



Charlotte-Mecklenburg Schools

Annual Plan

2026–2027

June 16, 2026

A Letter from Dr. Crystal Hill



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

Last year, Charlotte–Mecklenburg Schools entered Year Two of our 2024–2029 Strategic Plan with purpose, clarity and resolve. Because of our collective commitment and shared responsibility, we translated vision into action and deepened the positive impact on student outcomes across our district.

Our first year of implementation demonstrated the power of disciplined execution. In Year Two, we built upon that strong foundation and saw meaningful progress across all Pillars of the Strategic Plan. Central to this progress was our Theory of Change, which proved to be a powerful driver of improvement. By intentionally supporting, training and developing our educators, we strengthened instructional practice, elevated student learning and reinforced the conditions necessary for sustainable success.

- Academic Excellence continued strengthening instruction through responsive professional learning and supporting students through access to wellness, tutoring, and community resources.
- People Excellence built on prior momentum by continuing to recruit and retain classroom teachers while supporting new hires through a comprehensive onboarding experience.
- Operational Excellence published Generative AI Guidance to support safe, ethical use through staff training, clear expectations, and risk mitigation, while strengthening transparency and policy alignment.
- Engagement Excellence launched the Family Portal to expand awareness and provide families access to aligned resources that support students' needs.

As we move forward, we remain grounded in our Theory of Change and committed to continuous improvement. We recognize that strong schools are built through strong relationships, and we are focused on deepening trust and collaboration with families as essential partners in learning. Our work is guided by the belief that when families are meaningfully engaged, students thrive.

As we continue this five-year journey, we reaffirm our promise to remain future-focused, community-driven and unwavering in our commitment to equity and excellence. Together, with our employees, families, Board of Education and community partners, we will maintain the momentum we have built and continue to transform outcomes for every student we serve.

Thank you for your shared commitment, dedication and belief in the limitless potential of our students.

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
--	---	---	---

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.



2024-29 Goals and Annual Targets

2024-2029 Goals & Annual Targets

Goal 1 			Goal 2 			Goal 3 			Goal 4 		
From 2022-23	To	By June	From 2022-23	To	By June	From 2022-23	To	By June	From 2022-23	To	By June
67%	71%	2024	31%	34%	2024	27%	32%	2024	72%	74%	2024
70%	75%	2025	30%	37%	2025	28%	37%	2025	76%	76%	2025
72%	79%	2026	33%	40%	2026	29%	42%	2026		78%	2026
	83%	2027		43%	2027		47%	2027		80%	2027
	87%	2028		46%	2028		52%	2028		82%	2028
	91%	2029		50%	2029		57%	2029		85%	2029



2026-27 Goal Interim Measures

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.

From	To	By June
67%	71%	2024
70%	75%	2025
72%	79%	2026
	83%	2027
	87%	2028
	91%	2029

Goal 1 Interim Measures	June 2023	June 2024	June 2025	June 2026	June 2027	June 2028	June 2029
1.1 Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 73% (June 2023) to 97% (June 2029)	Target 73%	Target 77%	Target 81%	Target 85%	Target 89%	Target 93%	Target 97%
	Actual 72.9%	Actual 74.4%	Actual 76.5%	Actual --%	Actual --%	Actual --%	Actual --%
1.2 Increase the percentage of 1st-grade students scoring at or above benchmark in early literacy as measured by DIBELS from 68% (June 2023) to 92% (June 2029)	Target 68%	Target 72%	Target 76%	Target 80%	Target 84%	Target 88%	Target 92%
	Actual 68.1%	Actual 70.2%	Actual 72.2%	Actual --%	Actual --%	Actual --%	Actual --%
1.3 Increase the percentage of 2nd-grade students scoring at or above benchmark in early literacy as measured by DIBELS from 62% (June 2023) to 86% (June 2029)	Target 62%	Target 66%	Target 70%	Target 74%	Target 78%	Target 82%	Target 86%
	Actual 62.2%	Actual 66.8%	Actual 68.6%	Actual --%	Actual --%	Actual --%	Actual --%

Goal 2: Increase the percent of students scoring CCR (college and career ready)* on reading end of grade assessments in grades 3-8.

From	To	By June
31%	34%	2024
30%	37%	2025
33%	40%	2026
	43%	2027
	46%	2028
	50%	2029

Goal 2 Interim Measures	June 2023	June 2024	June 2025	June 2026	June 2027	June 2028	June 2029
2.1 Increase the percent of students scoring CCR (college and career ready) on reading MVPA benchmark assessment in grade 3 from 29% in June 2023 to 50% in June 2029.	Target 29%	Target 32%	Target 35%	Target 38%	Target 42%	Target 46%	Target 50%
	Actual 29.2%	Actual 29%	Actual 29%	Actual --%	Actual --%	Actual --%	Actual --%
2.2 Increase the percent of students scoring CCR (college and career ready) on reading MVPA benchmark assessment in grades 4–5 from 34% in June 2023 to 55% in June 2029.	Target 34%	Target 37%	Target 40%	Target 43%	Target 47%	Target 51%	Target 55%
	Actual 34.3%	Actual 34.7%	Actual 39.2%	Actual --%	Actual --%	Actual --%	Actual --%
2.3 Increase the percent of students scoring CCR (college and career ready) on reading MVPA benchmark assessment in grades 6–8 from 28% in June 2023 to 50% in June 2029.	Target 28%	Target 31%	Target 34%	Target 37%	Target 41%	Target 45%	Target 50%
	Actual 28.4%	Actual 27.1%	Actual 30.7%	Actual --%	Actual --%	Actual --%	Actual --%

2026–27 Goal Interim Measures

Goal 3: Increase the percent of students scoring CCR (college and career ready)* on Math I assessments.

From	To	By June
27%	32%	2024
28%	37%	2025
29%	42%	2026
	47%	2027
	52%	2028
	57%	2029

Goal 3 Interim Measures	June 2023	June 2024	June 2025	June 2026	June 2027	June 2028	June 2029
3.1 Increase the percent of students scoring CCR (college and career ready) on Math I MVPA benchmark assessment in grades 6–8 from 65% in June 2023 to 98% in June 2029.	Target 65%	Target 70%	Target 75%	Target 98%	Target 98%	Target 98%	Target 98%
	Actual 64.7%	Actual 66.9%	Actual 73.6%	Actual --%	Actual --%	Actual --%	Actual --%
3.2 Increase the percent of students in high school semester Math I courses scoring CCR (college and career ready) on Math I MVPA benchmark assessment in grades 9–12 from 12% in June 2023 to 98% in June 2029.	Target 12%	Target 17%	Target 22%	Target 27%	Target 51%	Target 75%	Target 98%
	Actual 12.1%	Actual 15.7%	Actual 14.2%	Actual --%	Actual --%	Actual --%	Actual --%
3.3 Increase the percent of students in high school yearlong Math I courses scoring CCR (college and career ready) on Math I MVPA benchmark assessment in grades 9–12 from 4% in June 2023 to 34% in June 2029.	Target 4%	Target 9%	Target 14%	Target 19%	Target 24%	Target 29%	Target 34%
	Actual 3.6%	Actual 5.4%	Actual 5.5%	Actual --%	Actual --%	Actual --%	Actual --%

Goal 4: Increase the percent of high school students graduating with their graduation cohort on track to be enrolled, enlisted, or employed

From	To	By June
72%	74%	2024
76%	76%	2025
	78%	2026
	80%	2027
	82%	2028
	85%	2029

Goal 4 Interim Measures	June 2023	June 2024	June 2025	June 2026	June 2027	June 2028	June 2029
4.1 Increase the percent of cohort students achieving at least one Goal 4 indicator at the end of 9th grade will increase from 11% in June 2023 to 17% by June 2029.	Target 11%	Target 12%	Target 13%	Target 14%	Target 15%	Target 16%	Target 17%
	Actual 11.3%	Actual 10.6%	Actual --%	Actual --%	Actual --%	Actual --%	Actual --%
4.2 Increase the percent of cohort students achieving at least one Goal 4 indicator at the end of 10th grade will increase from 44% in June 2023 to 57% by June 2029.	Target 44%	Target 46%	Target 48%	Target 50%	Target 52%	Target 54%	Target 57%
	Actual 44.3%	Actual 45.6%	Actual --%	Actual --%	Actual --%	Actual --%	Actual --%
4.3 Increase the percent of cohort students achieving at least one Goal 4 indicator at the end of 11th grade will increase from 66% in June 2023 to 79% by June 2029.	Target 66%	Target 68%	Target 70%	Target 72%	Target 74%	Target 76%	Target 79%
	Actual 66.3%	Actual 69.1%	Actual --%	Actual --%	Actual --%	Actual --%	Actual --%

2026–27 Guardrail Interim Measures

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 1 Interim Measures	June 2024	June 2025	June 2026	June 2027	June 2028	June 2029
1.1 Decrease the performance gap between the highest and lowest performing racial/ethnic student groups in DIBELS (K–2) from 33% in June 2024 to 22% in June 2029 .	Target 33%	Target 31%	Target 28%	Target 26%	Target 24%	Target 22%
	Actual 33%	Actual 33%	Actual --%	Actual --%	Actual --%	Actual --%
1.2 Decrease the performance gap between the highest and lowest performing racial/ethnic student groups in EOG ELA from 41% in June 2024 to 30% in June 2029 .	Target 41%	Target 39%	Target 37%	Target 34%	Target 32%	Target 30%
	Actual 41%	Actual 39%	Actual --%	Actual --%	Actual --%	Actual --%
1.3 Decrease the performance gap between the highest and lowest performing racial/ethnic student groups in EOC Math 1 from 55% in June 2024 to 44% in June 2029 .	Target 55%	Target 52%	Target 50%	Target 48%	Target 46%	Target 44%
	Actual 55%	Actual 52%	Actual --%	Actual --%	Actual --%	Actual --%

Guardrail 2: The Superintendent shall not allow an unsafe environment in schools, at school-related events, or on transportation.

Guardrail 2 Interim Measures	June 2024	June 2025	June 2026	June 2027	June 2028	June 2029
2.1 Decrease the total number of Reportable Offenses and Persistently Dangerous Offenses from 10.1 per 1,000 students in June 2024 to 7.0 per 1,000 students in June 2029 .	Target 10.1%	Target 8.8%	Target 8.4%	Target 7.9%	Target 7.5%	Target 7%
	Actual 10.1%	Actual 9%	Actual --%	Actual --%	Actual --%	Actual --%
2.2 Increase the percentage of Grade 5–13 students who feel safe at school from 78% in June 2024 to 87% by June 2029 .	Target 78%	Target 79%	Target 83%	Target 85%	Target 86%	Target 87%
	Actual 78%	Actual 79%	Actual --%	Actual --%	Actual --%	Actual --%
2.3 Increase the <u>percentage of schools</u> passing the lockdown drill component of the Safe School In-Person Audits from 97.5% in June 2026 to 100% in June 2029 .	Target NA	Target NA	Target 97.5%	Target 100%	Target 100%	Target 100%
	Actual NA	Actual NA	Actual 97.5%	Actual --%	Actual --%	Actual --%

2026–27 Guardrail Interim Measures

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 3 Interim Measures	June 2024	June 2025	June 2026	June 2027	June 2028	June 2029
3.1 The percent of schools with 80% or more of students demonstrating social-emotional competence on the annual student survey will increase from 60% in June 2023 to 70% in June 2029.	Target NA	Target NA	Target 66%	Target 67%	Target 69%	Target 70%
	Actual 53%	Actual 64%	Actual --%	Actual --%	Actual --%	Actual --%
3.2 The percent of schools with 80% or more of students demonstrating positive perceptions of school-wide character and personal belonging on the annual student survey will increase from baseline unknown in October 2026 to 70% in June 2029.	Target NA	Target NA	Target NA	Target --%	Target --%	Target --%
	Actual NA	Actual NA	Actual NA	Actual --%	Actual --%	Actual --%
3.3 The percent of schools with 80% or more of students reporting that available enrichment activities successfully engage them will increase from __% in October 2026 to __% in June 2029.	Target NA	Target NA	Target NA	Target --%	Target --%	Target --%
	Actual NA	Actual NA	Actual NA	Actual --%	Actual --%	Actual --%

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.

Guardrail 4 Interim Measures	June 2023	June 2024	June 2025	June 2026	June 2027	June 2028	June 2029
4.1 Increase the percentage of schools with a 98% fill rate from 86% in March 2025 to 90% in March 2029.	Target NA	Target NA	Target NA	Target 87%	Target 88%	Target 89%	Target 90%
	Actual --%	Actual --%	Actual 86%	Actual 77%	Actual --%	Actual --%	Actual --%
4.2 Increase the percentage of schools with a 13% or less teacher attrition rate from 41% in March 2023 to 53% in March 2029.	Target NA	Target 43%	Target 45%	Target 47%	Target 49%	Target 51%	Target 53%
	Actual 40.6%	Actual 44.9%	Actual 46.7%	Actual NA	Actual --%	Actual --%	Actual --%
4.3 Increase the percentage of schools with a 13% or less beginning teacher attrition rate from 32% in March 2023 to 41% in March 2029.	Target NA	Target 33.5%	Target 35%	Target 36.5%	Target 38%	Target 39.5%	Target 41%
	Actual 31.9%	Actual 32.8%	Actual 30.9%	Actual --%	Actual --%	Actual --%	Actual --%

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

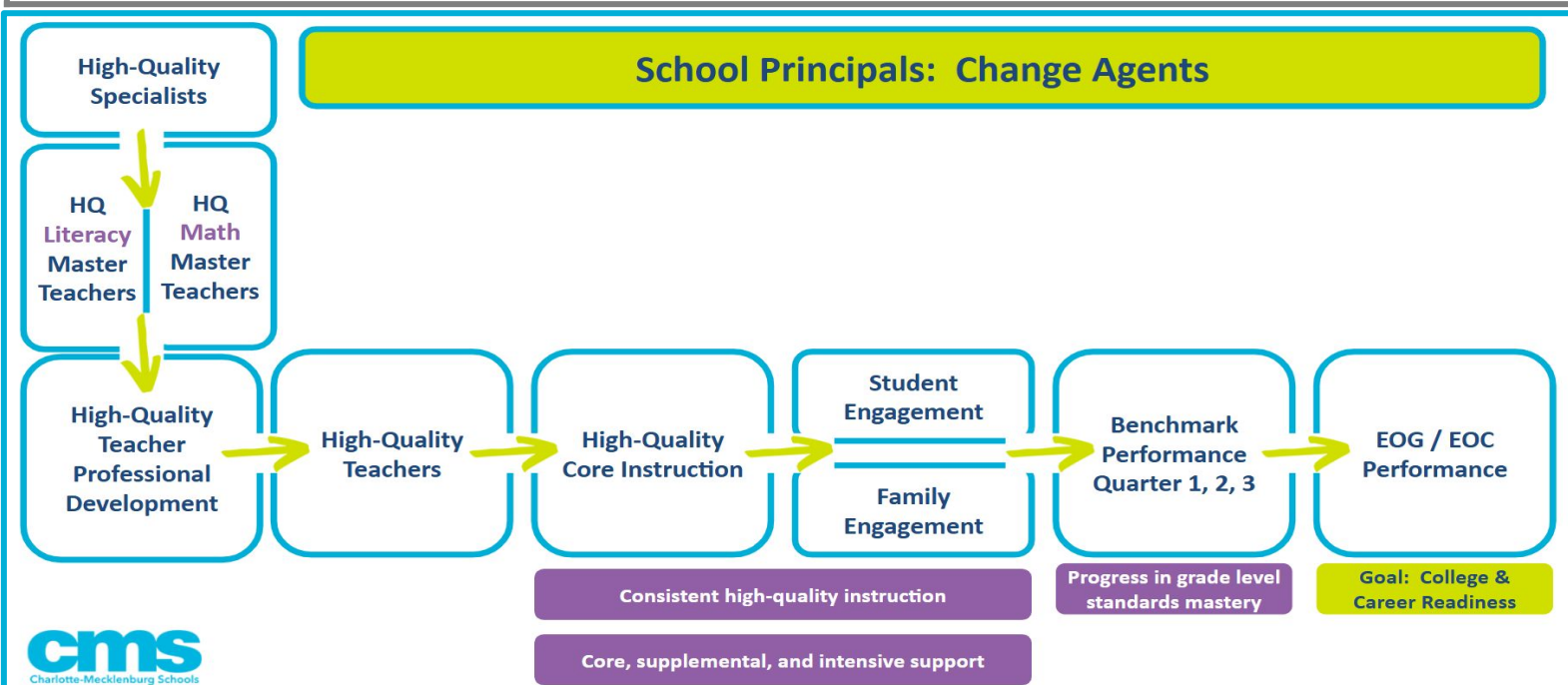
Strengthen home-school partnerships to increase student academic achievement.

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

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

PRIORITY Ael:

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

Theory of Change Alignment:



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.

 - Accelerate school-level instructional leadership capacity to drive curriculum implementation and teacher development.
- Ensure equitable instructional practices are administered uniformly across the district.

 - Embed equitable instructional practices through sustained school-level implementation support, data-informed reflection, and cross-site collaboration.
- Incentivize and invest in teachers, principals and staff applying to, accepting positions at and persisting in high-needs schools.

 - Ensure consistent staffing of teachers at priority schools to support educational continuity and student success.
- 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.

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. Ensure all eligible K-12 students have a comprehensive grade-level learner profile that includes their interest inventory, career development plan, aligned course plan, post-secondary readiness dashboard, and active participation in extracurricular opportunities
	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. Ensure all eligible K-12 students have a comprehensive grade-level learner profile that includes their interest inventory, career development plan, aligned course plan, post-secondary readiness dashboard, and active participation in extracurricular opportunities
	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 students in high schools with school-based CTE Coordinators are consistently exposed to a range of post-secondary opportunities available in the CMS region, supporting informed decision-making and future planning.

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

Pillar: Academic Excellence

Goal 4

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

PRIORITY
Ae2:
(Continued)

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

Theory of Change Alignment:



STRATEGIES:

- Build a continuous pipeline of credentials for students progressing to 2-year or 4-year colleges and enhancing their commitment to future endeavors.
- Ensure that students in high schools with school-based CTE Coordinators are consistently exposed to a range of post-secondary opportunities available in the CMS region, supporting informed decision-making and future planning.



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:



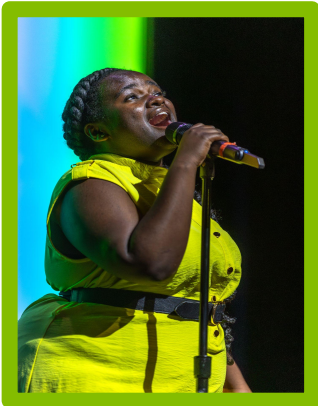
STRATEGIES:

- Continue working with community partners to provide exposure/opportunities to Pre Kindergarten-aged students to meet their needs for academic support.
- Strengthen consistent implementation of the Transition to Kindergarten Community Plan by integrating the tool into Pre-K and K instructional routines, family engagement efforts, and school readiness planning, supported by ongoing professional learning, coaching, and collaboration with school teams.
- Implement core experiences to accelerate academic growth of all student groups.
In addition to implementing key levers in Priority Ae1:
- Implement a differentiated core by providing high-quality professional development, strengthen instructional practices, and utilizing TS Gold Finch data to drive intentional supports for all 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:
- Expand engagement with the Family Portal by encouraging active use among CMS families and enhancing its features based on user feedback.
- Expand access to advanced learning experiences, programs and courses to address the disproportionality of students identified to receive services.
- Ensure all first-grade students have access to talent development and nurturing opportunities through high-quality resources and materials.

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:	
High-Quality Specialists High-Quality Master Teachers High-Quality Professional Development High-Quality Teachers High-Quality Core Instruction Student Engagement Family Engagement	
STRATEGY:	Continue providing a wide variety of classes and experiences that produce a well-rounded education. Support eligible students in engaging in advanced courses that align with their post-secondary goals.
	Ensure regular exposure to cultural and artistic experiences for students inside and outside of the classroom, especially those students from under-resourced communities. Increase access to high-quality, real-world arts learning by partnering with colleges and industry professionals to create collaborative, portfolio-based programs, with a focus on engaging students and educators from schools with limited offerings
	Create affordable opportunities for all students to engage in extracurricular activities, including student interest clubs, volunteerism and civic engagement. Ensure all eligible K-12 students have a comprehensive grade-level learner profile that includes their interest inventory, career development plan, aligned course plan, post-secondary readiness dashboard, and active participation in extracurricular 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.

- Enhance family engagement by continuing 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 utilizing the 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 by ensuring that school teams can identify root causes of absenteeism, and utilize the Standard Treatment Protocol to address attendance needs.

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

- Build capacity to increase fidelity of Culturally Responsive Instruction, Core behavior prevention and Supplemental intervention practices in order to increase student engagement and promote welcoming positive school climates.

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

- 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:



STRATEGIES:

- Increase investments in the recruitment, selection, staffing and retention of employees including the new housing initiative in development.
- Promote strong staffing outcomes by ensuring high teacher fill and retention rates across schools, with consistent staffing maintained throughout the academic year to support student learning and school stability.
- Refine our recruitment strategy to ensure we can identify qualified candidates to fill vacancies for hard-to-staff roles.
- Strengthen and maintain staffing stability for teacher positions in high-need areas to ensure consistent support for students and schools throughout the academic year.
- Implement a streamlined onboarding process to improve hiring timelines and to bring new employees to functional effectiveness as quickly as possible.
- Improve the retention of Beginning Teachers in their first few years by fostering supportive environments and professional growth opportunities that encourage long-term commitment to the profession.
- Develop comprehensive total rewards compensation and incentive plans for all teachers and supporting staff of the district targeted at sustainable compensation levels.
- Support teacher retention by developing and promoting a total rewards website to highlight comprehensive compensation, incentive, and perk information.

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:



STRATEGIES:

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

- Broaden the reach of the practice by engaging a larger and more diverse group of participants to enhance impact and scalability.

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

- Strengthen instructional practice by deepening Master Teacher engagement in professional development focused on high-leverage, content-specific strategies. Progress will continue to be measured through Core Action Walk data and student achievement outcomes, with an emphasis on refining implementation and expanding impact across classrooms.

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.

- Enhance the retention of Beginning Teachers in their early career years by cultivating a supportive and engaging professional environment that encourages long-term growth and commitment.

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

- Broaden the reach of the practice by engaging a larger and more diverse group of participants to enhance impact and scalability.

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:



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:

High-Quality
Specialists

High-Quality
Master
Teachers

High-Quality
Professional
Development

High-Quality
Teachers

High-Quality
Core
Instruction

Student
Engagement

Family
Engagement

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
Goal:

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:

- 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:



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:



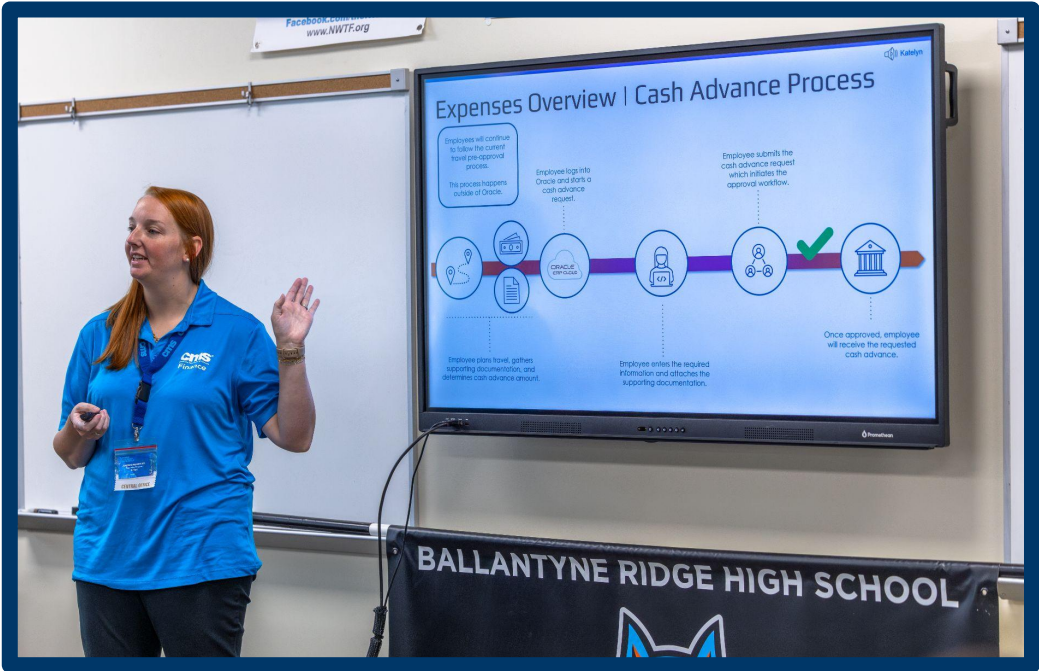
STRATEGY:

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-term 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:

High-Quality
Specialists

High-Quality
Master
Teachers

High-Quality
Professional
Development

High-Quality
Teachers

High-Quality
Core
Instruction

Student
Engagement

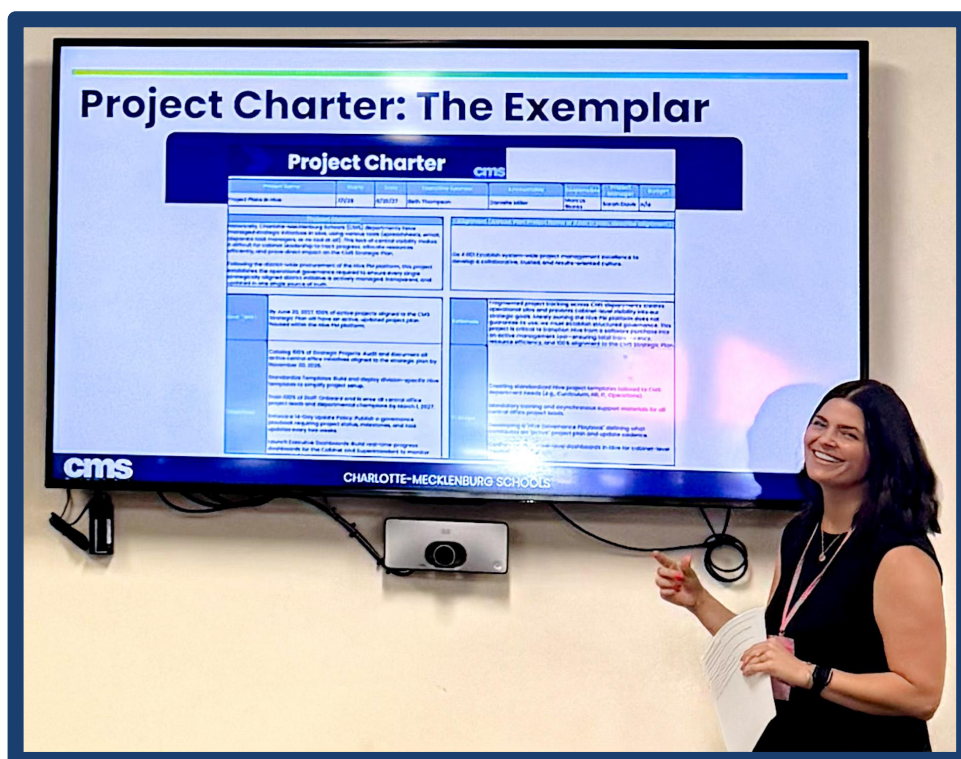
Family
Engagement

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:



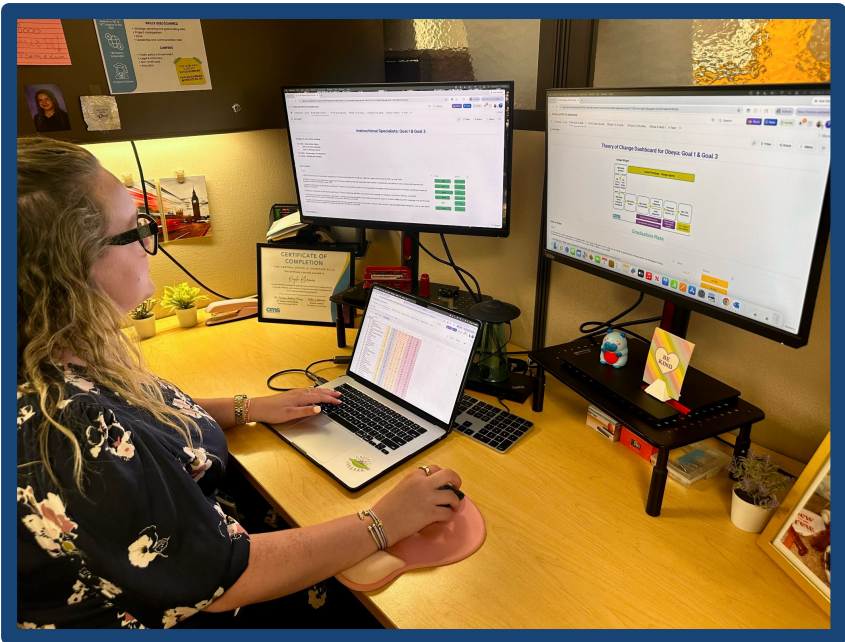
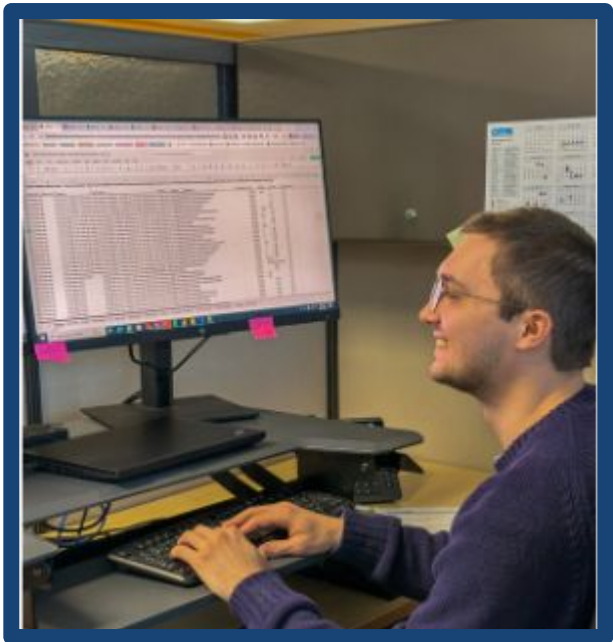
STRATEGY:

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 1.002 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

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 Goal:	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:

- 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:

High-Quality
Specialists

High-Quality
Master
Teachers

High-Quality
Professional
Development

High-Quality
Teachers

High-Quality
Core
Instruction

Student
Engagement

Family
Engagement

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 2025–2029

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.

In 2025-2026 the following strategies were removed from the Annual Plan due to the fact that 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.

In 2025-2026 the following strategy was removed from the Annual Plan due to the fact that 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.



