



2024-2025

**Deputy Superintendent:
Student Services Annual Plan**

Guiding Principles

MISSION

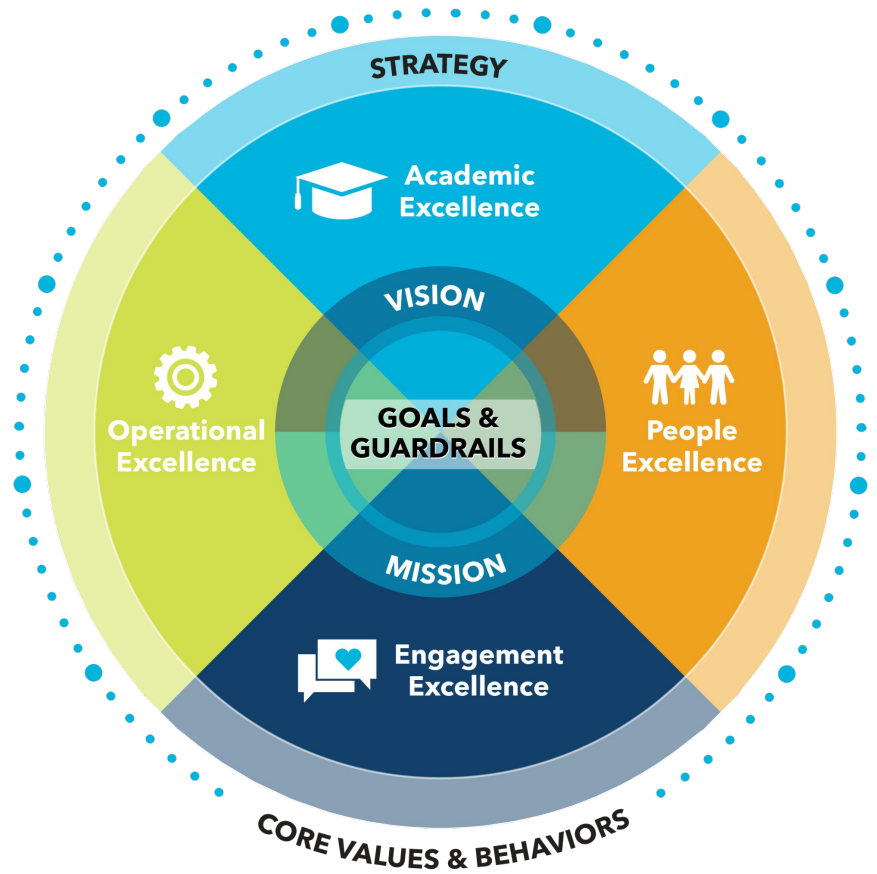
The mission of Charlotte-Mecklenburg Schools is to create an innovative, inclusive, student-centered environment that supports the development of independent learners.

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 Ae2:	Create multiple life pathways for each student, ensuring their success, whether enrolled, employed or enlisted.
STRATEGY 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.	
Wildly Important Goal	100% of student in grades 9th-12th will create a Learner Profile by June 2025.
Key Levers	<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 settingCreate a communication strategy for internal and external stakeholdersAlign concentrator status to grade level milestone(s), monitoring student attainment of concentrators by grade level
Performance Measure(s)	Learner Profile reports
Collaborating Departments	CTE Communication Exceptional Children, Multilingual Learners and Advanced Studies Learning and Teaching

Pillar: Academic Excellence

Goals 1, 2, 3

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.
STRATEGY 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.	
Wildly Important Goal	100% of student in grades 8 and 10 will review their Learner Profile with their trusted adult by June 2025.
Key Levers	<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
Performance Measure(s)	Learner Profile reports
Collaborating Departments	CTE Communication Exceptional Children, Multilingual Learners, and Advanced Studies Learning and Teaching

Pillar: Academic Excellence

Goals 1, 2, 3

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.
STRATEGY 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.	
Wildly Important Goal	Develop the course planner platform aligned to student career development plan and district opportunities by June 2025.
Key Levers	<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
Performance Measure(s)	Course planner platform
Collaborating Departments	CTE Communication Exceptional Children, Multilingual Learners, and Advanced Studies Learning and Teaching

Pillar: Academic Excellence

Goals 1, 2, 3

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.
STRATEGY Ae 3.004: Expand access to advanced learning experiences, programs, and courses to address the disproportionality of students identified to receive services.	
Wildly Important Goal	<p>School MTSS Leadership Teams will increase their overall implementation rating per the (Facilitated Assessment of MTSS-School Level) FAM-S from 69% in June 2024 to 80% by 2025.</p> <p>The FAM-D (Facilitated Assessment of MTSS- District Level) overall rating will Increase from 69% in June 2024 to 75% by 2025.</p>
Key Levers	<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
Performance Measure(s)	FAM-S and FAM-D
Collaborating Departments	Advanced Studies Learning and Teaching Student Services

Pillar: Academic Excellence

Goals 1, 2, 3

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.
STRATEGY 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.	
Wildly Important Goal	Decrease the chronic absenteeism rate from 23.35% to 20% by June 2025.
Key Levers	<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
Performance Measure(s)	Chronic absenteeism rate
Collaborating Departments	Data Governance Student Information Systems Student Services

Pillar: Academic Excellence

Goals 1, 2, 3

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.
STRATEGY Ae 5.004: Expand access to training and supports to reduce the disproportionality of student disciplinary infractions.	
Wildly Important Goal	Reduce behavior infractions for African American students from 62% to 57% by June 2025.
Key Levers	<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
Performance Measure(s)	Educators Handbook disproportionality data
Collaborating Departments	Accountability Exceptional Children Learning and Teaching

Pillar: Academic Excellence

Goals 1, 2, 3

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.
STRATEGY Ae 5.005: Integrate SEL learning into instruction to support students' social development.	
Wildly Important Goal	80% of teachers will show fidelity of SEL implementation during Core Action Walks by June 2025.
Key Levers	<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
Performance Measure(s)	Core Action Walk data
Collaborating Departments	School Performance Areas Teaching and Learning

2024-25 Department Plans Index

Department	ASEP
WIG(s)	<p>Increase aligned enrichment offerings from 0 to 125 or more experiences by June 2025.</p> <p>Increase the number of ASEP sites that participate in at least 1 community service or civic engagement project from 0 to 9 sites by June 2025.</p>
Performance Measure(s)	<p>Community Service and Civic Engagement Log</p> <p>Enrichment experience dashboard</p> <p>Quarterly review of site based activities taking place</p> <p>Survey staff or students regarding participation</p>
Department	Athletics
WIG(s)	<p>Increase the number of student-athletes who are NCAA Eligible upon graduation from 74% to 80% June 2025.</p> <p>Increase community engagement events from 25 to 30 in June 2025.</p>
Performance Measure(s)	<p>Community partnership reports</p> <p>Honest Game Summary Report</p> <p>Seasonal Eligibility Report</p>
Department	MTSS
WIG(s)	<p>Increase school MTSS Leadership Teams overall implementation rating per the Facilitated Assessment of MTSS- School Level (FAM-S) from 69% to 80% by 2025.</p> <p>Increase the Facilitated Assessment of MTSS District Level (FAM-D) overall rating from 69% to 75% by June 2025.</p>
Performance Measure(s)	<p>Data Reporting</p> <p>District MTSS Meeting Agendas</p> <p>Monitoring of Implementation Health Report (Semesterly)</p> <p>Monitoring of intervention plans created (Quarterly)</p> <p>Monthly Support Contact Logs</p>

2024-25 Department Plans Index

Department	Student Discipline & Support
WIG(s)	<p>Increase the number of schools that have a decline in discipline referrals from 89 to 98 by June 2025.</p> <p>Increase the number of schools that have a decline in lost instructional time from 81 to 89 by June 2025.</p> <p>Decrease disproportionality within student behavior and out-of-school suspensions from 27.7% to 24.9% by June 2025.</p>
Performance Measure(s)	<p>Educator handbook reports</p>
Department	Student Wellness
WIG(s)	<p>Increase the number of rising 9th-12th grade students with an active course plan related to their post secondary goals from 0% to 80% by June 2025.</p> <p>100% of 8th and 10th grade students will create a Career Development Plan by June 2025.</p> <p>Increase the School Social Workers facilitating tier 3 problem-solving Attendance Review Conferences (ARC) for students on their campuses with intensive attendance needs from 41% to 95% by June 2025.</p> <p>Increase the number of schools with access to a truancy mediation intervention from 5 to 186 by January 2025.</p> <p>80% of teachers will show fidelity of SEL implementation during Core Action Walks by June 2025.</p> <p>Increase the School Based Mental Health referral to intake rate from 38% to 43% by June 2025.</p> <p>Increase the percentage of CMS schools served by partnering community agencies from 86% to 95% by June 2025.</p>
Performance Measure(s)	<p>Attendance Logs Career Development Plan Reports Community Partnership MOUs Core Action Walks Data Course Plan Report Mediation Logs</p>

2024-25 Department Plans Index

Department	Title IX
WIG(s)	Implement and monitor a standardized screening process for reported sex based harassment that meet Title IX guidelines so that 100% are investigated within 30 days at the school level or 60 days at the district level by (based on Title IX department Assessment) July 2025.
Performance Measure(s)	Title IX administrator investigation training Title IX Platform/ Guardian software reports