

Guiding Principles

Guiding Principles Definitions (the Strategic Plan's foundation)

**Whole Child:**

- o Every student enters school healthy and learns to practice a healthy lifestyle.
- o Every student learns in an environment that is physically and emotionally safe.
- o Every student actively learns, connects with their school, and engages in their broader community.
- o Every student has access to personalized learning and support from qualified, caring adults.
- o 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.

NORTH CAROLINA STATE BOARD OF EDUCATION

A Resolution Establishing a Whole School, Whole Community, Whole Child Framework
for the State Board of Education

- Whereas, the North Carolina Constitution declares that the people have a right to the privilege of education, and that it is the duty of the State to guard and maintain that right, and
- Whereas, the North Carolina Constitution establishes the North Carolina State Board of Education as a body whose duty is to make all needed rules and regulations as it supervises and administers the free public school system, subject to laws enacted by the General Assembly, and
- Whereas, the North Carolina State Board of Education acknowledges the critical linkages to education that help ensure the privilege of education for all of its children, including initiatives and programs that support student health and safety and that develop student responsibility, and
- Whereas, the Board acknowledges that other State and local agencies, along with educators, parents, and the community, each have significant roles in meeting the needs of children and in removing barriers to their success, and
- Whereas, the barriers to success for many children include poverty, poor health, unsafe environments, lack of access to services and supporting infrastructure needed to support their long-term health and safety and that will ensure their access to a quality public education that strives for high academic achievement for all, and
- Whereas, the Board admires and supports the work of its Interagency Committee for its development and adoption of the theme "Whole School, Whole Community, Whole Child" model for all State agencies serving the needs of children, families, and communities, and
- Whereas, public schools, health agencies, parents and communities share a common goal of supporting the health and academic achievement of adolescents, and
- Whereas, research shows that the health of students is inextricably linked to their academic achievement, and
- Whereas, the Whole School, Whole Community, Whole Child Model emphasizes the relationship between educational attainment and health, by putting the child at the center of a system designed to support both, and
- Whereas, the Whole School, Whole Community, Whole Child model focuses attention on the preK-12 child; emphasizes a school-wide approach; and acknowledges learning, health, safety and the school as being a part and reflection of the local community, and
- Whereas, the Healthy Active Children policy is grounded in the Whole School, Whole Community, Whole Child Model and requires that all Local Education Agencies maintain a School Health Advisory Council,

NOW, THEREFORE BE IT

- Resolved, that the North Carolina State Board of Education adopts the Whole School, Whole Community, Whole Child framework as a model for supporting the health behaviors and academic performance of students, and
- Resolved, that the North Carolina State Board of Education directs staff to change the name of the North Carolina State Board Interagency Committee, whose work it is to identify wrap-around services needed by public school students and to ensure coordination and collaboration of these services from State agencies and related external partners, to now be known as the North Carolina State Board of Education Whole Child NC Committee, and
- Resolved, that, the North Carolina State Board of Education encourages Local Education Agencies to use the Whole School, Whole Community, Whole child Model as a framework for creating collaborative school/community relationships and improving students' learning and health, and
- Resolved, that board members direct the Secretary to the State Board of Education to enter a copy of this resolution into the official minutes of the North Carolina State Board of Education.

Adopted November 2016

**NORTH CAROLINA STATE BOARD OF EDUCATION
A RESOLUTION TO SUPPORT
EQUITY AND EXCELLENCE IN NORTH CAROLINA PUBLIC EDUCATION**

WHEREAS, the State Board of Education (“State Board”) values the over 1.5 million public school children in its trust as one of the State’s most precious resources, girded by North Carolina’s Constitution declaration that the people have a right to the privilege of education, and that it is the duty of the Board to guard and maintain that right; and

WHEREAS, in addition to guarding, maintaining and forever encouraging education, the North Carolina Constitution commands that “equal opportunities shall be provided for all students” to pursue and fully participate in the free public school system; and

WHEREAS, the State Board acknowledges that equity is a necessary and critical component to education that helps ensure the privilege of a sound basic education for every child; and

WHEREAS, in 2019 the State Board adopted equity and a whole-child orientation as the guiding principles for the strategic plan for North Carolina as essential to ensuring the needs of each and every child are met – defining educational equity for our State as 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; and

WHEREAS, the State Board is charged with providing a sound, basic education for every student, including determining and maintaining the broad strategic priorities for the Public School Units (PSUs) in our North Carolina; and

WHEREAS, the North Carolina Constitution directs the State Board of Education to make all needed rules and regulations to supervise and administer the free public school system, subject to laws enacted by the General Assembly; and

WHEREAS, the State Board recognizes that historical and current systems of inequitable and inadequate resource allocation, disproportionate suspensions and expulsions, lack of access to and supports for teachers of color, unequal access to educational opportunities and supports, implicit and explicit biases, and segregation perpetuate inequity in the outcomes of students; and

WHEREAS, research shows that the physical, emotional and social health of students is inextricably linked to their academic achievement while barriers to success for many children include student opportunity disparities within aspects of the educational system based on race, family structure, systemic racism, poverty, poor health, unsafe environments, nutrition deficiencies, limited access to services and infrastructure needed to support their long-term health and safety that will ensure their access to a quality public education resulting in rigorous academic attainment for every student, and

WHEREAS, the State Board acknowledges that other State and local agencies, along with parents, educators and the community are important partners, each having a significant role in meeting the needs of children by eliminating opportunity and access gaps – each sharing a common goal of supporting the health and academic achievement of every student; and

WHEREAS, every student requires a safe and nurturing learning environment to grow, flourish, use their voice, pursue their dreams, and achieve their full potential through pursuing a successful academic path designed to produce graduates who cherish a lifelong interest in learning, through an equitable state school system which contributes to helping students develop the intellectual and moral fortitude to become productive, thoughtful, and empathetic citizens who contribute to human flourishing impacting world change; and

WHEREAS, schools are both a part of and a reflection of the local community; and equity enhances the relationship between educational attainment and social and emotional learning, placing the child’s interest and progress at the center of a system designed to support both; and

WHEREAS, race is a determinant of equity, and equity is equality of opportunity achieved by unequal and differentiated inputs and we have an imperative duty to construct educational systems that eradicate racism to support students of all races; and

WHEREAS, gender is a determinant of equity, and we have an imperative duty to construct educational systems to eradicate gender biases to support students of all genders; and

WHEREAS, all students thrive when equity is applied in every aspect of the school environment – including, but not limited to - admittance or exposure to rigorous coursework through advanced placement courses, funding, disaggregated and transparent data, teacher recruitment and retention, school leadership, class content, instructional time, student support, school climate, early learning, facilities, and diverse classrooms and schools; and

WHEREAS, an equity framework helps to respond to social and health pandemics as well as natural disasters necessitating that all Public School Units commit to engaging in equitable practices pursuant to the federally approved NC Equity Plan and State Board Policy and its Strategic Plan.

NOW, THEREFORE, BE IT:

RESOLVED, that the State Board of Education embraces equity as a framework to promote student academic success grounded in appropriate supports for student academic, social and emotional learning and well-being; and

RESOLVED, that the State Board, its leadership, members, and advisors, join every educator, parent and advocate in North Carolina with a solemn commitment to eliminate every equity barrier and opportunity gap in our great state such that no North Carolina public school student has to overcome such inequities on his or her own.

RESOLVED, that the State Board will review and appropriately revise its policies through an equity lens and commit to work with the Superintendent and the Department of Public Instruction to create and maintain an equity officer to ensure consistency and continuity with this essential guiding principle inside and outside the agency; and

RESOLVED, that the State Board, through its oversight of the Department of Public Instruction, commits to using its policy and strategy to provide equitable opportunities for every student within the North Carolina system of public education;

RESOLVED, that the State Board will provide resources such that students see themselves reflected in the curriculum to support culturally affirming environments in schools; and

RESOLVED, that the State Board supports districts in changing school names that reasonably are perceived as highly offensive to a significant portion of the local community and supports districts pursuing reasonable, feasible and strategic opportunities to desegregate to create intergroup contact with different racial and ethnic populations; and

RESOLVED, that the State Board expects Public School Units to align their strategic goals to the broad goals the State Board has established for North Carolina guided by equity to create collaborative school/community relationships to improve students’ learning, offering equitable opportunities to meet the Constitutional mandate to provide a sound basic education by “providing equal opportunities...for all students” throughout North Carolina; and

RESOLVED, that the State Board members direct the Secretary to the State Board to enter a signed copy of this resolution into the official minutes of the North Carolina State Board of Education.

September 3, 2020

NC State Board of Education

2027 Statewide Strategic Plan

8/8/2019-9/30/2027

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The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

NC State Board of Education

**2027 Statewide Strategic Plan
8/8/2019-9/30/2027**

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Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

» Goal I-Eliminate opportunity gaps by 2027

- » Objective 1-Decrease the number of exclusionary discipline practices by subgroup (suspensions and expulsions) and implement interventions to support positive student behaviors.
- » Objective 2-Improve school climate measures across all schools and grade levels.
 - » Component 1-Increase the number of school-based mental health professionals, as defined by SL 115C-316.2.
 - » Component 2-Increase opportunities to develop healthy habits in students based on specific healthy habits within the Youth Risk Behavior Survey.
 - » 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
- » Objective 3-Increase percentage of 4-year old children enrolled in state Pre-K from 22% to 34% (above the current national average).
- » 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, dual credit/enrollment, credentials, work-based learning.
 - » Component 3-Consider chronic absenteeism and significant disproportionality in special education.
- » Objective 5-Increase postsecondary enrollment, employment and/or enlistment.
- » Objective 6-Increase the number of educators of color in schools across North Carolina
- » Objective 7-Increase the number of charter schools providing equitable access to economically disadvantaged students or reflecting the LEA in which they are located

» Goal II-Improve school and district performance by 2027

- » Objective 1-Increase the number of PSUs using financial, business and technology resources according to State and Federal laws and State Board of Education policies.
- » 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
- » Objective 7-Increase number of schools meeting or exceeding growth measure by subgroup

- » Component 1-Increase the percentage of low performing schools with direct intensive or strategic DPI support (i.e., TSI, CSI, Restart, CARES) meeting or exceeding annual expected growth overall and by subgroup.
- » Objective 8-Increase the number of charter schools meeting or exceeding academic, operational, and financial goals
- » Objective 9-Increase the number of highly effective principals based on growth data from standardized assessments/school performance grades.

- » **Goal III-Increase educator preparedness to meet the needs of every student by 2027**
 - » Objective 1-Increase the number of culturally-relevant, equity-focused resources for educators
 - » Objective 2-Increase the number of supports for educators throughout their career (to align with NC Pathways efforts).
 - » Objective 3-Strengthen relationships between educator preparation programs (EPPs), districts, and schools to foster collaboration and better teaching practice
 - » Objective 4-Increase school connections with the community.

**NC State Board of Education 2027 Statewide Strategic
Plan**

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8/8/2019-9/30/2027

I. Eliminate opportunity gaps by 2027

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I.1. Decrease the number of exclusionary discipline practices by subgroup (suspensions and expulsions) and implement interventions to support positive student behaviors.

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I.2.Improve school climate measures across all schools and grade levels.

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I.2.1. Increase the number of school-based mental health professionals, as defined by SL 115C-316.2.

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I.2.2. Increase opportunities to develop healthy habits in students based on specific healthy habits within the Youth Risk Behavior Survey.

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I.2.3. 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

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

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I.4. Decrease the high school dropout rate for each subgroup

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I.4.1. Increase average composite score on state-mandated college entrance exam

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Last Modified on 8/13/2019 at 1:49 PM ET by Deanna Towns

I.4.2. Increase access, readiness, and attainment of early postsecondary opportunities (EPSOs), such as AP, IB, CTE, dual credit/enrollment, credentials, work-based learning.

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I.4.3.Consider chronic absenteeism and significant disproportionality in special education.

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I.5. Increase postsecondary enrollment, employment and/or enlistment.

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I.6. Increase the number of educators of color in schools across North Carolina

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

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II. Improve school and district performance by 2027

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II.1. Increase the number of PSUs using financial, business and technology resources according to State and Federal laws and State Board of Education policies.

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II.2. Increase the percentage of grades 3-8 math and ELA EOG subgroup test scores meeting the ESSA Yearly Measures of Interim Progress

*Created on 10/24/2018 at 2:10 PM ET by Deanna Townsend-Smith
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II.3. Increase the percentage of students proficient in math by subgroup

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II.4. Increase the percentage of students proficient in reading by the end of 3rd grade

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II.5. Increase the percentage of high school reading subgroup test scores meeting the ESSA Yearly Measures of Interim Progress

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II.6. Increase the percentage of students proficient in science by subgroup

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II.7. Increase number of schools meeting or exceeding growth measure by subgroup

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II.7.1. Increase the percentage of low performing schools with direct intensive or strategic DPI support (i.e., TSI, CSI, Restart, CARES) meeting or exceeding annual expected growth overall and by subgroup.

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II.8. Increase the number of charter schools meeting or exceeding academic, operational, and financial goals

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II.9. Increase the number of highly effective principals based on growth data from standardized assessments/school performance grades.

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III. Increase educator preparedness to meet the needs of every student by 2027

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

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III.2. Increase the number of supports for educators throughout their career (to align with NC Pathways efforts).

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

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III.4. Increase school connections with the community.

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