to complete their PSU-level Resource Allocation Review (RAR). Starting now allows schools to engage deeply with their data and ensures sufficient time for the PSU to meet all submission requirements.

Pre-Visit: Self-Assessment

DISTRICT PRE-VISIT SELF ASSESSMENT

To be completed and submitted 2-3 weeks prior to on-site visit.

REVIEW PHASE 1: DIAGNOSE

1. The PSU ensures that all identified schools and subgroups are correctly labeled in NCStar and understood by stakeholders.

< 25% of schools
meet the criteria

☐

< 50% of schools
meet the criteria

☐

< 75% of schools
meet the criteria

☐

100% of schools meet
the criteria

☐

2. Data is analyzed to determine root cause.

< 25% of schools
meet the criteria

☐

< 50% of schools
meet the criteria

☐

< 75% of schools
meet the criteria

☐

100% of schools meet
the criteria

☐

Indicate Data Sources:

CNA

FAM-S

EVAAS

Other (MClass, Abbreviated Needs Assessment, etc.):

It is important to emphasize that this self-assessment is NOT intended as a "gotcha" mechanism. Rather, it is a valuable opportunity for Program Administrators to genuinely hear and understand the perspective of the PSU regarding its current position and progress within the CSI/TSI process. This open dialogue allows for targeted and collaborative support, moving beyond mere compliance checks.

This document tool will be on the CTS website following today's webinar; it is designed to support PSUs in their planning process.

Please do not complete the self-assessment for submission until approximately two to three weeks prior to your scheduled on-site visit. We share it now so you may use it as a tool as you develop your processes.

On Site Visit Agenda

- Welcome and Overview
- Review of Phase 1 District Processes- Diagnose: Data and Root Cause Review
- Review of Phase 2 District Processes- Engage: Stakeholders and Systems of Support
- Review of Phase 3 District Processes- Design: Alignment of Plans and Budgets
- Review of Phase 4 District Processes- Compliance and Monitoring Systems
- Closing and Next Steps

The tentative on-site visit agenda reflects the PSUs engagement in the planning year phases. The agenda may be adjusted to support the specific needs of each PSU and ensure that we make the best use of our time together.

For each phase, your program administrator will broker resources and serve as a thought partner as you support your identified schools.

NCStar Required Indicators and PSU Monthly Feedback

Identification	Required Indicators for NCStar 1.0	Required Indicators for NCStar 2.0
• ATSI • CSI-AT • CSI-LG • CSI-LP	D.1.02 – Resource Allocation Review	CSI-ATSI .02 – Resource Allocation Review
• ATSI • CSI-AT • CSI-LP	A4.01 – Evidence Based Intervention	G1.02 – Evidence Based Intervention
• CSI-LG	A.4.10 – Evidence Based Intervention	CSI-LG .01 – Evidence Based Intervention

[School Improvement Planning and NCStar Website](#)

[Sample PSU NCStar Feedback form in CTS Website: Resources](#)

An essential component of the school level CSI/TSI plans is the documentation of these plans' processes. School documentation requirements include monthly agenda and meeting minutes. Minutes of all meetings must be maintained as public records, and must be posted on the school's website (guest log in information from NCStar). Meeting minutes should reflect robust discussions of goal progress, data analysis, and selected indicators, demonstrating that the team consistently monitors and aligns its work with instructional, operational, and budget priorities.

In addition to minutes, we also emphasize that the Notes section in NCStar is essential. It should be used by the schools to document the narrative behind the work; how the action steps are being implemented, the progress being made, and lessons learned. This context ensures that when an action step is marked complete, it clearly reflects how and why the work was accomplished.

In addition to school documentation, each PSU is responsible for providing monthly coaching comments and reviews specific to the required indicators within the NCStar platform for each ATSI and/or CSI identified school. Ongoing and meaningful feedback from the PSU, at a minimum, on a monthly basis, is considered best practice to strengthen school improvement efforts, especially for schools identified as Low

Performing. Just as School Improvement Teams are expected to meet regularly and document their work, districts should also provide timely, robust input on school plans as they evolve. Consistent feedback cycles build accountability and demonstrate the district's active partnership in monitoring, supporting, and sustaining school improvement.

Training on NCStar is free and available throughout the year. Please visit the link provided on this slide for more information and contacts for NCStar support.

Also linked in this slide is a link to the CTS Website Resource Tab to access the Sample PSU NCStar Feedback form, due on June 30, to CCIP.

On Site Review of Phases



PHASE 1: DIAGNOSE



PHASE 2: ENGAGE



PHASE 3: DESIGN



PHASE 4:
NEXT STEPS/
DOCUMENTATION

In Review, Phase 1: Diagnose, we are reviewing the processes PSUs engaged in with schools and relevant stakeholders and to gain an understanding of their specific identification status. This includes taking a close look at the school's identification type (whether that's CSI-LP, CSI-LG, CSI-AT, ATSI, or TSI-CU), their key performance data, and development of a continuous improvement plan. We'll also review the process and status in completing both the PSU and school-level Resource Allocation Reviews (RAR). This will help us move into the final stage of discussion, where we can focus on identifying the specific strengths and barriers at play, and critically, how to close equity gaps.

Next, in reviewing Phase 2: Engage, the focus shifts inward to understanding the processes of team reflection and assessing the level of engagement among all key stakeholders, including district leaders, principals, teachers, and parents. What are the existing stakeholder engagement structures and communication flow that ensures everyone understands how information moves through the system? What is the plan for the PSU to ensure alignment and feedback being maintained between the district office and the individual schools? Understanding this process helps the PSU and our department to identify specific capacity-building needs across key areas, including leadership development, effective data utilization, and essential instructional

supports.

Then, in reviewing Phase 3: Design, we will engage in discussions of how PSUs are developing capacity. What training, processes, and protocols are needed to help schools understand and incorporate necessary NCStar documentation/Indicators? What training, processes, and protocols do schools need to understand and help align required Evidence-Based Intervention Levels in action steps. How does the PSU support schools in performing a crosswalk connecting the Resource Allocation Review (RAR) findings to the specific PRC 0105 budget strategies within the CCIP applicaiton? And finally, how will PSUs engage school leadership in conversations to ensure that all PRC 0105 funds are allocated in a manner that ensures they are supplemental, necessary, and reasonable?

Finally, in the review of Phase 4: Next Steps and Documentation: for CSI/TSI schools, the primary objective is reviewing processes for essential compliance documentation: the Resource Allocation Review, Parent Notifications, Evidence-Based Intervention plans, Budget Alignment, NCStar indicators, and the Fall and Spring Comprehensive Plan Reports. What is the PSUs plan to verify, document, and store school and PSU compliance requirements? Once we launch in 2026-2027, how will PSUs be ready for PAs to review the all required submissions—including NCStar uploads, documents related to CCIP, and the PSU tracker. Finally, we will discuss the process for entering "Coaching Comments" around required indicators into NCStar and monitoring the progress against the established goals.

Post Session Follow Up

- Document key discussion outcomes
- Identify immediate next steps
- Schedule follow-up

Follow-up is crucial; it ensures both accountability and the seamless integration of feedback into a process of continuous monitoring. Once the On-Site visit concludes, within two weeks, the Program Administrator will carefully document key discussion outcomes, clearly identify the immediate next steps required for implementation, and schedule any needed follow up.

Charter Guidance

- CSI designated charters will be scheduled for On-Site Visits.
- TSI-AT charters will have scheduled convenings.
 - Convening guidelines and agendas will be shared in advance of when convenings are held.

CSI identified charter schools will be scheduled for dedicated on-site visits.

For ATSI identified charters, we will schedule convenings. These sessions will serve as opportunities for individualized support and discussion around the Resource Allocation Review (RAR).

Full convening guidelines and detailed agendas will be shared well in advance of when those meetings are scheduled to take place.

Common Questions



Now that we have walked through today's material, we want to take a moment to address some of the common questions we are hearing from the field. These questions have surfaced as PSUs begin preparing their plans, and we want to provide clarity and ensure everyone has the same information. Please note, these questions will be added to the online FAQ.

Common Questions

- What qualifies as direct support to identified schools versus the up to 20% allowable for PSU administrative costs
- With the application and budgets due Dec. 15th, what should we do if specific plans for how the funds will be expended have not yet been finalized?

Note:

Object Codes 01800, 01810, and 01830 appear in the Chart of Accounts for PRC 0105 because the chart is tied to previous funding approval. However, these Object Codes for incentives/bonuses are not an allowable use of funds under FY-26 PRC 0105.

What qualifies as direct support to identified schools versus the up to 20% allowable for district-level administrative costs, Charter Management Organization support, or Institutions of Higher Education Lab School support under PRC 0105?

Direct Support to Schools refers to activities and expenditures that directly impact identified schools. These may include PSU-led initiatives designed to improve student outcomes, such as remediation programs, instructional coaching, or tutoring. Direct support should be coded using 50000 Instructional Services purpose codes. This can be coded at the site code 00000 or school level site codes.

The Administrative Allowance (up to 20%) may be used for system-wide activities that facilitate or manage the implementation of school supports at the district level. These expenses should be coded using 60000 System-wide support services purpose codes and may include efforts such as district-level data analysis, coordination of improvement efforts, and oversight or implementation. This should be coded at the site code 00000.

With the application and budgets due Dec. 15th, what should we do if specific plans

for how the funds will be expended have not yet been finalized?

FY-26 is a planning year. It is completely acceptable for initial budgets to include some unbudgeted or Supplies and Materials codes with the intent to submit an amendment later, once CSI / TSI plans are finalized and specific funding needs are identified.

Please Note: Object Codes 01800, 01810, and 01830 appear in the Chart of Accounts for PRC 0105 because the chart is tied to previous funding approval. However, these Object Codes for incentives/bonuses are not an allowable use of funds under FY-26 PRC 0105.

REVIEW of FAQs

<https://www.dpi.nc.gov/csi-tsi-faq/download?attachment>



A pdf of the presentation will be available for download and future review. The QR code will take you to the Frequently Asked Questions Link on the CTS Webpage. You will find this document located under the Resources tab. The FAQ document is a living resource and will be updated as additional guidance becomes available or as clarification(s) are needed.

	Dr. James Popp – CTS Section Chief  james.popp@dpi.nc.gov  (984) 236-2801
	Dr. Penny Crooks – CTS Program Administrator  penny.crooks@dpi.nc.gov  (984) 236-2978
	Julia Higdon – CTS Program Administrator  julia.higdon@dpi.nc.gov  (828) 361-5277
	Dr. Richard Lewis – CTS Program Administrator  richard.lewis@dpi.nc.gov  (919) 548-6435
	Tenisea Madry – CTS Program Administrator  tenisea.madry@dpi.nc.gov  (984) 236-2886

Our CTS team is here and available to provide guidance, technical assistance, and ongoing support to help your PSU successfully navigate all CSI/TSI requirements. Each Program Administrator proactively reached out this fall to offer virtual, one-on-one office hours specifically designed to answer your questions and provide individualized support.

If you have not yet heard from your assigned Program Administrator, it may indicate that our contact information needs updating. We strongly encourage all PSUs to reach out to our office at any time to update your information or schedule additional support sessions as needed.

We Value your feedback

<https://forms.gle/ivuT1Fbqq9RTFa8L7>



*Thank you for joining today's session! Your input genuinely helps us strengthen the support and resources we provide across the state.
Please take just a few moments now to share your feedback on today's presentation. We want to know what was helpful, what aspects could be clearer in future sessions, and what additional topics you would like us to cover going forward.
Your insights are essential; they guide our continuous improvement and support our mission to empower PSUs as well as their identified schools to exit CSI/TSI status with sustainable evidence-based practices.*