



Deputy Superintendent: Academic Performance Office 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 1.001: 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.	
Wildly Important Goal(s)	Ensure that 50% of schools participating in the SOFG Instructional Impact Tool research study will increase one tier within an indicator for either Instructional Impact 1, 2 or 3 by June 2027.
Key Lever(s)	Accelerate school-level instructional leadership capacity to drive curriculum implementation and teacher development
Performance Measure(s)	Job-embedded coaching sessions on instructional resources Knowledge-Based Question (KBQ) response data Ongoing IIT indicator data
Collaborating Departments	Office of Academic Performance Retention, Recruitment and Talent Development School Improvement and Data Integration

Pillar: Academic Excellence

Goals 1, 2, 3

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

PRIORITY Ae1:	Provide high-quality standards-based instruction across Charlotte-Mecklenburg Schools to achieve the student outcome focused goals.
STRATEGY Ae 1.002: Ensure equitable instructional practices are administered uniformly across the district.	
Wildly Important Goal(s)	Ensure that 50% of schools participating in the SOFG Instructional Impact Tool research study will increase one tier within an indicator for either Instructional Impact 1, 2 or 3 by June 2027.
Key Lever(s)	Embed equitable instructional practices through sustained school-level implementation support, data-informed reflection, and cross-site collaboration
Performance Measure(s)	Job-embedded coaching sessions on instructional resources Knowledge-Based Question (KBQ) response data Ongoing IIT indicator data
Collaborating Departments	Office of Academic Performance Retention, Recruitment and Talent Development School Improvement and Data Integration

Pillar: Academic Excellence

Goals 1, 2, 3

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

PRIORITY Ae3:	Eliminate the gaps in performance and opportunities between student groups.
STRATEGY Ae 3.002: Implement core experiences to accelerate the academic growth of all student groups.	
Wildly Important Goal(s)	100% of SPAs will fully implement the differentiated academic support model by June 2027.
Key Lever(s)	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.
Performance Measure(s)	DIBELS End-of-Grade assessments End-of-Course assessments Instructional observation/walkthrough data Mastery View Predictive Assessments Professional learning/coaching implementation data Progress-monitoring data Universal screener data, where applicable
Collaborating Departments	Advanced Studies Career and Technical Education Data Governance Data Platforms Educational Leadership Exceptional Children Federal Programs K–12 Academic Performance Learning and Language Acquisition Office of Academic Performance Pre-K Programs & Services Student Support Services Teacher Leader Pathway



People Excellence

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 2.002: Provide regular opportunities for educators to observe instruction in their content area.	
Wildly Important Goal(s)	Ensure 100% of Master Teachers will complete a minimum of three Instructional Impact Tool calibration sessions focused on goal-aligned instructional areas by June 2027.
Key Lever(s)	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 Instructional Impact Tool data and student achievement outcomes, with an emphasis on refining implementation and expanding impact across classrooms.
Performance Measure(s)	IIT data Master Teacher feedback and student data
Collaborating Departments	Recruitment, Retention, and Talent Development School Improvement and Data Integration

2026–27 Department Plans Index

Department	Digital Learning & Library Services
WIG(s)	Develop an elective course with two student microcredential opportunities in emerging technologies from 0 to 100% across the district by February 2027. Develop a school library program data dashboard with key health metrics for each school accessible from 0 to 100% of schools by June 2027.
Performance Measure(s)	Dashboard accessible to intended users (principals, librarians, district leaders) Dashboard fully developed and approved for district use Elective course with two microcredential opportunity and related resources, fully developed and offered for enrollment Key library health metrics defined and displayed for 100% of schools
Department	K–12 Academics
WIG(s)	Increase the percentage of Theory of Change cycles in which implementation evidence from Professional Development, Coaching, and Research Walks is reviewed and used to inform subsequent professional learning, coaching, or K–12 instructional decisions from 0% to 100% by June 2027.
Performance Measure(s)	Implementation of an integrated Theory of Change review process across Professional Development, Coaching, and Research Walk cycles Use of Research Walk data Documented actions taken in response to implementation evidence
Department	MTSS
WIG(s)	Increase the district-wide Facilitated Assessment of Multi-Tiered System of Support – District-Level (FAM-D) score for the Data/Evaluation critical component from 50% to 70% by June 2027.
Performance Measure(s)	MTSS implementation data Monthly MTSS Data Dives District-level resources and guidance provided