Student Outcome Goal 1

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

Progressing

Administrative Window	Grade	Report Date
BOY - Beginning of Year	Kindergarten	Nov 12, 2024
BOY - Beginning of Year	1 & 2	Dec 10, 2024
MOY - Middle of Year	Kindergarten	Apr 22, 2025
MOY - Middle of Year	1 & 2	May 13, 2025
EOY - End of Year	Kindergarten	Aug 12, 2025
EOY - End of Year	1 & 2	Aug 26, 2025

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Understanding
Beginning of Year (BOY) DIBELS

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

Progressing

- ## What is DIBELS?
  DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 8th Edition is designed to capture information regarding students' basic early literacy skills.

- ## Why do we administer DIBELS?
  DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 8th Edition is the universal screener for North Carolina. Universal screeners and progress monitoring are critical to ensure students receive the right instruction to address their individual learning needs.

Student Outcome Goal 1

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Progressing

DIBELS measures at each grade level and included in composite score						
Basic Early Literacy Skill	**Measure**	**K**	**1**	**2**	**3**	**Modality (Time)**
Word Recognition (Decoding) — **Letter Naming Fluency** assesses a student's ability to say the "names" of upper and lowercase letters in the English alphabet. This skill is a strong predictor of future reading success in young children. Indicator of risk (not a basic early literacy skill)	**Letter Naming Fluency:** Students are expected to quickly name as many uppercase and lowercase letters as possible from a page of 100 randomly ordered letters within 1 minute.	X	X			1:1 (1 min.)
Phonemic Awareness refers to your child's ability to hear and manipulate sounds in spoken words only. This skill is a powerful predictor of future reading success. It is a skill that is typically assessed early in a child's schooling (i.e., kindergarten), but it is also used with older children who are experiencing difficulty reading	**Phonemic Segmentation Fluency:** Students are expected to hear a word and then say each sound (phoneme) in that word. They need to correctly identify as many sounds as possible within 1 minute.	X	X			1:1 (1 min.)
Alphabetic principle and Phonics refers to the ability to learn the individual sounds in spoken language and map those sounds to specific written letters in the English language. Students who have strong phonics skills are able to connect individual sounds with letters and use those sounds to read words.	**Nonsense Word Fluency:** Students are expected to read made-up (nonsense) words either by saying the whole word or by pronouncing each letter sound. The goal is to correctly produce as many letter sounds and complete nonsense words as possible within 1 minute.	X	X	X	X	1:1 (1 min.)
Alphabetic principle and phonics (see description above) **Accurate and Fluent Reading** (see description below)	**Word Reading Fluency:** Students are expected to read as many real words as possible from a list within 1 minute. They must blend the sounds correctly to get credit for each word.	X	X	X	X	1:1 (1 min.)
Accurate and Fluent Reading refers to your child's ability to read text accurately and automatically so that students can understand what they are reading.	**Oral Reading Fluency:** Students are expected to read a passage out loud for 1 minute. They should read accurately, without skipping words, substituting words, or pausing for more than 3 seconds. The score is based on the number of words read correctly and the accuracy of their reading.		X	X	X	1:1 (1 min.)
Language Comprehension — **Reading Comprehension:** refers to your child's ability to understand what he or she reads. It is the ultimate goal of reading instruction.	**Maze:** Students are expected to read a passage where every seventh word is missing and select the correct word from three given options to complete the sentence.			X	X	Digital (3 mins.)
Required additional measures at each grade level - NOT included in composite score						
	Oral language: Students are expected to listen carefully to sentences and then repeat them exactly as they heard them.	X	X	X	X	1:1 (Untimed: 21 items)
Vocabulary refers to your child's knowledge of the meanings of individual words being read. Vocabulary knowledge is important to a student's ability to read and comprehend what is read.	**Vocabulary:** Students are expected to demonstrate their understanding of important grade-level words. This may involve answering yes or no questions, filling in the blanks in sentences, or choosing the best definition of a word from a list of options, depending on their grade level.	X	X	X	X	Digital (Untimed) - 3-10 minutes GK per group - 5-10 minutes G1 per group - 13-15 minutes G2-3 per group

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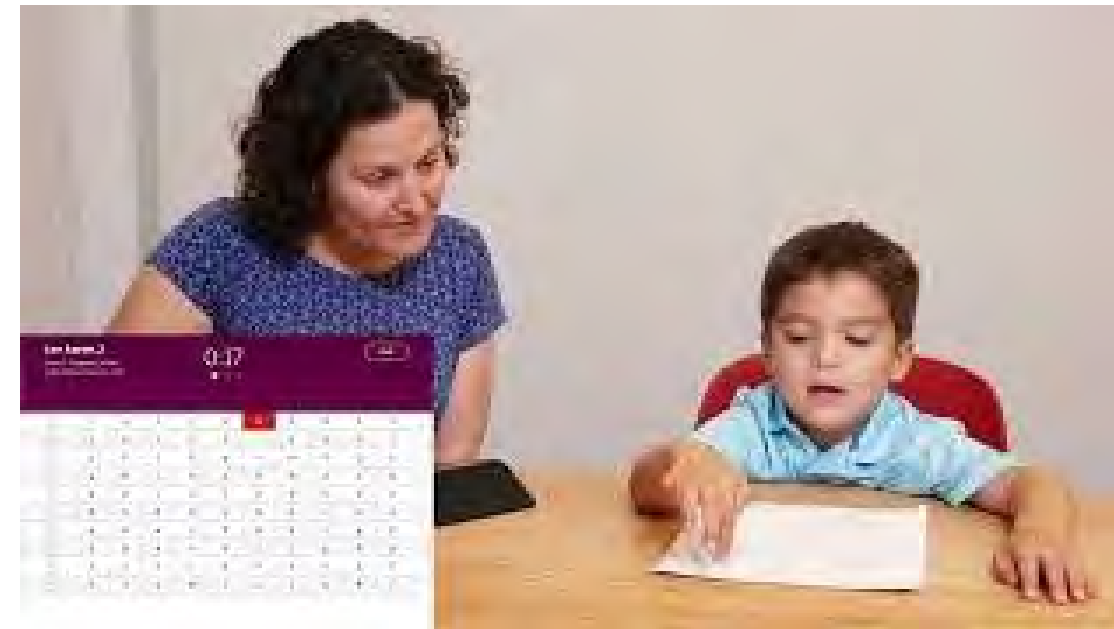
Progressing

	Kindergarten			First grade			Second grade			Third grade		
	B	M	E	B	M	E	B	M	E	B	M	E
Letter Naming Fluency (LNF)												
	25+	37+	42+	42+	57+	59+						
	24	36	41	41	56	58						
	16	31	35	32	51	53						
	15	30	34	31	50	52						
	0	0	0	0	0	0						
Phonemic Segmentation Fluency (PSF)												
	15+	43+	53+	47+	57+	61+						
	14	42	52	46	56	60						
	5	29	44	31	43	45						
	4	28	43	30	42	44						
	1	23	37	19	34	37						
	0	22	36	18	33	36						
		0	0	0	0	0						
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)												
	20+	36+	49+	47+	78+	87+	86+	103+	117+	121+	138+	141+
	19	35	48	46	77	86	85	102	116	120	137	140
	9	25	31	30	52	55	50	68	76	76	94	105
	8	24	30	29	51	54	49	67	75	75	93	104
	4	16	24	25	41	45	41	54	54	52	78	80
	3	15	23	24	40	44	40	53	53	51	77	79
	0	0	0	0	0	0	0	0	0	0	0	0
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)												
	—	9+	13+	16+	26+	28+	25+	36+	39+	34+	46+	45+
		8	12	15	25	27	24	35	38	33	45	44
	1+	3	7	5	14	15	15	20	22	24	30	31
		2	6	4	13	14	14	19	21	23	29	30
	0	1	4	1	10	11	10	15	17	18	23	24
	—	0	3	0	9	10	9	14	16	17	22	23
			0		0	0	0	0	0	0	0	0
Word Reading Fluency (WRF)												
	—	10+	18+	20+	33+	50+	50+	63+	70+	60+	65+	70+
		9	17	19	32	49	49	62	69	59	64	69
	1+	4	10	12	17	25	26	36	43	40	50	55
		3	9	11	16	24	25	35	42	39	49	54
	0	1	6	8	14	17	18	23	27	30	40	47
	—	0	5	7	13	16	17	22	26	29	39	46
			0	0	0	0	0	0	0	0	0	0

Legend

Blue goal = Core support; Negligible risk
(nearly all students in this range score at or above the 40th percentile rank on criterion measure)
Green range = Core support; Minimal risk
(about 80% of students who score at or above the 40th percentile rank on criterion measure fall in this range or above)
Yellow range = Strategic support; Some risk
(about 80% of students who score below the 40th percentile on criterion measure fall in this range or below)
Red range = Intensive support; At risk
(about 80% of students who score below the 20th percentile on criterion measure fall in this range)

B = Beginning of Year
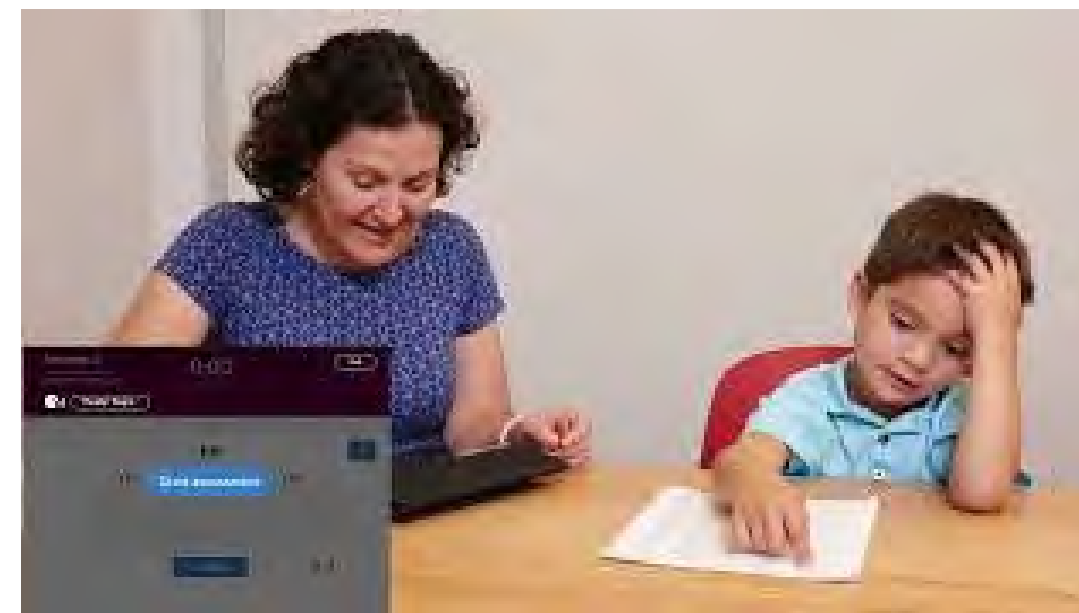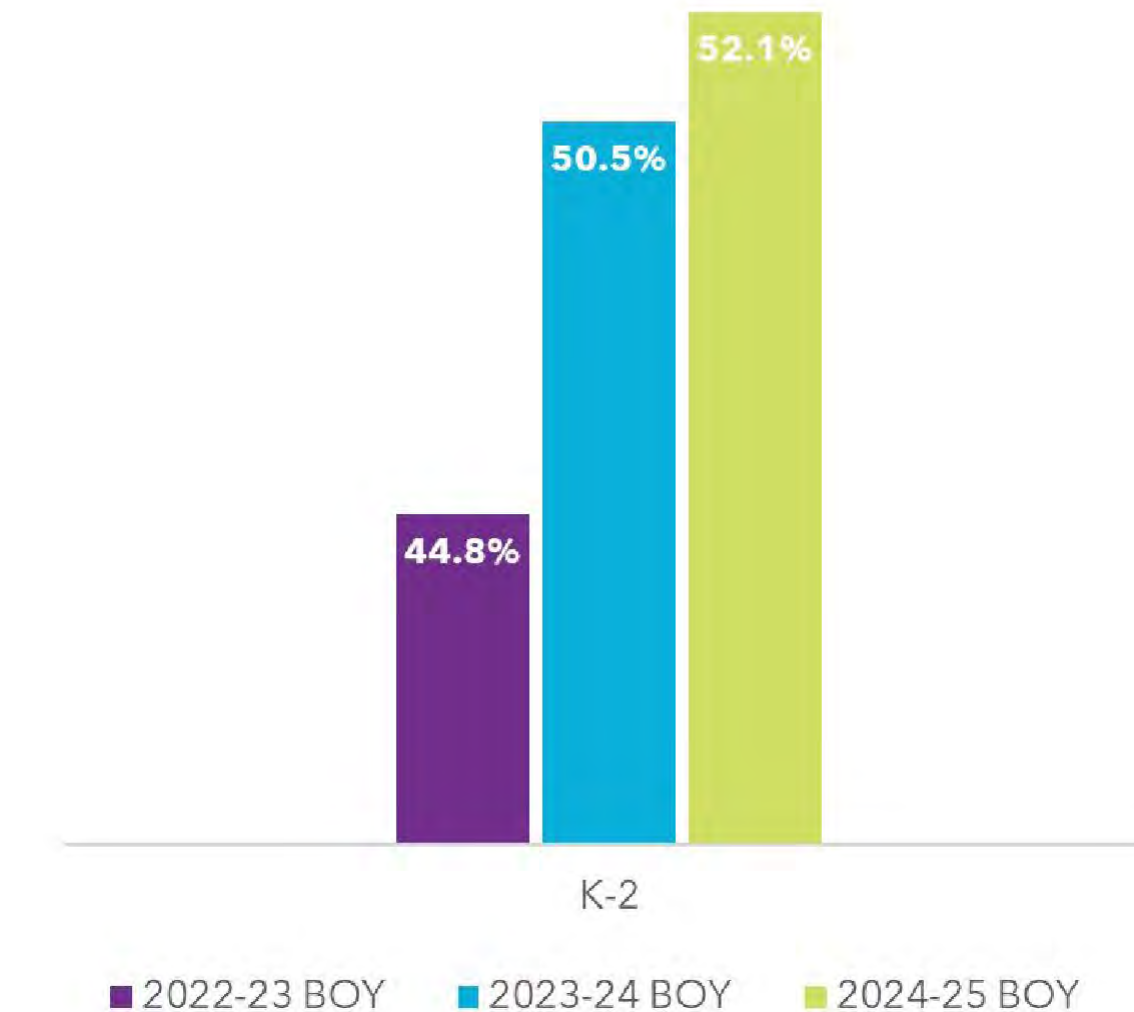M = Middle of Year
E = End of Year

Student Outcome Goal 1

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

Progressing

Subtests are weighted differently based on their predictive value for reading proficiency risk.

Grade	Subtest score	Weight
	LNF BOY	35.44
	LNF MOY/EOY	8.86
	PSF	4.13
Kindergarten	NWF-CLS	14.93
	NWF-WRC	3.56
	WRF	5.62

Student Outcome Goal 1

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

Progressing

Letter Naming Fluency

Students are expected to quickly name as many uppercase and lowercase letters as possible from a page of 100 randomly ordered letters within 1 minute.

Student Outcome Goal 1

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

Phonemic Segmentation Fluency

Students are expected to hear a word and then say each sound (phoneme) in that word.
They need to correctly identify as many sounds as possible within 1 minute.

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Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

Progressing

Nonsense Word Fluency

Students are expected to read made-up (nonsense) words either by saying the whole word or by pronouncing each letter sound. The goal is to correctly produce as many letter sounds and complete nonsense words as possible within 1 minute.

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Student Outcome Goal 1

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

Word Reading Fluency

Students are expected to read as many real words as possible from a list within 1 minute. They must blend the sounds correctly to get credit for each word.

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2024-25 K-2 Overall
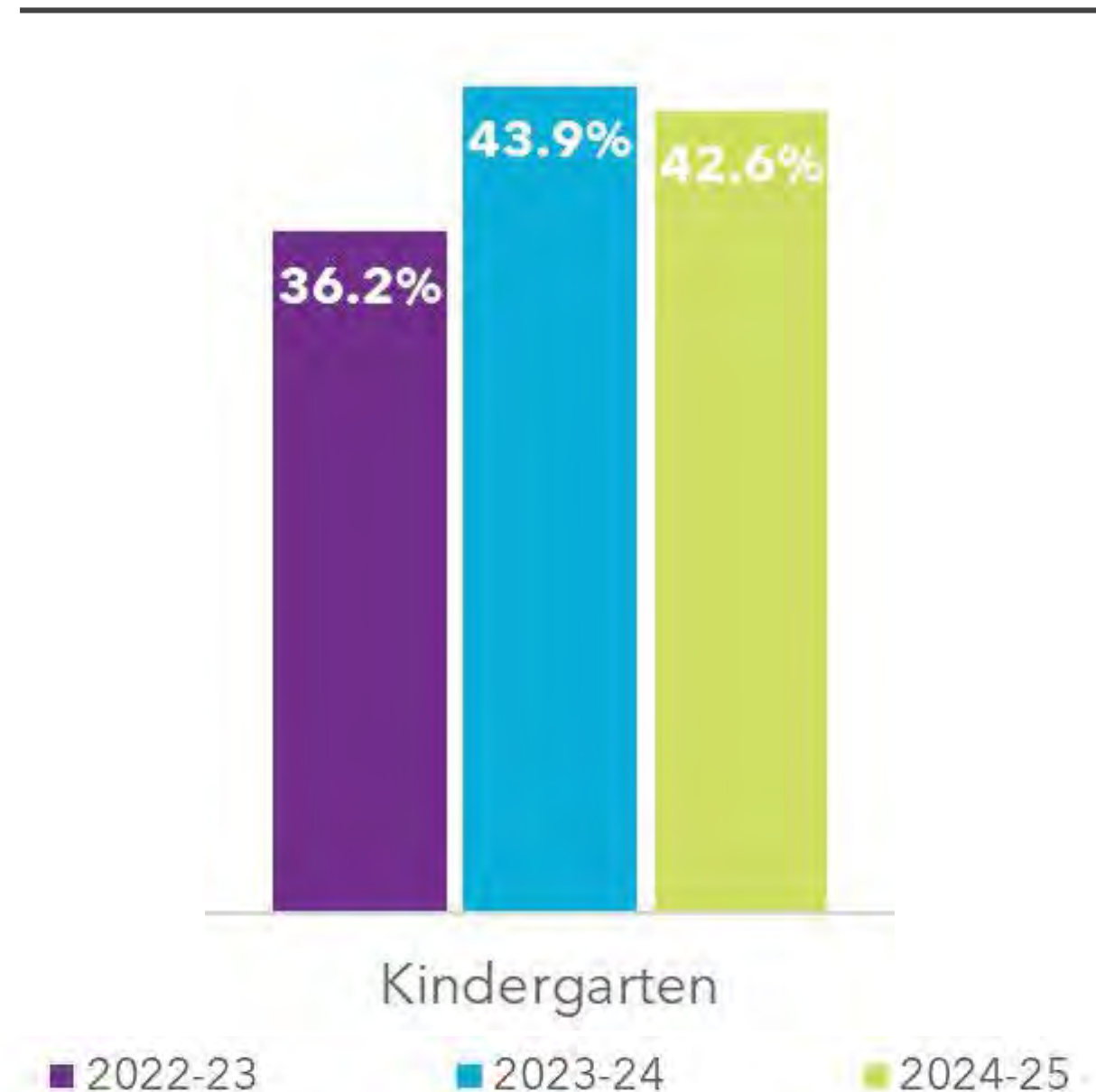# Beginning of Year (BOY) DIBELS Performance

Student Outcome Goal

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

Progressing

% of Students At or Above Benchmark
Annual Comparison
BOY

Bar chart showing K-2 data:
- 2022-23 BOY: 44.8%
- 2023-24 BOY: 50.5%
- 2024-25 BOY: 52.1%
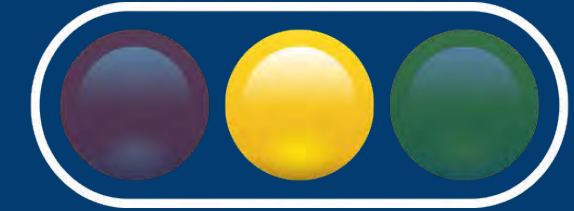
■ 2022-23 BOY   ■ 2023-24 BOY   ■ 2024-25 BOY

This graph contains Beginning of Year data and is not intended to be directly compared to Goal 1 End of Year targets.

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Student Outcome Goal 1

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

Progressing

Annual Target for 2024-25	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
	Baseline	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Increase the percent of K-2 students scoring at or above benchmark as measured by DIBELS from 70% (June 2024) to 75% (June 2025).	67%	71%	70%	75%		79%		83%		87%		91%	

% of **K-2** Students At/Above Benchmark			
Interim Measure	2022-23	2023-24	2024-25
Beginning of Year (BOY)	44.8%	50.5%	52.1%

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Student Outcome Guardrail 1

% of Students At or Above Benchmark Beginning of Year (BOY) Assessment K-2			
Student Group	2023-24 (%)	2024-25 (%)	Change (% Point)
All	50.5	52.1	⬆ 1.6
Asian	75.0	76.5	⬆ 1.5
Black	48.1	52.2	⬆ 4.1
Hispanic	32.4	32.3	⬇ .1
Two or More	62.2	65.3	⬆ 3.1
White	67.2	68.1	⬆ .9
Multilingual Learner	28.4	29.2	⬆ .8
Students with Disabilities	28.2	38.2	⬆ 10.0

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Student Outcome Goal 1
Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

Progressing

- Overall:
  - 1.6% increase in K-2 BOY results from 2023-24 to 2024-25

- Overall K-2 Goal 1 Status:
  - Progressing

- Rationale:
  - Evidence of student growth and progress for K-2 students in early literacy over the last three years using existing strategies

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2024-25 Kindergarten
Beginning of Year (BOY) DIBELS Performance
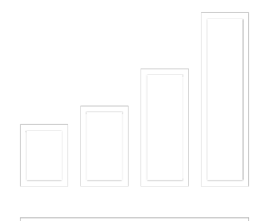
Student Outcome Goal 1 Interim Measure

Increase the percent of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 73% (June 2023) to 97% (June 2029)

2024-25 Interim Measure Annual Target: Increase the percent of K students scoring at or above benchmark as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Progressing

% of Students At or Above Benchmark
Annual Comparison
BOY

Kindergarten

- 2022-23
- 2023-24
- 2024-25

Student Outcome Goal 1 Interim Measure

Increase the percent of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 73% (June 2023) to 97% (June 2029)

2024-25 Interim Measure Annual Target: Increase the percent of K students scoring at or above benchmark as measured by DIBELS from 74% (June 2024) to 81% (June 2025

Progressing

Goals for 2024-25	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
	Baseline	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Increase the percent of K students scoring at or above benchmark as measured by DIBELS from 74% (June 2024) to 81% (June 2025).	73%	77%	74%	81%		85%		89%		93%		97%	

% of **Kindergarten** Students At/Above Benchmark			
Interim Measure	2022-23	2023-24	2024-25
Beginning of Year (BOY)	36.2%	43.9%	42.6%

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Student Outcome Guardrail 1

% of Students At or Above Benchmark Beginning of Year (BOY) Kindergarten			
Student Group	2023-24 (%)	2024-25 (%)	Change (% Point)
All	43.9	42.6	⬇ 1.3
Asian	69.3	67.5	⬇ 1.8
Black	45.5	47.0	⬆ 1.5
Hispanic	24.2	20.3	⬇ 3.9
Two or More	57.2	54.6	⬇ 2.6
White	55.4	55.6	⬆ .2
Multilingual Learner	22.4	19.2	⬇ 3.2
Students with Disabilities	30.9	39.5	⬆ 8.6

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Student Outcome Goal 1 Interim Measure

Increase the percent of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 73% (June 2023) to 97% (June 2029)

2024-25 Interim Measure Annual Target: Increase the percent of K students scoring at or above benchmark as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Progressing

2024-25 Kindergarten BOY Subtest Data

Letter Naming Fluency (LNF):

- **41%** of kindergarten students are are able to accurately and automatically identify letter names.

Phoneme Segmentation Fluency (PSF):

- **41%** of kindergarten students are able to identify individual speech sounds in a word.

Correct Letter Sounds in Nonsense Word Fluency (CLS NWF):

- **37%** of kindergarten students have strong skills in letter-sound recognition.

Words Decoded Correctly in Nonsense Word Fluency (WRC NWF):

- **13%** of kindergarten students are able to apply phonics skills to read unfamiliar (nonsense) words.

Word Reading Fluency (WRF):

- **23%** of kindergarten students recognize words automatically, which is essential for reading fluency.

Strategies

Student Outcome Goal 1

Increase the percent of K students scoring at or above benchmark in early literacy as measured by DIBELS from 73% (June 2023) to 97% (June 2029)

2024-25 Interim Measure: Increase the percent of K students scoring at or above benchmark as measured by DIBELS from **74% (June 2024) to 81% by June 2025.**

Progressing

Directly Goal Aligned Projects	Indirectly Goal Aligned Projects
P01: Provide Comprehensive Curriculum & PD	P06: SIP Planning & Alignment
P02: High Dosage Tutoring	P09: Pre-K Opportunities
P03: Core Action Walkthroughs	P17: Housing
P05: High Needs Vacancy Monitoring	P21: Succession Planning
P07: Learner Profiles and Future Pathways	P23: District Planning
P08: Career Exploration via Community Partnerships	P25: Districtwide Performance Management Evaluation Systems
P10: MTSS for Accelerated Learning	P26: Work Order Process
P11: Family & Community Partnership Communication	P27: Business Modernization System
P12: Providing Variety of Opportunities	P28: Device Life Cycle Protocol
P13: Community Partnerships & Student Wellness	P29: Preparation for Transition to Infinite Campus
P14: Attendance	P30: Service Now
P15: SEL & Student Discipline	P31: Data Reporting Platform Modernization
P16: Recruitment & Retention	P32: Data Driven Continuous Improvement
P18: Onboarding New Employees	P33: AI
P19: Compensation & Incentive Plans	P34: Local and State Coalitions
P20: Professional Development	P36: Internal Communication Structures
P22: Staff Wellness	
P24: District Wide Coaching Model	
P35: Family Academy	
P37: Summer Programming	

Student Outcome Goal 1

Increase the percent of K students scoring at or above benchmark in early literacy as measured by DIBELS from 73% (June 2023) to 97% (June 2029)

2024-25 Interim Measure: Increase the percent of K students scoring at or above benchmark as measured by DIBELS from **74% (June 2024) to 81% (June 2025).**

Progressing

Project 01 (P01): Provide Comprehensive Curriculum and Professional Development

Strategies (Inputs) - Goal 1 2024 - 2025	Highlights from Implemented Strategies 2024 - 2025	Strategic Adjustments Since Last Report 2024 - 2025
Inputs to date: ● Update and make available K-2 resources for teaching early literacy effectively for all students have, including resources for instructing multilingual learners, students with disabilities, advanced learners. ● Provide professional development for K-2 master teachers to ensure understanding about how to support teachers with using those curricular resources effectively ● Provide professional development for K-2 teachers to ensure understanding about how to use those curricular resources effectively	**Outputs to date:** ● 100% of master teachers and teachers have access to K-2 resources for teaching early literacy, including resources for instructing multilingual learners, students with disabilities, advanced learners ● 69%* of K-2 master teachers attended required beginning of year professional development; 99% of respondents' answers reflected understanding of the knowledge based questions ● 94% of K-2 teachers attended required beginning of year professional development; 93% of respondents' answers reflected understanding of the knowledge based questions	Because data suggests that our professional learning for Kindergarten teachers and master teachers needs to specifically support ML language acquisition: ● Oct 30 (Early Release Day): All kindergarten teachers and master teachers view the PLC Deep Dive Videos for upcoming lessons (Skills Block + Module Block). ● Oct 31: All master teachers develop a support plan for teachers ● Nov 4 (Teacher Workday): Kindergarten teachers engage in asynchronous professional learning entitled "Enhancing Phonics Instruction in the Skills Block for Multilingual Learners". All kindergarten teachers will complete professional development no later than Nov 8.

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Professional Development sessions include: Years 1-3 Teacher Sessions, New Teacher CROWN Academy, and Master Teacher Sessions

* Low survey response for participation due to school closures due to inclement weather

Student Outcome Goal 1

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2024-25 Interim Measure: Increase the percent of K students scoring at or above benchmark as measured by DIBELS from **74% (June 2024) to 81% (June 2025).**

Progressing

Project 02 (P02): High Dosage Tutoring*

Strategies (Inputs) - Goal 1 2024 - 2025

Inputs to date:
- Conduct a needs assessment of all school leaders to determine which schools have requested additional tutoring partnerships for their students
- Draft the 2024-25 project charter for high dosage tutoring; present to Cabinet for approval
- Conduct a second needs assessment with a specific set of schools, using kindergarten BOY data, to identify current early literacy tutoring partners, school infrastructure to support tutoring at the school site

Highlights from Implemented Strategies 2024 - 2025

Outputs to date:
- 100% (186 out of 186) of schools completed the 2024-25 needs assessment
  - 19.3% of schools (34) serving kindergarten students that identified reading tutoring as a partnership need
- Data collected to identify
  - 2023-24 and 2024-25 schools with largest percentage of students entering kindergarten below or well below benchmark in early literacy
  - Schools with current early literacy tutoring partners during the school day
  - Schools with highest rates of increase with kindergarten students in early literacy

Strategic Adjustments Since Last Report 2024 - 2025

Next Steps:
- Complete the data analysis sessions currently in process to evaluate schools needing early literacy tutoring support and the current state of early literacy tutoring aligned to that need
  - Meet with early literacy partners and Read Charlotte to collaborate around next steps for coordinating tutoring
- Conduct a discovery session with school leaders of schools that have the highest rates of increase with kindergarten students in reading to learn about replicable practices, specifically to support for multilingual learners
- Set up a system to monitor progress of students receiving tutoring

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currently tutoring efforts during the school day are considered in scope for this project

Student Outcome Goal 1

Increase the percent of K students scoring at or above benchmark in early literacy as measured by DIBELS from 73% (June 2023) to 97% (June 2029)

2024-25 Interim Measure: Increase the percent of K students scoring at or above benchmark as measured by DIBELS from **74% (June 2024) to 81% (June 2025).**

Progressing

Project 03 (P03): Core Action Walkthroughs (CAWS)

Strategies (Inputs) - Goal 1 2024 - 2025	Highlights from Implemented Strategies 2024 - 2025	Strategic Adjustments Since Last Report 2024 - 2025
Inputs to date: ● Update the indicators for 2024-25 core action walkthroughs and upload them in the district survey platform (Qualtrics) ● Conduct core action walkthroughs to ensure its ability to be used effectively (Learning and Teaching specialists) ● Conduct "screener" core action walkthroughs to assess instructional practices and determine areas for improvement (Academics + Assistant Superintendent teams)	Outputs to date: ● Core action walkthrough survey tool is up to date and ready for use ● 100% (186 schools) have had an initial "screener" core action walkthrough to start the school year	Next Steps: ● Identify Quarter 2 priority indicators ● Conduct calibration core action walkthroughs with Academics and Assistant Superintendent teams ● Continue core action walkthrough training and calibration walks with school leaders and master teachers ● Finalize the yearlong schedule for collaborative core action walkthroughs (Academics + School Performance Area staff) aligned to the school's needs for support

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Student Outcome Goal 1

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2024-25 Interim Measure: Increase the percent of K students scoring at or above benchmark as measured by DIBELS from **74% (June 2024) to 81% (June 2025)**.

Progressing

Project 10 (P10): MTSS for Accelerated Learning

Strategies (Inputs) - Goal 1 2024 - 2025

Inputs to date:
- Launch use of the iReady platform for universal screening; Kindergarten students have completed the beginning of year reading assessment
- Create personalized reading instructional pathways for every Kindergarten student assessed based on student individual needs
- Execute membership of and a regular meeting cadence for the District MTSS Leadership Team and School-Based MTSS Leadership Teams; requirements for school teams have been communicated

Highlights from Implemented Strategies 2024 - 2025

Outputs to date:
- 93% of kindergarten students (9,436 out of 10,113) have been assessed in reading and have a personalized pathway *(dated 10/29/24)*
- 57% of kindergarten students (5,771 out of 10,113) have completed at least one lesson in their personalized pathway *(dated 10/29/24)*

Strategic Adjustments Since Last Report 2024 - 2025

Next Steps:
- Develop a robust Communication Plan for parents, caretakers and community partners to ensure awareness and use of instructional resources on the iReady platform - aligned to student needs
  - Parents should contact their child's school for additional information about how to access personalized pathway instruction in iReady
- Monitor usage aligned to students' stretch growth goal at the school, school performance area and district level to accelerate learning in Kindergarten reading

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Student Outcome Goal 1

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2024-25 Interim Measure: Increase the percent of K students scoring at or above benchmark as measured by DIBELS from **74% (June 2024) to 81% (June 2025)**.

Progressing

Project 14 (P14): Attendance

Strategies (Inputs) - Goal 1 2024 - 2025	Highlights from Implemented Strategies 2024 - 2025	Strategic Adjustments Since Last Report 2024 - 2025
Planned Inputs to date: - Create school tiered attendance plans - Streamline district reports regarding attendance and absenteeism so that there one source of truth for the correct data - Develop a process to identify students needing attendance intervention plans - Provide principals with ongoing external communications about the importance of attendance - Develop and implement attendance initiatives including but not limited to ARISE and Tiered Case Management - Develop and implement a truancy mediation program	**Outputs to date:** 100% (186) schools have created and submitted their 2024-25 tiered attendance plan as a part of their 2024-25 School Improvement Planning process; feedback has been provided to all schools - One set of attendance reports has been established so that all stakeholders are using the same data set - A regular cadence for monitoring data at the district and school level has been established - Social workers now have a step by step data monitoring and intervention cadence for their school caseload of students - Finalize hiring for positions that will support the truancy mediation program in partnership with My Brothers Keeper and Communities and Schools	**Next Steps:** - Social workers will continue to identify and provide resources to remove barriers to students' ability to consistently attend school - Launch the Truancy Mediation Program, in partnership with My Brothers Keeper and Communities in Schools (Dec 1) - Continue to support families of kindergarten students needing immunizations and health assessments (or state permitted exemptions) to be able to remain in school after Dec 1 - Continue the regular cadence for monitoring attendance data at the district and school level in response to at risk chronic absenteeism student data

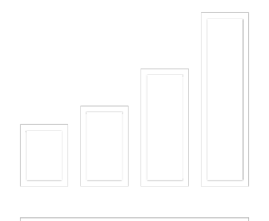**CMS** Charlotte-Mecklenburg Schools

Student Outcome Goal 1

Increase the percent of K students scoring at or above benchmark in early literacy as measured by DIBELS from 73% (June 2023) to 97% (June 2029)

2024-25 Interim Measure: Increase the percent of K students scoring at or above benchmark as measured by DIBELS from **74% (June 2024) to 81% (June 2025).**

Progressing

Project 05 and 16 (P05 & P16): High Needs Vacancy Monitoring & Recruitment and Retention

Strategies (Inputs) - Goal 1 2024 - 2025	Highlights from Implemented Strategies 2024 - 2025	Strategic Adjustments Since Last Report 2024 - 2025

Planned Inputs to date:
• Implement a coordinated and collaborative system for beginning of year school support visits
  ○ Visits conducted by staff from Teacher Leader Pathway, Beginning Teacher Development and Support and CMS Teacher Residency programs
• Establish a plan to meet with all 1295 alternatively licensed teachers in the district to ensure they are on track for their next license and retained in the district.
• Launch Phase 1 of the Teacher Assistant to Teacher Program
• Update recruitment and attraction strategies
• Invest in and publicize advancement opportunities for teachers
	Outputs to date:
	• 100% of schools have received a beginning of year visit to support Teacher Leader Pathway teachers, Beginning Teachers and teachers in the CMS Teacher Residency Program.
	• Monitor progress toward teacher retention target
	  ○ Target is to not have fewer than 98% of teacher positions filled for more than 2 months of the school year
	  ○ Current performance is 97%
	• Monitor current teacher vacancies districtwide
	  ○ Currently there are 37 K-6 teacher vacancies districtwide
		Next Steps:
		• Conduct an after action review of last year's hiring timeline and process
		• Collaborate in the development of the 2025-26 hiring timeline, prioritizing early hiring where needed, appropriate and applicable
		• Draft and publicize the 2025-26 recruitment campaigns and events
		• Execute school support plans for strong Teacher Leader Pathway, Beginning Teacher and Teacher Residency teacher support
		• Develop business rules to forecast high needs vacancies both short and long term

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Progressing

Project 18 (P18): Onboarding New Employees

Strategies (Inputs) - Goal 1 2024 - 2025

Planned Inputs to date:
- Implement a three week teacher onboarding experience (The Crown Academy)
- Implement weekly onboarding for any teacher who is hired during the school year and is new to Charlotte-Mecklenburg Schools
  - Onboarding development includes classroom management, organization, technology tools/platforms, building relationships and introduction to content/curriculum
- Develop survey to get teacher stakeholder feedback regarding the effectiveness of district onboarding efforts

Highlights from Implemented Strategies 2024 - 2025

Outputs to date:
- 1,063 teachers have completed the onboarding program for the 2024-25 school year.*
  - 459 of the 1,063 teachers who have completed onboarding are alternatively licensed.

Strategic Adjustments Since Last Report 2024 - 2025

Next Steps:
- Survey participants of onboarding program 60 and 120 days after onboarding to determine effectiveness and to inform improvement to onboarding content and/or structures
- Monitor retention rate of beginning teachers

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* data as of 10.30.24

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Progressing

Project 11 (P11): Family and Community Partnership Communication

Strategies (Inputs) - Goal 1 2024 - 2025	Highlights from Implemented Strategies 2024 - 2025	Strategic Adjustments Since Last Report 2024 - 2025
Planned inputs to date: - Conduct a kick-off meeting of the Cross-Functional Team - Inventory of current resources available for parents and caregivers to support their scholars with learning outside of the school day - Family Academy on Demand - K-5 Academic Learning: Unpacking Modules - Unpacking DIEBELS Home Connect Letter - Elementary Learning Beyond the School Day - Organize district resources and plan timely communication to support families - Assess current level of awareness of families regarding access to information for early literacy	Outputs to date: - Established a collaborative and cross-functional team (with a consistent meeting cadence) to review districtwide resources and processes - Created a Family & Community webpage on the CMS website to include - Family Academy on Demand - Centralized location for districtwide resources - Gained an understanding of the current level of awareness among families regarding access to information for supporting their scholar's learning	Next Steps: - Leverage Family Academy to inform and support families with K-3 ELA data and CMS aligned resources - Collaborate with Learning and Language Acquisition and community partners to communicate awareness of literacy resources available for ML families - Partner with Student Services to provide attendance support, specifically addressing absences resulting from incomplete immunizations, and share available resources with families.

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Student Outcome Goal 1

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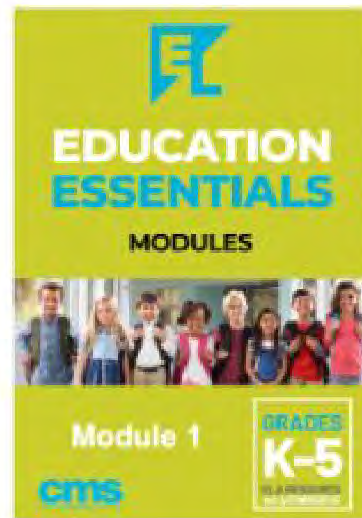
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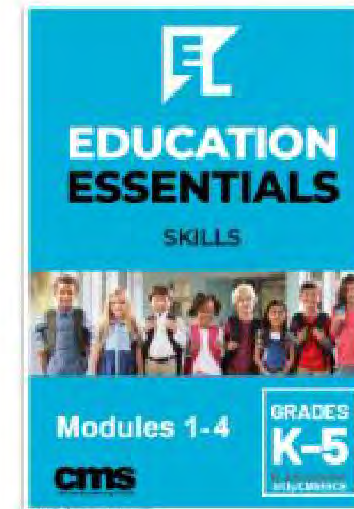
Progressing

Project 35 (P35): Family Academy

Strategies (Inputs) - Goal 1
2024 - 2025

Planned inputs to date:
- Launch 2024-25 Family Academy
  - Virtual, in-person, and on demand offerings via CMS Website
  - Virtual sessions ensure accessibility, language inclusion, and on demand recordings
  - Back to school kick-off on August 10, 13 courses were offered, including K-5 ELA
  - Offer 11 Family courses in September and October, including sessions directly aligned to Goal 1
    - K-5 Academic Learning: Unpacking Modules
    - Unpacking DIBELS Home Connect Letter

Highlights from Implemented Strategies
2024 - 2025

Outputs to date:
- Resources have been shared with families to support their scholar's learning beyond the school day
- 9 departments and 15 community partners have facilitated or supported Family Academy sessions
- 1,212 families have engaged in Family Academy course offerings
- 163 families with kindergarten/early grades students have attended Family Academy Virtual and/or On Demand since September
  - 100% of feedback received has been positive and participants would like to continue engaging in Family Academy sessions

Strategic Adjustments Since Last Report
2024 - 2025

Next Steps:
- Continue to develop and implement Family Academy courses to provide timely information to support families
- Expand survey to determine 1) initial response of the effectiveness of the learning and 2) gather ongoing feedback throughout the school year
- Continue to collaborate with CMS Departments and community partners to offer courses aligned to focus areas
- Incorporate additional lunch and learn sessions to expand Family Academy on Demand

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Discussion

Appendix

Student Outcome Goal 1

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Progressing

Guardrails	From 2023-24	To	By
Guardrail 1: While ensuring schools have the resources needed to meet student needs, the Superintendent shall not neglect strategies or resources for significantly reducing achievement gaps.			
All goal reports will include student achievement outcomes for the interim measures for all federally reported student groups. 2024-25 interim measure targets by student group are below.			
% of K-2 students, by student group, scoring at or above benchmark on DIBELS end of year assessment will increase			
American Indian	72%	76%	
Asian	88%	92%	
Black	67%	71%	
Hispanic	55%	59%	June 2025**
Two or More	80%	84%	
White	88%	92%	
Multilingual	51%	55%	
Students with Disabilities	43%	47%	

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Progressing

Project 01 (P01): Provide Comprehensive Curriculum and Professional Development

Addressing Language Comprehension and Word Recognition

The Reading Foundations Skills Block (K-2 Skills Block) and the Content-Based Literacy Modules (Module Lessons) are aligned to the science of reading. The K-2 Skills Block focuses on phonics-based instruction grounded in reading science, helping students develop essential decoding skills, fluency, and comprehension. The Module Lessons utilize trade books, authentic literature, and high-interest texts to build students' content knowledge, critical thinking abilities, and reading and writing skills.
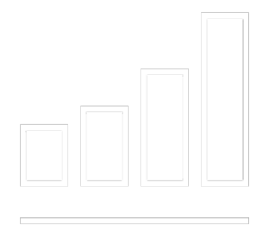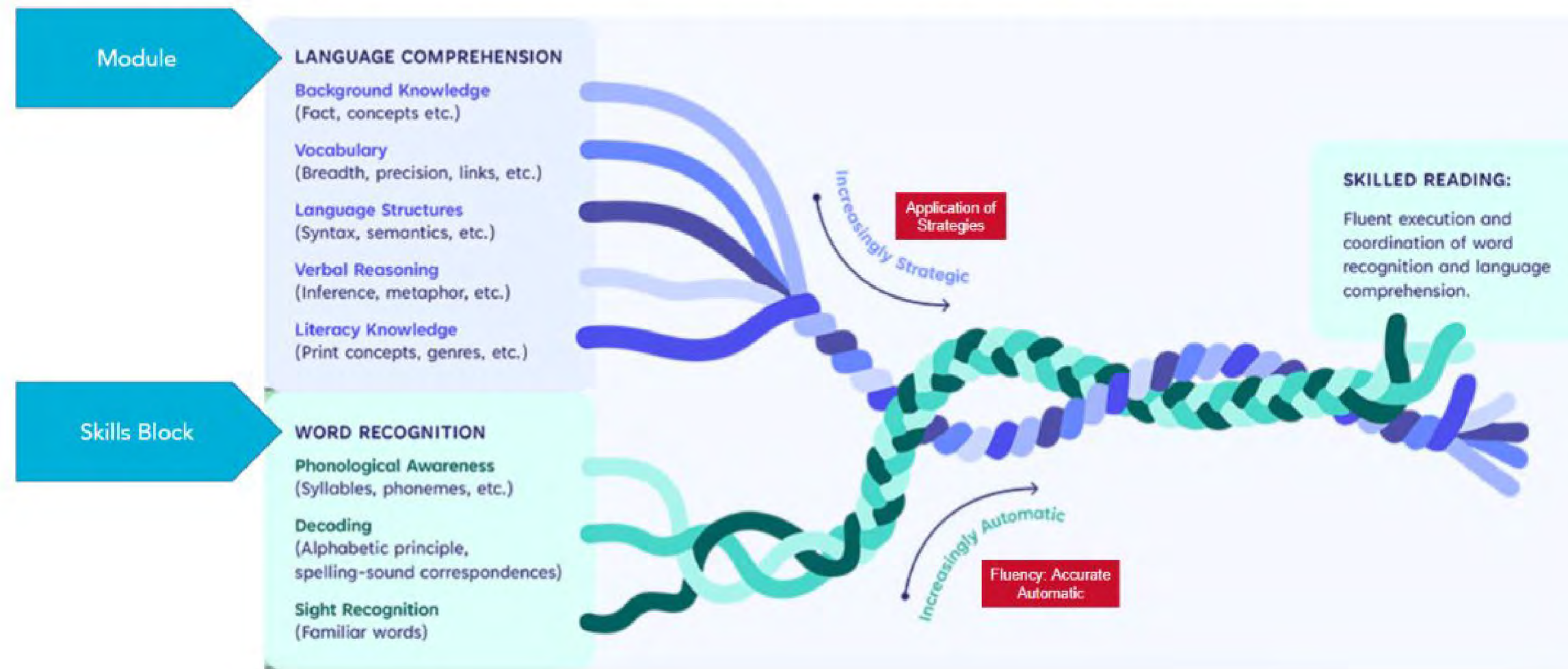
K-2 Curriculum

Curriculum Structure
The module lessons are at the heart of the curriculum at all grade levels. Each grade level includes four modules, which span a full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout.

K–2 Curriculum

Module Lessons | **Labs** | **Reading Foundations Skills Block**

The Four Ts

Topics
The compelling topics that bring content to life; almost always based on priority content standards that students are expected to meet.

Task
The culminating task—a scaffolded product or performance task—and on-demand assessments gauge students' independent mastery of content and literacy.

Targets
The learning targets derived from the specific language and rigor of the appropriate grade-level ELA/literacy standards that students are expected to meet; often contextualized based on the topic.

Text
The complex texts (e.g. books/articles) that students will read closely and additional texts to ensure students experience a volume of reading on the topic at their independent reading level.

15-20 minutes — **WHOLE GROUP INSTRUCTION**

40-45 minutes — **SMALL GROUP DIFFERENTIATED INSTRUCTION**

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Progressing

Project 01 (P01): Provide Comprehensive Curriculum and Professional Development

Professional Learning (PM)
Unpack the "8 High Leverage Instructional Practices" in upcoming lessons to facilitate PLC meetings and on-going coaching sessions.

Safe Practice
Intentionally execute the lessons with a focus on a high leverage instructional practice.

Master Teacher Professional Learning

Core Action Walks (AM)
Monitor and improve curriculum implementation using the "8 High Leverage Instructional Practices" and the Core Actions Tool in the previous PM session.

Dates
- Sept 26
- Oct 31
- Dec 5
- Jan 23
- Feb 27
- Mar 27
- May 1

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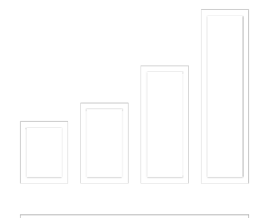
Small Group Differentiated Instruction

All students need differentiated instruction and sufficient practice to meet their needs.

- Benchmark assessment data
- Uses instructional routines based on student needs
- Flexible grouping (every 6 weeks)

40-45 minutes

15-20 minutes

WHOLE GROUP INSTRUCTION

SMALL GROUP DIFFERENTIATED INSTRUCTION

2024- 2025 CMS Instructional Expectations
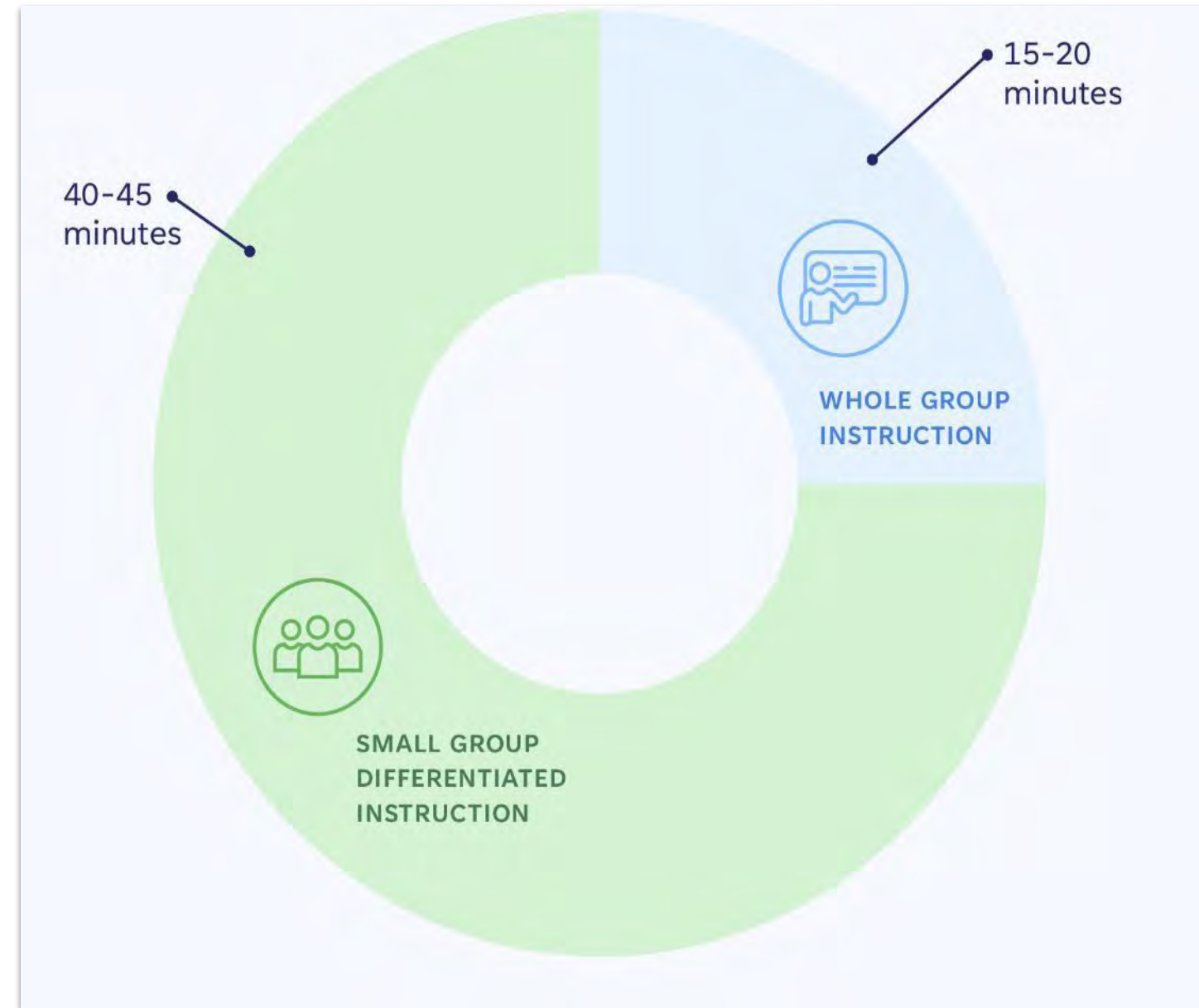
Whole Group Instruction

All students need and receive exposure to grade-level content.

- Uses instructional routines
- Aligned to NCSCOS
- Direct instruction and student practice

All students receive 60 minutes of Skills Block instruction using the EL Education Curriculum & NCSCOS.

WHOLE GROUP
15-20 minutes

SMALL GROUP DIFFERENTIATED INSTRUCTION
40-45 minutes

Whole Group Instruction: Students engage in grade–level instruction. They practice newly learned phonemes, graphemes, spelling patterns, or skills.

Work with Teacher Rotation: Teacher meets with two or three differentiated small groups, based on their microphase. Each group meets with the teacher for 10–12 minutes.

Independent Rotations: When students in differentiated small groups are not receiving instruction from their teacher, the groups rotate through different independent rotations that target key foundational skills.

Accountable Independent Reading Rotation	Word Work Rotation	Writing Practice Rotation	Reading Fluency Rotation
Students choose from a variety of texts based on interest and/or reading goals.	Students analyze words and word parts.	Students practice skills and habits needed to generate ideas on paper— everything from letter formation to spacing to knowing how to begin a sentence and continue a thought.	Students read lots of rereading a variety of familiar texts from the K–2 Skills Block or existing classroom libraries for fluency work.

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Progressing

Project 01 (P01): Provide Comprehensive Curriculum and Professional Development

Professional learning for school leaders equip school leaders with the tools to effectively observe and support K-5 educators in implementing high-leverage instructional practices within the ALL Block and Skills Block lessons. School leaders will explore strategies within *upcoming* units that empower students to take ownership of their learning, with a focus on the following key practices: learning targets, check for understanding, total participation techniques, culture of grappling, strategic questioning, student engagement with protocols, deepening student discourse, and co-constructing anchor charts.

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Project 01 (P01): Provide Comprehensive Curriculum and Professional Development

Teacher Tidbits

Published Weekly

Provides concise previews of upcoming lessons, highlighting key assessments, engagement strategies, and areas needing extra attention. These overviews help teachers stay organized and informed for effective instruction. Teachers can watch or listen to the videos during their commute, planning time, or PLC meetings.

Lesson Videos

Published Monthly or Bi-Monthly

Offers a view into live CMS classrooms, demonstrating high-quality curriculum implementation. Teachers can observe practical examples to refine their instructional strategies and ensure alignment with the lesson structure and standards.

PLC Deep Dives

Published Two Weeks Prior to Each Unit

Showcases best practices for instructional planning, emphasizing unit objectives and standards alignment. These videos support master teachers in leading PLC meetings and provide valuable insights for individual teachers in planning and preparation for upcoming units.
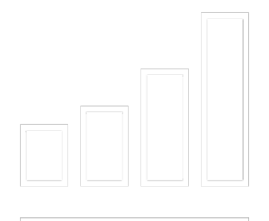
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Progressing

Project 11 (P11): Family and Community Partnership Communication

Families Academics Community Board of Education Departments Careers About Strategic Plan

ELEMENTARY SCHOOL
LEARNING BEYOND THE SCHOOL DAY

For ELA, Mathematics, Science, and Social Studies Curriculum information visit the Elementary Curriculum and Instruction page

Below is a guide for what's expected at each grade level. Thanks for teaming up with your child's teacher and supporting learning at home. Find your child's grade level below to access practice resources you can do at home

Family Videos: *Published Quarterly*
These videos aim to strengthen home-school connections by clearly explaining curriculum content. They also offer practical strategies for families to support their child's learning at home, ensuring a cohesive learning experience.

Family Resource Guide
This guide helps parents support their child's learning by outlining key skills, providing conversation prompts, suggesting topics for teacher discussions, and offering activities and resources for home practice in reading and math.

iReady Personalized Pathway
Families can access directions to access their student's personalized pathway on the iReady platform for extra literacy and math practice.
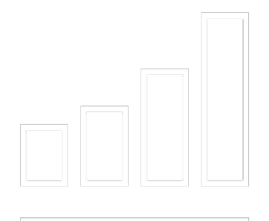
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Project 11 (P11): Family and Community Partnership Communication

As part of the Read to Achieve legislation ([Policy KNEC–002](#)), the DIBELS Home Connect letter is sent home for all K–3 students after each benchmark administration to communicate student progress and resources to support at home. After receiving the Home Connect Letter, parents may access the [mClass Home Connect site](#) for resources that can be used to practice and reinforce literacy skills.

The skills review section shows how the measures relate to skills development and provides descriptive examples for each skill. Skills display on progress bars, which indicates performance on each measure. The closer students are to the goal, the less support they need. The skill being measured displays beneath each bar.

The activities section contains a list of targeted activities for parents and students to engage in at home, in order to help children advance their reading development. The activities in the letters use the Benchmark scores for the time of year selected on the [Home Connect page](#).

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Endless Possibilities
start with

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