



Recruitment, Retention and Talent Development Department Annual Plan 2026-2027

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
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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
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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
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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.





Academic Excellence

Pillar: Academic Excellence

Goals 1, 2, 3

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

PRIORITY Ae1:	Provide high-quality standards-based instruction across Charlotte-Mecklenburg Schools to achieve the student outcome focused goals.
STRATEGY Ae 1.003: Incentivize and invest in teachers, principals and staff applying to, accepting positions at and persisting in high-needs schools.	
Wildly Important Goal(s)	Maintain a teacher fill rate of 96% at priority schools by June 2027.
Key Lever(s)	Ensure consistent staffing of teachers at priority schools to support educational continuity and student success.
Performance Measure(s)	Number of mandatory hiring events for priority schools Number of priority staffing schools that have an employee value proposition Priority candidate screening for priority schools during peak hiring season Weekly check-ins with each priority school in peak hiring season
Collaborating Departments	Communications and Engagement Office of Academic Performance



People Excellence

Pillar: People Excellence

Guardrail 4

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

PRIORITY Pe1:	Competitively recruit and retain a highly qualified and committed workforce.
STRATEGY Pe 1.001: Increase investments in the recruitment, selection, staffing and retention of employees including the new housing initiative in development.	
Wildly Important Goal(s)	Achieve and sustain a 99% 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 12.5% teacher attrition rate by June 2027.
Key Lever(s)	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.
Performance Measure(s)	Teacher vacancy numbers and percentages Teacher retention overall and by school Housing Supports MCL and EIT onboarding and support measures School leader teacher retention PD measures Employee experience check teacher data
Collaborating Departments	Human Resources Licensure Office of Academic Performance Office of Strategy Management Retention, Recruitment and Talent Development School Improvement and Data Integration

Pillar: People Excellence

Guardrail 4

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

PRIORITY Pe1:	Competitively recruit and retain a highly qualified and committed workforce.
STRATEGY Pe 1.002: Refine our recruitment strategy to ensure we can identify qualified candidates to fill vacancies for hard-to-staff roles.	
Wildly Important Goal(s)	Achieve and sustain a 90% fill rate for teacher positions in high-need areas by August 2026, with staffing stability maintained throughout the academic year to not go below a 87% fill rate by June 2027.
Key Lever(s)	Strengthen and maintain staffing stability for teacher positions in high-need areas to ensure consistent support for students and schools throughout the academic year.
Performance Measure(s)	Annual review of high needs vacancy areas Number of candidates in CMSTR, TA to Teacher and STEP (number of students) in high-needs vacancy areas Number Sourced candidates in high needs vacancy areas Number of student teachers converted to Charlotte-Mecklenburg Schools teachers Number vacancies in high need vacancy areas Number of vacancies in non high need areas Conversion of pre-screened qualified candidates sourced to CMS instructional positions
Collaborating Departments	Career and Technical Education CMS Teaching Residency and Alternative Licensure Human Resources Office of Academic Performance

Pillar: People Excellence

Guardrail 4

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

PRIORITY Pe1:	Competitively recruit and retain a highly qualified and committed workforce.
STRATEGY Pe 1.003: Implement a streamlined onboarding process to improve hiring timelines and to bring new employees to functional effectiveness as quickly as possible.	
Wildly Important Goal(s)	Increase the retention of Beginning Teachers (years 0–3) from 82% to 87% by June 2027.
Key Lever(s)	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.
Performance Measure(s)	Number of Beginning Teachers at each performance level on summative evaluations in NCEES by end of year Percentage of new Charlotte-Mecklenburg Schools teacher hires who complete Charlotte-Mecklenburg Schools onboarding Percentage of new teacher hires who provide a favorable survey rating on School Site questions on Readiness and Belonging
Collaborating Departments	Human Resources Licensure Office of Academic Performance Retention Recruitment and Talent Development Student Support Services Technology (Instruction & Information Systems)

Pillar: People Excellence

Guardrail 4

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

PRIORITY Pe1:	Competitively recruit and retain a highly qualified and committed workforce.
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.	
Wildly Important Goal	MyC3: Beyond the Paycheck intranet website is accessed by at least 30% of employees by June 2027.
Key Levers	Support teacher retention by developing and promoting a total rewards website to highlight comprehensive compensation, incentive, and perk information.
Performance Measure(s)	Number of unique users of MyC3: Beyond the Paycheck intranet website per month
Collaborating Departments	Communications and Engagement Compensation and Benefits Information Technology Talent Acquisition Workforce Management

Pillar: People Excellence

Guardrail 4

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.
STRATEGY Pe 2.001: Develop innovative ways to increase the availability of ongoing professional development and coaching, including finding the time required.	
Wildly Important Goal(s)	Increase the percentage of professional learning activities monitored through KickUp from 0 to 100%, establishing a districtwide system for measuring professional learning impact aligned to the Theory of Change, by June 2027.
Key Lever(s)	Broaden the reach of the practice by engaging a larger and more diverse group of participants to enhance impact and scalability.
Performance Measure(s)	Number of training and data reviews conducted using KickUp Professional learning attendance and feedback in KickUp platform (baseline year) including all Theory of Change PD
Collaborating Departments	All Departments that conduct professional learning Data Strategy and Governance Digital Learning & Library Services Office of Academic Performance

Pillar: People Excellence

Guardrail 4

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.
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.	
Wildly Important Goal(s)	Increase the retention of Beginning Teachers (years 0-3) from 82% to 87% by June 2027.
Key Lever(s)	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.
Performance Measure(s)	Number of Beginning Teachers attending competency-aligned professional development Percent of Beginning Teachers demonstrating growth through the Instructional Impact Tool Percent of Beginning Teachers who interact with their assigned quality mentor Percent of Beginning Teachers with a complete cumulative professional development plan Percent of Beginning Teachers who engage in post-onboarding professional development who obtain BTC by year 3 of BTSP
Collaborating Departments	Human Resources Licensure Office of Academic Performance Office of Strategy Management Retention, Recruitment and Talent Development School Improvement and Data Integration

Pillar: People Excellence

Guardrail 4

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.
STRATEGY Pe 3.001: Ensure that programs which recognize and elevate the appreciation of teachers and other staff are consistently implemented districtwide.	
Wildly Important Goal(s)	85% of participating leaders report increased confidence in applying retention strategies learned by June 2027. Expand collective central office-led teacher recognition programs from recognizing 11.7% of teachers to 17% by June 2027.
Performance Measure(s)	Level of confidence in applying PD
Collaborating Departments	All CMS Schools Beginning Teacher Development and Support Educational Leadership School Performance Areas

Pillar: People Excellence

Guardrail 4

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.
STRATEGY Pe 3.002: Collaborate with community partners to create and implement targeted employee wellness programs.	
Wildly Important Goal(s)	Expand reach of wellbeing programs for teachers at priority staffing schools from 1/3 to 2/3 of all 2026 priority staffing schools from July 2026 to June 2027 while improving average employee satisfaction ratings at 2026-27 participating schools from 54.3% to 59%.
Performance Measure(s)	Educator Experience Check measures of participating schools Number of schools per well-being partner Number of well-being partners Tracking of potential measures at beginning and end of program
Collaborating Departments	All CMS Schools Beginning Teacher Development and Support Educational Leadership School Performance Areas

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.
STRATEGY Pe 3.003: Build the capacity of employees to promote wellness strategies for their teams and schools.	
Wildly Important Goal(s)	85% of participating wellbeing champions report use in their schools of strategies, activities, and resources provided through pilot by June 2027.
Performance Measure(s)	Percentage of attendance at sessions Tracking of potential measures at beginning and end of program Report of use of support
Collaborating Departments	Human Resources Research, Evaluation & Analytics

Pillar: People Excellence

Guardrail 4

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 Pe 4.003: Enhance the implementation of the formal performance evaluation system for all employees grounded in district developed frameworks.	
Wildly Important Goal(s)	Achieve and sustain a 90% fill rate for teacher positions in high-need areas by August 2026, with staffing stability maintained throughout the academic year to not go below a 87% fill rate by June 2027. Conduct a review of high need staff positions outside of the area of teachers by June 2027.
Performance Measure(s)	High Need teacher vacancy fill rates are met Project milestone met Review of non teaching high need vacancy areas to determine baselines
Collaborating Departments	All recruitment teams across divisions HRIS Operations Recruitment Team

2026–27 Department Plans Index

Department	Retention and Rewards
WIG(s)	Reduce influenceable teacher attrition (Personal + Other) by 100 teachers, from to 868 to 768 by June 2027.
Performance Measure(s)	Awareness of wellness supports Awareness of At Home in CMS Beyond the Paycheck web traffic Confidence in using strategies/practices from retention PD Number of new NBCTs Percent of feeling meaningfully recognized
Department	Talent Acquisition
WIG(s)	Increase the number of sourced candidates so that 50% of all qualified sourced candidates in high needs vacancy areas will be recommended for hire in the 2026–2027 school year (August 26–July 27)
Performance Measure(s)	Marketing KPIs High Needs Vacancies vs. Qualified Candidates engaged Qualified Candidates Engaged vs. Passing Pre-Screening and Deemed Hireable Qualified Candidates Passing Pre Screening vs. Pre-Screened and Hired
Department	Teacher Early Career Development & Pipelines
WIG(s)	Increase the retention of Beginning Teachers and Residents from 82% to 87% by June 2027.
Performance Measure(s)	Percent of Beginning Teachers (years 0–3) and Residents who have completed an onboarding experience who receive proficient or higher summative ratings across all standards on North Carolina Educator Effectiveness System will increase from 70% to 80% by June 2027. (Performance Management) Percent of new teacher hires (Beginning and Experienced) who provide a favorable survey rating on all District and School Onboarding Questions will increase from 80% to 85% by June 2027. (Qualtrics and CMS PD Survey) Percent of surveyed Beginning Teachers (0 – 3) and Residents engaging in post-onboarding professional development opportunities who intend on returning as a teacher to CMS will increase from 92% to 98% by June 2027. (BOY, MOY, EOY Educator Experience Checks)

2026–27 Department Plans Index

Department	Teacher Leader Pathways and Professional Learning
WIG(s)	100% of 1st to 3rd year High-Quality Multi-Classroom Leaders (Master Teachers) will complete a structured onboarding experience designed to prepare them for success in their role by June 2027. 90% of High-Quality Multi-Classroom Leaders (Master Teachers) will demonstrate their effectiveness as measured by positive growth in the EVAAS growth index of 100% of the teachers on their coaching caseload by June 2027.
Performance Measure(s)	Coaching caseload collections EVAAS Teacher Value-Added reports MVPA and BOY to EOY growth assessment results by school MVPA and BOY to EOY growth assessment results by teacher PD attendance rosters PD feedback