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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Charlotte-Mecklenburg Schools

Understanding
Beginning of Year (BOY) DIBELS

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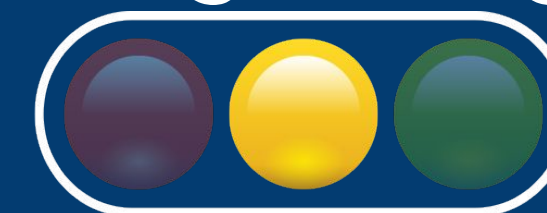
- ## What is DIBELS?
  DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 8th Edition is designed to capture information regarding students' basic early literacy skills.
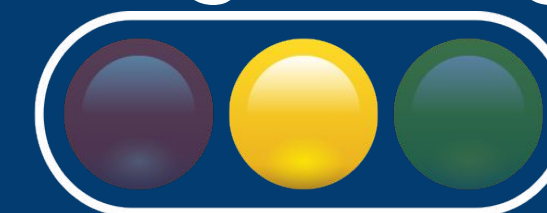
- ## Why do we administer DIBELS?
  DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 8th Edition is the universal screener for North Carolina. Universal screeners and progress monitoring are critical to ensure students receive the right instruction to address their individual learning needs.

Student Outcome Goal 1

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Progressing

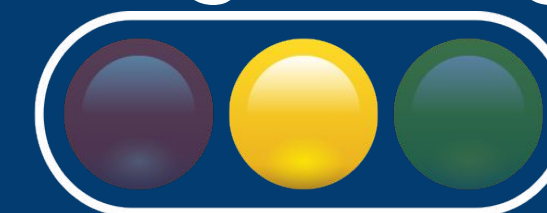| DIBELS measures at each grade level and included in composite score							
	Basic Early Literacy Skill	Measure	K	1	2	3	Modality (Time)
Word Recognition (Decoding)	Letter Naming Fluency assesses a student's ability to say the "names" of upper and lowercase letters in the English alphabet. This skill 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)
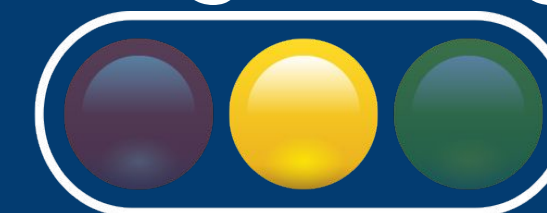
B = Beginning of Year
M = Middle of Year
E = End of Year

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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)

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

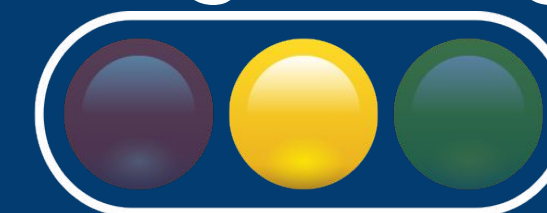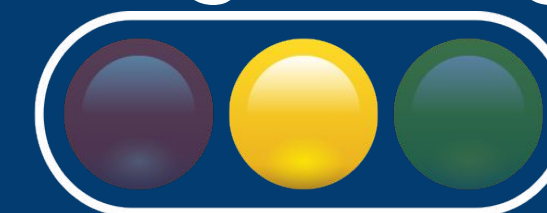| Grade	Subtest score	Weight
First	LNF	10.72
	PSF	2.13
	NWF-CLS	23.13
	NWF-WRC	7.79
	WRF	13.51
	ORF-WRC	25.36
	ORF-ACC	0.25

Grade	Subtest score	Weight
Second	NWF-CLS	32.74
	NWF-WRC	10.95
	WRF	21.26
	ORF-WRC	35.36
	ORF-ACC	0.15
	MAZE	4.28

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 (Grades K-1)
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.
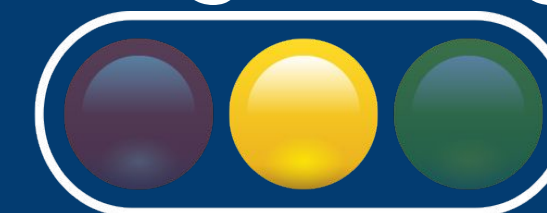
Student Outcome Goal 1

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)

Progressing

Phonemic Segmentation Fluency (Grades K-1)
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.
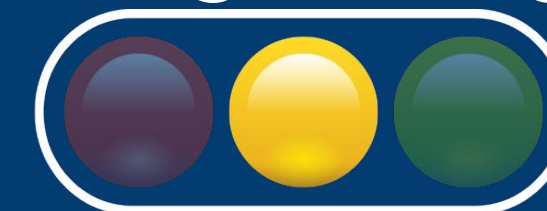
Board Update | 12.10.24

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)

Nonsense Word Fluency (Grades 1-2)
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.

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 (Grades 1-2)
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.

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

Oral Reading Fluency (Grades 1-2)

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.

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)

Maze (Grade 2)

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.

Board Update | 12.10.24

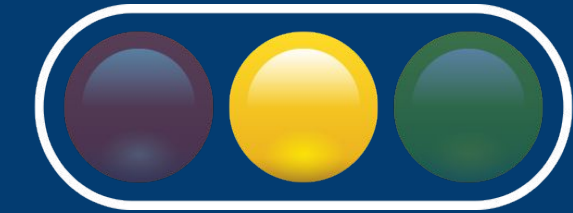# 2024-25 K-2 Overall
Beginning of Year (BOY) DIBELS Performance
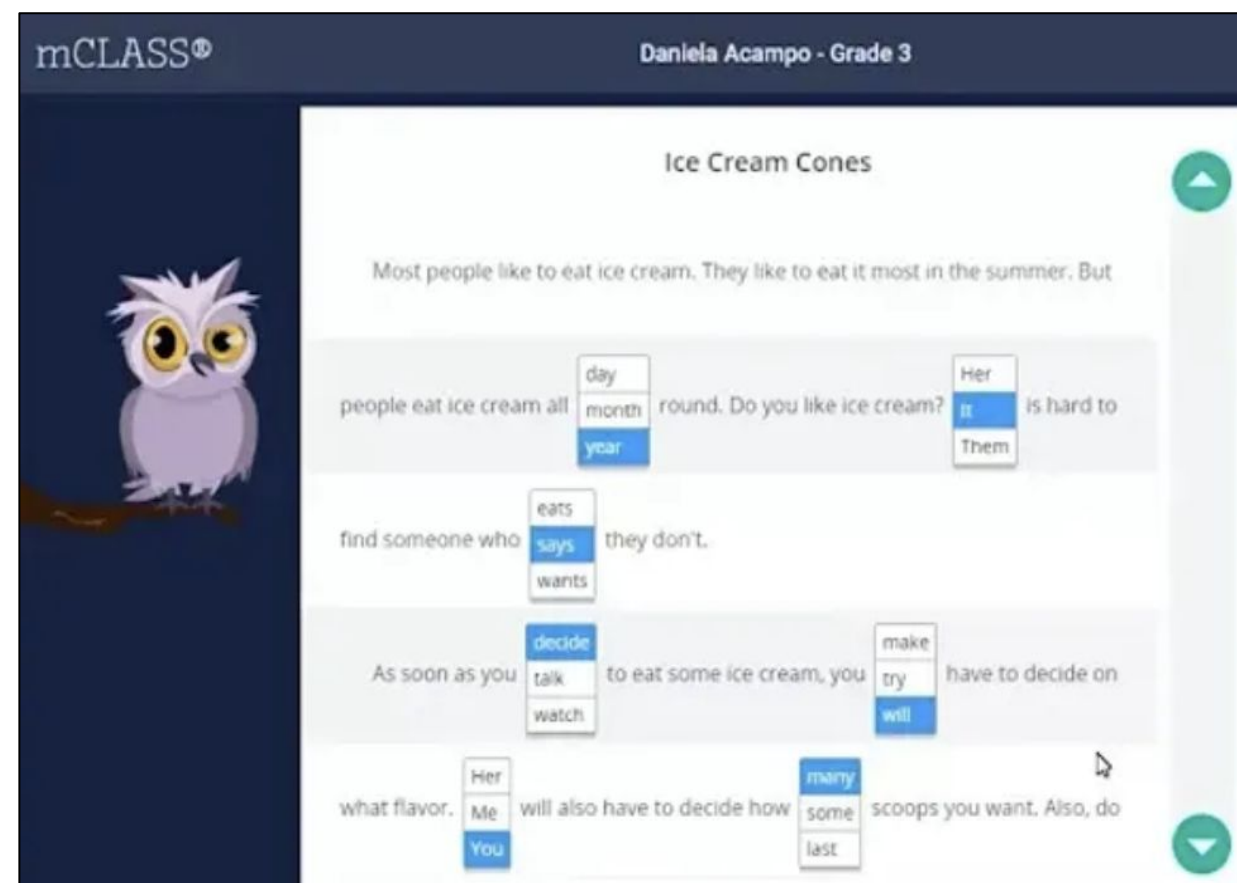
Student Outcome Goal

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

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

- 44.8%
- 50.5%
- 52.1%

K-2

■ 2022-23 BOY ■ 2023-24 BOY ■ 2024-25 BOY

2024-25 Grade 1
Beginning of Year (BOY) DIBELS Performance

Student Outcome Goal 1 Interim Measure

Increase the percent of 1st Grade students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 92% (June 2029)

Progressing

% of Students At or Above Benchmark
Annual Comparison
BOY

1st Grade

■ 2022-23 BOY   ■ 2023-24 BOY   ■ 2024-25 BOY
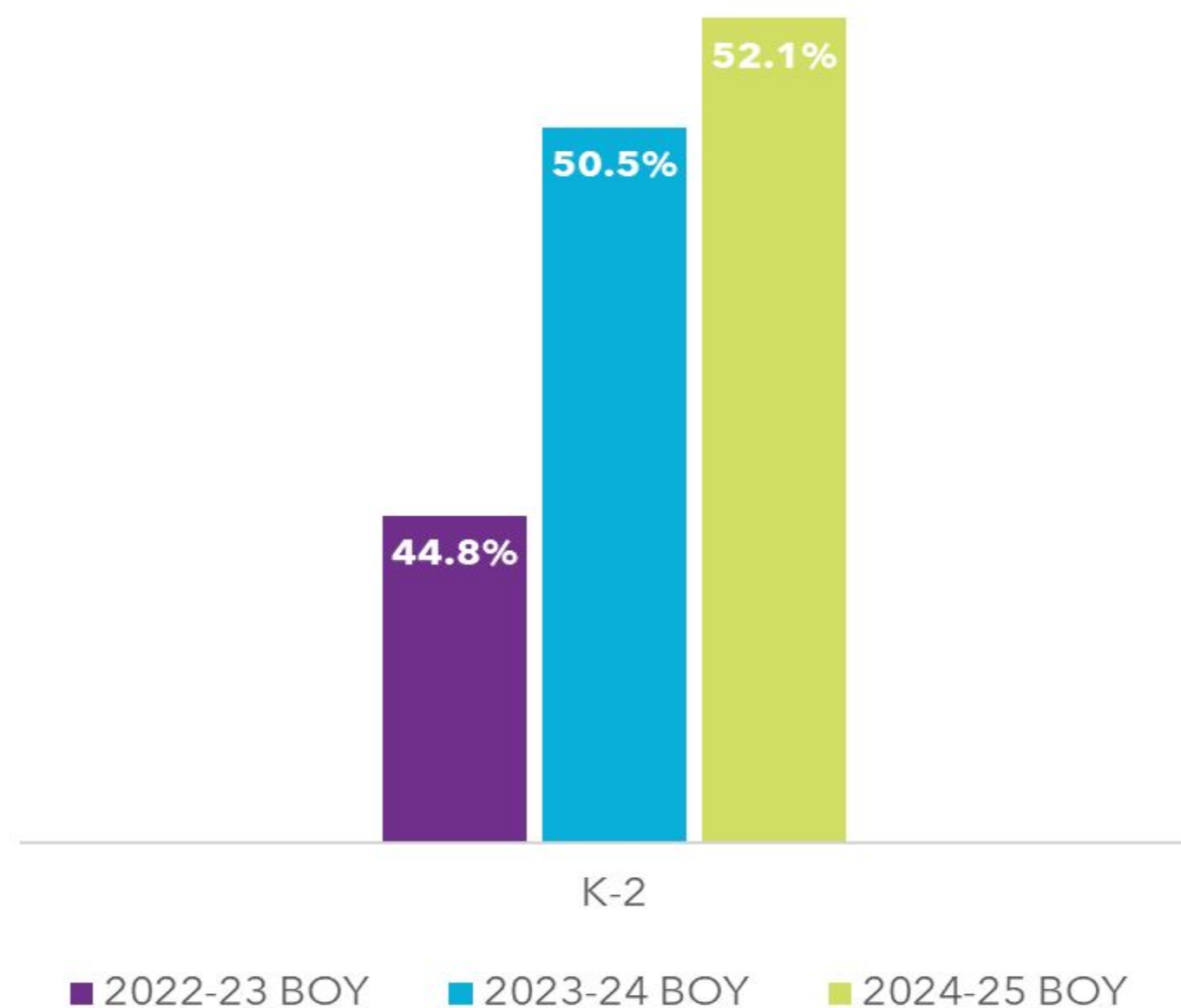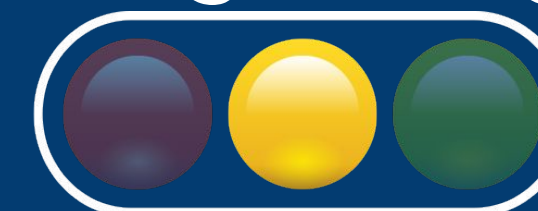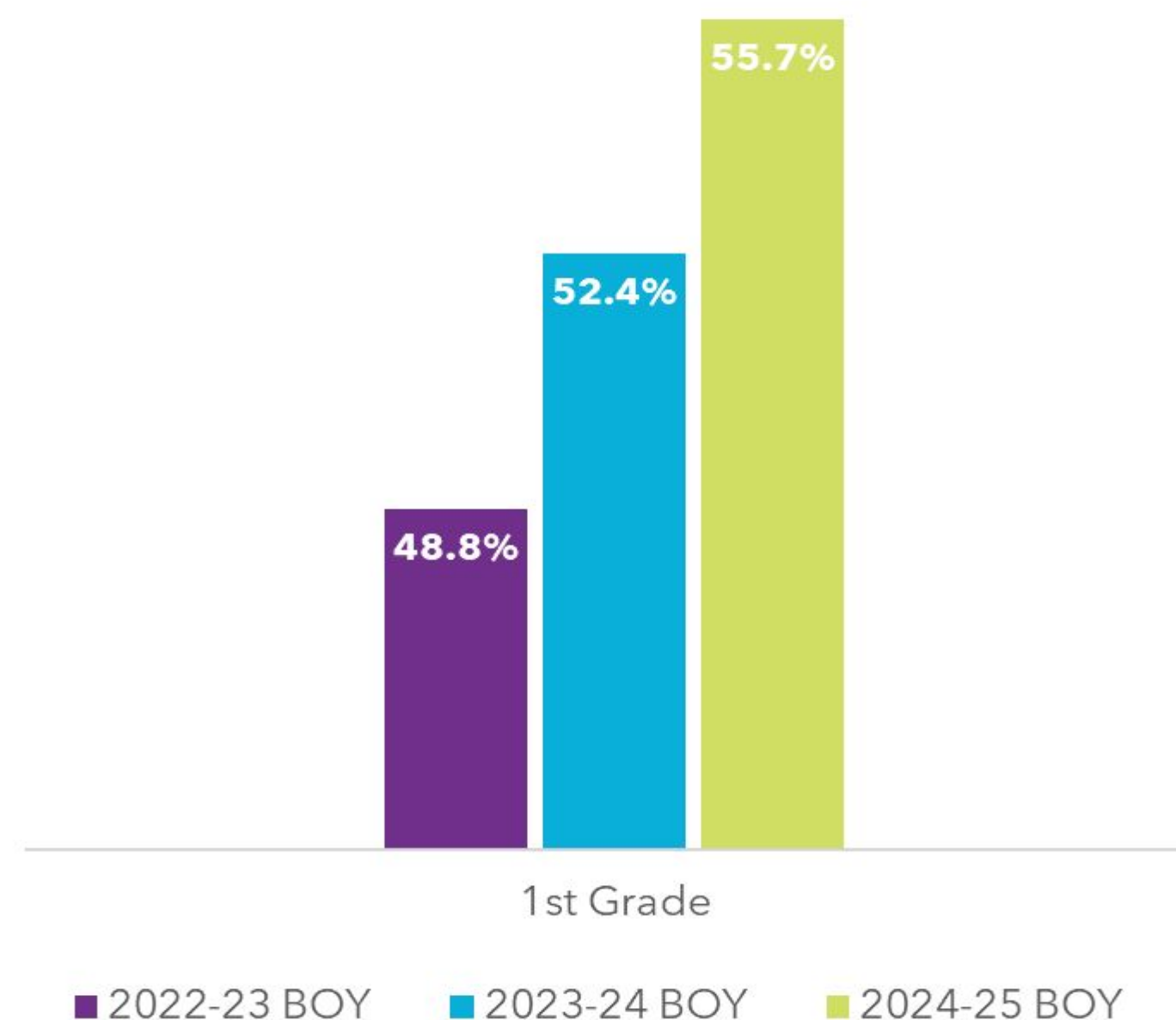
- 48.8%
- 52.4%
- 55.7%

Student Outcome Goal 1 Interim Measure

Increase the percent of 1st Grade students scoring at or above benchmark in early literacy as measured by DIBELS from 68% (June 2023) to 92% (June 2029)

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 1st Grade students scoring at or above benchmark as measured by DIBELS from 70% to 76% by June 2025.	68%	72%	70%	76%		80%		84%		88%		92%	

% of 1st Grade Students At/Above Benchmark			
Interim Measure	2022-23	2023-24	2024-25
Beginning of Year (BOY)	48.8%	52.4%	55.7%

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Student Outcome Guardrail 1

% of Students At or Above Benchmark Beginning of Year (BOY) 1st Grade			
Student Group	2023-24 (%)	2024-25 (%)	Change (% Point)
All	52.4	55.7	⬆ 3.3
Asian	76.0	79.0	⬆ 3.0
Black	49.1	55.5	⬆ 6.4
Hispanic	32.6	35.5	⬆ 2.9
Two or More	67.5	69.1	⬆ 1.6
White	72.4	73.2	⬆ .8
Multilingual Learner	29.1	31.1	⬆ 2.0
Students with Disabilities	30.8	39.8	⬆ 9.0

Student Outcome Goal 1 Interim Measure

Increase the percent of 1st Grade students scoring at or above benchmark in early literacy as measured by DIBELS from 68% (June 2023) to 92% (June 2029)

Progressing
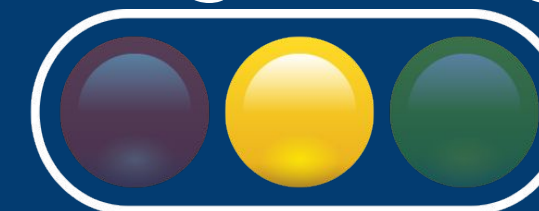
2024-25 1st Grade BOY Subtest Data

Letter Naming Fluency (LNF):
- 53% of 1st Grade students are are able to accurately and automatically identify letter names.

Phoneme Segmentation Fluency (PSF):
- 53% of 1st Grade students are able to identify individual speech sounds in a word.

Correct Letter Sounds in Nonsense Word Fluency (CLS NWF):
- 59% of 1st Grade students have strong skills in letter-sound recognition.

Words Decoded Correctly in Nonsense Word Fluency (WRC NWF):
- 57% of 1st Grade students are able to apply phonics skills to read unfamiliar (nonsense) words.

Word Reading Fluency (WRF):
- 52% of 1st Grade students recognize words automatically, which is essential for reading fluency.

Oral Reading Fluency - Accuracy (ORF - Acc):
- 43% of 1st Grade students are able to read text accurately, which is essential for reading comprehension.

Oral Reading Fluency (ORF):
- 51% of 1st Grade students are able to read text fluently, which is essential for reading comprehension.

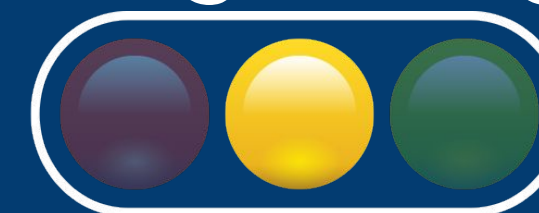# 2024-25 Grade 2
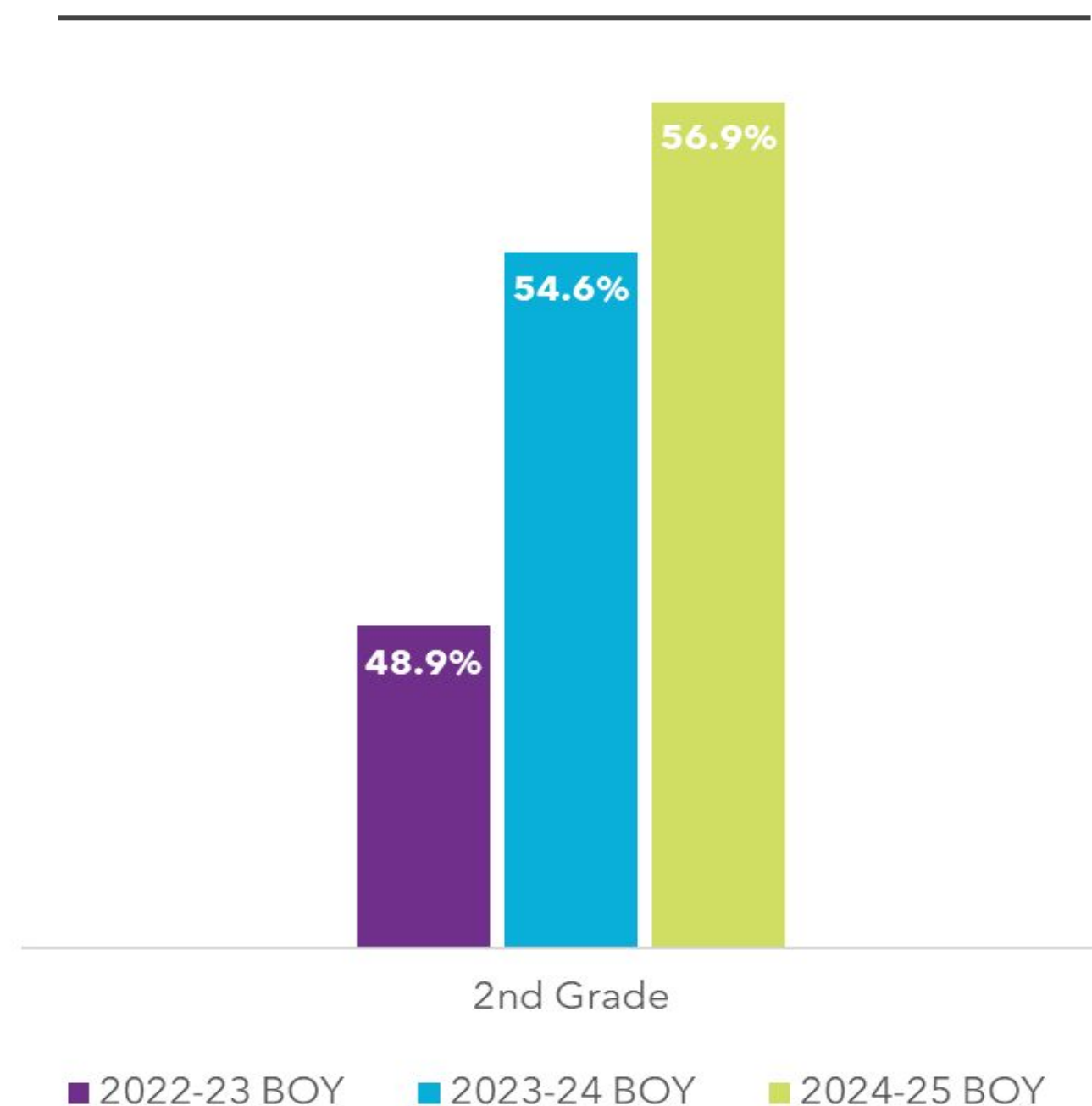## Beginning of Year (BOY) DIBELS Performance

Student Outcome Goal
Increase the percent of 2nd Grade students scoring at or above benchmark in early literacy as measured by DIBELS from 62% (June 2023) to 86% (June 2029)

Progressing

% of Students At or Above Benchmark
Annual Comparison
BOY

- 48.9%
- 54.6%
- 56.9%

2nd Grade

■ 2022-23 BOY   ■ 2023-24 BOY   ■ 2024-25 BOY

Student Outcome Goal 1 Interim Measure

Increase the percent of 2nd Grade students scoring at or above benchmark in early literacy as measured by DIBELS from 62% (June 2023) to 86% (June 2029)

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 2nd Grade students scoring at or above benchmark as measured by DIBELS from 67% to 70% by June 2025.	62%	66%	67%	70%		74%		78%		82%		86%	

% of 2nd Grade Students At/Above Benchmark			
Interim Measure	2022-23	2023-24	2024-25
Beginning of Year (BOY)	48.9%	54.6%	56.9%

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Student Outcome Guardrail 1

Progressing

% of Students At or Above Benchmark Beginning of Year (BOY) 2nd Grade			
Student Group	2023-24 (%)	2024-25 (%)	Change (% Point)
All	54.6	56.9	⬆ 2.3
Asian	78.6	81.2	⬆ 2.6
Black	49.4	53.5	⬆ 4.1
Hispanic	39.0	39.3	⬆ .3
Two or More	61.8	71.9	⬆ 10.1
White	73.3	75.1	⬆ 1.8
Multilingual Learner	33.2	35.7	⬆ 2.5
Students with Disabilities	23.8	35.8	⬆ 12.0

Student Outcome Goal 1 Interim Measure

Increase the percent of 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS from 62% (June 2023) to 86% (June 2029)

Progressing
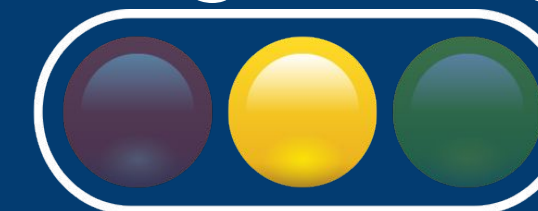
2024-25 2nd Grade BOY Subtest Data

Correct Letter Sounds in Nonsense Word Fluency (CLS NWF):
- 59% of 2nd Grade students have strong skills in letter-sound recognition.

Words Decoded Correctly in Nonsense Word Fluency (WRC NWF):
- 55% of 2nd Grade students are able to apply phonics skills to read unfamiliar (nonsense) words.

Word Reading Fluency (WRF):
- 58% of 2nd Grade students recognize words automatically, which is essential for reading fluency.

Oral Reading Fluency - Accuracy (ORF - Acc):
- 52% of 2nd Grade students are able to read text accurately, which is essential for reading comprehension.

Oral Reading Fluency (ORF):
- 54% of 2nd Grade students are able to read text fluently, which is essential for reading comprehension.

MAZE
- 39% of 2nd Grade students are able to understand and select appropriate words to complete sentences, which is essential for reading comprehension.
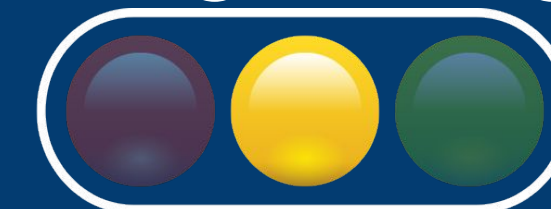
Strategies

Student Outcome Goal 1

Increase the percent of 1st Grade students scoring at or above benchmark in early literacy as measured by DIBELS from 68% (June 2023) to 92% (June 2029) & 2nd Grade students from 62% (June 2023) to 86% (June 2029)

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	

Charlotte-Mecklenburg Schools

Board Update | 12.10.24

Student Outcome Goal 1

Increase the percent of 1st Grade students scoring at or above benchmark in early literacy as measured by DIBELS from 68% (June 2023) to 92% (June 2029) & 2nd Grade students from 62% (June 2023) to 86% (June 2029)

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 attendance data suggests that not all teachers and master teachers have the needed information to meet students' literacy needs, we will: • Increase the number of reminders about upcoming professional development • Provide make-up sessions and resources to ensure all teachers and master teachers have the required information and learning Because students need support with grade level content and prerequisite skills: • Weekly Teacher Tidbits and support resources will focus on meeting student needs through Skills Block • Communicate and set a school and community target of 30 mins a week for use of iReady to support students with their individualized lessons; work with schools to develop implementation plans

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

Board Update 1 12.10.24

Student Outcome Goal 1

Increase the percent of 1st Grade students scoring at or above benchmark in early literacy as measured by DIBELS from 68% (June 2023) to 92% (June 2029) & 2nd Grade students from 62% (June 2023) to 86% (June 2029)

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
- Schools with highest rates of increase with K-2 students in early literacy and that could benefit from tutoring partnerships have been identified
  - Recommendations have been shared with School Performance Area staff
  - Conversations have happened with school principals

Strategic Adjustments Since Last Report 2024 - 2025

Next Steps:
- Finalize participating schools, ensuring school infrastructure exists to support tutoring efforts
- Hold kick-off meetings between tutoring partners and school principals (and staff)
- Collaborate with stakeholders to scale previous pilots and increase partnership engagement
- Design curriculum, instructional focus and systems for monitoring 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 1st Grade students scoring at or above benchmark in early literacy as measured by DIBELS from 68% (June 2023) to 92% (June 2029) & 2nd Grade students from 62% (June 2023) to 86% (June 2029)

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: ● While building a long-term PowerBI solution to tracking core action walkthrough data in real time, a short term option in excel has been established. ● A review of current state for core action walkthroughs has taken place ● A schedule has been confirmed for completion of core action walkthroughs at all schools and additional walkthroughs at specific schools that would benefit from additional support ● A target of 117 elementary core action walkthroughs by Nov 30 was established.	Outputs to date: ● District team members have been trained on the use of the short term data solution for accessing core action walkthrough data. ● Purpose, function and agreements about how to consistently and equitably engage in core action walkthroughs have been established across Learning and Teaching and School Performance Area departments ● 105 classroom walkthroughs have been completed in K-2 classrooms (data current as of 11/22/24).	Next Steps: ● Complete core action walkthroughs using agreements and in alignment with the agreed upon schedule ● Conduct an analysis of data to determine district trends and needs for support, specifically focusing on first and second grades

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Charlotte-Mecklenburg Schools

Board Update | 12.10.24

Student Outcome Goal 1

Increase the percent of 1st Grade students scoring at or above benchmark in early literacy as measured by DIBELS from 68% (June 2023) to 92% (June 2029) & 2nd Grade students from 62% (June 2023) to 86% (June 2029)

Progressing

Project 10 (P10): MTSS for Accelerated Learning

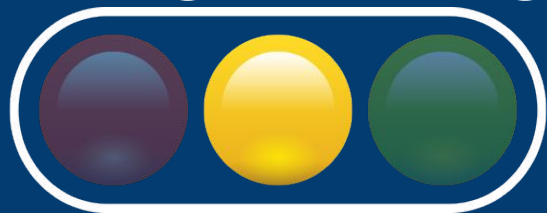| Strategies (Inputs) - Goal 1 2024 - 2025	Highlights from Implemented Strategies 2024 - 2025	Strategic Adjustments Since Last Report 2024 - 2025

Inputs to date:
 	
• For 2024-25: Disaggregate DIBELS and iReady data to identify students in need of supplemental intervention (remediate core instruction) and intensive intervention (instruction that extends beyond remediated core instruction)
  ○ 14% of first grade students and 29% of second grade students significantly below grade level are eligible for an individualized reading plan based on at least 1 data point*
• For 2025-26: Because each school's master schedule are critical to meeting student needs in the multi-tiered system of support at each school, inputs include:
  ○ Finalize instructional tenet expectations to which all schools must attend when developing their master schedule for next year
	Outputs to date:
	
	• 96% of first grade students (10,377out 10,758) have been assessed in reading and have a personalized pathway *(12/4/2024)*
	  ○ 88% of first grade students 9,061 out of 10,377) have completed at least one lesson in their personalized pathway *(12/4/2024)*
	• 97% of second grade students (10,551 out of 10,880) have been assessed in reading and have a personalized pathway *(12/4/2024)*
	  ○ 90% of second grade students (9,449 out of 10,551) have completed at least one lesson in their personalized pathway *(12/4/24)*
		Next Steps:
		
		• Implement and communicate a progress monitoring system for use with schools and parents regarding progress monitoring of student progress receiving interventions
		• Establish a cadence for studying data regarding the effectiveness of interventions, making adjustments as needed
		• Set up and implement a system to track attendance by stakeholder role at 2025-26 student registration and master scheduling training sessions, providing make-up sessions to those unable to attend to ensure effective and consistent practices districtwide

Students eligible reflects student with at least one data point indicating that the student might benefit from interventions.

Student Outcome Goal 1

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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 Tiered Case Management ● Develop and implement a truancy mediation program	Outputs to date: ● 100% (117) of Elementary and K-8 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 ● 85% of Elementary and K-8 Schools (99 out of 117) currently have 92% or higher attendance rate ● 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 tiered intervention cadence for their school caseload of students ● Implementation of Mediation as a tiered support for students with chronic absenteeism	Next Steps: ● Social workers will continue to identify and provide resources to remove barriers to students' ability to consistently attend school ● Monitory Mediation session participation and impact on attendance ● Continue the regular cadence for monitoring attendance data at the district and school level in response to at risk chronic absenteeism student data

Student Outcome Goal 1

Increase the percent of 1st Grade students scoring at or above benchmark in early literacy as measured by DIBELS from 68% (June 2023) to 92% (June 2029) & 2nd Grade students from 62% (June 2023) to 86% (June 2029)

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 98% of teacher vacancies are filled
- 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

Charlotte-Mecklenburg Schools

Board Update | 12.10.24

Student Outcome Goal 1

Increase the percent of 1st Grade students scoring at or above benchmark in early literacy as measured by DIBELS from 68% (June 2023) to 92% (June 2029) & 2nd Grade students from 62% (June 2023) to 86% (June 2029)

Progressing

Project 18 (P18): Onboarding New Employees

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 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
	Outputs to date:
	• 1,105 teachers have completed the onboarding program for the 2024-25 school year.*
	   ○ 545 of the 1,105 teachers who have completed onboarding are alternatively licensed.
	• To date, 382 teachers with K-6 Job category have completed onboarding.
	   ○ 152 of the 382 teachers with K-6 licensure who have completed onboarding are alternatively licensed.
		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
		• Adding a 2-day option for onboarding for experienced teachers new to CMS and rehires (4+ year of teaching experience and licensed) starting on 12/2.
		• Launched affinity groups for EC Teachers, ML Teachers, 2nd Career Teachers, and Traditional Pathway BT1s based on survey data that extends the onboarding support and experiences for targeted teacher group.

Data as of 11.22.24

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Board Update | 12.10.24

Student Outcome Goal 1

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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: ● Collaborating with cross-functional team (with a consistent meeting cadence) to review districtwide resources and processes ● Finalizing inventory of current resources available for parents and caregivers to support their scholars learning outside of the school day ● Collaborating with CMS Technology to determine the best end user experience for families and external stakeholders	Outputs to date: ● District inventory of resources in progress by cross functional team ○ Review of links and content to ensure high quality and value add resources for external stakeholders	Next Steps: ● Cross-functional team divided into subcommittees to organize resources by grade span ● Collaborating with CMS Communications to plan strategy to bring awareness of districtwide resources via ParentSquare and social media platforms ● Launched internal and external newsletter with resources to support at home learning

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Board Update | 12.10.24

Student Outcome Goal 1

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Progressing

Project 35 (P35): Family Academy

Strategies (Inputs) - Goal 1
2024 - 2025

Planned inputs to date:
- Expanding 2024-25 Family Academy
  - Virtual, in-person, and on demand offerings
  - Virtual sessions ensure accessibility, language inclusion, and on demand recordings
  - 893 families participated in sessions at the Back to School Kickoff in August 2024
  - 6 Family Academy courses offered in November, including sessions directly aligned to Goal 1
    - Understanding MTSS and My Role as a Parent Within the Framework (70 Engagement Touchpoints)
  - 6 Scheduled for December:
    - Understanding the Tests Your Students Take for ML Families
    - Understanding Parent Reports K-12

Highlights from Implemented Strategies
2024 - 2025

Outputs to date:
- 12 departments and 15 community partners have facilitated or supported Family Academy sessions
- In person sessions have been hosted at Ada Jenkins Center, Belmont Center, McClintock MS, Central United Methodist Church
- All school performance areas have had families engaged in courses
- 995 families have engaged since September
  - 192 families with K-2 students have attended Family Academy Virtual and/or On Demand
- As of November 22, CMS Family Academy has hosted 6 Virtual Lunch and Learn Sessions
  - 100% positive feedback from stakeholders

Strategic Adjustments Since Last Report
2024 - 2025

Next Steps:
- Continue to develop and implement Family Academy courses to provide timely information to support families
- Expanded survey to identify grade level engagement of families
- Continue collaboration with CMS Departments and community partners to offer timely courses to meet the needs of families
- Incorporate additional lunch and learn sessions to expand Family Academy on Demand

Endless Possibilities

start with

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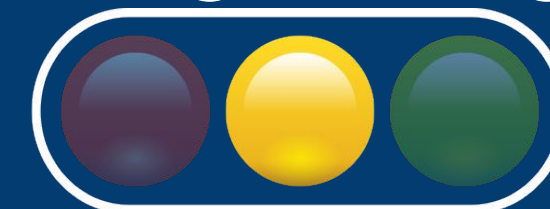# Appendix: Supplemental Information for Reference

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

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-2 students scoring at or above benchmark as measured by DIBELS from 70% to 75% by 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

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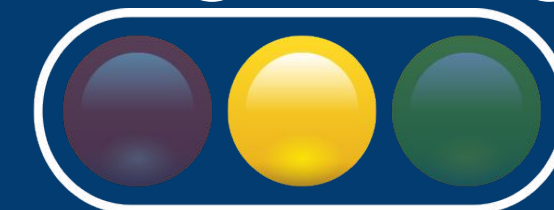
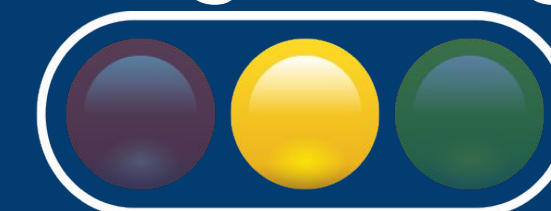| % of Students At or Above Benchmark Beginning of Year (BOY) Assessment K-2			
Student Group	2023-24 (%)	2024-25 (%)	Change (% Point)
All	50.5	52.1	⬆ 1.6
Asian	75.0	76.5	⬆ 1.5
Black	48.1	52.2	⬆ 4.1
Hispanic	32.4	32.3	⬇ .1
Two or More	62.2	65.3	⬆ 3.1
White	67.2	68.1	⬆ .9
Multilingual Learner	28.4	29.2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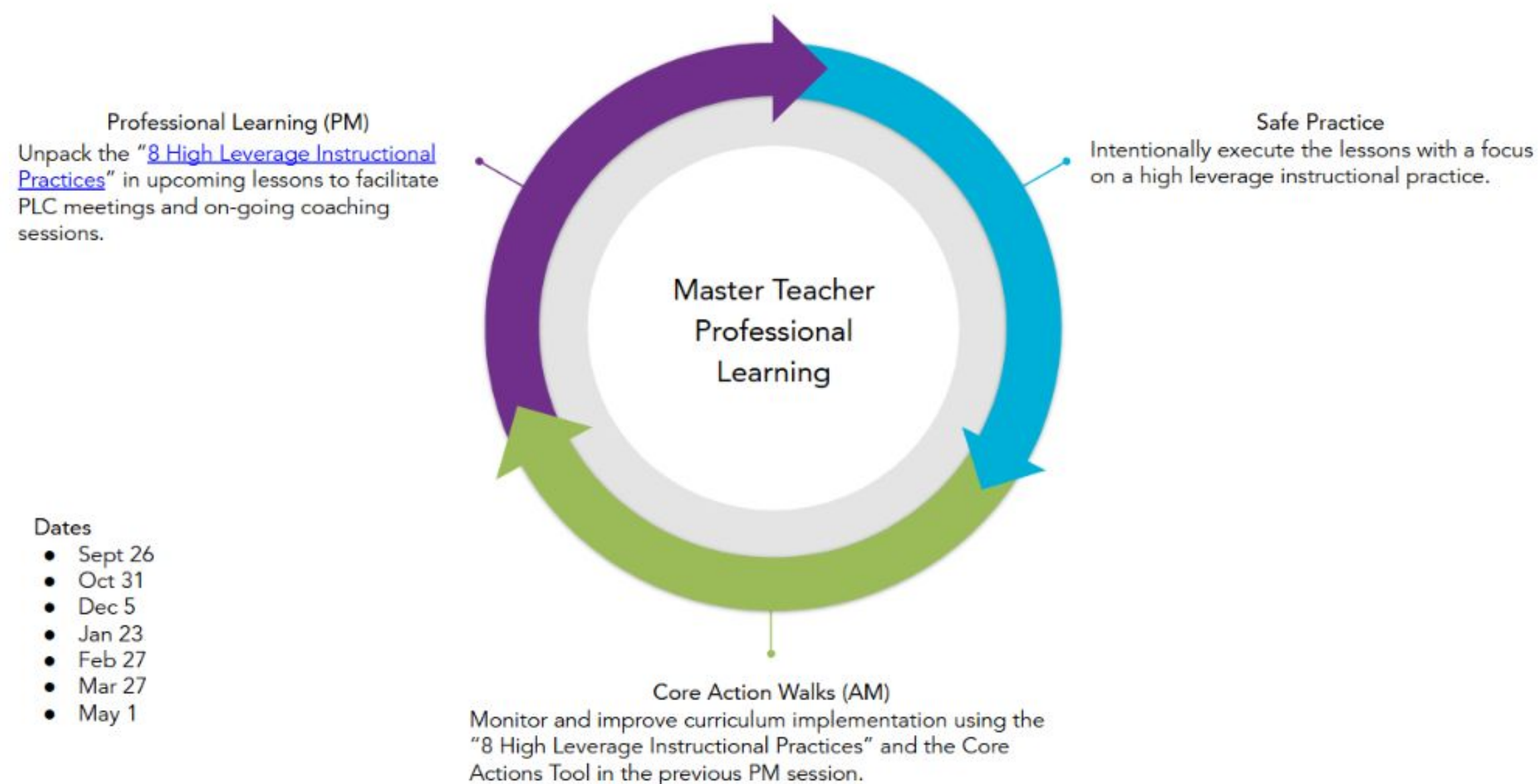
Student Outcome Goal 1

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
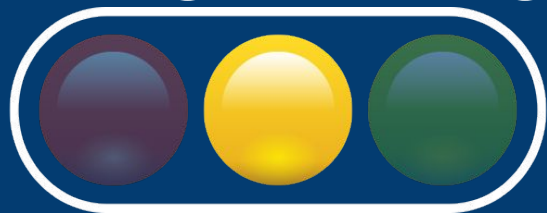
Guardrails	From 2023-24	To	By
Guardrail 1: While ensuring schools have the resources needed to meet student needs, the Superintendent shall not neglect strategies or resources for significantly reducing achievement gaps.			
All goal reports will include student achievement outcomes for the interim measures 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%	

Board Update | 11.12.24

Student Outcome Goal 1

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Progressing

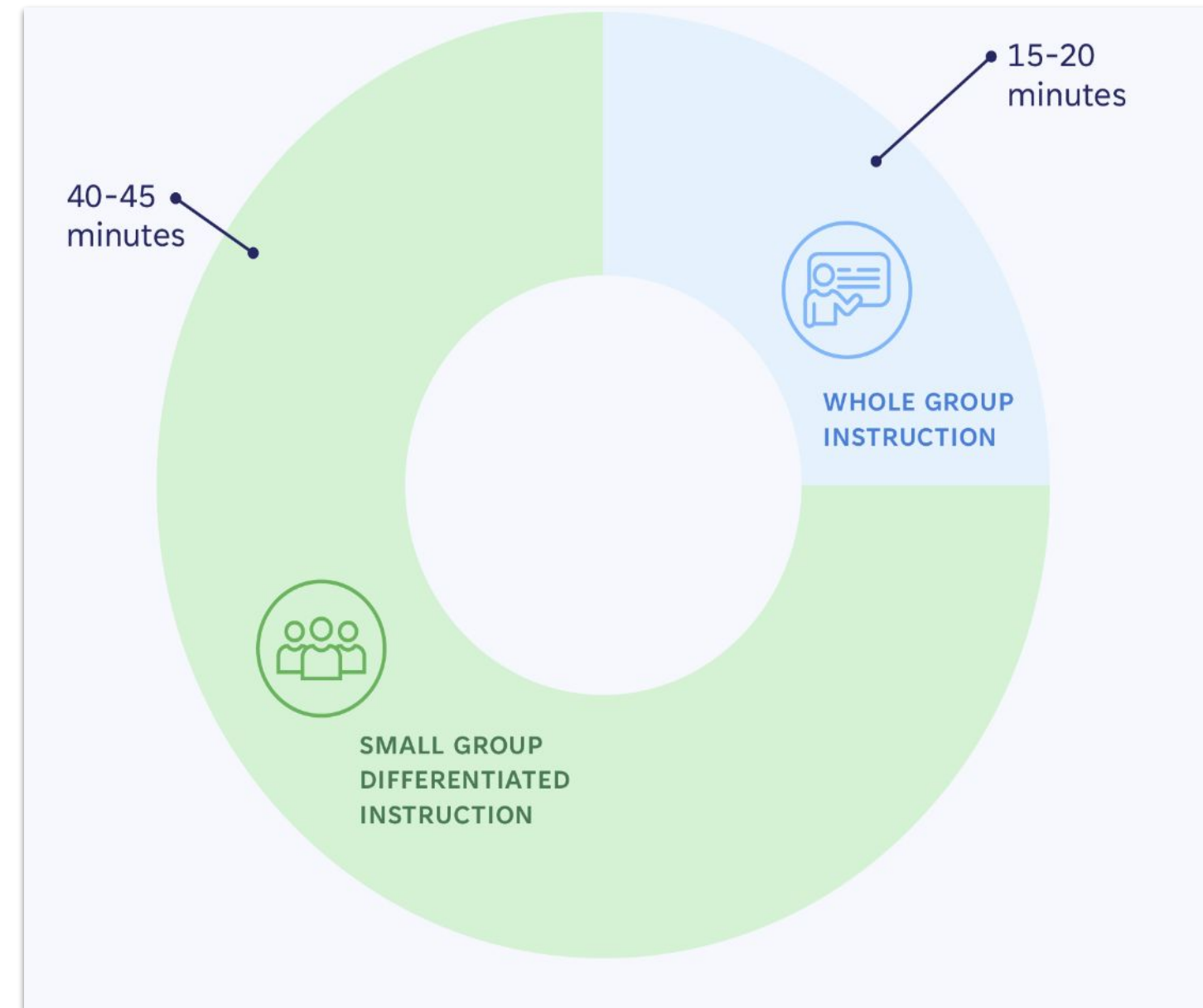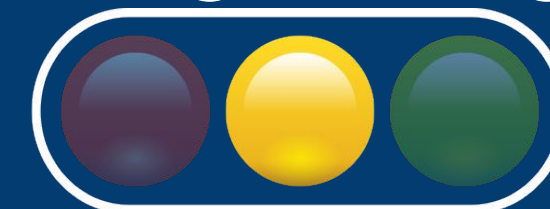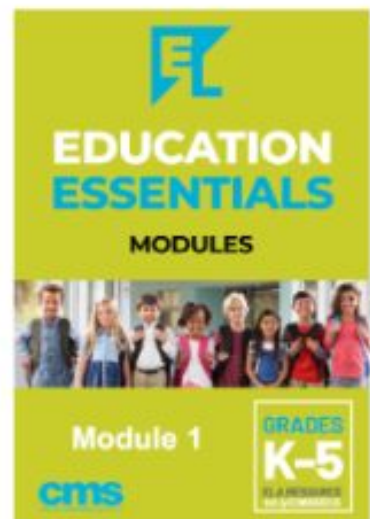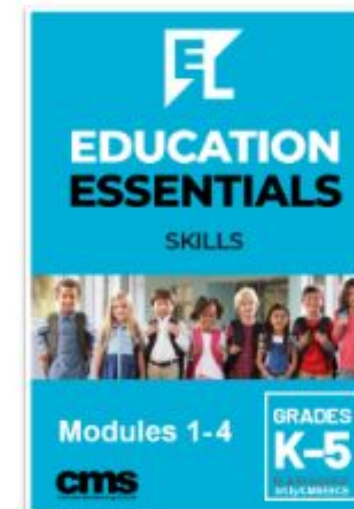## Project 01 (P01): Provide Comprehensive Curriculum and Professional Development

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.

Module

LANGUAGE COMPREHENSION

Background Knowledge
(Fact, concepts etc.)

Vocabulary
(Breadth, precision, links, etc.)

Language Structures
(Syntax, semantics, etc.)

Verbal Reasoning
(Inference, metaphor, etc.)

Literacy Knowledge
(Print concepts, genres, etc.)

Skills Block

WORD RECOGNITION

Phonological Awareness
(Syllables, phonemes, etc.)

Decoding
(Alphabetic principle, spelling-sound correspondences)

Sight Recognition
(Familiar words)

Increasingly Strategic

Application of Strategies

Increasingly Automatic

Fluency: Accurate Automatic

SKILLED READING:

Fluent execution and coordination of word recognition and language comprehension.

Charlotte-Mecklenburg Schools

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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Student Outcome Goal 1

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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

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

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.

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Board Update | 11.12.24

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

Whole Group Instruction

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

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

2024- 2025 CMS Instructional Expectations

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

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K-2 Curriculum Overview: Skills Block

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.

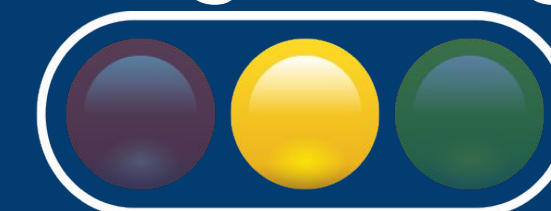| Accountable Independent Reading Rotation	Word Work Rotation	Writing Practice Rotation	Reading Fluency Rotation
Students choose from a variety of texts based on interest and/or reading goals.	Students analyze words and word parts.	Students practice skills and habits needed to generate ideas on paper— 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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Student Outcome Goal 1

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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.

Student Outcome Goal 1

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Progressing

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.
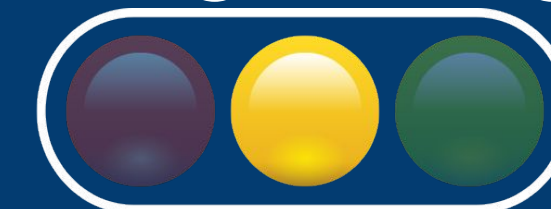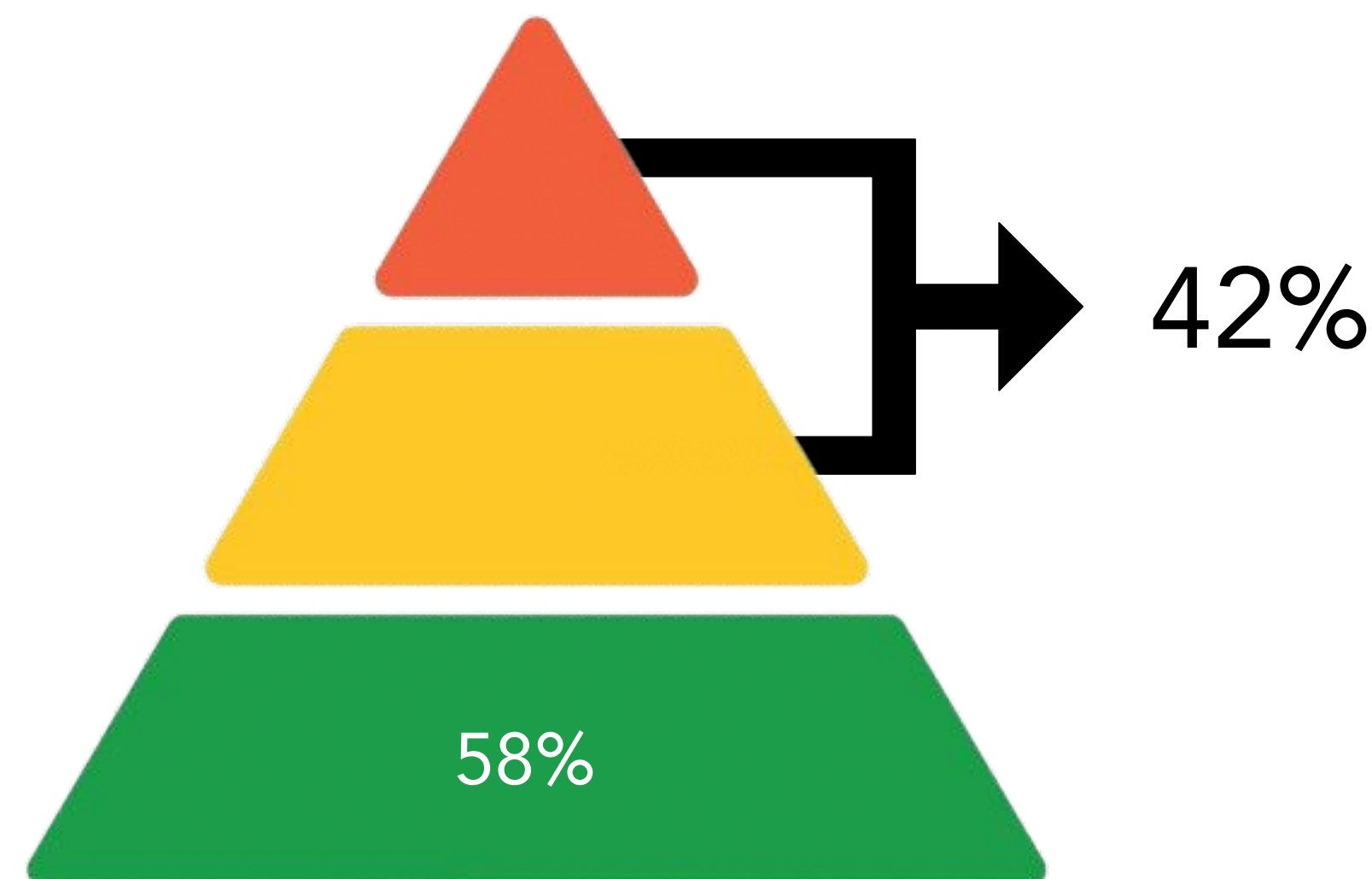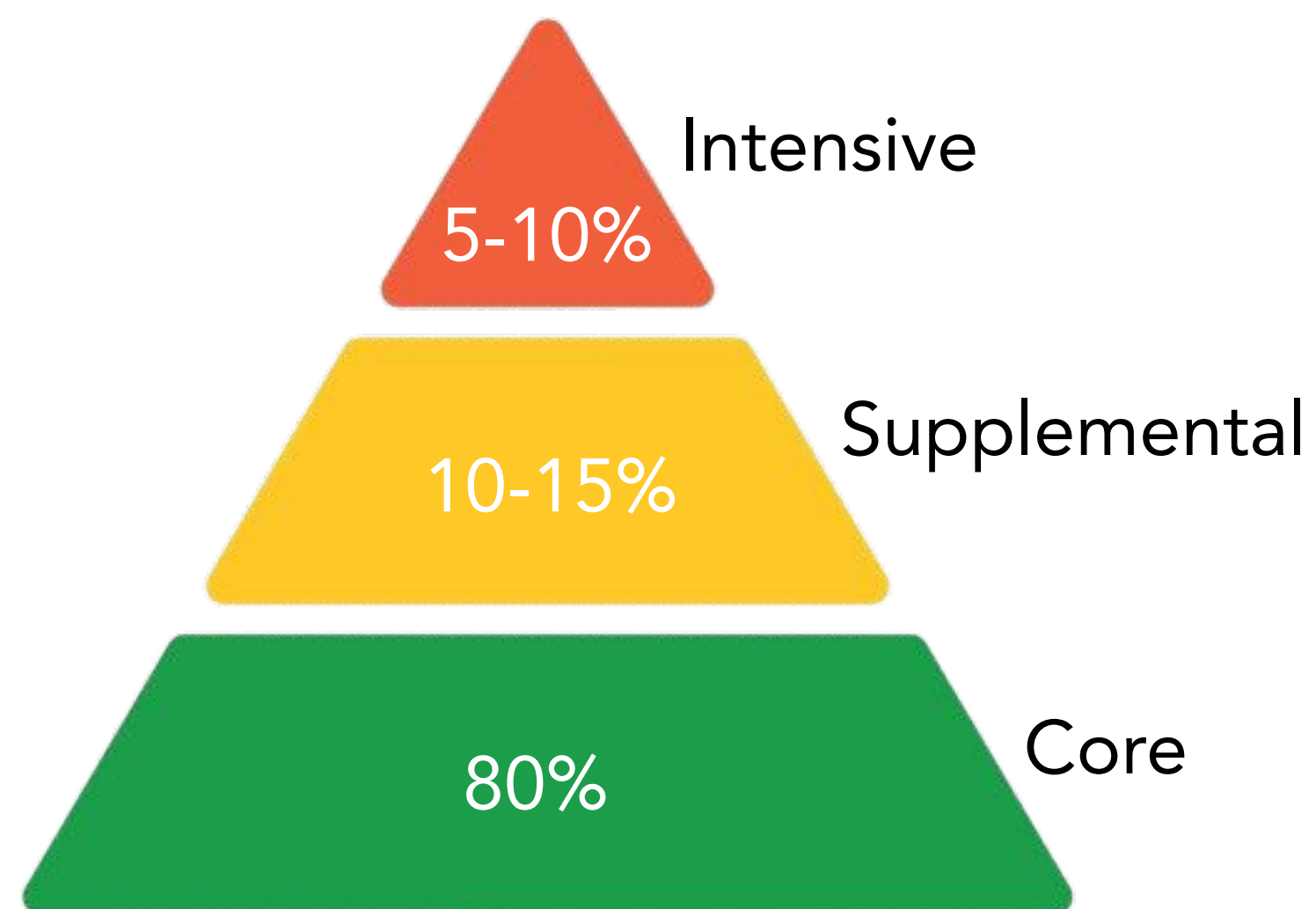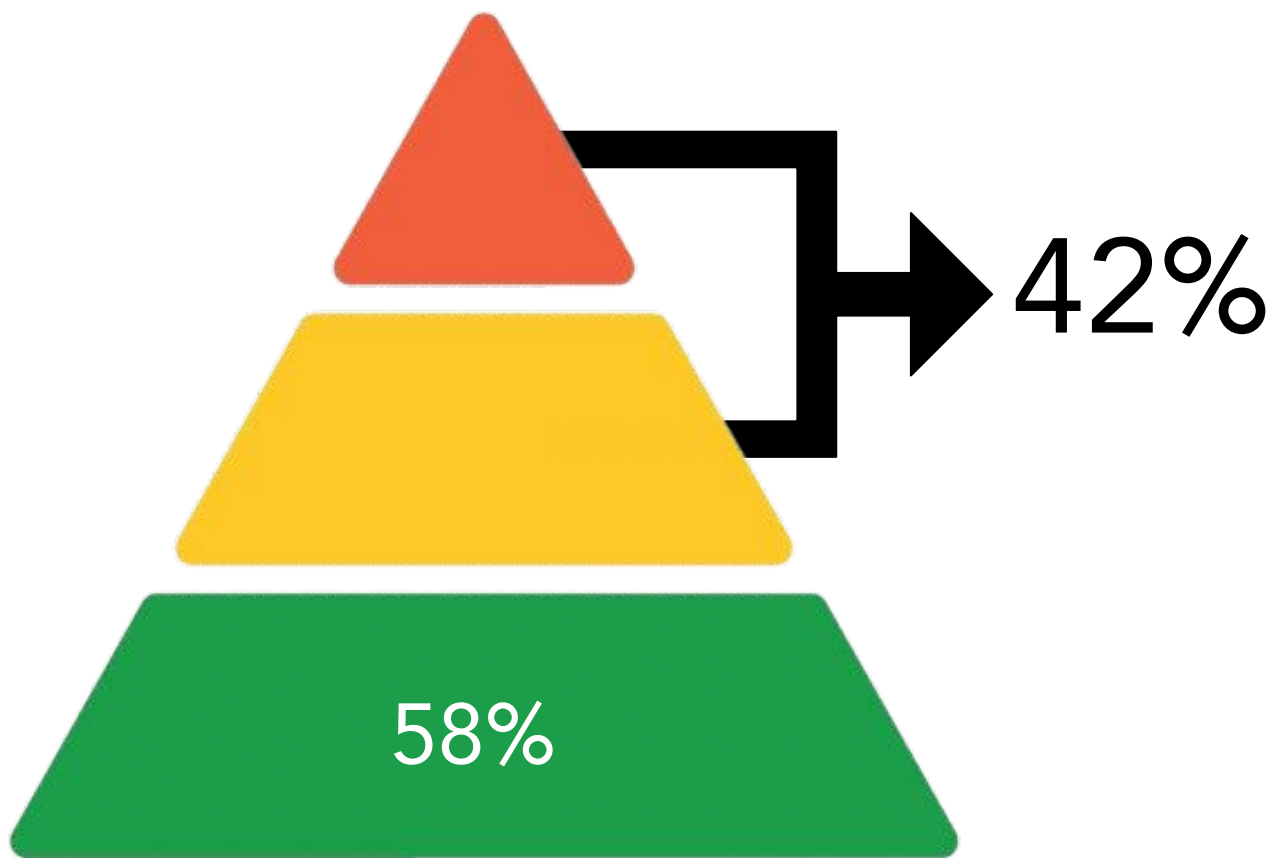
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Progressing

Project 10 (P10): MTSS for Accelerated Learning

An Individual Reading Plan (IRP) is created for K-3 students identified as having difficulty with reading development. The IRP outlines the student's reading skill deficiencies and the literacy interventions to address those needs.

42%

58%

	Differentiated Core	Tiered	IEP
Grade 1 4,565	3,624	552	389
Grade 2 4,454	2,469	1,230	755
ALL 9,019	68% 6,093	20% 1,782	12% 1,144

Students eligible reflects student with at least one data point indicating that the student might benefit from interventions.
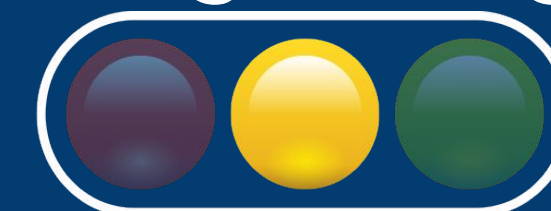
Charlotte-Mecklenburg Schools
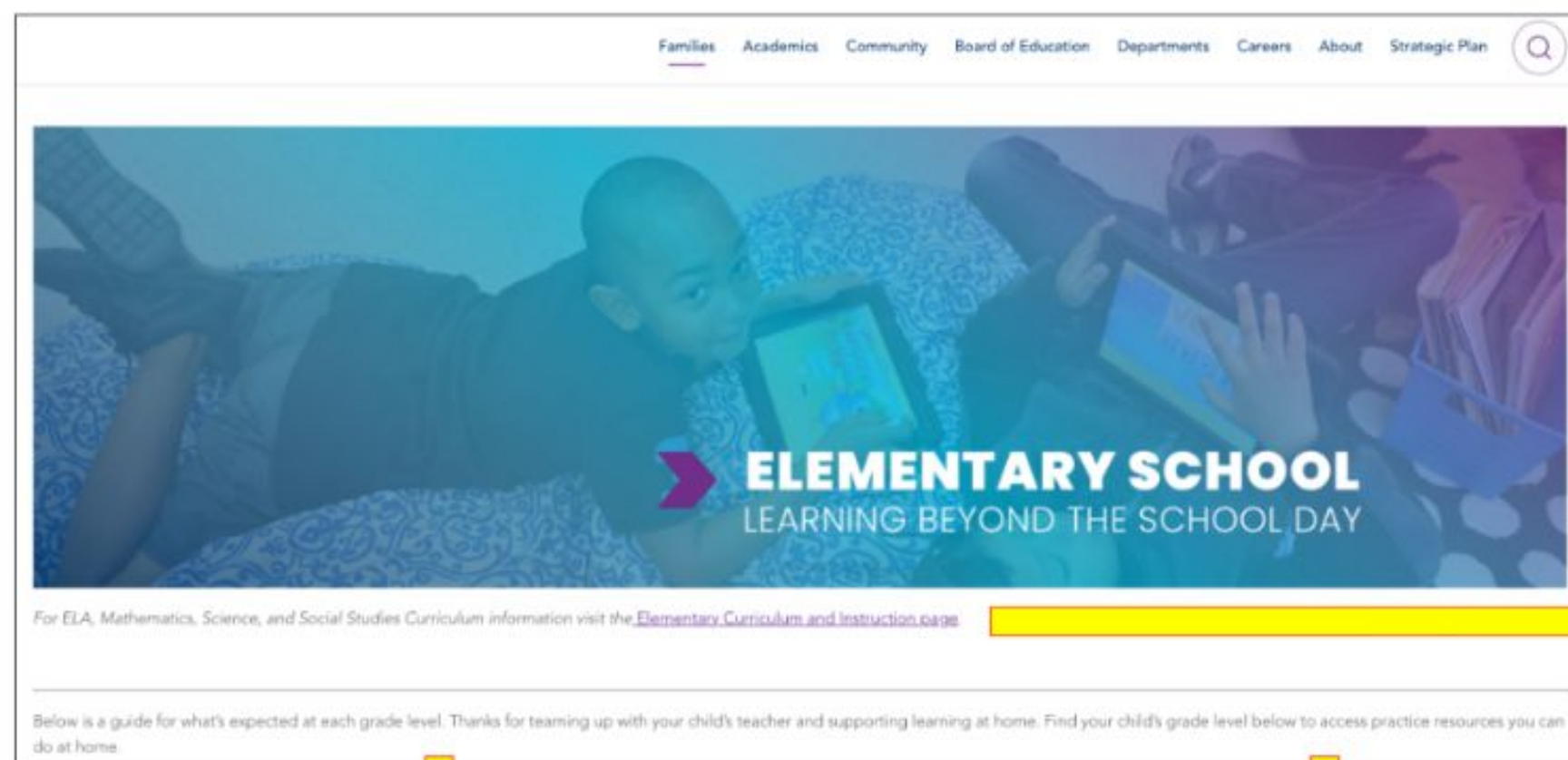
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Progressing

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.
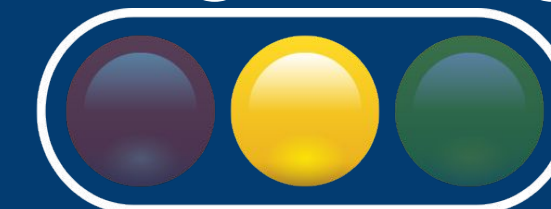
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Student Outcome Goal 1

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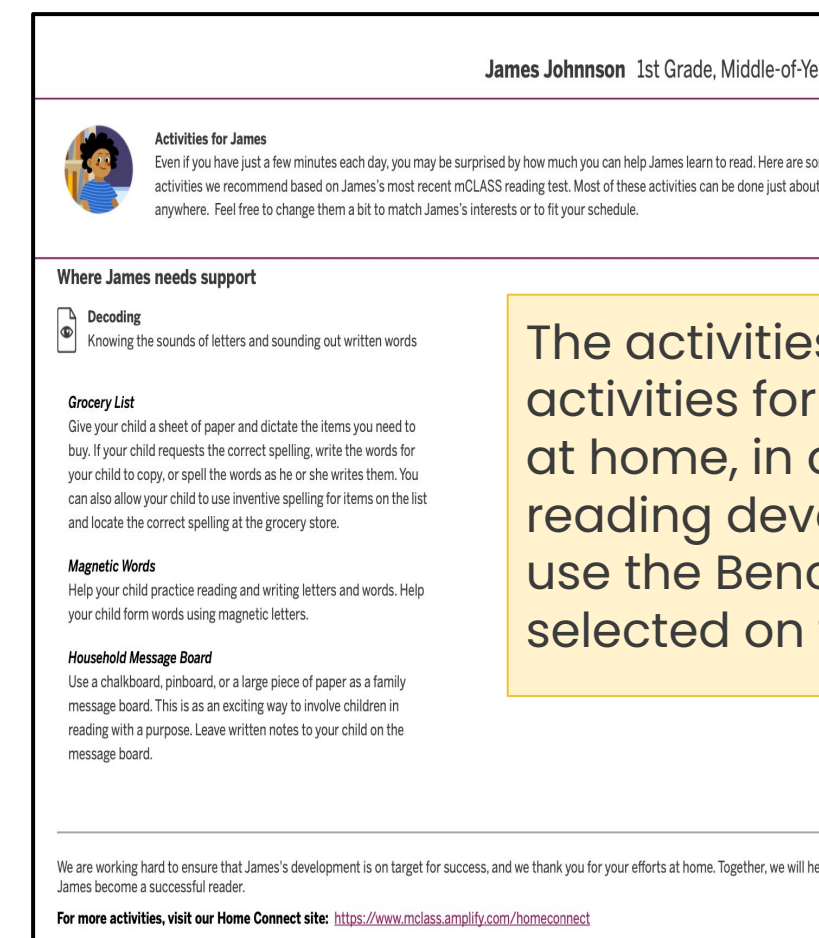
The skills review section shows how the measures relate to skills development and provides descriptive examples for each skill. Skills display on progress bars, which indicates performance on each measure. The closer students are to the goal, the less support they need. The skill being measured displays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