



Charlotte-Mecklenburg Schools

Annual Plan

2025-2026

June 20, 2025

A Letter from Dr. Crystal Hill



Dear Charlotte-Mecklenburg Schools families, students, staff and community:

Last year, Charlotte-Mecklenburg Schools made a commitment to you by launching and executing with fidelity the first year of our 2024-2029 Strategic Plan. In Year One, we created and achieved ambitious goals that positively impacted our student-outcome focused goals.

Hard work, determination and support from our community partners allowed us to make progress toward our goals and guardrails. All Pillars saw success in the first year of the Strategic plan.

- Academic Excellence developed both the teachers' instructional ability through professional development sessions and students' post-secondary planning with the implementation of the Learner Profile.
- People Excellence recruited and retained classroom teachers throughout the year and supported new teachers through a comprehensive Onboarding Experience.
- Operational Excellence facilitated stakeholder engagement and feedback sessions to develop the Charlotte-Mecklenburg Schools Artificial Intelligence (AI) Policy.
- Engagement Excellence continued meaningful collaboration with our community partners to engage families both in-person and virtual Family Academy events.

As we embark on the second year of our five-year Strategic Plan, we reaffirm our commitment to being future-focused and community-driven. We remain steadfast in achieving our long-term goals and will maintain the urgency of now. To ground this work, we are excited to unveil our Theory of Change, which recognizes our ability to support, train, and develop our teachers as a critical component for change.

Looking ahead, we will continue to lead the way in educational excellence by partnering with our employees, families, board of education and community partners as we work together to empower independent learners.

We are committed to maintaining the momentum we established in 2024-2025 and look forward to the endless possibilities we will achieve together this year.

In service and partnership,

Crystal

Crystal L. Hill, Ed.D.
Superintendent

Our Guiding Principles: The CMS Way!

Endless possibilities start with



OUR MISSION

To create an innovative, inclusive, student-centered environment that supports the development of independent learners.

OUR VISION

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

2024 – 2029 DISTRICT GOALS



Improve Early Literacy in Grades K – 2



Improve Literacy Skills in Grades 3 – 8



Strengthen Math Performance in Math 1



Post-Grad Readiness

CORE BELIEFS

Public education is essential to democracy and necessary for economic opportunity, mobility and the broader public good.

We are responsible for building and maintaining a high performing school district.

Each student is uniquely capable and deserves an engaging, relevant, and challenging educational experience.

Our principals and teachers make the critical difference in student achievement and building a positive school community.

The school system, families, and communities are necessary partners in ensuring the academic, social, emotional and behavioral success of students.

GUARDRAILS



Equity over Equality:
Reducing Achievement Gaps



Safety & Security



Attending to the Whole Child:
Wellbeing & Engagement



Staffing:
High Quality Teachers

FOUR PILLARS OF EXCELLENCE



Academic
Excellence



People
Excellence



Operational
Excellence



Engagement
Excellence

OUR COMMITMENT TO DELIVER **EXCELLENCE** WITHOUT EXCEPTION

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 well-being.

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.	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
➤	Goal 1: Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS	67%	71%	June 2024
		**	75%	June 2025
			79%	June 2026
			83%	June 2027
			87%	June 2028
			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%	34%	June 2024
		**	37%	June 2025
			40%	June 2026
			43%	June 2027
			46%	June 2028
			50%	June 2029
➤	Goal 3: Increase the percent of students scoring CCR (college and career ready)* on Math I assessments.	27%	32%	June 2024
		**	37%	June 2025
			42%	June 2026
			47%	June 2027
			52%	June 2028
			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.	72%	74%	June 2024
		**	76%	June 2025
			78%	June 2026
			80%	June 2027
			82%	June 2028
			85%	June 2029

* 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.

** Final 2024-2025 data not official until Fall 2025.

2025-26 Goal Interim Measures

Annual Goals & Interim Measures		From 2024-25	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	**	79%	June 2026
	Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS.	**	85%	June 2026
	Increase the percentage of 1st Grade students scoring at or above benchmark in early literacy as measured by DIBELS.	**	80%	June 2026
	Increase the percentage of 2nd Grade students scoring at or above benchmark in early literacy as measured by DIBELS.	**	74%	June 2026
➤	Goal 2: Increase the percent of students scoring CCR (college and career ready)* on reading end of grade assessments in grades 3-8.	**	40%	June 2026
	Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment (grades 3-5).	**	41%	June 2026
	Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment (grades 6-8).	**	40%	June 2026
➤	Goal 3: Increase the percent of students scoring CCR (college and career ready)* on Math I assessments.	**	42%	June 2026
	Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment (grades 6-8).	**	80%	June 2026
	Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment (grades 9-12).	**	24%	June 2026
➤	Goal 4: Increase the percent of high school students graduating with their graduation cohort on track to be enrolled, enlisted, or employed.	**	78%	June 2026
	Increase the percent of cohort students achieving at least one Goal 4 indicator at the end of 10th grade.	**	57%	June 2026
	Increase the percent of cohort students achieving at least one Goal 4 indicator at the end of 11th grade.	**	75%	June 2026

* 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.

** Final 2024-2025 data not official until Fall 2025.

2025-26 Guardrail Interim Measures

Guardrails	From 2024-25	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.			
Decrease the performance gap between the highest and lowest performing racial/ethnic student groups in DIBELS (K-2).	**	28%	June 2026
Decrease the performance gap between the highest and lowest performing racial/ethnic student groups in EOG/EOC ELA.	**	37%	June 2026
Decrease the performance gap between the highest and lowest performing racial/ethnic student groups in EOG/EOC Math 1.	**	50%	June 2026
➤ Guardrail 2: The Superintendent shall not allow an unsafe environment in schools, at school-related events, or on transportation.			
Decrease the total number of Reportable Offenses and Persistently Dangerous Offenses.	**	9.3%	June 2026
Increase the percentage of Grade 5-13 students who feel safe at school.	**	81%	June 2026
Decrease the percentage of teachers agree that <i>Threats of violence toward teachers are conduct issues at my school</i> ".	**	19%	June 2026
➤ Guardrail 3: The Superintendent shall not neglect social-emotional support; character development support; attendance support; or access to enrichment activities that successfully engage students.			
Increase the percentage of schools meeting CKH Culture & Climate baseline for teachers on the mid-year survey.	**	42%	June 2026
Increase the percentage of schools meeting CKH implementation fidelity for leaders on the mid-year survey.	**	36%	June 2026
Increase the percentage of high school students engaged in at least one extracurricular activity or club.	**	***	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.			
Decrease the percentage of school vacancies on the 1st day of school.	**	2.5%	June 2026
Decrease the percentage of highly effective teachers leaving Charlotte-Mecklenburg Schools during the school year.	**	14%	June 2026
Increase the percentage of master teachers participating in required professional development.	**	***	June 2026

** Final 2024-2025 data not official until Fall 2025.

*** Annual target yet to be finalized.

Alignment to Goals and Guardrails

2024-29 BOE Goals and Guardrails

2024-29 District Strategic Plan

2025-26 District Annual Plan

2025-26 District Annual Budget

2025-26 Department Annual Plans
2025-26 School Improvement Plans

2025-26 Professional Development Plans
2025-26 Evaluations

Achieving the Goals and Guardrails



Academic Excellence

Goals 1, 2, 3

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

- High Quality Core Instruction
- Family Engagement

Goal 4

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

- Student Engagement

Guardrail 1

Eliminate the gaps in performance and opportunities between student groups

- High Quality Core Instruction
- Family Engagement

Guardrail 2

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

- Student Engagement

Guardrail 2, 3

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

- Student Engagement

Achieving the Goals and Guardrails



People Excellence

Guardrail 4

Competitively recruit and retain a highly qualified and committed workforce

- High Quality Teachers

Guardrail 4

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

- High Quality Specialists
- High Quality Math and Literacy Master Teachers
- Professional Development

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

- High Quality Teachers

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

- High Quality Specialist
- High Quality Master Teachers

Achieving the Goals and Guardrails



Operational Excellence

Build and actively maintain great facilities

Modernize our technological infrastructure and systems

- Family Engagement

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

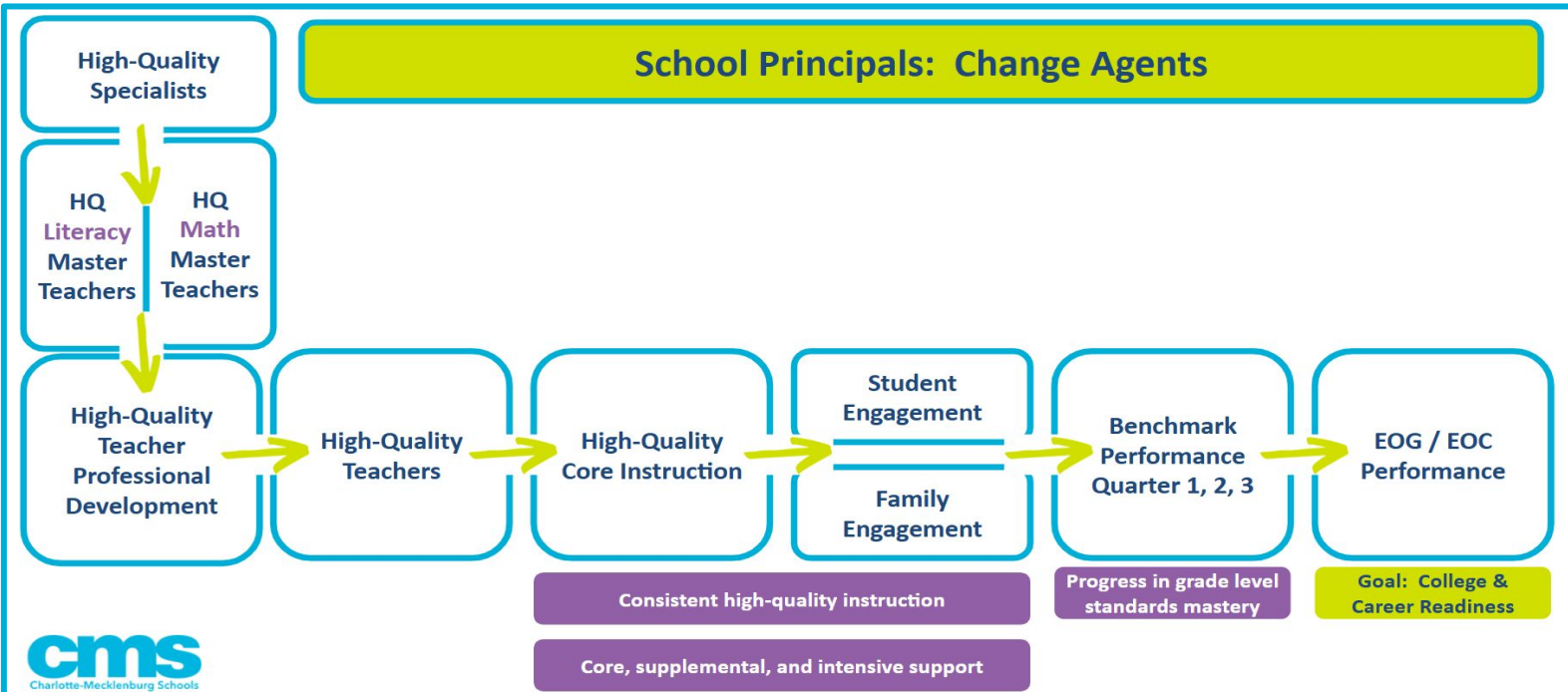
Strengthen home-school partnerships to increase student academic achievement.

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.

Theory of Change & Key Levers

- Teachers are the people who directly impact student learning. Our district work is in service of supporting the work of teachers.
- Our ability to pay, train, develop and retain our high-quality teachers is required to meet our goal and guardrail annual targets and to ensure a workforce with stable, sustained skills and competencies for continued future success.
- We are using our Theory of Change as the anchor for our 2025-2026 Annual Plan. If supporting, training, and developing our teachers is critical, we need to be sure our service delivery is set up to deliver that.



Theory of Change	Definition
High-Quality Specialists	Provide training and development to high-quality literacy and math master teachers and classroom teachers
HQ Literacy Master Teacher HQ Math Master Teacher	Provide job-embedded training and development to high-quality literacy and math classroom teachers
HQ Professional Development	Provide training and development to high-quality literacy and math master teachers and classroom teachers
High Quality Teacher	Ensure there is a high-quality classroom teacher for each classroom
High Quality Core Instruction	Ensure consistent, high-quality instruction in every classroom
Student Engagement	Ensure a framework and associated district supports are in place to provide a welcoming, inclusive environment in all schools
Family Engagement	Ensure family understanding of student progress and how to use available resources to extend learning within and outside of the school day



Academic Excellence

Strategies by Implementation Phase

Academic Excellence

Planning	Initial	Full	Sustained		
Strategy	Implementation Years				
	24-25	25-26	26-27	27-28	28-29
Ae 1.001 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.	F	S	S	S	S
Ae 1.002 Ensure equitable instructional practices are administered uniformly across the district.	F	F	F	S	S
Ae 1.003 Incentivize and invest in teachers, principals and staff applying to, accepting positions at and persisting in high-needs schools.	F	F	S	S	S
Ae 1.004 Guide instruction with appropriate data driven analysis so all students reach the student outcome focused goals.	I	F	F	S	S
Ae 2.001 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	I	I	F	F
Ae 2.002 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	I	I	F	S
Ae 2.003 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	I	F	F	S
Ae 2.004 Build a continuous pipeline of credentials for students progressing to 2-year or 4-year colleges and enhancing their commitment to future endeavors.	I	I	F	F	S
Ae 3.001 Continue working with community partners to provide exposure/opportunities to Pre Kindergarten-aged students to meet their needs for academic support.	P	I	F	F	S
Ae 3.002 Implement core experiences to accelerate academic growth of all student groups. In addition to implementing key levers in Priority Ae1.	F	F	F	S	S

Strategies by Implementation Phase

Academic Excellence

Planning	Initial	Full	Sustained		
Strategy	Implementation Years				
	24-25	25-26	26-27	27-28	28-29
Ae 3.003 Offer multiple opportunities for enhanced learning to students in need, coordinating with community partners as needed.	I	F	S	S	S
Ae 3.004 Expand access to advanced learning experiences, programs, and courses to address the disproportionality of students identified to receive services.	I	F	S	S	S
Ae 4.001 Continue providing a wide variety of classes and experiences that produce a well-rounded education.	I	F	S	S	S
Ae 4.002 Ensure regular exposure to cultural and artistic experiences for students inside and outside of the classroom, especially those students from under-resourced communities.	I	F	S	S	S
Ae 4.003 Create affordable opportunities for all students to engage in extracurricular activities, including student interest clubs, volunteerism, and civic engagement.	P	P	I	F	S
Ae 5.001 Work with community partners to offer physical and mental health services for students and families at schools.	I	I	F	S	S
Ae 5.002 Work with community partners to assess existing whole-child resources, and then actively network with families on these available services.	I	I	F	S	S
Ae 5.003 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.	I	I	F	F	S
Ae 5.004 Expand access to training and supports to reduce the disproportionality of student disciplinary infractions.	I	I	F	F	S
Ae 5.004 Integrate SEL learning into instruction to support students' social development.	I	I	I	F	F

Pillar: Academic Excellence

Goals 1, 2, 3

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

PRIORITY Ae1:

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

Theory of Change Alignment:

High-Quality
Specialists

High-Quality
Master
Teachers

High-Quality
Professional
Development

High-Quality
Teachers

High-Quality
Core
Instruction

Student
Engagement

Family
Engagement

STRATEGIES:

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.

- Strengthen teacher expertise through job-embedded coaching and support for mastering content knowledge.

Ensure equitable instructional practices are administered uniformly across the district.

- Design and deliver targeted, high-quality professional development that directly addresses instructional strengths and gaps identified through Core Action Walk data to promote equitable, districtwide teaching practices.

Incentivize and invest in teachers, principals and staff applying to, accepting positions at and persisting in high-needs schools.

- Implement a targeted recruitment and marketing strategy that provides priority staffing schools with preferential access to high-quality teacher candidates, supported by personalized outreach and incentives to attract, hire, and retain top talent.

Guide instruction with appropriate data driven analysis so all students reach the student outcome focused goals.

- Leverage specialists to lead strategic data analysis cycles that drive improvements in core instruction and accelerate student progress toward outcome-focused goals.

Pillar: Academic Excellence

Goal 4

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

PRIORITY Ae2:

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

Theory of Change Alignment:

High-Quality
Specialists

High-Quality
Master
Teachers

High-Quality
Professional
Development

High-Quality
Teachers

High-Quality
Core
Instruction

Student
Engagement

Family
Engagement

STRATEGIES:

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.

- Equip specialists, student services staff, and families to actively engage students in Learner Profile activities that build postsecondary readiness through targeted professional development, school-based implementation, and meaningful student-family participation.

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.

- Activate specialists, student services staff, and families to guide students in completing Learner Profile activities that foster postsecondary readiness, supported by targeted professional development, school-based implementation, and trusted adult relationships.

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.

- Actively engage students in exploring postsecondary options—including careers, military, and education pathways—by facilitating targeted experiences and ensuring student awareness is documented through the completion of the Post-Secondary Feedback Form, thereby increasing meaningful student engagement and readiness.

Build a continuous pipeline of credentials for students progressing to 2-year or 4-year colleges and enhancing their commitment to future endeavors.

- Promote student engagement by increasing awareness and understanding of the value of CTE credentials as essential tools for career readiness and postsecondary success.

Pillar: Academic Excellence

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

PRIORITY Ae3:

Eliminate the gaps in performance and opportunities between student groups.

Theory of Change Alignment:

High-Quality
Specialists

High-Quality
Master
Teachers

High-Quality
Professional
Development

High-Quality
Teachers

High-Quality
Core
Instruction

Student
Engagement

Family
Engagement

STRATEGIES:

Continue working with community partners to provide exposure/opportunities to Pre Kindergarten-aged students to meet their needs for academic support.

- Implement district-wide Transition to Kindergarten guiding principles and practices to identify and apply key strategies that support successful entry and sustained student engagement in kindergarten.

Implement core experiences to accelerate academic growth of all student groups.

In addition to implementing key levers in Priority Ae1:

- Implement a differentiated core (MTSS) by providing high-quality professional development, strengthening PLC structures, and embedding prerequisite skills to accelerate access to grade-level content for all learners, including ML, EC, and TD students.

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:

- Promote family engagement by implementing a strategic communication plan and leveraging the Family Portal to ensure schools and specialists effectively disseminate information and connect families to enhanced learning opportunities.

Expand access to advanced learning experiences, programs and courses to address the disproportionality of students identified to receive services.

- Implement YET University strategies by providing targeted professional development and equipping teachers to meet student needs, accelerate learning, and expand equitable access to advanced learning opportunities.

Pillar: Academic Excellence

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

PRIORITY
Ae4:

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

Theory of Change Alignment:



STRATEGY:

Continue providing a wide variety of classes and experiences that produce a well-rounded education.

- Promote postsecondary readiness by equipping staff to implement learner profile activities, providing targeted professional development, and engaging students and families through strategic outreach and awareness efforts.

Ensure regular exposure to cultural and artistic experiences for students inside and outside of the classroom, especially those students from under-resourced communities.

- Expand student engagement by introducing innovative cultural and artistic programs in schools with limited offerings, prioritizing access for students from under-resourced communities.

Create affordable opportunities for all students to engage in extracurricular activities, including student interest clubs, volunteerism and civic engagement.

- Increase postsecondary readiness by equipping staff to implement learner profile activities, providing professional development, and actively engaging students and families in planning for future pathways through extracurricular and civic opportunities.

Pillar: Academic Excellence

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

PRIORITY Ae5:

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

Theory of Change Alignment:

High-Quality
Specialists

High-Quality
Master
Teachers

High-Quality
Professional
Development

High-Quality
Teachers

High-Quality
Core
Instruction

Student
Engagement

Family
Engagement

STRATEGIES:

Work with community partners to offer physical and mental health services for students and families at schools.

- Promote family engagement by launching health awareness campaigns that leverage School-Based Virtual Clinic resources to expand access to physical and mental health services.

Work with community partners to assess existing whole-child resources, and then actively network with families on these available services.

- Increase student engagement by building and refining a live matching dashboard that connects school needs with community partner supports and facilitates active outreach to families on available whole-child resources.

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.

- Strengthen student attendance and re-engagement by directly engaging families to build trust, identify root causes of absenteeism, and connect them with comprehensive child welfare and support services.

Expand access to training and supports to reduce the disproportionality of student disciplinary infractions.

- Reduce student disciplinary infractions by equipping specialists and teachers with targeted professional development, technical support, and the use of monitoring data to strengthen behavior support practices.

Integrate SEL learning into instruction to support students' social development.

- Build staff capacity to integrate whole-child development strategies into instruction by teaching and reteaching student wellness strategies through master teachers and student support staff.



People Excellence

Strategies by Implementation Phase

People Excellence					
Planning	Initial	Full	Sustained		
Strategy	Implementation Years				
	24-25	25-26	26-27	27-28	28-29
Pe 1.001 Increase investments in the recruitment, selection, staffing and retention of employees including the new housing initiative in development.	I	F	S	S	S
Pe 1.002 Refine our recruitment strategy to ensure we can identify qualified candidates to fill vacancies for hard-to-staff roles.	I	F	S	S	S
Pe 1.003 Implement a streamlined onboarding process to improve hiring timelines and to bring new employees to functional effectiveness as quickly as possible.	I	F	S	S	S
Pe 1.004 Develop comprehensive total rewards compensation and incentive plans for all teachers and supporting staff of the district targeted at sustainable compensation levels.	I	F	S	S	S
Pe 2.001 Develop innovative ways to increase the availability of ongoing professional development and coaching, including finding the time required.	I	F	S	S	S
Pe 2.002 Provide regular opportunities for educators to observe instruction in their content area.	I	F	S	S	S
Pe 2.003 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.	I	F	S	S	S
Pe 2.004 Increase employees’ skills on inclusive practices and develop systems to constantly refine these practices.	I	F	S	S	S
Pe 2.005 Develop and implement a succession planning process for the district that includes talent planning.	P	P	P	I	F
Pe 3.001 Ensure that programs which recognize and elevate the appreciation of teachers and other staff are consistently implemented districtwide.	I	F	S	S	S
Pe 3.002 Collaborate with community partners to create and implement targeted employee wellness programs.	I	I	F	S	S

Strategies by Implementation Phase

People Excellence					
Planning	Initial	Full	Sustained		
Strategy	Implementation Years				
	24-25	25-26	26-27	27-28	28-29
Pe 3.003 Build the capacity of employees to promote wellness strategies for their teams and schools.	I	I	F	S	S
Pe 4.001: Deepen Charlotte-Mecklenburg Schools culture of universally shared commitment to student success.	I	F	S	S	S
Pe 4.003 Refine our recruitment strategy to ensure we can identify qualified candidates to fill vacancies for hard-to-staff roles.	I	F	S	S	S

Pillar: People Excellence

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

PRIORITY Pe1:

Competitively recruit and retain a highly qualified and committed workforce.

Theory of Change Alignment:

High-Quality
Specialists

High-Quality
Master
Teachers

High-Quality
Professional
Development

High-Quality
Teachers

High-Quality
Core
Instruction

Student
Engagement

Family
Engagement

STRATEGIES:

Increase investments in the recruitment, selection, staffing and retention of employees including the new housing initiative in development.

- Strengthen teacher recruitment, support, and retention by monitoring teacher needs, providing job-embedded coaching and professional development, and implementing housing and financial literacy initiatives through the At Home in CMS program.

Refine our recruitment strategy to ensure we can identify qualified candidates to fill vacancies for hard-to-staff roles.

- Recruit high-quality teachers for hard-to-staff roles by leveraging high-touch and high-tech outreach, strengthening university partnerships, and expanding CMS Grow Your Own pathways.

Implement a streamlined onboarding process to improve hiring timelines and to bring new employees to functional effectiveness as quickly as possible.

- Accelerate functional effectiveness of new teachers by refining onboarding, delivering differentiated professional development, and providing ongoing school-based support and monitoring.

Develop comprehensive total rewards compensation and incentive plans for all teachers and supporting staff of the district targeted at sustainable compensation levels.

- Support teacher recruitment by expanding the use of the Total Rewards Estimator to highlight comprehensive compensation and incentive opportunities.

Pillar: People Excellence

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.

Theory of Change Alignment:

High-Quality Specialists

High-Quality Master Teachers

High-Quality Professional Development

High-Quality Teachers

High-Quality Core Instruction

Student Engagement

Family Engagement

STRATEGIES:

Develop innovative ways to increase the availability of ongoing professional development and coaching, including finding the time required.

- Increase access to ongoing professional development by leveraging dashboards to deliver learning opportunities, track participation and feedback, and establish baseline data to measure effectiveness.

Provide regular opportunities for educators to observe instruction in their content area.

- Strengthen instructional practice by engaging Master Teachers in professional development on high-leverage, content-specific strategies, with progress measured through Core Action Walk data and student achievement outcomes.

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.

- Develop beginning teachers by providing competency-aligned professional development, strengthening mentor support, and monitoring instructional growth through the Core Action Walk tool.

Increase employees' skills on inclusive practices and develop systems to constantly refine these practices.

- Strengthen inclusive practices by providing access to professional development, tracking participation and feedback through dashboards, and collecting baseline data to measure impact and guide continuous improvement.

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.

Theory of Change Alignment:



STRATEGIES:

Develop and implement a succession planning process for the district that includes talent planning.

Pillar: People Excellence

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

PRIORITY Pe3:

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

Theory of Change Alignment:

High-Quality
Specialists

High-Quality
Master
Teachers

High-Quality
Professional
Development

High-Quality
Teachers

High-Quality
Core
Instruction

Student
Engagement

Family
Engagement

STRATEGY:

Ensure that programs which recognize and elevate the appreciation of teachers and other staff are consistently implemented districtwide.

Collaborate with community partners to create and implement targeted employee wellness programs.

Build the capacity of employees to promote wellness strategies for their teams and schools.

Pillar: People Excellence

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

PRIORITY
Pe4:

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

Theory of Change Alignment:



STRATEGY:

Deepen Charlotte-Mecklenburg Schools culture of universally shared commitment to student success.

Enhance the implementation of the formal performance evaluation system for all employees grounded in district developed frameworks.



Operational Excellence

Strategies by Implementation Phase

Operational Excellence					
Planning	Initial	Full	Sustained		
Strategy	Implementation Years				
	24-25	25-26	26-27	27-28	28-29
Oe 1.001 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.	I	F	F	S	S
Oe 1.002 Build and maintain modern facilities that maximize student learning, prioritizing areas of need and integrate this work with the periodic comprehensive review as needed.	I	I	F	S	S
Oe 1.003 Ensure we meet safety and accessibility standards and make necessary facility upgrades in all classrooms and workspaces.	I	I	F	S	S
Oe 1.004 Reduce completion time for submitted work orders at all sites, and improve communication between the Operations Department and schools.	P	I	F	S	S
Oe 2.001 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	I	F	F	S
Oe 2.002 Implement the Charlotte-Mecklenburg Schools Business Modernization system to streamline workflow and reporting, including finance, procurement and HR modules.	P	F	F	I	S
Oe 2.003 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	I	P	S	S
Oe 2.004 Prepare for the adoption of the new student information system that North Carolina will be launching statewide in the 2025-26 school year.	P	I	F	S	S
Oe 2.005 Implement an advanced Information Technology Service Management (ITSM) platform to decrease ticket resolution times, improve operational efficiency and increase satisfaction for users.	I	F	F	S	S

Strategies by Implementation Phase

Operational Excellence					
Planning	Initial	Full	Sustained		
Strategy	Implementation Years				
	24-25	25-26	26-27	27-28	28-29
Oe 3.001 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	F	S	S	S
Oe 3.002 Improve funding formulas and create mechanisms to ensure equitable distribution of all resources across the district.	P	F	S	S	S
Oe 3.003 Enhance comprehensive periodic financial reviews so resources are aligned to maximize return on investment and to balance short- and long-term needs.	P	F	S	S	S
Oe 3.004 Streamline financial systems, policies and procedures to ensure schools are adequately and efficiently equipped to deliver high-quality learning experiences.	P	F	S	S	S
Oe 4.001 Establish system-wide project management excellence to develop a collaborative, trusted, and results-oriented culture.	P	F	S	S	S
Oe 4.002 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	F	S	S	S
Oe 4.003 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	P	I	F	S
Oe 5.001 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	P	I	F	S
Oe 5.002 Conduct regular data review meetings to drive continuous improvement at schools and across the District.	P	P	F	S	S
Oe 5.003 Enhance the capability of all staff to use data to drive improvement, including training.	P	I	F	F	S
Oe 5.004 Monitor developments with (AI) generative artificial intelligence, seeking to adopt this to serve students better when suitable for specific use cases.	P	I	F	S	S

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
Oe1:

Build and actively maintain great facilities.

Theory of Change Alignment:



STRATEGY:

- 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.
- Build and maintain modern facilities that maximize student learning, prioritizing areas of need and integrate this work with the periodic comprehensive review as needed.
- Ensure we meet safety and accessibility standards and make necessary facility upgrades in all classrooms and workspaces.
- Reduce completion time for submitted work orders at all sites, and improve communication between the Operations Department and schools.

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.

Theory of Change Alignment:

High-Quality Specialists

High-Quality Master Teachers

High-Quality Professional Development

High-Quality Teachers

High-Quality Core Instruction

Student Engagement

Family Engagement

STRATEGY:

Enhance the resilience of our cybersecurity infrastructure through the implementation of advanced defense mechanisms, system upgrades, meticulous refinement of work procedures and targeted training.

Implement the Charlotte-Mecklenburg Schools Business Modernization system to streamline workflow and reporting, including finance, procurement and HR modules.

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.

Prepare for the adoption of the new student information system that North Carolina will be launching statewide in the 2025-26 school year.

Implement an advanced Information Technology Service Management (ITSM) platform to decrease ticket resolution times, improve operational efficiency and increase satisfaction for users.

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
Oe3:

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

Theory of Change Alignment:

- High-Quality Specialists
- High-Quality Master Teachers
- High-Quality Professional Development
- High-Quality Teachers
- High-Quality Core Instruction
- Student Engagement
- Family Engagement

STRATEGY:

- 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.
- Improve funding formulas and create mechanisms to ensure equitable distribution of all resources across the district.
- Enhance comprehensive periodic financial reviews so resources are aligned to maximize return on investment and to balance short-tem and long-term needs.
- Streamline financial systems, policies and procedures to ensure schools are adequately and efficiently equipped to deliver high-quality learning experiences.

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
Oe4:

Continuously improve effectiveness in all operations across the district.

Theory of Change Alignment:



STRATEGY:

- Establish system-wide project management excellence to develop a collaborative, trusted, and results-oriented culture.
- 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.
- 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.

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
Oe5:

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

Theory of Change Alignment:

- High-Quality Specialists
- High-Quality Master Teachers
- High-Quality Professional Development
- High-Quality Teachers
- High-Quality Core Instruction
- Student Engagement
- Family Engagement

STRATEGY:

- Modernize our data reporting platforms to improve the timeliness and accessibility of key data for supporting strategic efforts, improving operational efficiency and informing instruction.
- Conduct regular data review meetings to drive continuous improvement at schools and across the District.
- Enhance the capability of all staff to use data to drive improvement, including training.
- Monitor developments with (AI) generative artificial intelligence, seeking to adopt this to serve students better when suitable for specific use cases.



Engagement Excellence

Strategies by Implementation Phase

Engagement Excellence					
Planning	Initial	Full	Sustained		
Strategy	Implementation Years				
	24-25	25-26	26-27	27-28	28-29
Ee 1.001 Cultivate authentic partnerships with community-based organizations, the business community and institutions of higher education to meet the needs of our students.	P	F	S	S	S
Ee 1.002Partner with all community entities required to ensure that Charlotte-Mecklenburg Schools creates meaningful career opportunities and internships to advance students.	P	I	F	S	S
Ee 1.003Hold an annual partnership summit meeting with the Charlotte-Mecklenburg Schools Superintendent and our community partners.	P	I	F	S	S
Ee 1.004Develop 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	I	F	S	S
Ee 1.005 Participate in national and state networks of school districts to better inform policies and practices.	P	I	F	S	S
Ee 2.001 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	I	F	S	S
Ee 2.002 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.	I	F	S	S	S
Ee 3.001Maintain effective collaboration with media partners to share positive and uplifting stories of Charlotte-Mecklenburg Schools and our students.	P	F	S	S	S
Ee 3.002 Continue to enhance and improve district and school websites, communication channels and social media.	P	F	S	S	S
Ee 3.003 Strengthen our customer service at every touch point, and institute a system for measuring our quality of service to inform improvements.	P	F	S	S	S

Strategies by Implementation Phase

Engagement Excellence					
	Planning	Initial	Full	Sustained	
Strategy	Implementation Years				
	24-25	25-26	26-27	27-28	28-29
Ee 3.004 Improve internal communication structures to ensure all employees receive timely district news and important information.	P	F	F	S	S
Ee 3.005 Communicate with families in multiple languages and modes to best meet their needs.	P	F	S	S	S
Ee 4.001 Secure more resources for our students and educators by aggressively pursuing funds targeted to the areas of highest impact and supporting ongoing innovation.	P	F	S	S	S
Ee 4.002 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	I	F	F	S

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.

PRIORITY
Ee1:

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

Theory of Change Alignment:



STRATEGY:

- Cultivate authentic partnerships with community-based organizations, the business community and institutions of higher education to meet the needs of our students.
- Partner with all community entities required to ensure that Charlotte-Mecklenburg Schools creates meaningful career opportunities and internships to advance students.
- Hold an annual partnership summit meeting with the Charlotte-Mecklenburg Schools Superintendent and our community partners.
- 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.
- Participate in national and state networks of school districts to better inform policies and practices.

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.

PRIORITY
Ee2:

Strengthen home-school partnerships to increase student academic achievement.

Theory of Change Alignment:



STRATEGY:

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.

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.

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.

PRIORITY
Ee3:

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

Theory of Change Alignment:



STRATEGY:

Maintain effective collaboration with media partners to share positive and uplifting stories of Charlotte-Mecklenburg Schools and our students.

Continue to enhance and improve district and school websites, communication channels and social media.

Strengthen our customer service at every touch point, and institute a system for measuring our quality of service to inform improvements.

Improve internal communication structures to ensure all employees receive timely district news and important information.

Communicate with families in multiple languages and modes to best meet their needs.

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.

PRIORITY
Ee4:

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.

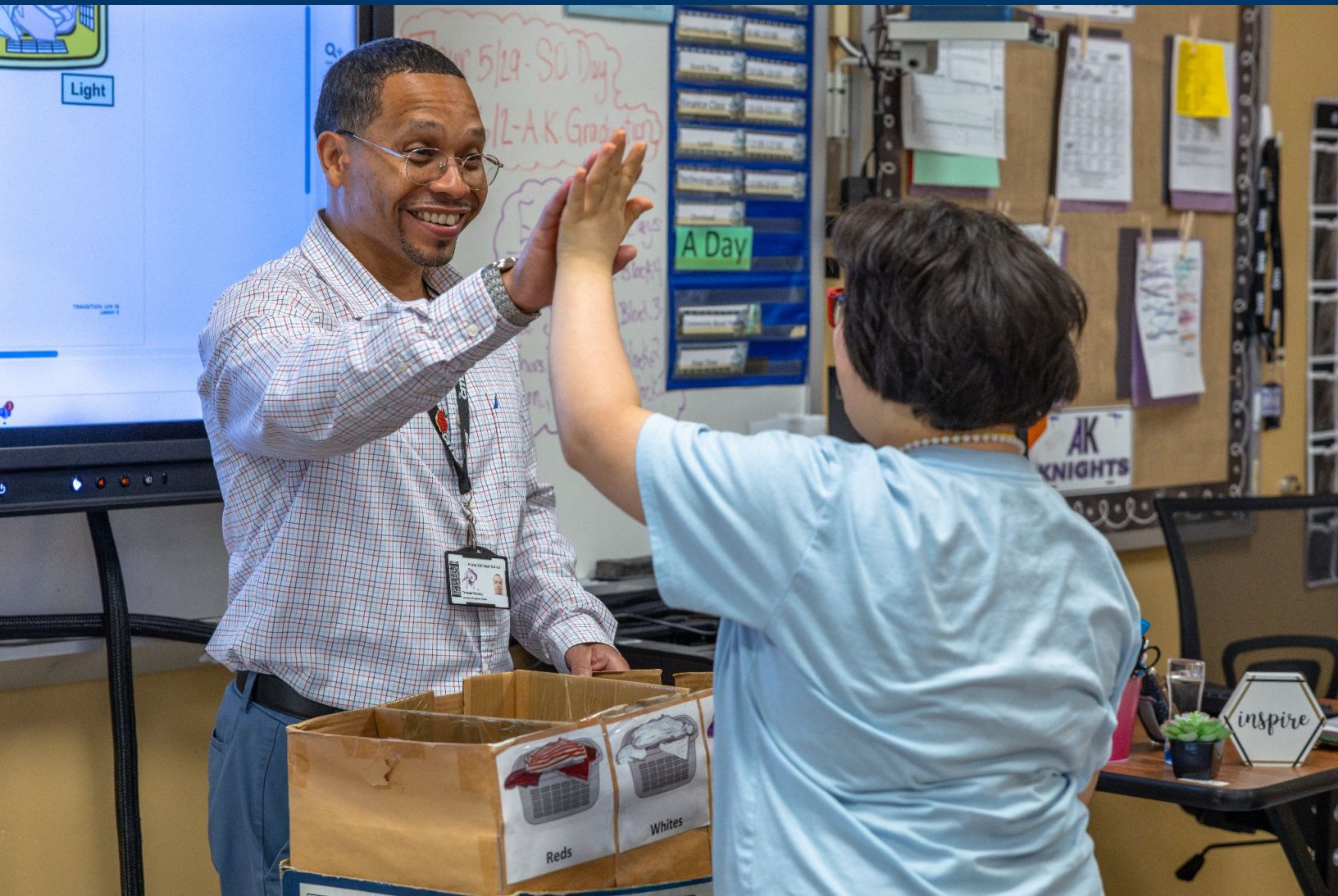
Theory of Change Alignment:



STRATEGY:

Secure more resources for our students and educators by aggressively pursuing funds targeted to the areas of highest impact and supporting ongoing innovation.

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.



Embedded Strategies 2025-2026

Pillar: People Excellence

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

PRIORITY Pe4:	Instill high performance standards by developing excellent leaders, ensuring thorough training and measuring performance effectively.
STRATEGY:	Strengthen leadership and management training and coaching for supervisors and managers to improve their capabilities where needed.

The following strategies were removed from the 2025-2026 Annual Plan due to the fact that 2024-2025 Annual Plan work on these strategies was embedded into existing strategies that enhance the work in a holistic approach. The work of these strategies exists within the following:

Pe 4.002: Strengthen leadership and management training and coaching for supervisors and managers to improve their capabilities where needed.

- Pe 2.001: Develop innovative ways to increase the availability of ongoing professional development and coaching, including finding the time required.
- Pe 2.004: Increase employees' skills on inclusive practices and develop systems to constantly refine these practices.
- Pe 2.005: Develop and implement a succession planning process for the district that includes talent planning.
- Pe 4.003: Enhance the implementation of the formal performance evaluation system for all employees grounded in district developed frameworks.
- Oe 4.001: Establish system-wide project management excellence to develop a collaborative, trusted, and results-oriented culture.
- Oe 4.002: 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.

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.

PRIORITY Ee4:	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.
STRATEGY:	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.

The following strategy was removed from the 2025-2026 Annual Plan due to the fact that 2024-2025 Annual Plan work on this strategy was embedded into existing strategies that enhance the work in a holistic approach. The work of this strategy exists within the following:

Ee 4.003: 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.

- Ee 4.001: Secure more resources for our students and educators by aggressively pursuing funds targeted to the areas of highest impact and supporting ongoing innovation.