



Charlotte-Mecklenburg Schools Annual Plan 2024-2025



Guiding Principles

MISSION

The mission of Charlotte-Mecklenburg Schools is to create an innovative, inclusive, student-centered environment that supports the development of independent learners.

VISION

The vision of Charlotte-Mecklenburg Schools is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential.

STRATEGY

CMS leads the way, charting a pathway of endless possibilities, for students and employees, through a connected ecosystem of families, community and organizations, both public and private.



PILLARS OF EXCELLENCE



Academic Excellence

Charlotte-Mecklenburg Schools commits to educating the whole child to world class standards and will provide a criteria-aligned comprehensive curriculum.



People Excellence

Charlotte-Mecklenburg Schools commits to an improved employee experience inclusive of enhancing recruiting, retention, and training opportunities.



Operational Excellence

Charlotte-Mecklenburg Schools commits to operational efficiency and effectiveness through safe and clean environments, the best technologies for students to learn, prudent spending, and enhanced data use.



Engagement Excellence

Charlotte-Mecklenburg Schools commits to being a collaborative and inclusive community partner, ensuring consistent two-way communication to equitably meet needs, source funding, and create new opportunities for all.

Strategic Plan Overview

We are future-focused.

Our mission is to create an innovative, inclusive, student-centered environment that supports the development of independent learners.

We are community-driven.

Our vision is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential.

Goals

Goals reflect our vision and will help us attain it.

Improved
Early Literacy
in Grades K-2

Improved
Literacy Skills
in Grades 3-8

Strengthened
Mathematics
Performance

Post-Grad
Readiness

Guardrails

Guardrails embody our values.
These are not outputs, but ways of being at Charlotte-Mecklenburg Schools.

Equity over
Equality

Safety &
Security

Attending to the
Whole Child

High Quality
Teachers

Pillars of Excellence

Academic Excellence
Empower academic
success

People Excellence
Enable a thriving
workforce

Operational Excellence
Deliver efficient
operations

Engagement Excellence
Forge strong community
partnerships

Excellence without exception.

For more information, please see our full report.

2024-29 Goals and Guardrails

Student Outcomes Focused Governance

Charlotte-Mecklenburg Schools has aligned our work to achieve the goals and guardrails below. These are a result of the Charlotte-Mecklenburg Board of Education's commitment to Student Outcomes Focused Governance (SOFG), a framework for keeping a school board and a school district's leadership focused on investing time on goals and actions that directly move the needle for students' academic achievement and physical, emotional, and social wellbeing.

Goals	From 2022-23	To	By
➤ Goal 1: Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS	67%	91%	June 2029
➤ Goal 2: Increase the percent of students scoring CCR (college and career ready)* on reading end of grade assessments in grades 3-8 .	31%	50%	June 2029
➤ Goal 3: Increase the percent of students scoring CCR (college and career ready)* on Math I assessments.	27%	57%	June 2029
➤ Goal 4: Increase the percent of high school students graduating with their graduation cohort on track to be enrolled, enlisted or employed as demonstrated by achieving at least one indicator from 72% in June 2023 to 85% in June 2029.	72%	85%	June 2029

Guardrails

- **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.
- **Guardrail 2:** The Superintendent shall not allow an unsafe environment in schools, at school-related events, or on transportation.
- **Guardrail 3:** The Superintendent shall not neglect social-emotional support; character development support; attendance support; or access to enrichment activities that successfully engage students.
- **Guardrail 4:** While ensuring all schools have teachers equipped to deliver high-quality instruction, the Superintendent shall neither neglect targeted nor comprehensive strategies for teacher recruitment, retention and engagement.

* CCR (college and career ready) means that a student scores a Level 4 or Level 5 on the state end of grade or end of course assessment.

2024-29 Goals and Annual Targets

Goals	From 2022-23	To	By
<p>➤ Goal 1: Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS</p>	67%	71%	June 2024
		75%	June 2025
		79%	June 2026
		83%	June 2027
		87%	June 2028
		91%	June 2029
<p>➤ Goal 2: Increase the percent of students scoring CCR (college and career ready)* on reading end of grade assessments in grades 3-8.</p>	31%	34%	June 2024
		37%	June 2025
		40%	June 2026
		43%	June 2027
		46%	June 2028
		50%	June 2029
<p>➤ Goal 3: Increase the percent of students scoring CCR (college and career ready)* on Math I assessments.</p>	27%	32%	June 2024
		37%	June 2025
		42%	June 2026
		47%	June 2027
		52%	June 2028
		57%	June 2029
<p>➤ Goal 4: Increase the percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed.</p>	72%	74%	June 2024
		76%	June 2025
		78%	June 2026
		80%	June 2027
		82%	June 2028
		85%	June 2029

2024-25 Goal Interim Measures

Annual Goals & Interim Measures		From 2022-23	To	By
➤	Goal 1: Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by EOY (end of year) DIBELS	67%	75%	June 2025
	% of K-2 students at or above benchmark as measured by MOY (middle of year) DIBELS	–	64%	February 2025**
➤	Goal 2: Increase the percent of students scoring CCR (college and career ready)* on reading end of grade assessments in grades 3-8 .	31%	37%	June 2025
	% of 3-8 students scoring CCR (college and career ready)* on reading MOY (middle of year) benchmark assessments	–	39%	February 2025***
➤	Goal 3: Increase the percent of students scoring CCR (college and career ready)* on Math I assessments.	27%	37%	June 2025
	% of Math I students scoring CCR (college and career ready)* on Math I second benchmark assessments	–	43%	May 2025****

* CCR (college and career ready) means that a student scores a Level 4 or Level 5 on the state end of grade or end of course assessment.

** Projections are based on 2023-24 values. For 2023-24, the percent of K-2 students scoring CCR on the reading MOY DIBELS was 57%.

*** Scores are unavailable for 2022-23. Projections are based on 2023-24 values. For 2023-24, the percent of 3-8 students scoring at or above benchmark on the MOY benchmark assessment was 36%.

**** Scores are unavailable for 2022-23. Projections are based on 2023-24 values. For 2023-24, the percent of Math 1 students scoring at or above benchmark on the second benchmark assessment was 39%. Additionally, due to some students taking Math 1 in the second semester, second benchmark scores are not available until May.

2024-25 Goal Interim Measures

Annual Goals & Interim Measures	From 2022-23	To	By
<p>➤ Goal 4: Increase the percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed. <i>*The specific metrics will be shared upon development.</i></p>	72%	76%	June 2025
<p>To be on track, students must meet one of the first criteria below</p>			
<p>% of students meeting or exceeding GLP** (grade level proficiency) in Math I or Math III, English II and Biology or successfully completing a vocational preparation or life skills course*</p>	32%	42%	June 2025
<p>% of students scoring 19 on the ACT or 1050 on the SAT</p>	40%	43%	June 2025
<p>% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)</p>	1%	3%	June 2025
<p>% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway</p>	4%	5%	June 2025
<p>% of students earning at least one Tier 2, Tier 3 or WorkKeys industry credential</p>	27%	31%	June 2025
<p>% of students earning a credit from an institute of higher education (CPC, UNCC including dual enrollment), AP or IB</p>	38%	40%	June 2025
<p>% of students completing a CTE (Career & Technical Education) concentrator pathway</p>	33%	37%	June 2025

* Only for students with an individualized education plan and on the occupational course of study

** GLP (grade level proficient) means that a student scores a Level 3, 4 or 5 on the state end of grade or end of course assessment.

2024-25 Guardrail Interim Measures

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%	June 2025**
Asian	88%	92%	
Black	67%	71%	
Hispanic	55%	59%	
Two or More	80%	84%	
White	88%	92%	
Multilingual	51%	55%	
Students with Disabilities	43%	47%	
% of grades 3-8 students, by student group, scoring CCR (college and career ready)* on reading end of grade assessment will increase			
American Indian	36%	39%	June 2025**
Asian	56%	59%	
Black	19%	22%	
Hispanic	16%	19%	
Two or More	38%	41%	
White	57%	60%	
Multilingual	<10%	10%	
Students with Disabilities	<10%	<10%	
% of students, by student group, scoring CCR (college and career ready)* on the Math I end of course assessment will increase***			
American Indian	21%	26%	June 2025**
Asian	68%	73%	
Black	13%	18%	
Hispanic	17%	22%	
Two or More	31%	36%	
White	57%	62%	
Multilingual	<10%	13%	
Students with Disabilities	<10%	10%	

To ensure academic improvement for all federally reported student groups, there are annual targets for each student group. Goal 1 targets represent a four percentage point increase for all subgroups, regardless of current performance to ensure that the district is on track to meet its goal. For Goal 2 targets represent a three percentage points increase and for Goal 3 a five percentage point increase.

* CCR (college and career ready) means that a student scores a Level 4 or Level 5 on the state end of grade or end of course assessment.

** Baseline results reflect 2022-23 percentages. Official results cannot be shared publicly before September 2024

2024-25 Guardrail Interim Measures

Guardrails*	From 2022-23	To	By
➤ Guardrail 2: The Superintendent shall not allow an unsafe environment in schools, at school-related events, or on transportation.			
% of schools with a reduction in the number of incidents will increase	Baseline Aug 2024	Target Aug 2024	June 2025
% of schools with a reduction in the number of lost instructional days due to suspension will increase	Baseline Aug 2024	Target Aug 2024	June 2025
➤ Guardrail 3: The Superintendent shall not neglect social-emotional support; character development support; attendance support; or access to enrichment activities that successfully engage students.			
% of schools implementing Capturing Kids Hearts demonstrating fidelity of implementation will increase	Baseline Aug 2024	Target Aug 2024	June 2025
% of schools that have an attendance ratio (ADA:ADM) of 92% or higher will increase	60%	70%	June 2025
% of schools with fully executed annual enrichment plans that meet the student needs and context of their school community will increase	Baseline Aug 2025	Report on milestones	June 2026
➤ Guardrail 4: While ensuring all schools have teachers equipped to deliver high-quality instruction, the Superintendent shall neither neglect targeted nor comprehensive strategies for teacher recruitment, retention and engagement.			
% of sourced candidates will increase each year	Baseline Aug 2024	Target Aug 2024	June 2025
# of candidates referred will increase each year			
% of teachers leaving Charlotte-Mecklenburg Schools during the school year will decrease**	Baseline Aug 2024	Target Aug 2024	June 2025

* Consistent business rules are being established for these metrics, and dashboards are being created to get accurate baseline data from 2022-23 and for future years. 2022-23 baseline data annual targets will be available by August 2024. Updates will be made to the 2023-24 District Annual Plan and communicated alongside the official state data release in September 2024. It should be noted that while guardrail target dates indicate June as that is the month during which school ends, some official 2023-24 results cannot be shared publicly until the state conducts its annual official state release.

** This metric does not include non voluntary or retirement separations.

Alignment to Goals and Guardrails

2024-29 BOE Goals and Guardrails

2024-29 District Strategic Plan

2024-25 District Annual Plan

2024-25 District Annual Budget

**2024-24 Department Annual Plans
2024-25 School Improvement Plans**

**2024-25 Professional Development Plans
2024-25 Evaluations**

Achieving the Goals and Guardrails



Academic Excellence

Provide high-quality standards-based instruction across CMS to achieve the student outcome focused goals.

Create multiple life pathways for each student, ensuring their success, whether enrolled, employed or enlisted

Eliminate the gaps in performance and opportunities between student groups

Provide inspiring educational experiences for students to discover and maintain a love of learning

Develop the well-being of the entire child, promoting positive behaviors, consistent attendance, and building strong social-emotional skills



People Excellence

Competitively recruit and retain a highly qualified and committed workforce

Develop the workforce with high-quality, rigorous professional learning that is competency-based

Improve staff wellness with recurring positive practices that celebrate the employees' contributions

Instill high performance standards by developing excellent leaders, ensuring thorough training, and measuring performance effectively

Achieving the Goals and Guardrails



Operational Excellence

Build and actively maintain great facilities

Modernize our technological infrastructure and systems

Develop and implement sustainable budgets and financial forecasts to guide prudent spending

Continuously improve effectiveness in all operations across the district

Enhance the use of data to improve decision-making in all of our actions



Engagement Excellence

Work collaboratively with community partners and governmental agencies to equitably meet the needs of our students and staff

Strengthen home-school partnerships to increase student academic achievement.

Establish open dialogue for two way communication between the district and community, providing clear information and listening attentively

Coordinate with community organizations and pursue new funding opportunities to provide the resources needed for our students and staff, and to create new opportunities for them.



Academic Excellence

Pillar: Academic Excellence

Goals 1, 2, 3

Educating the whole child to world class standards by providing a standards-aligned comprehensive curriculum.

<p>PRIORITY Ae1:</p>	<p>Provide high-quality standards-based instruction across Charlotte-Mecklenburg Schools to achieve the student outcome focused goals.</p>
<p>STRATEGIES:</p>	<p>Provide a comprehensive Pre-K to 12 curriculum with clear expectations for the level and complexity of content students are asked to learn, together with the associated outcomes.</p> <ul style="list-style-type: none"> • Provide a comprehensive reading, math and science curriculum including resources for students requiring specialized services • Provide comprehensive and ongoing reading, math and science professional development including use of resources for students requiring specialized services, for district staff, principals, master teachers and teachers • Provide MORE units to explicitly teach non-fiction literacy skills in one science and one social studies unit in kindergarten through third grade • Provide high dosage tutoring in reading and math in grades kindergarten, first and second grade, prioritizing schools at which students enter kindergarten with skill gaps as evidenced by universal screener data
	<p>Ensure equitable instructional practices are administered uniformly across the district.</p> <ul style="list-style-type: none"> • Conduct core action walk-throughs to assess the quality of instruction looking for <ul style="list-style-type: none"> ◦ Effective use of curriculum and resources for all students, particularly those needing specialized services ◦ Effective use of MORE K-3 science and social studies units • Leverage advanced teaching roles to strengthen novice teacher development, prioritizing high-needs schools • Provide aligned principal and master teacher coaching using a consistent districtwide framework
	<p>Incentivize and invest in teachers, principals and staff applying to, accepting positions at and persisting in high-needs schools.</p> <ul style="list-style-type: none"> • Monitor school-based vacancies on a regular cadence, prioritizing vacancies at high-needs schools • Prioritize teacher vacancy source referrals to high-needs schools using competency-based hiring practices • Develop and enact a specific marketing strategy for hiring at high-needs schools
	<p>Guide instruction with appropriate data driven analysis so all students reach the student outcome focused goals.</p> <ul style="list-style-type: none"> • Align department and school improvement planning to district annual and strategic plans, including a monitoring and reporting cadence across stakeholders • Conduct data analyses and next step action planning at the executive leadership, learning community, school, grade level content area and teacher levels on the cadence on which new data are available
<p>IMPLEMENTATION PHASE:</p>	

Pillar: Academic Excellence

Educating the whole child to world class standards by providing a standards-aligned comprehensive curriculum.

<p>PRIORITY Ae2:</p>	<p>Create multiple life pathways for each student, ensuring their success, whether enrolled, employed or enlisted.</p>
<p>STRATEGIES:</p>	<p>Create Charlotte-Mecklenburg Schools Learner Profiles to provide in a cohesive, digestible format a map for students, families and other stakeholders of the milestones by grade level a Charlotte-Mecklenburg Schools student should meet by graduation from high school.</p> <ul style="list-style-type: none"> Align and integrate the Learner Profile (LP) competencies* with district guidance resources including but not limited to: course planning, course work, college/career/life exploration, social emotional curriculum and opportunities, extracurricular opportunities, financial literacy and goal setting Create a communication strategy for internal and external stakeholders Align concentrator status to grade level milestone(s), monitoring student attainment of concentrators by grade level <p>Leverage the new Learner Profile Platform where a learner profile will be created for the middle and high school levels to ensure that all students have access to a trusted adult to become next-step-ready.</p> <ul style="list-style-type: none"> Implement Capturing Kids Hearts in all middle and high schools to provide a framework and development for adults to foster a culture of strong adult-student relationships Create, implement and monitor the system and tools used by school counselors when meeting with each student to guide planning for post secondary readiness Develop and implement a collaborative system across the student services and career and technical education departments to support student on-time graduation <ul style="list-style-type: none"> Monitor student progress toward graduation, problem solving with students not on track for graduation Assign case managers to students based on individual needs <p>Collaborate with government and private industries to increase opportunities for students to explore careers, the military and other postsecondary pathways, including internships, apprenticeships and employment.</p> <ul style="list-style-type: none"> Create a database of postsecondary opportunities in the Charlotte-Mecklenburg region Increase availability of student pathway-aligned WBL (work-based learning) opportunities Increase student participation in pathway-aligned work-based WBL opportunities <p>Build a continuous pipeline of credentials for students progressing to 2-year or 4-year colleges and enhancing their commitment to future endeavors.</p> <ul style="list-style-type: none"> Use student career and interest inventories to map the current and future pipelines needed for students to achieve post secondary goals Secure, align, customize and provide training on the use of a districtwide course planner tool; integrate existing pipeline opportunities into the course planner tool Leverage the course planner tool to monitor student progress toward post-secondary goals including pipeline opportunities Expand pipeline opportunities, as needed, in alignment to student post-secondary goals
<p>IMPLEMENTATION PHASE:</p>	

* The Learner profiles are to be developed in alignment with the North Carolina Portrait of a Graduate. These durable skills include: adaptability, collaboration, communication, critical thinking, empathy, learner's mindset, personal responsibility

Pillar: Academic Excellence

Guardrail 1

Educating the whole child to world class standards by providing a standards-aligned comprehensive curriculum.

<p>PRIORITY Ae3:</p>	<p>Eliminate the gaps in performance and opportunities between student groups.</p>
<p>STRATEGIES:</p>	<p>Continue working with community partners to provide exposure/opportunities to Pre Kindergarten-aged students to meet their needs for academic support.</p> <ul style="list-style-type: none"> • Develop, implement and monitor a plan to ensure effective and timely enrollment of students in Charlotte-Mecklenburg Schools and NC Pre-K Child Development Centers prior to the start of the school year, including accurate and timely data entry into the relevant enrollment platform • Develop, implement and monitor a plan to ensure effective and timely procedures for monitoring enrollment of students in Charlotte-Mecklenburg Schools and NC Pre-K Child Development Centers during the school year, including but not limited to: rostering and tracking daily and monthly attendance rates, parent/guardian notification of absences • Provide needed tools for use by PreK administrators/principals and coaches to use to implement high quality Pre-K programming, including but not limited to: resources for curricular and assessment, classroom walk-through, early literacy teacher training and coaching teachers
	<p>Implement core experiences to accelerate academic growth of all student groups. In addition to implementing key levers in Priority Ae1:</p> <ul style="list-style-type: none"> • Streamline and align Tier II and Tier III resources on the standard treatment protocol to ensure access and training for applicable students and staff • Streamline and align resources for academically and intellectually gifted students to ensure access and training for applicable students and staff • Set goals and monitor goal progress using district level FAM-D implementation data on a regular cadence • Develop and implement a system to ensure federal funds are aligned to department plans; monitor effectiveness of aligned use quarterly
	<p>Offer multiple opportunities for enhanced learning to students in need, coordinating with community partners as needed. In addition to implementing key levers in Priority Ae1:</p> <ul style="list-style-type: none"> • Update resources for communication with families about academic and students services needs, resources and supports to ensure they are user friendly, understandable, include videos and learning resources and are available on the Charlotte-Mecklenburg Schools family resource website (esp following each benchmark assessment cycle) • Establish a system to communicate celebrations and opportunities for growth in multiple modalities with caretakers, providing resources, asking for feedback and identifying additional needs
	<p>Expand access to advanced learning experiences, programs and courses to address the disproportionality of students identified to receive services.</p> <ul style="list-style-type: none"> • Integrate the multi-tiered system of support tools (FAM-D and FAM-S) into the district and school improvement plan and data analysis processes • Train, implement and monitor all impacted stakeholders to enact plans to ensure students in need of Tier II and Tier III supports are receiving them, and they are having the intended impact, ensuring Tier III data analysis includes all elements of providing for students with disabilities
<p>IMPLEMENTATION PHASE:</p>	<p>24-25 Initial 25-26 Full 26-27 Sustained 27-28 Sustained 28-29 Sustained</p>

Pillar: Academic Excellence

Guardrail 3

Educating the whole child to world class standards by providing a standards-aligned comprehensive curriculum.

<p>PRIORITY Ae4:</p>	<p>Provide inspiring educational experiences for students to discover and maintain a love of learning.</p>
<p>STRATEGY:</p>	<p>Continue providing a wide variety of classes and experiences that produce a well-rounded education.</p> <ul style="list-style-type: none"> • Design and implement districtwide family and caretaker engagement sessions for learning and feedback about district school program choices • Engage families and caretakers multiple years in advanced of school program implementation and enrollment, starting with families and caretakers with children as young as 2 and 3 years old for programs in elementary schools • Evaluate current state for district programming in STEM, STEAM and Performing Arts; research and engage families in standards and practices for future state of programming for STEM, STEAM and Performing Arts • Design a course for local endorsement in gifted education with one key instructional strategy to be implemented after each session • Provide development for media coordinators to improve student literacy engagement • Collaborate with Public Library leadership to provide engaging and innovative learning experiences for K-12 students • Integrate digital learning strategies into core and supplemental instructional resources
	<p>Ensure regular exposure to cultural and artistic experiences for students inside and outside of the classroom, especially those students from under-resourced communities.</p> <ul style="list-style-type: none"> • Create a digital tracking system for arts experiences, including data entry points for field trips, residencies, school shows, internships and cultural events • Expand and enhance partnerships with local arts organizations through the City of Charlotte's Art & Culture Plan to provide more varied opportunities as well as the number of experiences available to students; monitor and report plan implementation and effectiveness data to make informed decisions about future arts programming • Create a contracted service and field trip dashboard to monitor the number of enrichment experiences in After School Enrichment Programs; evaluate the effectiveness of contracted services on a regular cadence to evaluate the year over year student experience and ensure alignment to student academic and developmental needs
	<p>Create affordable opportunities for all students to engage in extracurricular activities, including student interest clubs, volunteerism and civic engagement.</p> <ul style="list-style-type: none"> • Define what constitutes an enrichment activity and develop an enrichment policy • Collaborate with enrichment stakeholders to develop a tool to measure student, school and type of enrichment engagement including execution of school enrichment plan • Build guidance and expectations for schools to embed an enrichment plan in their school improvement plan for 2025-26 school year • Develop a method to track and measure the number of ASEP sites that dedicate a minimum of 20 hours of program time towards community service and community engagement efforts
<p>IMPLEMENTATION PHASE:</p>	<p>The implementation timeline consists of five sequential chevron-shaped boxes pointing to the right. The first box, '24-25 Planning', is highlighted in green. The subsequent boxes are '25-26 Initial', '26-27 Full', '27-28 Sustained', and '28-29 Sustained', all in grey.</p>

Pillar: Academic Excellence

Guardrails 2, 3

Educating the whole child to world class standards by providing a standards-aligned comprehensive curriculum.

<p>PRIORITY Ae5:</p>	<p>Develop the well-being of the entire child, promoting positive behaviors, consistent attendance and building strong social-emotional skills.</p>
<p>STRATEGIES:</p>	<p>Work with community partners to offer physical and mental health services for students and families at schools.</p> <ul style="list-style-type: none"> • Identify current and future community partners specializing in providing mental and physical healthcare services aligned to the needs of students and families • Ensure district and school-based staff know about the available services and can connect students and families to these services, as applicable and appropriate • Expand the Meaningful Medicine program currently serving 56 schools • Ensure effective district and school responses to Title IX concerns, connecting students, families and caretakers to needed community partner support as applicable and appropriate
	<p>Work with community partners to assess existing whole-child resources, and then actively network with families on these available services.</p> <ul style="list-style-type: none"> • Implement school-based health clinics • Strategically expand school based mental health therapy agency programming in schools by resource mapping needs against current programming and creating a system for the ability for students to be efficiently engaged in this programming • Implement day treatment programming in up to five schools, creating systems and processes for expansion to additional schools in future years • Leverage the districtwide family engagement key levers, including the implementation of Family Academy, to ensure family and caretaker awareness and ability to access whole-child resources
	<p>Identify root causes for absences and collaborate with organizations to offer comprehensive child welfare and attendance services to students to promote student attendance and re-engagement efforts.</p> <ul style="list-style-type: none"> • Ensure each school has a tiered attendance plan as a part of the School Improvement Plan, analyzing attendance data on a regular cadence • Revise, implement and monitor the effectiveness of district “street teams” locating students who have not come to school or are chronically absent, ensuring their ability to connect students, families and caretakers with needed resources and the home school’s ability to track their progress with locating and supporting students • Create a districtwide mediation program for students with Tier III attendance needs, partnering with community agencies as applicable and appropriate
	<p>Expand access to training and supports to reduce the disproportionality of student disciplinary infractions.</p> <ul style="list-style-type: none"> • Implement a new platform for data collection and analysis of student disciplinary infractions, including stakeholder training and support for its use • Revise, create and train district staff on a new student code of conduct and administrator resource guide outlining a) expectations for instructing students on appropriate behavior in school, b) appropriate school responses to students not meeting disciplinary expectations and c) interventions and strategies to support appropriate student engagement in learning at school • Enact district and school-based problem solving teams as a component of the District and School Improvement Plans to conduct data analyses and next step action planning at the executive leadership, learning community, school, grade level content area and teacher levels on the cadence on which new data are available

Pillar: Academic Excellence

Guardrails 2, 3

Educating the whole child to world class standards by providing a standards-aligned comprehensive curriculum.

PRIORITY Ae5 continued:	Develop the well-being of the entire child, promoting positive behaviors, consistent attendance and building strong social-emotional skills.
STRATEGIES:	Integrate SEL learning into instruction to support students' social development. <ul style="list-style-type: none">• Ensure the integration of social emotional skills in core instruction curriculum• Implement Capturing Kids Hearts to ensure social emotional learning in all middle and high schools• Deepen implementation of Caring Schools Communities to ensure social emotional learning in all elementary schools• Implement the Sources of Strength program, a supplemental program for secondary schools that supports building community, use of restorative circles and meets state legislative requirements for peer to peer mentorship in phase 2 middle and high schools
IMPLEMENTATION PHASE:	<p>24-25 Initial → 25-26 Full → 26-27 Sustained → 27-28 Sustained → 28-29 Sustained</p>



People Excellence

Pillar: People Excellence

Guardrail 4

Improving the employee experience inclusive of enhancing recruiting, retention, and training opportunities.

PRIORITY Pe1:	Competitively recruit and retain a highly qualified and committed workforce.
STRATEGIES:	Increase investments in the recruitment, selection, staffing and retention of employees including the new housing initiative in development. <ul style="list-style-type: none">• Develop, fund and implement a strong marketing plan for recruitment of staff• Develop, fund and execute targeted, innovative and responsive employee recruitment strategies, including but not limited to development of a new vacancy monitoring platform, applicant communication system, partnerships with institutions of higher education and targeted strategies for hard-to-staff roles• Develop, fund and execute a new Teacher Assistant to Teacher Pathway Program, seeking state approval as an authorized North Carolina Apprenticeship Program• Develop, fund and implement the Charlotte-Mecklenburg Schools Housing Initiative including but not limited to reduced cost rent and housing, financial literacy programming and downpayment assistance for home ownership for teachers
	Refine our recruitment strategy to ensure we can identify qualified candidates to fill vacancies for hard-to-staff roles. <ul style="list-style-type: none">• Ensure the districtwide marketing plan has the ability to enact more targeted and intentional strategy for hard-to-staff roles<ul style="list-style-type: none">◦ Ensure the districtwide employee recruitment strategies can be specialized for targeted hiring of hard-to-staff roles• Expand the current enrollment in Pathways to Teaching programming to include hard-to-staff school-based teaching roles, including but not limited to students with disabilities, career and technical education, multilingual learner and specialized program choice teachers
	Implement a streamlined onboarding process to improve hiring timelines and to bring new employees to functional effectiveness as quickly as possible. <ul style="list-style-type: none">• Revise and monitor the standard operating procedure for hiring employees to improve the timeliness of the hiring process• Create and implement year 1 of an expanded teacher onboarding process that better prepares teachers new to the profession and new to Charlotte-Mecklenburg Schools to be classroom ready at the start of the school year• Procure and enact year 1 implementation of a new dashboard that tracks employee training and development, demonstration of functional skill and competency effectiveness and ultimately impact on the broader organization

Pillar: People Excellence

Improving the employee experience inclusive of enhancing recruiting, retention, and training opportunities.

PRIORITY Pe1 continued:	Competitively recruit and retain a highly qualified and committed workforce.
STRATEGIES:	Develop comprehensive total rewards compensation and incentive plans for all teachers and supporting staff of the district targeted at sustainable compensation levels. <ul style="list-style-type: none">• Create and implement a district total rewards compensation package that includes a live simulator to ensure a potential Charlotte-Mecklenburg Schools employee understands the comprehensive compensation package of employment• Develop and implement a strong marketing plan for the district comprehensive compensation resource• Expand the available Charlotte area discounts and supports for Charlotte-Mecklenburg Schools employees; communicate their availability and benefit to employees, business and community partners
IMPLEMENTATION PHASE:	<p>24-25 Initial 25-26 Full 26-27 Sustained 27-28 Sustained 28-29 Sustained</p>

Pillar: People Excellence

Guardrail 4

Improving the employee experience inclusive of enhancing recruiting, retention, and training opportunities.

PRIORITY Pe2:	Develop the workforce with high-quality, rigorous professional learning that is competency-based.
STRATEGIES:	Develop innovative ways to increase the availability of ongoing professional development and coaching, including finding the time required. <ul style="list-style-type: none">• Implement a districtwide professional development scheduling system to ensure an efficient, integrated training and development experience for district employee stakeholder groups• Create and maintain a comprehensive training and professional development dashboard that shows the details of all professional learning opportunities available to staff• Utilize required teacher workdays and early release days to provide professional development to classroom teachers, prioritizing the teachers in roles with new content and/or curriculum• Establish a districtwide process for collecting attendance and feedback for all training and professional learning in order to measure effectiveness and percentage of the workforce attending professional development relevant to their role
	Provide regular opportunities for educators to observe instruction in their content area. <p>In addition to implementing key levers in Priority Ae1:</p> <ul style="list-style-type: none">• Schedule and implement two collaborative walk-through training sessions at district schools for principals, reading and math master teachers and central office leaders
	Provide targeted professional learning opportunities and coaching for newly hired teachers that results in effective, equity-driven instruction and are aligned to our goals/guardrails and the intended outcomes. <p>In addition to implementing key levers in Priority Pe1:</p> <ul style="list-style-type: none">• Develop and implement a new employee onboarding module for all newly hired employees of Charlotte-Mecklenburg Schools• Define the onboarding actions that will be provided by the district and by schools/departments to create efficiency and consistency in onboarding practices• Develop and implement a comprehensive teacher onboarding experience for all teachers new to Charlotte-Mecklenburg School, and monitor the impact and effectiveness of the teacher onboarding experience• Continue teacher learning beyond the onboarding experience using teacher grade-level/content area affinity learning groups to foster ongoing, collaborative learning throughout the school year
	Increase employees' skills on inclusive practices and develop systems to constantly refine these practices. <ul style="list-style-type: none">• Include and monitor the effectiveness of inclusive practice employee development in a) district employee onboarding programming b) teacher onboarding programming and c) district leader onboarding programming• Include and monitor the effectiveness of ongoing inclusive practice employee development, clearly outlining needed employee skills and competencies by employee role• Acquire and utilize an electronic platform for employee training and development to create access to training and development for all employees

Pillar: People Excellence

Improving the employee experience inclusive of enhancing recruiting, retention, and training opportunities.

PRIORITY Pe2 continued:	Develop the workforce with high-quality, rigorous professional learning that is competency-based.
STRATEGIES:	Develop and implement a succession planning process for the district that includes talent planning. <ul style="list-style-type: none">• Assess current state of employee succession planning by surveying district departments• Identify current employee training and development alignment to department needs for ongoing talent planning
IMPLEMENTATION PHASE:	<pre>graph LR; A[24-25 Planning] --> B[25-26 Initial]; B --> C[26-27 Full]; C --> D[27-28 Sustained]; D --> E[28-29 Sustained];</pre>

Pillar: People Excellence

Improving the employee experience inclusive of enhancing recruiting, retention, and training opportunities.

<p>PRIORITY Pe3:</p>	<p>Improve staff wellness with recurring positive practices that celebrate the employees' contributions.</p>
<p>STRATEGIES:</p>	<p>Ensure that programs which recognize and elevate the appreciation of teachers and other staff are consistently implemented districtwide.</p> <ul style="list-style-type: none"> Assess current and desired future state of employee recognition practices by surveying superintendent focus and advisory groups Develop a system and the needed tools to expand district employee recognitions, leveraging technology for ease and efficiency Implement the system and process for the selection of the district Principal of the Year, Teacher of the Year, Teacher Assistant of the Year and New Teacher of the Year
	<p>Collaborate with community partners to create and implement targeted employee wellness programs.</p> <p>To augment implementation of Priority Pe1, Strategy 4:</p> <ul style="list-style-type: none"> Expand community partnerships and district/school-level supports for the wellness component of the total rewards compensation package
	<p>Build the capacity of employees to promote wellness strategies for their teams and schools.</p> <ul style="list-style-type: none"> Assess current and desired future state of employee wellness practices by surveying superintendent focus and advisory groups Increase awareness of employee wellness opportunities
<p>IMPLEMENTATION PHASE:</p>	<pre> graph LR A[24-25 Planning] --> B[25-26 Initial] B --> C[26-27 Full] C --> D[27-28 Sustained] D --> E[28-29 Sustained] </pre>

Pillar: People Excellence

Improving the employee experience inclusive of enhancing recruiting, retention, and training opportunities.

<p>PRIORITY Pe4:</p>	<p>Instill high performance standards by developing excellent leaders, ensuring thorough training and measuring performance effectively.</p>
<p>STRATEGIES:</p>	<p>Deepen Charlotte-Mecklenburg Schools culture of universally shared commitment to student success.</p> <ul style="list-style-type: none"> • Create, implement and monitor effective use of consistent districtwide monitoring routines, including cross functional project monitoring • Create, implement and monitor effective use of a system for designating high priority projects and ensuring that those projects have project charters that include all stakeholders needed for success of the project • Ensure the alignment of department wildly important goals, department plans and staff evaluations to the key levers in the district annual plan <p>Strengthen leadership and management training and coaching for supervisors and managers to improve their capabilities where needed. In addition to implementing key levers in Priorities Ae1, Pe2 and Oe4:</p> <ul style="list-style-type: none"> • Develop, implement and calibrate use of a coaching tool to ensure consistent implementation of instructional practices across Charlotte-Mecklenburg Schools, in order to communicate common expectations for principal, assistant principal and master teacher coaching • Create, implement and monitor implementation of a districtwide cadence for coaching and leadership team support visits to schools • Prioritize instructional training and development for in person meetings with principals, assistant principals and deans, by providing the framework for procedural expectations in advance to principals during virtual sessions <p>Enhance the implementation of the formal performance evaluation system for all employees grounded in district developed frameworks.</p> <ul style="list-style-type: none"> • Continue to provide formal performance evaluation training for all District Managers to ensure effective and consistent evaluation of employees • Monitor and ensure the timely completion of performance evaluations throughout the school year by notifying managers of any performance evaluations needing completion • Begin review of broader district performance evaluation frameworks for possible future revision
<p>IMPLEMENTATION PHASE:</p>	<pre> graph LR A[24-25 Planning] --> B[25-26 Planning] B --> C[26-27 Initial] C --> D[27-28 Full] D --> E[28-29 Sustained] style A fill:#4CAF50,color:#fff style B fill:#e0e0e0 style C fill:#e0e0e0 style D fill:#e0e0e0 style E fill:#e0e0e0 </pre>



Operational Excellence

Pillar: Operational Excellence

Improving operational efficiency and effectiveness through safe and clean environments, the best technologies for students to learn, prudent spending, and enhanced data use.

<p>PRIORITY Oe1:</p>	<p>Build and actively maintain great facilities.</p>
<p>STRATEGIES:</p>	<p>Address Deferred Maintenance: (1) conduct a complete system-wide review of all facilities (the DSA, FCA), noting all deferred maintenance items by priority, and (2) create a multi-year funding plan to address the corrective actions integrating the needed funding into the budget process.</p> <ul style="list-style-type: none"> Review and prioritize the Phase 1, 2 and 3 work items to be completed from the Facilities Condition Assessment Enact a project plan to execute the completion of the items on the Critical Work Items Project List Enact a project plan to execute the completion of the items on the Capital Maintenance List Enact a project plan to execute and monitor progress of next steps resulting from the District Safety Assessment (DSA) <p>Build and maintain modern facilities that maximize student learning, prioritizing areas of need and integrate this work with the periodic comprehensive review as needed.</p> <ul style="list-style-type: none"> Enact a project plan to execute and monitor progress of next steps for the 2023 Bond Projects Enact a project plan to execute and monitor progress of next steps for the new warranty turnover process <p>Ensure we meet safety and accessibility standards and make necessary facility upgrades in all classrooms and workspaces. See key levers outlined in Priority Oe1, Strategies 1 and 2:</p> <ul style="list-style-type: none"> 2023 Bond Project Plans and Metric Monitoring New Warranty Turnover Process Capital Maintenance Lists District Safety Assessment (DSA) <p>Reduce completion time for submitted work orders at all sites, and improve communication between the Operations Department and schools.</p> <ul style="list-style-type: none"> Create, implement and monitor implementation of a computerized maintenance management system including processing of work orders Conduct work order data analyses and next step action planning at the senior engineer and supervisor level on a regular cadence Create, implement and monitor implementation of the Customer Service Center implementation of an effective "triage" process to determine appropriate department assignment team and senior portfolio managers and consistently reviewing effectiveness and impact data to determine adjustments in communication processes
<p>IMPLEMENTATION PHASE:</p>	

Pillar: Operational Excellence

Improving operational efficiency and effectiveness through safe and clean environments, the best technologies for students to learn, prudent spending, and enhanced data use.

PRIORITY Oe2:	Modernize our technological infrastructure and systems.
STRATEGIES:	<p>Enhance the resilience of our cybersecurity infrastructure through the implementation of advanced defense mechanisms, system upgrades, meticulous refinement of work procedures and targeted training.</p> <ul style="list-style-type: none">• Establish a framework to govern AI (artificial intelligence) prioritizing the safety and security of our staff and students• Implement and monitor the progress of the Building Services Gentec School Server upgrade to update all school camera servers to the latest Microsoft server operating system• Implement and monitor the progress of the CTE (Career and Technical Education) Desktop Systems Reimaging, updating all CTE desktop systems to latest Microsoft Windows operating system with latest versions of CTE approved applications• Implement and monitor the progress of the service account password rotation project• Implement and monitor the progress of updates to the Microsoft data loss prevention policy
	<p>Implement the Charlotte-Mecklenburg Schools Business Modernization system to streamline workflow and reporting, including finance, procurement and HR modules.</p> <ul style="list-style-type: none">• Implement Phase 1 of the Charlotte-Mecklenburg Schools Business Modernization project, implementing Oracle Fusion Cloud for the Enterprise Resource Planning (ERP) finance system, including the following steps: Design, Configuration and Development, Project Methodology (testing, review and approval of system) and Production Live
	<p>Establish a comprehensive device life cycle replacement protocol designed to optimize student accessibility and ensure that no device utilized by students or staff surpasses a four-year in-service period.</p> <ul style="list-style-type: none">• Establish a baseline of inventory for all schools including a physical audit of devices at schools• Identify schools that need refreshed devices, prioritizing schools with the oldest devices• Enact the procurement process for the purchase of devices• Create a deployment plan, including support and communication for schools• Train stakeholders on districtwide device management practices, including but not limited to internal staff on inventory best practices, data verification and using our inventory system and technology staff on device management• Create and enact a system for monitoring school-based technology contacts' execution of device management
	<p>Prepare for the adoption of the new student information system that North Carolina will be launching statewide in the 2025-26 school year.</p> <ul style="list-style-type: none">• Implement and monitor the progress of the data preparations, platforms and integrations and Student Information System (SIS) processes for implementation of Infinite Campus in 2025-26

Pillar: Operational Excellence

Improving operational efficiency and effectiveness through safe and clean environments, the best technologies for students to learn, prudent spending, and enhanced data use.

PRIORITY Oe2 continued:	Modernize our technological infrastructure and systems.
STRATEGIES:	Implement an advanced Information Technology Service Management (ITSM) platform to decrease ticket resolution times, improve operational efficiency and increase satisfaction for users. <ul style="list-style-type: none">• Plan the implementation of ServiceNow to align with instructional technology and other department service request needs• Implement and monitor the progress of the training of internal staff, piloting of the tool Go Live and ongoing platform updates and maintenance
IMPLEMENTATION PHASE:	<pre>graph LR; A[24-25 Planning] --> B[25-26 Initial]; B --> C[26-27 Full]; C --> D[27-28 Sustained]; D --> E[28-29 Sustained]; style A fill:#90EE90,stroke:#333,stroke-width:1px; style B fill:#D3D3D3,stroke:#333,stroke-width:1px; style C fill:#D3D3D3,stroke:#333,stroke-width:1px; style D fill:#D3D3D3,stroke:#333,stroke-width:1px; style E fill:#D3D3D3,stroke:#333,stroke-width:1px;</pre>

Pillar: Operational Excellence

Improving operational efficiency and effectiveness through safe and clean environments, the best technologies for students to learn, prudent spending, and enhanced data use.

<p>PRIORITY Oe3:</p>	<p>Develop and implement sustainable budgets and financial forecasts to guide prudent spending.</p>
<p>STRATEGIES:</p>	<p>Develop a multi-year financial forecast for the district to assist in the prioritization and sequencing of our actions and the prudent identification of resource needs.</p> <ul style="list-style-type: none"> ● Develop a financial model to project financials beyond current budget year (5 year projection): <ul style="list-style-type: none"> ○ Primary focus on understanding expenditures and need for support from Mecklenburg County ● Collaborate with superintendent and cabinet members to understand key assumptions and the resulting potential longer-term outcomes: <ul style="list-style-type: none"> ○ Assess implications to current 5 year Strategic Plan ○ Develop and adjust plans and strategies going forward ● Review and discuss with Charlotte-Mecklenburg Board of Education and County Commission in the December-January timeframe: <ul style="list-style-type: none"> ○ Not a formal request, but informational for their planning and understanding – actual requests for any change in funding would be included in the annual budget request <p>Improve funding formulas and create mechanisms to ensure equitable distribution of all resources across the district.</p> <ul style="list-style-type: none"> ● Collaborate with fund owners and executive approvers prior to the fiscal year: <ul style="list-style-type: none"> ○ Revise comprehensive annual budget development calendar ○ Streamline systems for investment evaluations and CFIs (cases for investment) ○ Conduct budget review meetings with executive approvers ○ Conduct budget review meetings with fund owners ● Collaborate with fund owners and executive approvers during the: <ul style="list-style-type: none"> ○ Quarterly financial reviews with executive approvers (Q1 and Q2), shifting to monthly meetings last half of fiscal year ○ Quarterly financial reviews with fund owners (Q1 and Q2), shifting to monthly meetings last half of fiscal year ○ Opportunities for training and support ● Realign and refine budget team responsibilities/core work processes: <ul style="list-style-type: none"> ○ Revised budget manual ○ Standard financial reviews with multiple analysis lenses ○ Streamlined support to departments and schools (business partner model) ○ Biweekly meeting across finance groups to review/discuss <p>Enhance comprehensive periodic financial reviews so resources are aligned to maximize return on investment and to balance short- and long-term needs.</p> <ul style="list-style-type: none"> ● Collaborate with Fund Owners & Executive Approvers prior to the fiscal year (FY) ● Collaborate with Fund Owners & Executive Approvers during the fiscal year (FY) ● Realign and refine the Budget Team responsibilities, core work and processes

Pillar: Operational Excellence

Improving operational efficiency and effectiveness through safe and clean environments, the best technologies for students to learn, prudent spending, and enhanced data use.

<p>PRIORITY Oe3 continued:</p>	<p>Develop and implement sustainable budgets and financial forecasts to guide prudent spending.</p>
<p>STRATEGIES:</p>	<p>Streamline financial systems, policies and procedures to ensure schools are adequately and efficiently equipped to deliver high-quality learning experiences.</p> <ul style="list-style-type: none"> ● Continue to press forward with accelerated monthly close calendar: <ul style="list-style-type: none"> ○ Enhance and communicate financial results in a timely manner to superintendent, cabinet, departments and fund owners ○ Develop and enhance processes to streamline analytical review of financial results ○ Develop and/or enhance financial reporting such that departments and fund owners have the information they need to quickly and efficiently understand results and how their area of responsibility impacts results ● Create new or Review and update existing financial policies: <ul style="list-style-type: none"> ○ Annual review/update ○ Where needed seek input from superintendent, cabinet or Charlotte-Mecklenburg Board of Education ● Primary focus in coming year(s) is supporting the modernization effort (Oracle implementation): <ul style="list-style-type: none"> ○ Ensure system implementation success by engaging in the process and providing guidance to the implementation team ○ Ensure long-term success by developing and/or adjusting processes and procedures to tie in with the new financial system
<p>IMPLEMENTATION PHASE:</p>	

Pillar: Operational Excellence

Improving operational efficiency and effectiveness through safe and clean environments, the best technologies for students to learn, prudent spending, and enhanced data use.

<p>PRIORITY Oe4:</p>	<p>Continuously improve effectiveness in all operations across the district.</p>
<p>STRATEGY:</p>	<p>Establish system-wide project management excellence to develop a collaborative, trusted, and results-oriented culture.</p> <ul style="list-style-type: none"> • Develop and implement annual processes to develop the five year Annual Planning forecast, the 2024-25 District Annual Report, and the 2025-26 District Annual Plan • Develop, implement and monitor implementation of districtwide systems, tools and training for districtwide implementation of practices in systems management, including but not limited to project management, process improvement and creation and use of standard operating procedures • Lead the development of multi-year strategic plans to meet the Goals and Guardrails as established by the Superintendent and the Charlotte-Mecklenburg Board of Education
	<p>Continue implementing the continuous improvement mindset, strengthening and improving the ability to work across department lines and improve the documentation of work processes and procedures.</p> <ul style="list-style-type: none"> • Create and implement a districtwide Point of Contact and Standard Operating Procedure Directory • Execute Phases 2 and 3 of the creation of the Charlotte-Mecklenburg Schools Standard Operating Procedure Directory • Develop and implement a research and evaluation plan that supports district strategy continuous improvement and decision-making to determine where to focus future efforts
	<p>Systematically engage in reviewing targeted areas of opportunity with peer groups, such as the Council of the Great City Schools and others, to enhance the performance of the district.</p> <ul style="list-style-type: none"> • Leverage best practices from other partner districts across the nation
<p>IMPLEMENTATION PHASE:</p>	

Pillar: Operational Excellence

Improving operational efficiency and effectiveness through safe and clean environments, the best technologies for students to learn, prudent spending, and enhanced data use.

<p>PRIORITY Oe5:</p>	<p>Enhance the use of data to improve decision-making in all of our actions.</p>
<p>STRATEGY:</p>	<p>Modernize our data reporting platforms to improve the timeliness and accessibility of key data for supporting strategic efforts, improving operational efficiency and informing instruction.</p> <ul style="list-style-type: none"> Secure all needed resources to initiate, complete and implement a project to create reports on the goals, guardrails, and interim measures for which data are already available in the data model, specifically developing a platform for collecting data and reporting on classroom core action walkthroughs Automate department data resources by creating reports for which data are already available in the data model and then reports for data that are not currently in the model Migrate key portal content for schools by creating reports to replace Navigator Portal reports that schools currently use and then creating applications to replace Navigator Portal applications that schools currently use <p>Conduct regular data review meetings to drive continuous improvement at schools and across the District.</p> <p>In addition to implementing key levers in Priority Ae1:</p> <ul style="list-style-type: none"> Create, implement and progress monitor a districtwide monitoring cadence for implementation of the district annual plan, including district departments and schools <p>Enhance the capability of all staff to use data to drive improvement, including training.</p> <ul style="list-style-type: none"> Build skills and competencies of stakeholders throughout the district to engage in data review meetings and associated systems management to enact next steps with efficiency and intentionality <p>Monitor developments with (AI) generative artificial intelligence, seeking to adopt this to serve students better when suitable for specific use cases.</p> <ul style="list-style-type: none"> Conduct research and analysis on use of AI (artificial intelligence), forming a dedicated AI task force comprising educators, instructional technology staff, and administrators to engage in activities such as analyzing existing use cases and success stories of AI implementation in education Establish governance frameworks to guide the responsible development and deployment of AI technologies, including but not limited to ethical guidelines and principles for use Collaborate with curriculum developers to integrate AI tools and resources into the existing curriculum and provide associated training and resources for teachers and staff on effective and safe use of AI tools
<p>IMPLEMENTATION PHASE:</p>	<p>24-25 Initial 25-26 Full 26-27 Sustained 27-28 Sustained 28-29 Sustained</p>



Engagement Excellence

Pillar: Engagement Excellence

Fostering collaborative and inclusive community partnerships, ensuring consistent two-way communication to equitably meet needs, source funding, and create new opportunities for all.

<p>PRIORITY Ee1:</p>	<p>Work collaboratively with community partners and governmental agencies to equitably meet the needs of our students and staff.</p>
<p>STRATEGY:</p>	<p>Cultivate authentic partnerships with community-based organizations, the business community and institutions of higher education to meet the needs of our students.</p> <ul style="list-style-type: none"> • Communicate with community partners, the business community and institutions of higher education aligned with district needs and the strategic plan • Create a system to intentionally cultivate diverse, authentic partnerships with community-based organizations, the business community, and institutions of higher education to meet and match the needs of our students • Conduct quarterly alignment meetings with partners to communicate and collaborate in pursuit of meeting district goals and guardrails <p>Partner with all community entities required to ensure that Charlotte-Mecklenburg Schools creates meaningful career opportunities and internships to advance students In addition to implementing key levers in Priority Ae2:</p> <ul style="list-style-type: none"> • Continuously improve and monitor the system and tools needed to ensure compliance with procedures, regulations, policies and laws when collaborating with external organizations <p>Hold an annual partnership summit meeting with the Charlotte-Mecklenburg Schools Superintendent and our community partners.</p> <ul style="list-style-type: none"> • Host an annual Partnership Summit, communicating and collaborating with community partners, the business community and institutions of higher education in areas aligned to the strategic plan • Share key takeaways and action items from the Partnership Summit • Implement strategies discussed at the summit • Monitor and communicate progress throughout the year internally within the school system and externally with the broader Charlotte community <p>Develop local and state coalitions consisting of parents, other school districts, education associations, and local community-based organizations to advance the district's advocacy priorities.</p> <ul style="list-style-type: none"> • Create a tracker to record and monitor the development of local and state coalitions • Identify existing partnerships with coalitions that focus on increasing compensation and affordable housing for teachers • Provide social-emotional and character development support and access to enrichment activities that successfully engage students and enhance early literacy support to K-2 students and staff • Establish annual meeting cadence between local/state coalitions and Charlotte-Mecklenburg Schools <p>Participate in national and state networks of school districts to better inform policies and practices.</p> <ul style="list-style-type: none"> • Identify the most reputable state and/or national organizations that speak to relevant policies and best practices, such as: The Council of the Great City Schools • Communicate key information to essential internal and external stakeholders that will guide the district to make better informed decisions on policies and practices to address the needs of Charlotte-Mecklenburg Schools students and staff
<p>IMPLEMENTATION PHASE:</p>	<pre> graph LR A[24-25 Initial] --> B[25-26 Full] B --> C[26-27 Sustained] C --> D[27-28 Sustained] D --> E[28-29 Sustained] style A fill:#ffff00 style B fill:#cccccc style C fill:#cccccc style D fill:#cccccc style E fill:#cccccc </pre>

Pillar: Engagement Excellence

Fostering collaborative and inclusive community partnerships, ensuring consistent two-way communication to equitably meet needs, source funding, and create new opportunities for all.

<p>PRIORITY Ee2:</p>	<p>Strengthen home-school partnerships to increase student academic achievement.</p>
<p>STRATEGY:</p>	<p>Support all school sites in: (1) developing a cohort of school volunteers and parent leaders that is truly representative of the school and (2) gaining access to targeted community partner resources.</p> <ul style="list-style-type: none"> Using identified high priority district needs that are aligned to the district strategic plan, communicate and collaborate with current community organizations to recruit volunteers that support the greatest needs of the school district Prospect and identify additional community partners with organizations that can provide resources and support aligned with school needs Create, implement and progress monitor a system and associated tool(s) needed to ensure compliance with procedures, regulations, policies and laws when collaborating with external organizations and engaging volunteers <p>Develop Charlotte-Mecklenburg Schools as a trusted source of valuable information for families with all things relevant to their children's educational needs and progress, including revamping and relaunching the Charlotte-Mecklenburg Schools Family Academy to provide resources and support to families.</p> <ul style="list-style-type: none"> Using identified high priority district needs that are aligned to the district strategic plan, communicate and collaborate with departmental and schools within Charlotte-Mecklenburg Schools and community organizations to host parent education workshops on a regular cadence Use multiple communication channels to inform families of upcoming events Ensure accessibility for all families and caretakers by offering translation services during events and districtwide materials and resources in multiple languages
<p>IMPLEMENTATION PHASE:</p>	

Pillar: Engagement Excellence

Fostering collaborative and inclusive community partnerships, ensuring consistent two-way communication to equitably meet needs, source funding, and create new opportunities for all.

<p>PRIORITY Ee3:</p>	<p>Establish open dialogue for two-way communication between the district and community, providing clear information and listening attentively.</p>
<p>STRATEGY:</p>	<p>Maintain effective collaboration with media partners to share positive and uplifting stories of Charlotte-Mecklenburg Schools and our students.</p> <ul style="list-style-type: none"> • Provide media interaction preparedness training for Executive Leadership to advance Charlotte-Mecklenburg Schools story • Continue to build and foster positive relationships with media <p>Continue to enhance and improve district and school websites, communication channels and social media.</p> <ul style="list-style-type: none"> • Develop a comprehensive communication schedule for all communication channels and platforms • Ensure that all district information is posted in a timely manner on all platforms • Develop a thematic communications calendar that aligns with district events, observances and initiatives <p>Strengthen our customer service at every touch point, and institute a system for measuring our quality of service to inform improvements.</p> <ul style="list-style-type: none"> • Identify communication tools that connect internal and external stakeholders through timely and caring customer service indicative of providing the Charlotte-Mecklenburg Schools C.R.O.W.N. experience. • Develop a timeline for implementation of communication tools that align with the district calendar • Establish a system for tracking categorical data, timeliness, trends and satisfaction of responses to customer service queries <p>Improve internal communication structures to ensure all employees receive timely district news and important information.</p> <ul style="list-style-type: none"> • Design and develop alternatives for getting timely information throughout Charlotte-Mecklenburg Schools (especially staff that are not actively on computers) • Train all Charlotte-Mecklenburg Schools staff on the process for sharing story ideas • Design and implement a media ambassador program where every department and school has identified key contacts to support elevating key newsworthy stories <p>Communicate with families in multiple languages and modes to best meet their needs.</p> <ul style="list-style-type: none"> • Identify communication modality needs for Charlotte-Mecklenburg Schools families • Provide district communications in multiple languages
<p>IMPLEMENTATION PHASE:</p>	

Pillar: Engagement Excellence

Fostering collaborative and inclusive community partnerships, ensuring consistent two-way communication to equitably meet needs, source funding, and create new opportunities for all.

<p>PRIORITY Ee4:</p>	<p>Coordinate with community organizations and pursue new funding opportunities to provide the resources needed for our students and staff and to create new opportunities for them.</p>
<p>STRATEGY:</p>	<p>Secure more resources for our students and educators by aggressively pursuing funds targeted to the areas of highest impact and supporting ongoing innovation.</p> <ul style="list-style-type: none"> • Pursue new funding opportunities to provide the resources needed for our students and staff • Distribute grant opportunities and advertise lunch and learn series • Conduct accurate and timely grant management monitoring and reporting <p>Increase the coordination of our efforts: (1) Within Charlotte-Mecklenburg Schools: Across the Charlotte-Mecklenburg Schools Grants department, Partnerships, Family and Community Engagement, the Federal programs department and others as needed, and (2) Between Charlotte-Mecklenburg Schools and the Charlotte-Mecklenburg Schools Foundation</p> <ul style="list-style-type: none"> • Collaboratively conduct a districtwide needs assessment to identify high priority district needs that are aligned to the Charlotte-Mecklenburg Schools strategic plan • Map district needs to available community resources • Create, implement and progress monitor a system and associated tool(s) needed to conduct monthly collaborative alignment meetings with all internal and external stakeholders indicated in the strategy <p>Identify new sources of revenue from federal, state and local levels to maximize the use of recurring and non-recurring funds for all district operations.</p> <ul style="list-style-type: none"> • Using identified high priority district needs that are aligned to the district strategic plan, identify and pursue new federal, state and local funding opportunities to provide the resources needed for students and staff • Create, implement and progress monitor a system and associated tool(s) needed to ensure compliance with procedures, regulations, policies and laws when collaborating with external organizations on funding opportunities
<p>IMPLEMENTATION PHASE:</p>	<pre> graph LR A[24-25 Planning] --> B[25-26 Initial] B --> C[26-27 Full] C --> D[27-28 Sustained] D --> E[28-29 Sustained] style A fill:#90EE90 style B fill:#D3D3D3 style C fill:#D3D3D3 style D fill:#D3D3D3 style E fill:#D3D3D3 </pre>