



2024-2025 Deputy Superintendent: Office of School Performance Annual Plan

Guiding Principles

MISSION

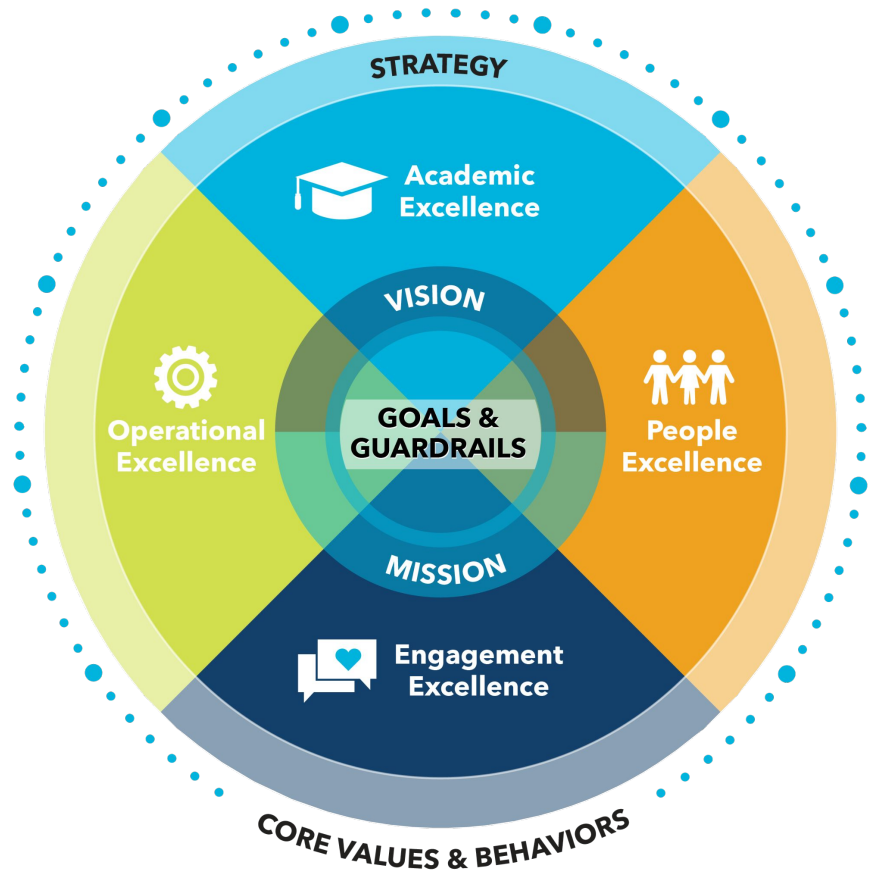
The mission of Charlotte-Mecklenburg Schools is to create an innovative, inclusive, student-centered environment that supports the development of independent learners.

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.



Academic Excellence

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. |
| STRATEGY Ae 1.002: Ensure equitable instructional practices are administered uniformly across the district. | |
| Wildly Important Goal | <p>Elementary: Increase the percentage of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 70% to 75% by June 2025.</p> <p>Middle: Increase the percentage of students scoring CCR (college and career ready) on Reading End-of-Grade (EOG) assessments in grades 3-8 from 30% to 37% by June 2025.</p> <p>High: Increase the percentage of students scoring CCR (college and career ready) on Math 1 End-of-Course (EOC) assessments from 28% to 37% by June 2025.</p> <p>100% of CMS principals will be rated as “progressing” within their individualized coaching plans by June 2025.</p> |
| Key Levers | <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 |
| Performance Measure(s) | Benchmark Assessment Data Core Action Walkthrough Data Principal Coaching Plans |
| Collaborating Departments | Assistant Superintendents Learning & Teaching |

Pillar: Academic Excellence

Goals 1, 2, 3

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

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|---|---|
| PRIORITY Ae3: | Eliminate the gaps in performance and opportunities between student groups. |
| STRATEGY Ae 3.002: Implement core experiences to accelerate the academic growth of all student groups. | |
| Wildly Important Goals | <p>Elementary: Increase the percentage of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 70% to 75% by June 2025.</p> <p>Middle: Increase the percentage of students scoring CCR (college and career ready) on Reading End-of-Grade (EOG) assessments in grades 3-8 from 30% to 37% by June 2025.</p> <p>High: Increase the percentage of students scoring CCR (college and career ready) on Math 1 End-of-Course (EOC) assessments from 28% to 37% by June 2025.</p> |
| Key Levers | <p>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 |
| Performance Measure(s) | Benchmark Assessment Data Core Action Walkthrough Data |
| Collaborating Departments | Learning & Teaching Office of School Performance |



People Excellence

2024-25 Department Plans Index

| Department | CSI |
|------------------------|---|
| WIG(s) | Exceptional Children’s Department Focus: Decrease the number of EC Department-identified Tier 3 (ATSI/low performing) schools by 50%, as determined by CCR performance in literacy and math for the SWD subgroup, from 13 schools to 7 schools by June 2025. |
| Performance Measure(s) | End of Grade (EOG) Assessment Data School grade performance |
| Department | Educational Leadership |
| WIG(s) | <p>Increase assistant principal attendance at AP meetings from 53.5% to 90% by June 2025.</p> <p>Increase the number of highly qualified candidates accepted in the School Executive Talent Pools from 76 candidates to 91 candidates by June 2025.</p> <p>Increase recruitment initiatives for school executives from 25 to 50 opportunities by June 2025.</p> |
| Performance Measure(s) | Attendance Data Recruitment Strategy Tracker Talent Pool Tracking Data |
| Department | School Performance Communities |
| WIG(s) | <p>Elementary: Increase the percentage of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 70% to 75% by June 2025.</p> <p>Middle: Increase the percentage of students scoring CCR (college and career ready) on Reading End-of-Grade (EOG) assessments in grades 3-8 from 30% to 37% by June 2025.</p> <p>High: Increase the percentage of students scoring CCR (college and career ready) on Math 1 End-of-Course (EOC) assessments from 28% to 37% by June 2025.</p> <p>100% of CMS principals will be rated as “progressing” within their individualized coaching plans by June 2025.</p> |
| Performance Measure(s) | Benchmark Assessment Data Core Action Walkthrough Data Principal Coaching Plans |