

**Goal I: Eliminate opportunity gaps by 2025**

**NCSBE Strategic Plan**

**Leandro Comprehensive Remedial Plan Element**

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

- **A Well Prepared, High Quality, and Supported Teacher in Every Classroom**
- **A Well Prepared, High Quality, and Supported Principal in Every School**

**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

- **A Well Prepared, High Quality, and Supported Principal in Every School**
- **A Finance System that Provides Adequate, Equitable, and Efficient Resources**
- **An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts**
  - **Component 5:** An assistance and turnaround function that provides necessary support to low-performing schools and districts
    - **Action 3:** Provide resources, opportunities, and supports for low-performing and high-poverty schools to address out of school barriers to learning using a community schools or other evidence-based approach.

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

- **A Well Prepared, High Quality, and Supported Teacher in Every Classroom**
- **A Well Prepared, High Quality, and Supported Principal in Every School**
- **A System of Early Education that Provides Access to High-Quality Prekindergarten and Other Early Childhood Learning Opportunities**
  - **Component 6:** A system of early education that provides access to high-quality prekindergarten and other early childhood learning opportunities to ensure that all students at-risk of educational failure, regardless of where they live in the State, enter kindergarten on track for school success
    - **Action 1:** Expand the NC Pre-K program to make high-quality, full year services available to

	<p>all eligible four-year-old children and enroll at least 75 percent of eligible four-year-old children in each county.</p> <ul style="list-style-type: none"> <li>■ <b>Action 2:</b> Increase high-quality early learning opportunities for children from birth.</li> <li>■ <b>Action 3:</b> Expand and improve access to individualized early intervention services and support to families with eligible children birth to age three and include at risk children in North Carolina's definition of eligibility for the Part C Individuals with Disabilities Education Act (NC Infant Toddler Program).</li> <li>■ <b>Action 4:</b> Incrementally scale up the Smart Start program to increase quality, access, and support for all children birth to age five and families, especially those in under resourced communities.</li> <li>■ <b>Action 5:</b> Increase the volume and quality of the early childhood educator pipeline.</li> <li>■ <b>Action 6:</b> Ensure quality transitions and alignment from early childhood programs to K-3 classrooms and strengthen elementary schools' readiness to support children to achieve early grade success.</li> </ul>
<p><b>Objective 4</b> - Decrease the high school dropout rate for each subgroup</p> <ul style="list-style-type: none"> <li>● <b>Component 1</b> - Increase average composite score on state-mandated college entrance exam</li> <li>● <b>Component 2</b> - Increase access, readiness, and attainment of early postsecondary opportunities (EPSOs), such as AP, IB, CTE, career/college promise, work-based learning, apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>● <b>A Well Prepared, High Quality, and Supported Teacher in Every Classroom</b></li> <li>● <b>A Well Prepared, High Quality, and Supported Principal in Every School</b></li> <li>● <b>Finance System that Provides Adequate, Equitable, and Efficient Resources</b></li> <li>● <b>An Assessment and Accountability System that Reliably Assesses Multiple Measures of Student Performance</b></li> <li>● <b>Alignment of High School to Postsecondary and Career Expectations for All Students</b> <ul style="list-style-type: none"> <li>○ <b>Component 7:</b> An alignment of high school to postsecondary and career expectations, as well as the provision of early postsecondary and workforce learning opportunities, to ensure student readiness to all students in the State <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Strengthen alignment between career pathways and workforce demands.</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>■ <b>Action 2:</b> Ensure all high school students have the option to complete high school courses leading to college credit, an associate degree, or a careerready credential.</li> <li>■ <b>Action3:</b> Strengthen college and career advising for high school students.</li> </ul>
<p><b>Objective 6</b> - Increase the number of educators of color in schools across North Carolina (expand focus on leadership)</p>	<ul style="list-style-type: none"> <li>● <b>A Well Prepared, High Quality, and Supported Teacher in Every Classroom</b> <ul style="list-style-type: none"> <li>○ <b>Component 1:</b> A system of teacher development and recruitment that ensures each classroom is staffed with a high-quality teacher who is supported with early and ongoing professional learning and provided competitive pay           <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Increase the pipeline of diverse, well-prepared teachers who enter through high-retention pathways and meet the needs of the State’s public schools.</li> <li>■ <b>Action 2:</b> Increase the pipeline of diverse, well-prepared teachers by expanding the North Carolina Teaching Fellows program.</li> <li>■ <b>Action 3:</b> Support high quality teacher residency programs in high need rural and urban districts through a State matching grant program that leverages ESSA Title II funding.</li> <li>■ <b>Action 4:</b> Provide support for high quality teacher recruitment and development programs.</li> <li>■ <b>Action 5:</b> Provide support for Grow-Your-Own and 2+2 programs that help recruit and prepare teachers in high need communities.</li> <li>■ <b>Action 6:</b> Significantly increase the racial and ethnic diversity of North Carolina’s qualified and well-prepared teacher workforce and ensure all teachers employ culturally-responsive practices.</li> <li>■ <b>Action 8:</b> Implement differentiated staffing models that include advanced teaching roles and additional compensation to retain and extend the reach of high performing teachers.</li> <li>■ <b>Action 11:</b> Low wealth districts and high-poverty schools will provide incentives for the recruitment and retention of qualified teachers.</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● <b>A Well Prepared, High Quality, and Supported Principal in Every School</b></li> </ul>
<p><b>Objective 7</b> - Increase the number of charter schools providing equitable access to economically disadvantaged students or reflecting the LEA in which they are located</p>	<ul style="list-style-type: none"> <li>● <b>Finance System that Provides Adequate, Equitable, and Efficient Resources</b></li> <li>● <b>An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts</b></li> </ul>
<p><b>Goal II: Improve school and district performance by 2025</b></p>	
<p><b>NCSBE Strategic Plan</b></p>	<p><b>Leandro Comprehensive Remedial Plan Element</b></p>
<p><b>Objective 1</b> - Allocate financial, business and technology resources according to State and Federal laws and State Board of Education policies</p>	<ul style="list-style-type: none"> <li>● <b>Finance System that Provides Adequate, Equitable, and Efficient Resources</b> <ul style="list-style-type: none"> <li>○ <b>Component 1:</b> A system of teacher development and recruitment that ensures each classroom is staffed with a high-quality teacher who is supported with early and ongoing professional learning and provided competitive pay           <ul style="list-style-type: none"> <li>■ <b>Action 10:</b> Increase teacher compensation and enable low wealth districts to offer salaries and other compensation to make them competitive with more advantaged districts.</li> <li>■ <b>Action 11:</b> Low wealth districts and high-poverty schools will provide incentives for the recruitment and retention of qualified teachers.</li> </ul> </li> <li>○ <b>Component 2:</b> A system of principal development and recruitment that ensures each school is led by a high quality principal who is supported with early and ongoing professional learning and provided competitive pay           <ul style="list-style-type: none"> <li>■ <b>Action 4:</b> Revise the principal and assistant principal salary structures and improve working conditions to make positions in high need schools and districts more attractive to well-qualified educators.</li> </ul> </li> <li>○ <b>Component 3:</b> A finance system that provides adequate, equitable, and predictable funding to school districts and, importantly, adequate resources to address the needs of all North Carolina schools and students, especially at-risk students as defined by the Leandro</li> </ul> </li> </ul>

	<p>decisions</p> <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Increase Local Education Agency (LEA) budgetary flexibility by lifting restrictions on a number of critical allotments through the ABC transfer system.</li> <li>■ <b>Action 2:</b> Revise the State’s school funding formula so that current and additional funding is distributed to students with the greatest need.</li> <li>■ <b>Action 3:</b> Increase the investment in overall spending for public education incrementally over the next eight years to provide a sound basic education for all students.</li> <li>■ <b>Action 4:</b> Scale up flexible funding for Student Instructional Support Personnel.</li> <li>■ <b>Action 5:</b> Increase educator compensation to make it competitive with educator compensation in other states in the region and with other career options that require similar levels of preparation, certification, and levels of experience.</li> <li>■ <b>Action 6:</b> Modify the school finance system to ensure future stability in funding for public education, including predictable, anticipated funding levels that acknowledge external cost factors.</li> </ul>
<p><b>Objective 2</b> - Increase the percentage of grades 3-8 math and ELA EOG subgroup test scores meeting the ESSA Yearly Measures of Interim Progress</p>	<ul style="list-style-type: none"> <li>● <b>A Well Prepared, High Quality, and Supported Teacher in Every Classroom</b></li> <li>● <b>A Well Prepared, High Quality, and Supported Principal in Every School</b></li> <li>● <b>An Assessment and Accountability System that Reliably Assesses Multiple Measures of Student Performance</b> <ul style="list-style-type: none"> <li>○ <b>Component 4:</b> An assessment and accountability system that reliably assesses multiple measures of student performance against the Leandro standard and provides accountability consistent with the Leandro standard <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Establish a more instructionally-focused and student-centered assessment system.</li> <li>■ <b>Action 2:</b> Clarify alignment between the assessment system and the State’s theory of</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>action.</li> <li>■ <b>Action 3:</b> Improve coherence among curriculum, instruction, and assessment.</li> <li>■ <b>Action 4:</b> Amend the current accountability system to include measures of progress toward providing all students with access to a sound basic education.</li> </ul> </li> <li>● <b>An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts</b> <ul style="list-style-type: none"> <li>○ <b>Component 5:</b> An assistance and turnaround function that provides necessary support to low-performing schools and districts           <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Develop the State’s capacity to fully support the improvement of its lowest-performing schools and districts.</li> <li>■ <b>Action 4:</b> Extend the supports already available to schools to help them further implement a Multi-Tiered System of Support (MTSS) framework, a school improvement plan, NC Check-Ins, or other evidence-based approaches.</li> </ul> </li> </ul> </li> <li>● <b>Alignment of High School to Postsecondary and Career Expectations for All Students</b></li> </ul> </li> </ul>
<p><b>Objective 3</b> - Increase the percentage of students proficient in math by subgroup</p>	<ul style="list-style-type: none"> <li>● <b>A Well Prepared, High Quality, and Supported Teacher in Every Classroom</b></li> <li>● <b>A Well Prepared, High Quality, and Supported Principal in Every School</b></li> <li>● <b>An Assessment and Accountability System that Reliably Assesses Multiple Measures of Student Performance</b> <ul style="list-style-type: none"> <li>○ <b>Component 4:</b> An assessment and accountability system that reliably assesses multiple measures of student performance against the Leandro standard and provides accountability consistent with the Leandro standard           <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Establish a more instructionally-focused and student-centered assessment system.</li> <li>■ <b>Action 2:</b> Clarify alignment between the assessment system and the State’s theory of action.</li> </ul> </li> </ul> </li> </ul>

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<p><b>Objective 4</b> - Increase the percentage of students proficient in reading by the end of 3rd grade</p>	<ul style="list-style-type: none"> <li>● <b>A Well Prepared, High Quality, and Supported Teacher in Every Classroom</b></li> <li>● <b>A Well Prepared, High Quality, and Supported Principal in Every School</b></li> <li>● <b>An Assessment and Accountability System that Reliably Assesses Multiple Measures of Student Performance</b> <ul style="list-style-type: none"> <li>○ <b>Component 4:</b> An assessment and accountability system that reliably assesses multiple measures of student performance against the Leandro standard and provides accountability consistent with the Leandro standard           <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Establish a more instructionally-focused and student-centered assessment system.</li> <li>■ <b>Action 2:</b> Clarify alignment between the assessment system and the State’s theory of action.</li> <li>■ <b>Action 3:</b> Improve coherence among curriculum,</li> </ul> </li> </ul> </li> </ul>

	<p>instruction, and assessment.</p> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ <b>Action 4:</b> Amend the current accountability system to include measures of progress toward providing all students with access to a sound basic education.</li> </ul> </li> </ul> </li> <li>● <b>An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts</b> <ul style="list-style-type: none"> <li>○ <b>Component 5:</b> An assistance and turnaround function that provides necessary support to low-performing schools and districts           <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Develop the State’s capacity to fully support the improvement of its lowest-performing schools and districts.</li> <li>■ <b>Action 4:</b> Extend the supports already available to schools to help them further implement a Multi-Tiered System of Support (MTSS) framework, a school improvement plan, NC Check-Ins, or other evidence-based approaches.</li> </ul> </li> </ul> </li> <li>● <b>Alignment of High School to Postsecondary and Career Expectations for All Students</b></li> </ul>
<p><b>Objective 5</b> - Increase the percentage of high school reading subgroup test scores meeting the ESSA Yearly Measures of Interim Progress</p>	<ul style="list-style-type: none"> <li>● <b>A Well Prepared, High Quality, and Supported Teacher in Every Classroom</b></li> <li>● <b>A Well Prepared, High Quality, and Supported Principal in Every School</b></li> <li>● <b>An Assessment and Accountability System that Reliably Assesses Multiple Measures of Student Performance</b> <ul style="list-style-type: none"> <li>○ <b>Component 4:</b> An assessment and accountability system that reliably assesses multiple measures of student performance against the Leandro standard and provides accountability consistent with the Leandro standard           <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Establish a more instructionally-focused and student-centered assessment system.</li> <li>■ <b>Action 2:</b> Clarify alignment between the assessment system and the State’s theory of action.</li> <li>■ <b>Action 3:</b> Improve coherence among curriculum, instruction, and assessment.</li> </ul> </li> </ul> </li> </ul>



	<ul style="list-style-type: none"><li>■ <b>Action 4:</b> Amend the current accountability system to include measures of progress toward providing all students with access to a sound basic education.</li><li>● <b>An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts</b><ul style="list-style-type: none"><li>○ <b>Component 5:</b> An assistance and turnaround function that provides necessary support to low-performing schools and districts<ul style="list-style-type: none"><li>■ <b>Action 1:</b> Develop the State’s capacity to fully support the improvement of its lowest-performing schools and districts.</li><li>■ <b>Action 4:</b> Extend the supports already available to schools to help them further implement a Multi-Tiered System of Support (MTSS) framework, a school improvement plan, NC Check-Ins, or other evidence-based approaches.</li></ul></li></ul></li><li>● <b>Alignment of High School to Postsecondary and Career Expectations for All Students</b></li></ul>
<p><b>Objective 6</b> - Increase the percentage of students proficient in science by subgroup</p>	<ul style="list-style-type: none"><li>● <b>A Well Prepared, High Quality, and Supported Teacher in Every Classroom</b></li><li>● <b>A Well Prepared, High Quality, and Supported Principal in Every School</b></li><li>● <b>An Assessment and Accountability System that Reliably Assesses Multiple Measures of Student Performance</b><ul style="list-style-type: none"><li>○ <b>Component 4:</b> An assessment and accountability system that reliably assesses multiple measures of student performance against the Leandro standard and provides accountability consistent with the Leandro standard<ul style="list-style-type: none"><li>■ <b>Action 1:</b> Establish a more instructionally-focused and student-centered assessment system.</li><li>■ <b>Action 2:</b> Clarify alignment between the assessment system and the State’s theory of action.</li><li>■ <b>Action 3:</b> Improve coherence among curriculum, instruction, and assessment.</li><li>■ <b>Action 4:</b> Amend the current accountability</li></ul></li></ul></li></ul>

	<p>system to include measures of progress toward providing all students with access to a sound basic education.</p> <ul style="list-style-type: none"> <li>● <b>An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts</b> <ul style="list-style-type: none"> <li>○ <b>Component 5:</b> An assistance and turnaround function that provides necessary support to low-performing schools and districts           <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Develop the State’s capacity to fully support the improvement of its lowest-performing schools and districts.</li> <li>■ <b>Action 4:</b> Extend the supports already available to schools to help them further implement a Multi-Tiered System of Support (MTSS) framework, a school improvement plan, NC Check-Ins, or other evidence-based approaches.</li> </ul> </li> </ul> </li> <li>● <b>Alignment of High School to Postsecondary and Career Expectations for All Students</b></li> </ul>
<p><b>Objective 7</b> - Increase number of schools meeting or exceeding growth measure by subgroup</p> <ul style="list-style-type: none"> <li>● <b>Component 1</b> - 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</li> </ul>	<ul style="list-style-type: none"> <li>● <b>A Well Prepared, High Quality, and Supported Teacher in Every Classroom</b></li> <li>● <b>A Well Prepared, High Quality, and Supported Principal in Every School</b></li> <li>● <b>Finance System that Provides Adequate, Equitable, and Efficient Resources</b> <ul style="list-style-type: none"> <li>○ <b>Component 3:</b> A finance system that provides adequate, equitable, and predictable funding to school districts and, importantly, adequate resources to address the needs of all North Carolina schools and students, especially at-risk students as defined by the Leandro decisions           <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Increase Local Education Agency (LEA) budgetary flexibility by lifting restrictions on a number of critical allotments through the ABC transfer system.</li> <li>■ <b>Action 4:</b> Scale up flexible funding for Student Instructional Support Personnel.</li> </ul> </li> </ul> </li> <li>● <b>An Assessment and Accountability System that Reliably Assesses Multiple Measures of Student Performance</b> <ul style="list-style-type: none"> <li>○ <b>Component 4:</b> An assessment and accountability</li> </ul> </li> </ul>

	<p>system that reliably assesses multiple measures of student performance against the Leandro standard and provides accountability consistent with the Leandro standard</p> <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Establish a more instructionally-focused and student-centered assessment system.</li> <li>■ <b>Action 2:</b> Clarify alignment between the assessment system and the State’s theory of action.</li> <li>■ <b>Action 3:</b> Improve coherence among curriculum, instruction, and assessment.</li> <li>■ <b>Action 4:</b> Amend the current accountability system to include measures of progress toward providing all students with access to a sound basic education.</li> </ul> <ul style="list-style-type: none"> <li>● <b>An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts</b> <ul style="list-style-type: none"> <li>○ <b>Component 5:</b> An assistance and turnaround function that provides necessary support to low-performing schools and districts <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Develop the State’s capacity to fully support the improvement of its lowest-performing schools and districts.</li> <li>■ <b>Action 4:</b> Extend the supports already available to schools to help them further implement a Multi-Tiered System of Support (MTSS) framework, a school improvement plan, NC Check-Ins, or other evidence-based approaches.</li> </ul> </li> </ul> </li> <li>● <b>Alignment of High School to Postsecondary and Career Expectations for All Students</b></li> </ul>
<p><b>Objective 8</b> - Increase the number of charter schools meeting or exceeding academic, operational, and financial goals</p>	<ul style="list-style-type: none"> <li>● <b>A Well Prepared, High Quality, and Supported Teacher in Every Classroom</b></li> <li>● <b>A Well Prepared, High Quality, and Supported Principal in Every School</b></li> <li>● <b>Finance System that Provides Adequate, Equitable, and Efficient Resources</b></li> <li>● <b>An Assessment and Accountability System that Reliably Assesses Multiple Measures of Student Performance</b></li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Component 4:</b> An assessment and accountability system that reliably assesses multiple measures of student performance against the Leandro standard and provides accountability consistent with the Leandro standard <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Establish a more instructionally-focused and student-centered assessment system.</li> <li>■ <b>Action 2:</b> Clarify alignment between the assessment system and the State’s theory of action.</li> <li>■ <b>Action 3:</b> Improve coherence among curriculum, instruction, and assessment.</li> <li>■ <b>Action 4:</b> Amend the current accountability system to include measures of progress toward providing all students with access to a sound basic education.</li> </ul> </li> <li>● <b>Alignment of High School to Postsecondary and Career Expectations for All Students</b></li> </ul>
<p><b>Objective 9</b> - Increase the number of qualified and well-prepared principals in every school</p>	<ul style="list-style-type: none"> <li>● <b>A Well Prepared, High Quality, and Supported Principal in Every School</b> <ul style="list-style-type: none"> <li>○ <b>Component 2:</b> A system of principal development and recruitment that ensures each school is led by a high quality principal who is supported with early and ongoing professional learning and provided competitive pay <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Update the State’s school administrator preparation and principal licensure requirements to align program approval standards with effectiveness practices.</li> <li>■ <b>Action 2:</b> Continue to expand access to high-quality principal preparation programs to all North Carolina school districts.</li> <li>■ <b>Action 3:</b> Expand the professional learning opportunities for current principals and assistant principals.</li> <li>■ <b>Action 4:</b> Revise the principal and assistant principal salary structures and improve working conditions to make positions in high need schools and districts more attractive to well-qualified educators.</li> </ul> </li> </ul> </li> </ul>

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

**NCSBE Strategic Plan**

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

**Leandro Comprehensive Remedial Plan Element**

- **A Well Prepared, High Quality, and Supported Teacher in Every Classroom**
  - **Component 1:** A system of teacher development and recruitment that ensures each classroom is staffed with a high-quality teacher who is supported with early and ongoing professional learning and provided competitive pay
    - **Action 1:** Increase the pipeline of diverse, well-prepared teachers who enter through high-retention pathways and meet the needs of the State’s public schools.
    - **Action 2:** Increase the pipeline of diverse, well-prepared teachers by expanding the North Carolina Teaching Fellows program.
    - **Action 4:** Provide support for high quality teacher recruitment and development programs.
    - **Action 5:** Provide support for Grow-Your-Own and 2+2 programs that help recruit and prepare teachers in high need communities.
    - **Action 6:** Significantly increase the racial and ethnic diversity of North Carolina’s qualified and well-prepared teacher workforce and ensure all teachers employ culturally-responsive practices.
    - **Action 8:** Implement differentiated staffing models that include advanced teaching roles and additional compensation to retain and extend the reach of high performing teachers.
    - **Action 9:** Develop a system to ensure that all North Carolina teachers have the opportunities they need for continued professional learning to improve and update their knowledge and practice.
- **A Well Prepared, High Quality, and Supported Principal in Every School**
- **Finance System that Provides Adequate, Equitable, and Efficient Resources**

	<ul style="list-style-type: none"> <li>● <b>An Assessment and Accountability System that Reliably Assesses Multiple Measures of Student Performance</b></li> <li>● <b>An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts</b> <ul style="list-style-type: none"> <li>○ <b>Component 5:</b> An assistance and turnaround function that provides necessary support to low-performing schools and districts           <ul style="list-style-type: none"> <li>■ <b>Action 2:</b> Provide statewide and/or regional support to help schools and districts select high quality standards-aligned, culturally-responsive core curriculum resources and to prepare teachers to use those resources effectively.</li> </ul> </li> </ul> </li> <li>● <b>A System of Early Education that Provides Access to High-Quality Prekindergarten and Other Early Childhood Learning Opportunities</b></li> <li>● <b>Alignment of High School to Postsecondary and Career Expectations for All Students</b></li> </ul>
<p><b>Objective 2</b> - Increase the number of mentors available to beginning educators</p>	<ul style="list-style-type: none"> <li>● <b>A Well Prepared, High Quality, and Supported Teacher in Every Classroom</b> <ul style="list-style-type: none"> <li>○ <b>Component 1:</b> A system of teacher development and recruitment that ensures each classroom is staffed with a high-quality teacher who is supported with early and ongoing professional learning and provided competitive pay           <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Increase the pipeline of diverse, well-prepared teachers who enter through high-retention pathways and meet the needs of the State's public schools.</li> <li>■ <b>Action 2:</b> Increase the pipeline of diverse, well-prepared teachers by expanding the North Carolina Teaching Fellows program.</li> <li>■ <b>Action 4:</b> Provide support for high quality teacher recruitment and development programs.</li> <li>■ <b>Action 5:</b> Provide support for Grow-Your-Own and 2+2 programs that help recruit and prepare teachers in high need communities.</li> <li>■ <b>Action 7:</b> Provide high quality comprehensive mentoring and induction support for novice teachers in their first three years of teaching to</li> </ul> </li> </ul> </li> </ul>

	<p>increase both their effectiveness and their retention.</p> <ul style="list-style-type: none"> <li>■ <b>Action 8:</b> Implement differentiated staffing models that include advanced teaching roles and additional compensation to retain and extend the reach of high performing teachers.</li> <li>■ <b>Action 9:</b> Develop a system to ensure that all North Carolina teachers have the opportunities they need for continued professional learning to improve and update their knowledge and practice.</li> <li>■ <b>Action 11:</b> Low wealth districts and high-poverty schools will provide incentives for the recruitment and retention of qualified teachers.</li> </ul> <ul style="list-style-type: none"> <li>● <b>An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts</b> <ul style="list-style-type: none"> <li>○ <b>Component 5:</b> An assistance and turnaround function that provides necessary support to low-performing schools and districts           <ul style="list-style-type: none"> <li>■ <b>Action 2:</b> Provide statewide and/or regional support to help schools and districts select high quality standards-aligned, culturally-responsive core curriculum resources and to prepare teachers to use those resources effectively.</li> </ul> </li> </ul> </li> </ul>
<p><b>Objective 3</b> - Strengthen relationships between educator preparation programs (EPPs), districts, and schools to foster collaboration and better teaching practice</p>	<ul style="list-style-type: none"> <li>● <b>A Well Prepared, High Quality, and Supported Teacher in Every Classroom</b> <ul style="list-style-type: none"> <li>○ <b>Component 1:</b> A system of teacher development and recruitment that ensures each classroom is staffed with a high-quality teacher who is supported with early and ongoing professional learning and provided competitive pay           <ul style="list-style-type: none"> <li>■ <b>Action 1:</b> Increase the pipeline of diverse, well-prepared teachers who enter through high-retention pathways and meet the needs of the State’s public schools.</li> <li>■ <b>Action 2:</b> Increase the pipeline of diverse, well-prepared teachers by expanding the North Carolina Teaching Fellows program.</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ <b>Action 3:</b> Support high quality teacher residency programs in high need rural and urban districts through a State matching grant program that leverages ESSA Title II funding.</li> <li>■ <b>Action 4:</b> Provide support for high quality teacher recruitment and development programs.</li> <li>■ <b>Action 5:</b> Provide support for Grow-Your-Own and 2+2 programs that help recruit and prepare teachers in high need communities.</li> <li>■ <b>Action 8:</b> Implement differentiated staffing models that include advanced teaching roles and additional compensation to retain and extend the reach of high performing teachers.</li> <li>■ <b>Action 11:</b> Low wealth districts and high-poverty schools will provide incentives for the recruitment and retention of qualified teachers.</li> </ul> </li> <li>● <b>A Well Prepared, High Quality, and Supported Principal in Every School</b></li> <li>● <b>Alignment of High School to Postsecondary and Career Expectations for All Students</b></li> <li>● <b>A System of Early Education that Provides Access to High-Quality Prekindergarten and Other Early Childhood Learning Opportunities</b> <ul style="list-style-type: none"> <li>○ <b>Component 6:</b> A system of early education that provides access to high-quality prekindergarten and other early childhood learning opportunities to ensure that all students at-risk of educational failure, regardless of where they live in the State, enter kindergarten on track for school success           <ul style="list-style-type: none"> <li>■ <b>Action 5:</b> Increase the volume and quality of the early childhood educator pipeline.</li> <li>■ <b>Action 6:</b> Ensure quality transitions and alignment from early childhood programs to K-3 classrooms and strengthen elementary schools' readiness to support children to achieve early grade success.</li> </ul> </li> </ul> </li> </ul>
<p><b>Objective 4</b> - Increase opportunities for educator engagement inside and outside of school</p>	<ul style="list-style-type: none"> <li>● <b>A Well Prepared, High Quality, and Supported Teacher in Every Classroom</b> <ul style="list-style-type: none"> <li>○ <b>Component 1:</b> A system of teacher development and recruitment that ensures each classroom is staffed with a</li> </ul> </li> </ul>



high-quality teacher who is supported with early and ongoing professional learning and provided competitive pay

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- **A Well Prepared, High Quality, and Supported Principal in Every School**