

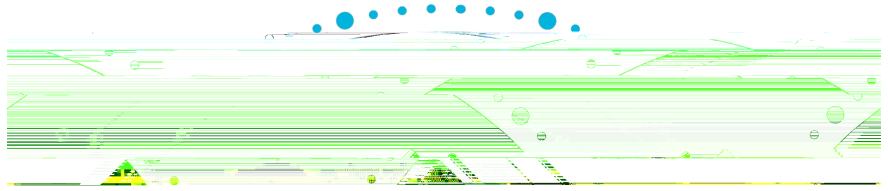


Charlotte-Mecklenburg Schools Annual Plan 2024-2025

Guiding Principles

MISSION

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



VISION

The vision of Charlotte-Mecklenburg Schools is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential.

STRATEGY

CMS leads the way, charting a pathway of endless possibilities, for students and employees, through a connected ecosystem of families, community and organizations, both public and private.

PILLARS OF EXCELLENCE



Academic Excellence

Charlotte-Mecklenburg Schools commits to educating the whole child to world class standards and will provide a criteria-aligned comprehensive curriculum.



People Excellence

Charlotte-Mecklenburg Schools commits to an improved employee experience inclusive of enhancing recruiting, retention, and training opportunities.



Operational Excellence

Charlotte-Mecklenburg Schools commits to operational efficiency and effectiveness through safe and clean environments, the best technologies for students to learn, prudent spending, and enhanced data use.



Engagement Excellence

Charlotte-Mecklenburg Schools commits to being a collaborative and inclusive community partner, ensuring consistent two-way communication to equitably meet needs, source funding, and create new opportunities for all.

Strategic Plan Overview

We are
community-driven.

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 wellbeing.

Goals	From 2022-23	To	By
Goal 1: Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS	67%	91%	June 2029
Goal 2: Increase the percent of students scoring CCR (college and career ready)* on reading end of grade assessments in grades 3-8 .	31%	50%	June 2029
Goal 3: Increase the percent of students scoring CCR (college and career ready)* on Math I assessments.	27%	57%	June 2029
Goal 4: Increase the percent of high school students graduating with their graduation cohort on track to be enrolled, enlisted or employed as demonstrated by achieving at least one indicator from 72% in June 2023 to 85% in June 2029.	72%	85%	June 2029

Guardrails

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

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 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.

* CCR (college and career ready) means that a student scores a Level 4 or Level 5 on the state end of grade or end of course assessment.

2024-29 Goals and Annual Targets

Goals	From 2022-23	To	By
Goal 1: Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS	67%	71%	June 2024
		75%	June 2025
		79%	June 2026
		83%	June 2027
		87%	June 2028
		91%	June 2029
Goal 2: Increase the percent of students scoring CCR (college and career ready)* on reading end of grade assessments in grades 3-8 .	31%	34%	June 2024
		37%	June 2025
		40%	June 2026
		43%	June 2027
		46%	June 2028
		50%	June 2029
Goal 3: Increase the percent of students scoring CCR (college and career ready)* on Math I assessments.	27%	32%	June 2024
		37%	June 2025
		42%	June 2026
		47%	June 2027
		52%	June 2028
		57%	June 2029
Goal 4: Increase the percent of rising 1 f rising 1 R			



2024-25 Goal Interim Measures

Annual Goals & Interim Measures	From 2022-23	To	By
Goal 4: Increase the percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed. <i>*The specific metrics will be shared upon development.</i>	72%	76%	June 2025
To be on track, students <u>must</u> meet one of the first criteria below			
% of students meeting or exceeding GLP** (grade level proficiency) in Math I or Math III, English II and Biology or successfully completing a vocational preparation or life skills course*	32%	42%	June 2025
% of students scoring 19 on the ACT or 1050 on the SAT	40%	43%	June 2025
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)	1%	3%	June 2025
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway	4%	5%	June 2025
% of students earning at least one Tier 2, Tier 3 or WorkKeys industry credential	27%	3L	

Guardrails

From
2023-24

To

By

Guardrail 1

Guardrail 1	From	To	By



Alignment to Goals and Guardrails

2024-29 BOE Goals and Guardrails

2024-29 District Strategic Plan

2024-25 District Annual Plan

2024-25 District Annual Budget

**2024-24 Department Annual Plans
2024-25 School Improvement Plans**

**2024-25 Professional Development Plans
2024-25 Evaluations**

Achieving the Goals and Guardrails

Academic Excellence

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

Create multiple life pathways for each student, ensuring their success,

Eliminate the gaps in performance and opportunities between student groups

Develop the well-being of the entire child, promoting positive behaviors, consistent attendance, and building strong social-emotional skills

Achieving the Goals and Guardrails

Operational Excellence

Build and actively maintain great facilities

Modernize our technological infrastructure and systems

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





Academic Excellence

Pillar: Academic Excellence

Goals 1, 2, 3

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

<p>PRIORITY Ae1:</p>	<p>Provide high-quality standards-based instruction across Charlotte-Mecklenburg Schools to achieve the student outcome focused goals.</p>
<p>STRATEGIES:</p>	<p>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. Provide a comprehensive reading, math and science curriculum including resources for students requiring specialized services Provide comprehensive and ongoing reading, math and science professional development including use of resources for students requiring specialized services, for district staff, principals, master teachers and teachers Provide MORE units to explicitly teach non-fiction literacy skills in one science and one social studies unit in kindergarten through third grade Provide high dosage tutoring in reading and math in grades kindergarten, first and second grade, prioritizing schools at which students enter kindergarten with skill gaps as evidenced by universal screener data</p> <p>Ensure equitable instructional practices are administered uniformly across the district. Conduct core action walk-throughs to assess the quality of instruction looking for Effective use of curriculum and resources for all students, particularly those needing specialized services Effective use of MORE K-3 science and social studies units Leverage advanced teaching roles to strengthen novice teacher development, prioritizing high-needs schools Provide aligned principal and master teacher coaching using a consistent districtwide framework</p> <p>Incentivize and invest in teachers, principals and staff applying to, accepting positions at and persisting in high-needs schools. Monitor school-based vacancies on a regular cadence, prioritizing vacancies at high-needs schools Prioritize teacher vacancy source referrals to high-needs schools using competency-based hiring practices Develop and enact a specific marketing strategy for hiring at high-needs schools</p> <p>Guide instruction with appropriate data driven analysis so all students reach the student outcome focused goals. Align department and school improvement planning to district annual and strategic plans, including a monitoring and reporting cadence across stakeholders Conduct data analyses and next step action planning at the executive leadership, learning community, school, grade level content area and teacher levels on the cadence on which new data are available</p>
<p>IMPLEMENTATION PHASE:</p>	

Pillar: Academic Excellence

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

<p>PRIORITY Ae2:</p>	<p>Create multiple life pathways for each student, ensuring their success, whether enrolled, employed or enlisted.</p>
<p>STRATEGIES:</p>	<p>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. Align and integrate the Learner Profile (LP) competencies* with district guidance resources including but not limited to: course planning, course work, college/career/life exploration, social emotional curriculum and opportunities, extracurricular opportunities, financial literacy and goal setting Create a communication strategy for internal and external stakeholders Align concentrator status to grade level milestone(s), monitoring student attainment of concentrators by grade level</p> <p>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. Implement Capturing Kids Hearts in all middle and high schools to provide a framework and development for adults to foster a culture of strong adult-student relationships Create, implement and monitor the system and tools used by school counselors when meeting with each student to guide planning for post secondary readiness Develop and implement a collaborative system across the student services and career and technical education departments to support student on-time graduation Monitor student progress toward graduation, problem solving with students not on track for graduation Assign case managers to students based on individual needs</p> <p>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. Create a database of postsecondary opportunities in the Charlotte-Mecklenburg region Increase availability of student pathway-aligned WBL (work-based learning) opportunities Increase student participation in pathway-aligned work-based WBL opportunities</p> <p>Build a continuous pipeline of credentials for students progressing to 2-year or 4-year colleges and enhancing their commitment to future endeavors. Use student career and interest inventories to map the current and future pipelines needed for students to achieve post secondary goals Secure, align, customize and provide training on the use of a districtwide course planner tool; integrate existing pipeline opportunities into the course planner tool Leverage the course planner tool to monitor student progress toward post-secondary goals including pipeline opportunities</p>

Pillar: Academic Excellence

Guardrail 1

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

<p>PRIORITY Ae3:</p>	<p>Eliminate the gaps in performance and opportunities between student groups.</p>
<p>STRATEGIES:</p>	<p>Continue working with community partners to provide exposure/opportunities to Pre Kindergarten-aged students to meet their needs for academic support. Develop, implement and monitor a plan to ensure effective and timely enrollment of students in Charlotte-Mecklenburg Schools and NC Pre-K Child Development Centers prior to the start of the school year, including accurate and timely data entry into the relevant enrollment platform Develop, implement and monitor a plan to ensure effective and timely procedures for monitoring enrollment of students in Charlotte-Mecklenburg Schools and NC Pre-K Child Development Centers during the school year, including but not limited to: rostering and tracking daily and monthly attendance rates, parent/guardian notification of absences Provide needed tools for use by PreK administrators/principals and coaches to use to implement high quality Pre-K programming, including but not limited to: resources for curricular and assessment, classroom walk-through, early literacy teacher training and coaching teachers</p>
	<p>Implement core experiences to accelerate academic growth of all student groups. In addition to implementing key levers in Priority Ae1: Streamline and align Tier II and Tier III resources on the standard treatment protocol to ensure access and training for applicable students and staff Streamline and align resources for academically and intellectually gifted students to ensure access and training for applicable students and staff Set goals and monitor goal progress using district level FAM-D implementation data on a regular cadence Develop and implement a system to ensure federal funds are aligned to department plans; monitor effectiveness of aligned use quarterly</p>
	<p>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: Update resources for communication with families about academic and students services needs, resources and supports to ensure they are user friendly, understandable, include videos and learning resources and are available on the Charlotte-Mecklenburg Schools family resource website (esp following each benchmark assessment cycle) Establish a system to communicate celebrations and opportunities for growth in multiple modalities with caretakers, providing resources, asking for feedback and identifying additional needs</p>
	<p>Expand access to advanced learning experiences, programs and courses to address the disproportionality of students identified to receive services. Integrate the multi-tiered system of support tools (FAM-D and FAM-S) into the district and school improvement plan and data analysis processes Train, implement and monitor all impacted stakeholders to enact plans to ensure students in need of Tier II and Tier III supports are receiving them, and they are having the intended impact, ensuring Tier III data analysis includes all elements of providing for students with disabilities</p>
<p>IMPLEMENTATION PHASE:</p>	<p>24-25 Initial 25-26 Full 26-27 Sustained 27-28 Sustained 28-29 Sustained</p>

Pillar: Academic Excellence

Guardrail 3

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

<p>PRIORITY Ae4:</p>	<p>Provide inspiring educational experiences for students to discover and maintain a love of learning.</p>
<p>STRATEGY:</p>	<p>Continue providing a wide variety of classes and experiences that produce a well-rounded education.</p> <ul style="list-style-type: none"> Design and implement districtwide family and caretaker engagement sessions for learning and feedback about district school program choices Engage families and caretakers multiple years in advanced of school program implementation and enrollment, starting with families and caretakers with children as young as 2 and 3 years old for programs in elementary schools Evaluate current state for district programming in STEM, STEAM and Performing Arts; research and engage families in standards and practices for future state of programming for STEM, STEAM and Performing Arts Design a course for local endorsement in gifted education with one key instructional strategy to be implemented after each session Provide development for media coordinators to improve student literacy engagement Collaborate with Public Library leadership to provide engaging and innovative learning experiences for K-12 students Integrate digital learning strategies into core and supplemental instructional resources
	<p>Ensure regular exposure to cultural and artistic experiences for students inside and outside of the classroom, especially those students from under-resourced communities.</p> <ul style="list-style-type: none"> Create a digital tracking system for arts experiences, including data entry points for field trips, residencies, school shows, internships and cultural events Expand and enhance partnerships with local arts organizations through the City of Charlotte's Art & Culture Plan to provide more varied opportunities as well as the number of experiences available to students; monitor and report plan implementation and effectiveness data to make informed decisions about future arts programming Create a contracted service and field trip dashboard to monitor the number of enrichment experiences in After School Enrichment Programs; evaluate the effectiveness of contracted services on a regular cadence to evaluate the year over
<p>field trips, res a</p>	<p>Design and imple 2</p>

Pillar: Academic Excellence

Guardrails 2, 3

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

PRIORITY Ae5:	Develop the well-being of the entire child, promoting positive behaviors, consistent attendance and building strong social-emotional skills.
STRATEGIES:	Work with community partners to offer physical and mental health services for students and families at schools. Identify current and future community partners specializing in providing mental and physical healthcare services aligned to the needs of students and families Ensure district and school-based staff know about the available services and can connect students and families to these services, as applicable and appropriate Expand the Meaningful Medicine program currently serving 56 schools Ensure effective district and school responses to Title IX concerns, connecting students, families and caretakers to needed community partner support as applicable and appropriate
	Work with community partners to assess existing whole-child resources, and then actively network with families on these available services. Implement school-based health clinics Strategically expand school based mental health therapy agency programming in schools by resource mapping needs against current programming and creating a system for the ability for students to be efficiently engaged in this programming Implement day treatment programming in up to five schools, creating systems and processes for expansion to additional schools in future years Leverage the districtwide family engagement key levers, including the implementation of Family Academy, to ensure family and caretaker awareness and ability to access 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. Ensure each school has a tiered attendance plan as a part of the School Improvement Plan, analyzing attendance data on a regular cadence Revise, implement and monitor the effectiveness of district "street teams" locating students who have not come to school or are chronically absent, ensuring their ability to connect students, families and caretakers with needed resources and the home school's ability to track their progress with locating and supporting students Create a districtwide mediation program for students with Tier III attendance needs, partnering with community agencies as applicable and appropriate
	Expand access to training and supports to reduce the disproportionality of student disciplinary infractions. Implement a new platform for data collection and analysis of student disciplinary infractions, including stakeholder training and support for its use Revise, create and train district staff on a new student code of conduct and administrator resource guide outlining a) expectations for instructing students on appropriate behavior in school, b) appropriate school responses to students not meeting disciplinary expectations and c) interventions and strategies to support appropriate student engagement in learning at school Enact district and school-based problem solving teams as a component of the District and School Improvement Plans to conduct data analyses and next step action planning at the executive leadership, learning community, school, grade level content area and teacher levels on the cadence on which new data are available

Pillar: Academic Excellence

Guardrails 2, 3

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

PRIORITY Ae5 continued:	Develop the well-being of the entire child, promoting positive behaviors, consistent attendance and building strong social-emotional skills.
STRATEGIES:	Integrate SEL learning into instruction to support students' social development. Ensure the integration of social emotional skills in core instruction curriculum Implement Capturing Kids Hearts to ensure social emotional learning in all middle and high schools Deepen implementation of Caring Schools Communities to ensure social emotional learning in all elementary schools Implement the Sources of Strength program, a supplemental program for secondary schools that supports building community, use of restorative circles and meets state legislative requirements for peer to peer mentorship in phase 2 middle and high schools
IMPLEMENTATION PHASE:	<p>24-25 Initial → 25-26 Full → 26-27 Sustained → 27-28 Sustained → 28-29 Sustained</p>



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.
STRATEGIES:	Increase investments in the recruitment, selection, staffing and retention of employees including the new housing initiative in development. Develop, fund and implement a strong marketing plan for recruitment of staff Develop, fund and execute targeted, innovative and responsive employee recruitment strategies, including but not limited to development of a new vacancy monitoring platform, applicant communication system, partnerships with institutions of higher education and targeted strategies for hard-to-staff roles Develop, fund and execute a new Teacher Assistant to Teacher Pathway Program, seeking state approval as an authorized North Carolina Apprenticeship Program Develop, fund and implement the Charlotte-Mecklenburg Schools Housing Initiative including but not limited to reduced cost rent and housing, financial literacy programming and downpayment assistance for home ownership for teachers
	Refine our recruitment strategy to ensure we can identify qualified candidates to fill vacancies for hard-to-staff roles. Ensure the districtwide marketing plan has the ability to enact more targeted and intentional strategy for hard-to-staff roles Ensure the districtwide employee recruitment strategies can be specialized for targeted hiring of hard-to-staff roles Expand the current enrollment in Pathways to Teaching programming to include hard-to-staff school-based teaching roles, including but not limited to students with disabilities, career and technical education, multilingual learner and specialized program choice teachers
	Implement a streamlined onboarding process to improve hiring timelines and to bring new employees to functional effectiveness as quickly as possible. Revise and monitor the standard operating procedure for hiring employees to improve the timeliness of the hiring process Create and implement year 1 of an expanded teacher onboarding process that better prepares teachers new to the profession and new to Charlotte-Mecklenburg Schools to be classroom ready at the start of the school year Procure and enact year 1 implementation of a new dashboard that tracks employee training and development, demonstration of functional skill and competency effectiveness and ultimately impact on the broader organization

Pillar: People Excellence

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

PRIORITY Pe1 continued:	Competitively recruit and retain a highly qualified and committed workforce.
STRATEGIES:	DeS cigh cruit anO cig

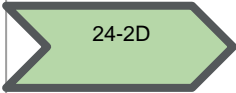
Pillar: People Excellence

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

<p>PRIORITY Pe2:</p>	<p>Develop the workforce with high-quality, rigorous professional learning that is competency-based.</p>
<p>STRATEGIES:</p>	<p>Develop innovative ways to increase the availability of ongoing professional development and coaching, including finding the time required. Implement a districtwide professional development scheduling system to ensure an efficient, integrated training and development experience for district employee stakeholder groups Create and maintain a comprehensive training and professional development dashboard that shows the details of all professional learning opportunities available to staff Utilize required teacher workdays and early release days to provide professional development to classroom teachers, prioritizing the teachers in roles with new content and/or curriculum Establish a districtwide process for collecting attendance and feedback for all training and professional learning in order to measure effectiveness and percentage of the workforce attending professional development relevant to their role</p>
	<p>Provide regular opportunities for educators to observe instruction in their content area. In addition to implementing key levers in Priority Ae1: Schedule and implement two collaborative walk-through training sessions at district schools for principals, reading and math master teachers and central office leaders</p>
	<p>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. In addition to implementing key levers in Priority Pe1: Develop and implement a new employee onboarding module for all newly hired employees of Charlotte-Mecklenburg Schools Define the onboarding actions that will be provided by the district and by schools/departments to create efficiency and consistency in onboarding practices Develop and implement a comprehensive teacher onboarding experience for all teachers new to Charlotte-Mecklenburg School, and monitor the impact and effectiveness of the teacher onboarding experience Continue teacher learning beyond the onboarding experience using teacher grade-level/content area affinity learning groups to foster ongoing, collaborative learning throughout the school year</p>
	<p>Increase employees' skills on inclusive practices and develop systems to constantly refine these practices. Include and monitor the effectiveness of inclusive practice employee development in a) district employee onboarding programming b) teacher onboarding programming and c) district leader onboarding programming Include and monitor the effectiveness of ongoing inclusive practice employee development, clearly outlining needed employee skills and competencies by employee role Acquire and utilize an electronic platform for employee training and development to create access to training and development for all employees</p>

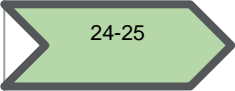
Pillar: People Excellence

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.
STRATEGIES:	Develop and implement a succession planning process for the district that includes talent planning. Assess current state of employee succession planning by surveying district departments Identify current employee training and development alignment to department needs for ongoing talent planning
IMPLEMENTATION PHASE:	

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.
STRATEGIES:	Ensure that programs which recognize and elevate the appreciation of teachers and other staff are consistently implemented districtwide. Assess current and desired future state of employee recognition practices by surveying superintendent focus and advisory groups Develop a system and the needed tools to expand district employee recognitions, leveraging technology for ease and efficiency Implement the system and process for the selection of the district Principal of the Year, Teacher of the Year, Teacher Assistant of the Year and New Teacher of the Year
	Collaborate with community partners to create and implement targeted employee wellness programs. To augment implementation of Priority Pe1, Strategy 4: Expand community partnerships and district/school-level supports for the wellness component of the total rewards compensation package
	Build the capacity of employees to promote wellness strategies for their teams and schools. Assess current and desired future state of employee wellness practices by surveying superintendent focus and advisory groups Increase awareness of employee wellness opportunities
IMPLEMENTATION PHASE:	

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.
STRATEGIES:	Deepen Charlotte-Mecklenburg Schools culture of universally shared commitment to student success. Create, implement and monitor effective use of consistent districtwide monitoring routines, including cross functional project monitoring Create, implement and monitor effective use of a system for designating high priority projects and ensuring that those projects have project charters that include all stakeholders needed for success of the project



Operational Excellence

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 Oe1:	Build and actively maintain great facilities.
STRATEGIES:	

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.
STRATEGIES:	Enhance the resilience of our cybersecurity infrastructure through the implementation of advanced defense mechanisms, system upgrades, meticulous refinement of work procedures and targeted training. Establish a framework to govern AI (artificial intelligence) prioritizing the safety and security of our staff and students Implement and monitor the progress of the Building Services Gentec School Server upgrade to update all school camera servers to the latest Microsoft server operating system Implement and monitor the progress of the CTE (Career and Technical Education) Desktop Systems Reimaging, updating all CTE desktop systems to latest Microsoft Windows operating system with latest versions of CTE approved applications Implement and monitor the progress of the service account password rotation project Implement and monitor the progress of updates to the Microsoft data loss prevention policy
	Implement the Charlotte-Mecklenburg Schools Business Modernization system to streamline workflow and reporting, including finance, procurement and HR modules. Implement Phase 1 of the Charlotte-Mecklenburg Schools Business Modernization project, implementing Oracle Fusion Cloud for the Enterprise Resource Planning (ERP) finance system, including the following steps: Design, Configuration and Development, Project Methodology (testing, review and approval of system) and Production Live
	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. Establish a baseline of inventory for all schools including a physical audit of devices at schools Identify schools that need refreshed devices, prioritizing schools with the oldest devices Enact the procurement process for the purchase of devices Create a deployment plan, including support and communication for schools Train stakeholders on districtwide device management practices, including but not limited to internal staff on inventory best practices, data verification and using our inventory system and technology staff on device management Create and enact a system for monitoring school-based technology contacts' execution of device management
	Prepare for the adoption of the new student information system that North Carolina will be launching statewide in the 2025-26 school year. Implement and monitor the progress of the data preparations, platforms and integrations and Student Information System (SIS) processes for implementation of Infinite Campus in 2025-26

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.
STRATEGIES:	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. Develop a financial model to project financials beyond current budget year (5 year projection): <ul style="list-style-type: none">Primary focus on understanding expenditures and need for support from Mecklenburg County Collaborate with superintendent and cabinet members to understand key assumptions and the resulting potential longer-term outcomes: <ul style="list-style-type: none">Assess implications to current 5 year Strategic PlanDevelop and adjust plans and strategies going forward Review and discuss with Charlotte-Mecklenburg Board of Education and County Commission in the December-January timeframe: <ul style="list-style-type: none">Not a formal request, but informational for their planning and understanding – actual requests for any change in funding would be included in the annual budget request
	Improve funding formulas and create mechanisms to ensure equitable distribution of all resources across the district. Collaborate with fund owners and executive approvers prior to the fiscal year: <ul style="list-style-type: none">Revise comprehensive annual budget development calendar

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.
STRATEGY:	Establish system-wide project management excellence to develop a collaborative, trusted, and results-oriented culture. Develop and implement annual processes to develop the five year Annual Planning forecast, the 2024-25 District Annual Report, and the 2025-26 District Annual Plan Develop, implement and monitor implementation of districtwide systems, tools and training for districtwide implementation of practices in systems management,

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.

<p>PRIORITY Oe5:</p>	<p>Enhance the use of data to improve decision-making in all of our actions.</p>
<p>STRATEGY:</p>	<p>Modernize our data reporting platforms to improve the timeliness and accessibility of key data for supporting strategic efforts, improving operational efficiency and informing instruction. Secure all needed resources to initiate, complete and implement a project to create reports on the goals, guardrails, and interim measures for which data are already available in the data model, specifically developing a platform for collecting data and reporting on classroom core action walkthroughs Automate department data resources by creating reports for which data are already available in the data model and then reports for data that are not currently in the model Migrate key portal content for schools by creating reports to replace Navigator Portal reports that schools currently use and then creating applications to replace Navigator Portal applications that schools currently use</p> <p>Conduct regular data review meetings to drive continuous improvement at schools and across the District. In addition to implementing key levers in Priority Ae1: Create, implement and progress monitor a districtwide monitoring cadence for implementation of the district annual plan, including district departments and schools</p> <p>Enhance the capability of all staff to use data to drive improvement, including training. Build skills and competencies of stakeholders throughout the district to engage in data review meetings and associated systems management to enact next steps with efficiency and intentionality</p> <p>Monitor developments with (AI) generative artificial intelligence, seeking to adopt this to serve students better when suitable for specific use cases. Conduct research and analysis on use of AI (artificial intelligence), forming a dedicated AI task force comprising educators, instructional technology staff, and administrators to engage in activities such as analyzing existing use cases and success stories of AI implementation in education Establish governance frameworks to guide the responsible development and deployment of AI technologies, including but not limited to ethical guidelines and principles for use Collaborate with curriculum developers to integrate AI tools and resources into the existing curriculum and provide associated training and resources for teachers and staff on effective and safe use of AI tools</p>
<p>IMPLEMENTATION PHASE:</p>	<p>24-25 Initial 25-26 Full 26-27 Sustained 27-28 Sustained 28-29 Sustained</p>



Engagement Excellence

Pillar: Engagement Excellence

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

<p>PRIORITY Ee3:</p>	<p>Establish open dialogue for two-way communication between the district and community, providing clear information and listening attentively.</p>
<p>STRATEGY:</p>	<p>Maintain effective collaboration with media partners to share positive and uplifting stories of Charlotte-Mecklenburg Schools and our students. Provide media interaction preparedness training for Executive Leadership to advance Charlotte-Mecklenburg Schools story Continue to build and foster positive relationships with media</p> <p>Continue to enhance and improve district and school websites, communication channels and social media. Develop a comprehensive communication schedule for all communication channels and platforms Ensure that all district information is posted in a timely manner on all platforms Develop a thematic communications calendar that aligns with district events, observances and initiatives</p> <p>Strengthen our customer service at every touch point, and institute a system for measuring our quality of service to inform improvements. Identify communication tools that connect internal and external stakeholders through timely and caring customer service indicative of providing the Charlotte-Mecklenburg Schools C.R.O.W.N. experience. Develop a timeline for implementation of communication tools that align with the district calendar Establish a system for tracking categorical data, timeliness, trends and satisfaction of responses to customer service queries</p> <p>Improve internal communication structures to ensure all employees receive timely district news and important information. Design and develop alternatives for getting timely information throughout Charlotte-Mecklenburg Schools (especially staff that are not actively on computers) Train all Charlotte-Mecklenburg Schools staff on the process for sharing story ideas Design and implement a media ambassador program where every department and school has identified key contacts to support elevating key newsworthy stories</p> <p>Communicate with families in multiple languages and modes to best meet their needs. Identify communication modality needs for Charlotte-Mecklenburg Schools families Provide district communications in multiple languages</p>
<p>IMPLEMENTATION PHASE:</p>	

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<p>PRIORITY Ee4:</p>	<p>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.</p>
<p>STRATEGY:</p>	<p>Secure more resources for our students and educators by aggressively pursuing funds targeted to the areas of highest impact and supporting ongoing innovation. Pursue new funding opportunities to provide the resources needed for our students and staff Distribute grant opportunities and advertise lunch and learn series Conduct accurate and timely grant management monitoring and reporting</p> <p>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 Collaboratively conduct a districtwide needs assessment to identify high priority district needs that are aligned to the Charlotte-Mecklenburg Schools strategic plan Map district needs to available community resources</p>