



Charlotte-Mecklenburg Schools End-of-Year Annual Plan Report 2025–2026

June 16, 2026

Progress Monitoring Indicator Key

Report on Charlotte-Mecklenburg Schools 2025–2026 Annual Plan

The 2025–2026 academic year marked year-two of our district’s five-year Strategic Plan, an ambitious plan designed to elevate student achievement and institutional excellence. Grounded in our commitment to student success, the plan is structured around our four Pillars of Excellence, encompassing 18 priority areas and 68 targeted strategies.

In year-two, Charlotte-Mecklenburg Schools set and met bold goals that advanced both student outcomes and organizational performance. This report highlights the measurable impact of our year-two efforts, as reflected through five key progress indicators.

	Met or exceeded current annual target	• Strategy was implemented and project was completed • Key Levers were all completed • Ready to move to the next phase for 2026–2027
	Moving toward annual target, but annual target was not met	• Strategy was implemented, however was not reached • Key Levers need more time to implement or changes need to be made • Work will continue in 2026–2027
	Annual target not met	• Strategy was implemented, but not achieved • Key levers were not complete, or need major revision • Work will be evaluated for 2026–2027
	Strategy Work to Continue in 2026–2027 with Goal Adjustment	• Strategy was implemented • Key learnings yielded needed adjustments • Work will continue in 2026–2027
	Data not available	• There is not enough data to determine 2025–2026 impact at this time



Academic Excellence

Strategies by Implementation Phase

Academic Excellence

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

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 5.005 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

STRATEGY 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.

Ensure that 25% of schools participating in the SOFG Core Action Walk research study will increase one tier within an indicator for either Core Action 1, 2 or 3 by June 2026.



STRATEGY Ae 1.002: Ensure equitable instructional practices are administered uniformly across the district.

Ensure that 25% of schools participating in the SOFG Core Action Walk research study will increase one tier within an indicator for either Core Action 1, 2 or 3 by June 2026.



STRATEGY Ae 1.003: Incentivize and invest in teachers, principals and staff applying to, accepting positions at and persisting in high-needs schools.

Maintain a teacher fill rate of 95% at priority schools by June 2026.



STRATEGY Ae 1.004: Guide instruction with appropriate data driven analysis so all students reach the student outcome focused goals.

Facilitate 12 data analysis problem solving sessions related to Goal 1-4 to inform strategic adjustments that increase student outcomes from by June 2026.



Pillar: Academic Excellence

Goals 4

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

PRIORITY Ae 2:

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

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.

Ensure 100% of Learner Profile components are fully developed and communicated for all eligible K–12 students resulting in increased stakeholder awareness and engagement by June 2026.



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.

Increase parent and family outreach efforts around the CMS Learner Profile, from 0 to 10, via monthly communication or training opportunities from August 2025 to June 2026. Ensure that 100% of eligible students will complete the appropriate grade level task including identification of a trusted adult by June 2026.



STRATEGY 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.

Ensure that 50% of students in high schools with school-based CTE Coordinators will be exposed to post-secondary opportunities available in the CMS region by June 2026.



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.

Increase the number of students earning tier 1, 2, or 3 credentials by 2% by June 2026.



Pillar: Academic Excellence

Guardrail 1

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

STRATEGY Ae 3.001: Continue working with community partners to provide exposure/opportunities to Pre Kindergarten-aged students to meet their needs for academic support.

Pre-K student language scores on the Teaching Strategies Gold formative assessment will increase from 78.3% at or above benchmark in EOY 2026 to 85% at or above the benchmark by June 10, 2026.



STRATEGY Ae 3.002: Implement core experiences to accelerate academic growth of all student groups.

When comparing 3-5 ELA 24-25 EOG data to 25-26 Benchmark 2, 100% of Tier 1 (Lab Sites) schools will show an increase of 3% by June 2026. When comparing 6-8 ELA 24-25 EOG data to 25-26 Benchmark 2, 100% of Tier 1 (Lab Sites) schools will show an increase of 3% by June 2026. When comparing Math I 24-25 EOG data to 25-26 final Benchmark, 100% of Tier 1 (Lab Sites) schools will show an increase of 3% by June 2026.



Rationale: Strategy was paused due to reorganization. The work stream was discontinued so specialists could conduct small group instruction.

STRATEGY Ae 3.003: Offer multiple opportunities for enhanced learning to students in need, coordinating with community partners as needed.

Increase awareness and accessibility, ensuring that 50% of Charlotte-Mecklenburg Schools' families are familiar with and have access to the Family Portal by June 2026.



STRATEGY Ae 3.004: Expand access to advanced learning experiences, programs and courses to address the disproportionality of students identified to receive services.

Ensure 100% of elementary schools with fewer than 10 AIG-identified students will implement YET University to nurture academic talent and potential for all 1st grade students by June 2026.



Pillar: Academic Excellence

Guardrail 3

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:

High-Quality Specialists

High-Quality Master Teachers

High-Quality Professional Development

High-Quality Teachers

High-Quality Core Instruction

Student Engagement

Family Engagement

STRATEGY Ae 4.001: Continue providing a wide variety of classes and experiences that produce a well-rounded education.

Increase the number of advanced courses students are engaged in from 24-25 end of the year baseline by 3% by June 2026.



STRATEGY 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.

Implement two cultural and/or artistic programs to be launched in 18 (10% of) schools with less than two existing programs by June 2026.



STRATEGY Ae 4.003: Create affordable opportunities for all students to engage in extracurricular activities, including student interest clubs, volunteerism and civic engagement.

Ensure 100% of Learner Profile components are fully developed and communicated for all eligible K-12 students resulting in increased stakeholder awareness and engagement by June 2026. Ensure 75% of eligible 8-12th grade students are engaged in an opportunity by June 2026.



Pillar: Academic Excellence

Guardrails 2, 3

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

PRIORITY Ae 5:	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
STRATEGY Ae 5.001: Work with community partners to offer physical and mental health services for students and families at schools.						
Increase utilization and integration of health referrals from 6,226 to 6,849 at all meaning all medicine sites by June 2026.						
STRATEGY Ae 5.002: Work with community partners to assess existing whole-child resources, and then actively network with families on these available services.						
Increase the percent of CMS schools that have a student services based partner addressing multiple tiers of student need from baseline unknown to 75% by June 2026.						
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.						
Ensure that 100% of school social workers will receive PD on identifying root causes of attendance concerns and implementing matched interventions resulting in increased intervention implementation by June 2026.						
STRATEGY Ae 5.004: Expand access to training and supports to reduce the disproportionality of student disciplinary infractions.						
Ensure that 100% of Student Discipline and Behavior Support (SDBS) training modules are created in a variety of delivery methods for schools, individuals and all new hires by June 2026. Increase stakeholder awareness around the Charlotte-Mecklenburg Schools SDBS Professional Development from 0 to 10 monthly communication by June 2026.						
STRATEGY Ae 5.005: Integrate SEL learning into instruction to support students' social development.						
Increase schools designated as cohort 3 within Capturing Kids Hearts as a Rising Star school from 0% to 50% by June 2026.						



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

Guardrail 4

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

PRIORITY Pe 1:	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
STRATEGY Pe 1.001: Increase investments in the recruitment, selection, staffing and retention of employees including the new housing initiative in development.						
Achieve and sustain a 98% fill rate for teacher positions by August 2029, with staffing stability maintained throughout the academic year to not go below a 97% fill rate and obtain a 13% teacher attrition rate by June 2026.						
STRATEGY Pe 1.002: Refine our recruitment strategy to ensure we can identify qualified candidates to fill vacancies for hard-to-staff roles.						
Achieve and sustain a 85% fill rate for teacher positions in high-need areas by August 2025, with staffing stability maintained throughout the academic year to not go below a 80% fill rate by June 2026.						
STRATEGY Pe 1.003: Refine our recruitment strategy to ensure we can identify qualified candidates to fill vacancies for hard-to-staff roles.						
Increase the retention of Beginning Teachers (years 0-3) from 80% to 85% by June 2026.						
STRATEGY 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.						
Increase from 9,079 to 18,000 unique users accessing the external- facing Total Rewards Estimator between July 2025 and June 2026.						

Pillar: People Excellence

Guardrail 4

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

PRIORITY Pe 2:

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

STRATEGY Pe 2.001: Develop innovative ways to increase the availability of ongoing professional development and coaching, including finding the time required.

Ensure that 80% of professional development attendees will agree/strongly agree that they can apply the learning from professional learning attended during the 2025-2026 school year to their role as indicated on the Professional Learning Attendance & Feedback Power Bi Dashboard by June 2026.



STRATEGY Pe 2.002: Provide regular opportunities for educators to observe instruction in their content area.

Ensure 100% of Master Teachers will complete a minimum of two Core Action Walk calibration sessions focused on goal-aligned instructional areas by June 2026.



STRATEGY 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.

Increase the retention of Beginning Teachers (years 0-3) from 80% to 85% by June 2026.



STRATEGY Pe 2.004: Increase employees' skills on inclusive practices and develop systems to constantly refine these practices.

Ensure 80% of PD attendees will agree/strongly agree that they can apply the learning from professional learning attended during the 2025-2026 school year to their role as indicated on the Professional Learning Attendance & Feedback Power Bi Dashboard by June 2026.



STRATEGY Pe 2.005: Develop and implement a succession planning process for the district that includes talent planning.

Modernize Human Capital Management (HCM) systems to improve operational efficiencies resulting in more streamlined processes while mitigating risks and improving reporting accuracy by June 2026.



Rationale: Strategy paused for 2025-2026.

Pillar: People Excellence

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

PRIORITY Pe 3:	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 Pe 3.001: Ensure that programs which recognize and elevate the appreciation of teachers and other staff are consistently implemented districtwide.						
Ensure that 100% of Principals will participate in targeted professional development sessions focused on teacher recruitment, wellbeing, recognition and development, with 85% reporting increased confidence in applying strategies learned by June 2026.						
STRATEGY Pe 3.002: Collaborate with community partners to create and implement targeted employee wellness programs.						
Expand well-being programs to teachers from 0 schools to 15 priority staffing schools by June 2026.						
STRATEGY Pe 3.003: Build the capacity of employees to promote wellness strategies for their teams and schools.						
Ensure 85% of mentors and participating leaders report confidence in supporting staff members' wellness by June 2026.						

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

PRIORITY
Pe 4: Instill high performance standards by developing excellent leaders, ensuring thorough training and measuring performance effectively.

Theory of Change Alignment:

STRATEGY Pe 4.001: Deepen Charlotte-Mecklenburg Schools culture of universally shared commitment to student success.

Ensure the district has a way of measuring if the Theory of Change is being implemented as designed, and that the data is accessible to all stakeholders directly responsible for the measures by June 2026.

STRATEGY Pe 4.003: Enhance the implementation of the formal performance evaluation system for all employees grounded in district developed frameworks.

Modernize HCM systems to improve operational efficiencies resulting in more streamlined processes while mitigating risks and improving reporting accuracy by June 2026.

Rationale: *Strategy paused for 2025-2026.*



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 Oe 1:	Build and actively maintain great facilities.					
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 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.						
Complete 99.9% of identified critical repairs/replacements (130 projects), while integrating a preventative maintenance program by June 2026. Complete 100% or 103 school/facility sites of phase 2 and 3 Facility Condition Assessment noting all deferred maintenance items by priority by January 2026.						
STRATEGY 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.						
Establish plans, baseline metrics, and ongoing metrics to monitor progress of the 2023 bond projects in the areas of Communication, MWSBE, and Project Delivery by June 2026. Develop a new warranty/turnover process to track, address, and reduce failure rates of key systems and components by June 2026.						
STRATEGY Oe 1.003: Ensure we meet safety and accessibility standards and make necessary facility upgrades in all classrooms and workspaces.						
Evaluate the existing Educational Environment Index and develop space and occupancy plans for administration sites by June 2026.						
Rationale: Strategy paused for 2025–2026.						
STRATEGY Oe 1.004: Reduce completion time for submitted work orders at all sites, and improve communication between the Operations Department and schools.						
Increase the number of months that the overall average work order completion rate is 14 days or less from (baseline unknown) months to 9 months by June 2026. Increase the number of months that the overall average work order response rate is 4 days or less from (baseline unknown) months to 9 months by June 2026. Increase the total work order completion percentage from 70% to 85% by June 2026.						

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 Oe 2:	Enhance the resilience of our cybersecurity infrastructure through the implementation of advanced defense mechanisms, system upgrades, meticulous refinement of work procedures and targeted training.					
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 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.						
Continue to develop and integrate supplemental tools into the Vendor Approval Process to facilitate the review of digital platforms and vendors via ServiceNow, with an implementation completion target of June 2026.						
STRATEGY Oe 2.002: Implement the Charlotte-Mecklenburg Schools Business Modernization system to streamline workflow and reporting, including finance, procurement and HR modules.						
Implement the Finance System (Oracle ERP) with 98% of business processes configured and functioning as required by July 2025. Implement the Finance Budget and Forecasting System (Oracle EPM) with 10100% of department budgets ready for the 2026-27 annual budget process by February 2026.						
STRATEGY 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.						
Increase the percentage of students who have a modern device that is less than 4 years old from 38% to 55% by June 2026.						
STRATEGY 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.						
Ensure 100% of Charlotte-Mecklenburg Schools' staff have access to onboarding materials for Infinite Campus by June 2026.						
STRATEGY 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.						
Optimize ServiceNow workflows by implementing 10 new automations and 2 system integrations to increase operational efficiency and reduce ticket resolution times by June 2026.						

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 Oe 3:	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 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.						
Adopt modernized financial systems and continue to streamline processes to improve operational efficiencies resulting in more timely and transparent financial information while mitigating risks and improving reporting accuracy by July 2026.						
STRATEGY Oe 3.002: Improve funding formulas and create mechanisms to ensure equitable distribution of all resources across the district.						
Adopt modernized financial systems and continue to streamline processes to improve operational efficiencies resulting in more timely and transparent financial information while mitigating risks and improving reporting accuracy by July 2026.						
STRATEGY 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.						
Adopt modernized financial systems and continue to streamline processes to improve operational efficiencies resulting in more timely and transparent financial information while mitigating risks and improving reporting accuracy by July 2026.						
STRATEGY Oe 3.004: Streamline financial systems, policies and procedures to ensure schools are adequately and efficiently equipped to deliver high-quality learning experiences.						
Adopt modernized financial systems and continue to streamline processes to improve operational efficiencies resulting in more timely and transparent financial information while mitigating risks and improving reporting accuracy by July 2026.						

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 Oe 4:	Continuously improve effectiveness in all operations across the district.					
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 Oe 4.001: Establish system-wide project management excellence to develop a collaborative, trusted, and results-oriented culture.						
Ensure 100% of cross-functional projects, aligned to the Theory of Change, will use Charlotte-Mecklenburg School's project management tools and participate in monthly project monitoring reviews to drive aligned decision-making by June 2026.						
STRATEGY 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.						
Ensure 100% of district leaders and department heads will be trained in a shared problem-solving language and the PDSA (Plan-Do-Study-Act) improvement method by June 2026.						
STRATEGY 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.						
Move from no repository of best practices from organizations across the nation and the educational research literature to a directory that is available to internal stakeholders in support of continuous improvement in Charlotte-Mecklenburg Schools by June 2026.						

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 Oe 5:	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 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.						
Modernize our data reporting platforms to improve the timeliness and accessibility of key data for supporting strategic efforts, improving operational efficiency and informing instruction by June 2026.						
Rationale: <i>Strategy paused for 2025–2026.</i>						
STRATEGY Oe 5.002: Conduct regular data review meetings to drive continuous improvement at schools and across the District.						
Establish and implement a system and structure for participation from 0 % to 100% of recurring project data review meetings, aligned to the Theory of Change by June 2026.						
STRATEGY Oe 5.003: Enhance the capability of all staff to use data to drive improvement, including training.						
Ensure that 100% of Theory of Change (Obeya) have data sources identified to measure impact by June 2026.						
STRATEGY Oe 5.004: Monitor developments with (AI) generative artificial intelligence, seeking to adopt this to serve students better when suitable for specific use cases.						
Establish and publish Charlotte-Mecklenburg Schools Guidelines and Frameworks for Artificial Intelligence (AI) use to ensure ethical, safe and effective implementation across all schools and departments by June 2026.						



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 1.002 Partner 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 1.003 Hold an annual partnership summit meeting with the Charlotte-Mecklenburg Schools Superintendent and our community partners.	P	I	F	S	S
Ee 1.004 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	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 3.001 Maintain 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

Strategies by Implementation Phase

Engagement Excellence					
Planning	Initial	Full	Sustained		
Strategy	Implementation Years				
	24-25	25-26	26-27	27-28	28-29
Ee 3.003 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
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 Ee 1:	Work collaboratively with community partners and governmental agencies to equitably meet the needs of our students and staff.					
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 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.						
Ensure 75% of Charlotte-Mecklenburg Schools schools have access to two or more partners addressing multiple tiers of student need by June 2026.						
STRATEGY Ee 1.002: Partner with all community entities required to ensure that Charlotte-Mecklenburg Schools creates meaningful career opportunities and internships to advance students.						
Ensure 100% of Career and Technical Education (CTE) career clusters have one formalized industry partner through an active Memorandum of Understanding (MOU) by June 2026.						
STRATEGY Ee 1.003: Hold an annual partnership summit meeting with the Charlotte-Mecklenburg Schools Superintendent and our community partners.						
Increase Summit Partnership attendance from 205 to 250 by December 2025.						

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

STRATEGY Ee 1.004: 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.

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 Ee 2:	Strengthen home-school partnerships to increase student academic achievement.					
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 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.						
Ensure 100% of Charlotte-Mecklenburg School locations completed the school needs assessment to share whether they have access to a volunteer ambassador by June 2026.						
STRATEGY 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.						
Engage 4,000 families with increased engagement from 5 identified schools by June 2026.						

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 Ee 3:	Establish open dialogue for two-way communication between the district and community, providing clear information and listening attentively.					
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 Ee 3.001: Maintain effective collaboration with media partners to share positive and uplifting stories of Charlotte-Mecklenburg Schools and our students.						
Increase the number of pitches that are picked up by our media partners from 120 to 132 by June 2026.						
STRATEGY Ee 3.002: Continue to enhance and improve district and school websites, communication channels and social media.						
Increase media engagement 10% from 400,000 to 440,000 by June 2026.						
STRATEGY Ee 3.003: Strengthen our customer service at every touch point, and institute a system for measuring our quality of service to inform improvements.						
Collect one full year of baseline data in order to strengthen our customer service at every touch point, through fully utilizing the Let's Talk! system for measuring our quality of service to inform our decisions in continuous improvement of delivering the C.R.O.W.N. Experience for all by June 2026.						
STRATEGY Ee 3.004: Improve internal communication structures to ensure all employees receive timely district news and important information.						
Increase the number of story idea submissions to the Good News portal from 225 to 250 with 50% of the submissions resulting in published articles by June 2026.						
STRATEGY Ee 3.005: Communicate with families in multiple languages and modes to best meet their needs.						
Maintain ParentSquare contactability rate between 92% to 100% through June 2026.						

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 Ee 4:

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:

High-Quality
Specialists

High-Quality
Master
Teachers

High-Quality
Professional
Development

High-Quality
Teachers

High-Quality
Core
Instruction

Student
Engagement

Family
Engagement

STRATEGY 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.

Increase the district funding provided through competitive grants by 10% from \$3.0 million to \$3.3 million by June 2026.



STRATEGY 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.

Ensure 100% use of grant funding decision matrix to align grant application with district plan, educational goals and student needs by June 2026.

