



STRATEGIC PLAN 2018:
For a Better Tomorrow



Every Child. Every Day. For a Better Tomorrow.



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*Education is the most powerful weapon
which you can use to change the world.*

– Nelson Mandela

Introduction

What will the workplace of the future—the one in which our students today will be working—look like and what kinds of jobs will it provide? General Electric’s research lab in upstate New York provides a window into that future.

General Electric is an American company and a global giant. GE manufactures appliances, healthcare products, aviation and train engines, advanced energy-technology devices, medical equipment and more. The company’s Niskayuna, NY-based research lab draws on the expertise of its own engineers from around the world—and everyone else through online design contests. The recent GE Engine Bracket Challenge offered a reward to anyone who could design a lighter, better bracket for a jet engine to increase fuel efficiency. The prize was \$20,000. The *New York Times* columnist Tom Friedman reports that, in all, 697 contestants from around the world – companies, individuals, graduate students and designers—competed, with a majority of them coming from outside the aviation industry.

What did the GE contestants need to successfully compete? Higher-level thinking skills. Digital and technological competency and access. Literacy, numeracy and content mastery. Creativity and the ability to innovate. Motivation and the desire to compete. Communications and entrepreneurship skills to share ideas.

Every student in Charlotte-Mecklenburg Schools today will enter a workforce that requires the same skills and competencies needed to successfully compete in the GE contest. In the rapidly changing workforce of tomorrow, jobs that require easily replicated, rote skills will be gone—automated or outsourced. The factory-model job is gone and it’s not coming back. The jobs that remain will be those that require creativity, agility and critical thinking.

It is our challenge—our privilege and responsibility as educators, caregivers and members of the community—to ensure that every student in every school leaves CMS with those skills and competencies. Working together, we can provide the schools our students need and deserve. We can provide schools that move beyond the four walls of a classroom to offer global teaching and learning experiences, unfettered creativity and inspiration to become lifelong learners.



We can provide schools that will nurture innovation and entrepreneurship in our students—schools where learning is not only encouraged in the classroom but supported everywhere, all the time. In the words of social/economic theorist Richard Florida, “We need to understand that classroom education is merely one phase of a continuous process of learning, discovery, and engagement that can occur anywhere and anytime. We need a learning system that fuels, rather than squelches, our collective creativity.”

Only by building that learning system can we ensure that every student leaves high school prepared for college, career or the military. Only by preparing our



students with those higher-thinking, critical-analysis skills and digital literacy will we ensure that our region—Mecklenburg County and beyond—has the skilled, knowledgeable workers we will need to continue to prosper economically and socially.

How well we educate our students today will determine the future of our community and our region. Public education affects each one of us. Every member of our community has a stake in the success of Charlotte-Mecklenburg Schools because public education remains the broadest and best avenue for access to equal opportunity and education. It is also the best way to meet the needs of every individual child in our community.

Building this system will require careful and strategic planning. We must be intentional in our choices and thoughtful in our school designs. We must be bold in our leadership and careful with our funding so that we maximize every dollar for the benefit of our children. We must work together to achieve the CMS brand promise: a personalized environment of academic excellence that prepares every child, every day, for a better tomorrow. We need to create the schools that our children need to prepare for the future, not the schools we fondly remember from our childhoods.

Strategic Plan 2018: For a Better Tomorrow is our roadmap to transform Charlotte-Mecklenburg Schools over the next five years. *Strategic Plan 2018: For a Better Tomorrow* sets out the goals and strategies we will use to prepare our students and our employees, and the metrics and milestones we will use to measure our progress. This plan is a statement of our intention and

our ambition to take Charlotte-Mecklenburg Schools from where it is now—a good public school district recognized for excellence across the country—to where it needs to be: a great public school district that prepares every student for a brighter tomorrow.

Our plan reflects the Charlotte-Mecklenburg Board of Education’s commitment to “transform the culture of Charlotte-Mecklenburg Schools into one of high performance in both academics and operations.... Foster a performance culture and unleash innovation in teaching, learning and school operations.”

Our plan also builds on the foundation of the *2014 Strategic Plan: Teaching Our Way to the Top*. It extends the reach of the 2014 plan in time and scope while also sharpening the focus on specific areas intended to strengthen every school, every student and every employee.

Strategic Plan 2018: For a Better Tomorrow is not only a plan for Charlotte-Mecklenburg Schools; it is also the articulation of aspirations, goals and priorities shared by all members of our community. It reflects an unprecedented amount of community and employee input about district direction and needs. Community members, parents, educators, district leadership and public/private leaders have come together during the past year in an extensive process to determine where CMS is today and where it needs to go.

Input was gathered during 2012 and 2013 through multiple channels: community meetings, town halls, task forces, surveys, individual and group meetings with the superintendent and Board membership. The articulation of what CMS should be and how it can get there was remarkably consistent across all groups and individuals: Every child deserves a great education. Every school must be a school of choice. Every child needs an outstanding teacher who can personalize the learning experience, who can be “not a teacher, but an awakener,” in the words of poet Robert Frost. And that experience must be given to every student in the rich, diverse mosaic that is CMS.

Over and over again, we heard our employees and stakeholders say: *Every child matters*. Charlotte-Mecklenburg Schools must meet the needs of all students, from those who are far ahead to those who need additional support to catch up and those in between. We need to meet each learner where he or she is and move every student forward.

Every student represents an opportunity to build a stronger, brighter future—and everyone in our community who provided input said that we must continuously improve in seizing that opportunity for every child. The workplace of tomorrow will be fast-moving beyond our imaginations. Consider this: When Apple first introduced the iPhone, there were about 800 applications, or apps. Now, there are 800,000—and most of them were not developed by Apple. Every technological advance today opens the door to literally thousands of others—and those who succeed in this workplace must be nimble, creative, imaginative and innovative.

We must do a better job of preparing our children for a future where they will compete with others all over the world for jobs. We need to make our students the winning contestants for GE—make them attractive to GE and all the other businesses and organizations that want the smartest, most creative and innovative employees. The future of our children—and of our whole community—rests on how well we prepare the students of today for the workforce of tomorrow.

Strategic Plan 2018: For a Better Tomorrow identifies six key goals that are critical to our success. Together, these goals reflect our comprehensive approach to maximizing academic achievement for every child, every day, for a better tomorrow.

Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.

Goal 2: Recruit, develop, retain and reward a premier workforce.

Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child.

Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service.

Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems.

Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign.

These six goals reflect months of discussion within our district as well as with community stakeholders, employees, parents and leaders of business, government and industry in Charlotte and Mecklenburg County. They reflect our commitment as a district to each student as a unique individual who needs instruction that allows learning to occur—a personalized learning experience that will lift each student, every day.

These goals reflect our commitment to great teaching that awakens students to their own possibilities, to efficient operations that allow us to maximize the funding we have to increase academic achievement and to our recognition that we must transform our schools into environments that tap the potential of each and every child. They align with our commitment to making all CMS schools and offices welcoming to everyone—and also providers of world-class service. Finally, these goals recognize that educating our children is a shared responsibility—schools must work with parents, the community, our business and faith-based partners and students themselves so that students can soar past barriers perceived and real. Working together as a district and a community, we can unlock the treasure that exists in every child—the unique abilities and the personal capacity for a rich and meaningful life.



The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.

– Dr. Martin Luther King, Jr.

The Case for Change

In the summer of 2012, we began the work of identifying what CMS does well and what the district needed to do better in order to meet our students' needs most effectively. The result of that work was *The Way Forward*, a comprehensive overview of the new strategic direction for our district. That overview was based on numerous town hall meetings, discussions with hundreds of individuals and small groups of parents, critics, higher education officials, PTAs and other organizations. It included input from the superintendent's visits to every school in CMS during his first 100 days, where he spoke with students and staff. It also reflected discussions with many CMS partners: state and local legislators, community



organizations, public and quasi-public agencies that serve children, elected officials from all areas of government and philanthropic agencies and groups. Finally, it incorporated the findings of three audits by independent consultants who looked at human resources, communications and the district as a whole.

Those discussions were the start of a yearlong conversation inside and outside CMS about how we can transform our district and our schools.

The conversation was wide-ranging and thoughtful. It occurred in formal settings, such as our 22 task forces, and in informal ones among CMS leadership and staff.

The degree of consensus was remarkable across all groups and stakeholders: Transformation is necessary. Although CMS is a good district, it needs to be a great one—and it can be.

There was broad understanding that our district has narrowed achievement gaps significantly but that they are still there. Personalization—providing each student with the tools, resources and teaching needed to motivate and inspire—is the key to closing these gaps. Personalizing the learning experience for each student is the core of how we need to transform schools. Education must be customized as well as personalized, with rich curricula and assessments that help advance learning. More options must be provided for students and parents, as well as a dedication to using technology tools in a blended learning environment in order to meet the needs of the district's diverse students.

There was also general agreement that CMS has done much substantive work on finding, training and keeping the best employees, particularly teachers. However, there was also the recognition that as a district we need to do more to build capacity and to attract and retain



top-quality talent in all areas. We need to create an opportunity culture that attracts the best teachers while simultaneously helping good teachers become great ones—a place where teachers want to work because they know they will be supported and encouraged to learn and grow. We want every student to be exposed to great teaching, and creating a culture of opportunity for our educators will help that happen.

Although CMS has been a national and regional leader in working to strengthen operational performance, we have much work remaining to build better processes and systems to ensure district-wide effectiveness, transparency and accountability.

CMS employees and our stakeholders also agree that we need to improve our cross-functionality as a district so that everyone understands the challenges and can work together on the best way to meet them.

This work includes a need for better customer service so that internal and external stakeholders—employees and the families they serve—can become full participants in public education. It also includes the widely agreed-upon need for candid conversations about learning gaps and cultural proficiency.

We have also placed emphasis in this plan on the need for strengthening and expanding partnerships and better engagement of families, as well as the

need to ensure that every school and district office is culturally competent and welcoming. We also place an emphasis on operational efficiency through better use of processes and systems, as well as the increased use of data to inform our decisions.

In the year of dialogue and discussion about CMS, we have found clear consensus on the need for transformative change. As a district and a community, we all agree on one central point: We can no longer prepare students the way we always have because that education will not provide them with the skills they need. We must prepare them differently. We must also prepare all of them. In the industrial age, it was not necessary for everyone to go to college or learn a specific skill, because there were low-skill jobs available that paid a living wage. Today, that is no longer true. The workforce of tomorrow will be creating jobs, not looking for them. We must prepare our students with the skills needed for that workforce.

The residents of Mecklenburg County and the employees of Charlotte-Mecklenburg Schools do not want a good school district; we want a great one. *Strategic Plan 2018: For a Better Tomorrow* is the blueprint for transformative change—the goals, focus areas, performance indicators and milestones we will use to transform our district and our schools.

*The mind is not a vessel to be filled
but a fire to be kindled.*

– Plutarch

The Starting Point

Where is CMS today, in the fall of 2013? We have many accomplished students and parents, many inspired teachers and dedicated employees and a commitment by Board and executive leadership to increase academic achievement district-wide.

We recently hit a record high in four-year cohort graduation rates—81 percent. The five-point increase over 2012 is significant progress—but we need to have all students graduating, not just 81 percent. Our students match or outperform their peers in other urban districts on the National Assessment for Educational Progress, often called the nation’s report card. Fourth-graders outperformed their peers in all other urban districts in math and CMS fourth-graders also ranked in the top three in reading. CMS eighth-graders were ranked first in reading and in the top three for math.

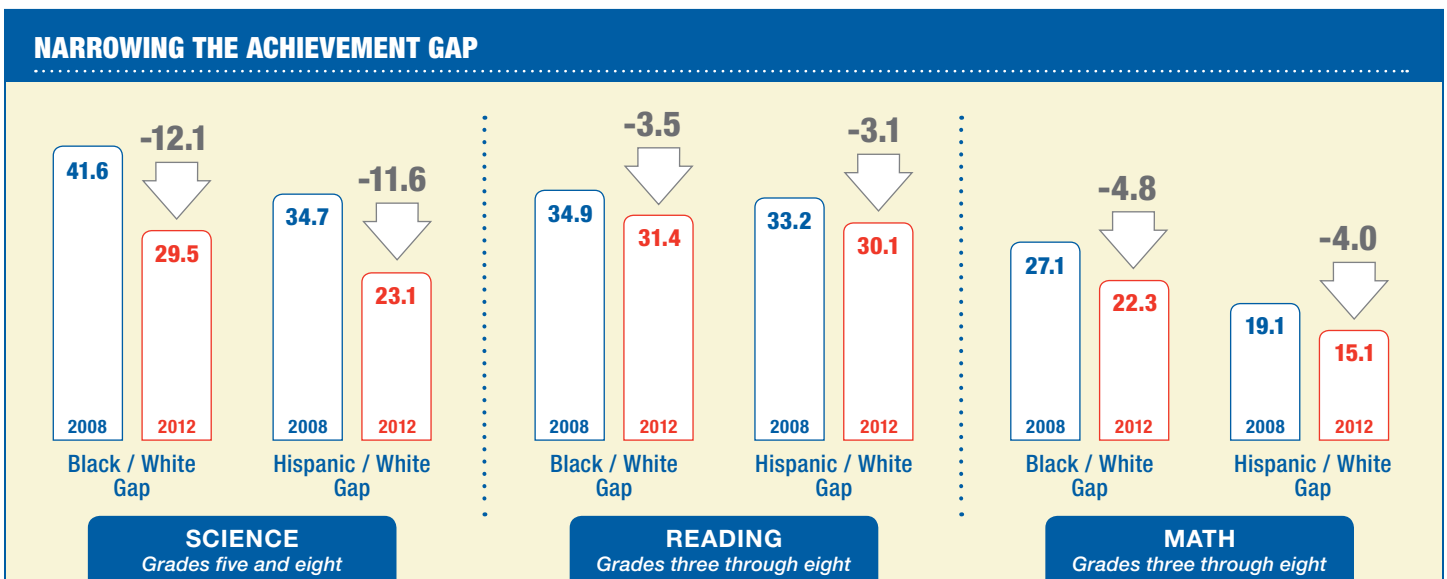
Our progress is measurable in other ways. The achievement gap between black and white students

in science for grades five and eight narrowed by 12.1 percentage points between 2008 and 2012 (the most recent year for which state test results are available). The Hispanic and white gap in science for the same grades narrowed by 11.6 percentage points.

From 2008 to 2012, the black and white achievement gap decreased by 3.5 points in reading for grades three through eight. CMS narrowed achievement gaps in reading between Hispanic and white students for grades three through eight by 3.1 percentage points.

Between 2008 and 2012, the black and white achievement gap in math for grades three through eight decreased by 4.8 percentage points. The Hispanic and white gap for the same period and grades narrowed by four percentage points.

The number of CMS schools making high growth, a state measurement, increased to 96 in 2012, up from



82 in 2011. The district also had 32 Honor Schools of Excellence (the state's top recognition for schools) and 32 Schools of Distinction.

Charlotte-Mecklenburg Schools also posted gains in student performance on the reading and writing portions of the SAT, an assessment used to gauge student readiness for college-level work. The increases come after two years of declining district scores on the assessment. The average overall CMS score on the three-part test rose by 10 points to 1473 (out of a maximum of 2400; each section is worth 800 points). The average district score on the reading section of the test rose by six points to 493. On the writing portion, the average district score rose by four points to 477. Math scores for the district held steady at 503.

The College Board results for the Advanced Placement (AP) program show that the number of CMS students taking AP tests rose 9.5 percent to 4,592 and the number of tests taken rose 7.2 percent to 9,012—greater increases than those of the state.

The number of Career and Technical Education (CTE) concentrators—students who take at least four CTE courses in high school, including one advanced course—who left CMS and pursued postsecondary education or advanced training, found a job or joined the military is at a five-year high of 97.5 percent. The four-year cohort graduation rate for CTE concentrators in the 2012-2013 school year was 91.8 percent.

For students who participated in JROTC, the 2013 graduation rate was even higher—98.6 percent.

There are other indicators of our achievements. Our progress in narrowing achievement gaps earned us the Broad Prize for Urban Education in 2011, the largest such prize in the country. Our Board of Education in 2013 became the first district in North Carolina to receive the Council of Urban Boards of Education (CUBE) Annual Award for Urban School Board Excellence, an award based on excellence in school board governance; building civic capacity; closing the achievement gap/equity in education, and demonstrated success of academic excellence.

The district has also received substantial private and grant support from the Gates Foundation, the Wallace Foundation, the Dell Foundation, the Belk Foundation



and from Project Leadership and Investment For Transformation (L.I.F.T.), a local philanthropic coalition.

All of these measures and indicators, coupled with the district's *Strategic Plan 2014: Teaching Our Way to the Top*, provide a solid foundation for the work set out in *Strategic Plan 2018: For a Better Tomorrow*. The 2018 plan builds on these successes, extending the reach and honing the focus of the strategic vision in the 2014 plan. *Strategic Plan 2018: For a Better Tomorrow* does not represent a shift in direction for CMS. We remain focused on academic achievement for all students as our top priority. Rather, it sets new and higher targets for the district to continue advancing the Board's vision that CMS will provide for all students the best education available anywhere, preparing every child to lead a rich and productive life. It sets clear goals and establishes nuanced and reliable measures for our progress on those goals.

Strategic Plan 2018: For a Better Tomorrow provides the specific steps we must take to move from good to great. It establishes a roadmap that will enable every school to provide every student with a 21st-century learning experience. It will empower Charlotte-Mecklenburg Schools to realize the CMS brand promise: a personalized environment of academic excellence that prepares every child, every day, for a better tomorrow.

Conclusion

The work set out for our district in this plan is both urgent and important. How well we educate our children will affect their futures—and our local, regional and state economy. The workplace of tomorrow—indeed, the workplace of today—is rapidly changing, thanks to technology that has linked the globe.

The new state and federal standards we will be asked to meet are aligned with the Common Core standards being adopted across the country. These standards are more rigorous than ever before. They reflect a widely shared understanding in public education and our society at large that we can no longer educate students the way we once did. Rote memorization and minimal competency have been replaced with new requirements for higher-level thinking, creativity, innovation, entrepreneurship and content mastery. These are the skills and competencies our students will need to successfully compete for—indeed, create—jobs in the workplace.

We are living in transformative times—a new information age has begun. Information will double every 15 minutes, as technology becomes faster and faster. We must prepare our students to navigate this landscape successfully—and the old ways of education, of teaching and learning, will not get the job done. Education must

move beyond a learning environment of command and control in a classroom to an educational climate of possibility, where learning can take place everywhere, all the time. Our schools must change so that they look more like the world of work our students will enter—flexible and innovative with a world of possibilities.

There are compelling economic and educational reasons to do this work well. But the most compelling one is moral. Education represents the most promising pathway out of poverty. A quality education allows all students to pursue their dreams and aspirations. A strong educational foundation, and a strong post-secondary plan, are needed by every student in our schools. As parents, as caregivers, as members of our community, we have a moral imperative to prepare our children for the future. Here in Charlotte and Mecklenburg County, we are uniquely positioned to do this work because our community is blessed with many assets and resources that we can use to prepare our children for the future. We will need them all and we will need to work together in the best interests of our students. This plan represents an essential start to transforming Charlotte-Mecklenburg Schools so that we can educate *every child, every day, for a better tomorrow.*



Strategic Plan Goals

GOAL 1

Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready

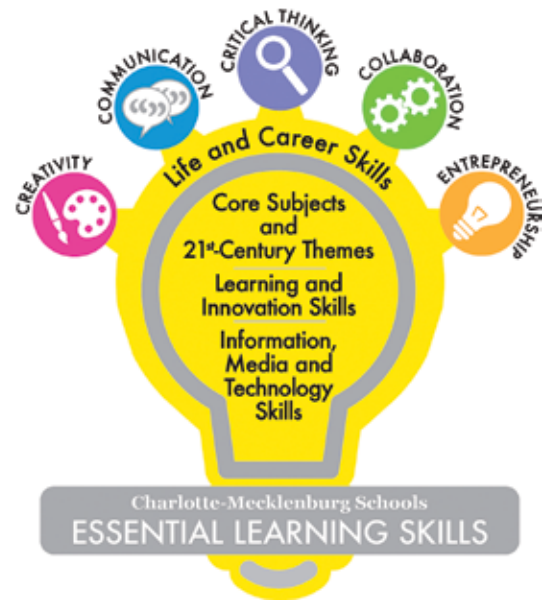
Four focus areas:

- I. College- and career-readiness**
- II. Academic growth/high academic achievement**
- III. Access to rigor**
- IV. Closing achievement gaps**

The Charlotte-Mecklenburg Board of Education’s vision is that “Charlotte-Mecklenburg Schools provides all students the best education available anywhere, preparing every child to lead a rich and productive life.” The Board’s mission statement says, “The mission of CMS is to maximize academic achievement by every student in every school,” and leading the list of the Board’s formal commitments is “Providing all students with the opportunity to perform to their fullest potential and ensuring that there is no discernible difference between the achievement levels of students by race, gender or economic level.”

It is our responsibility and our privilege as a public school district to prepare our community’s children for a bright future. It’s clear that we cannot educate students the same way we once did because the demands of the workplace are very different. The skills that our students need to succeed in that workplace are not rote memorization or minimal competency. Instead, they need higher-level thinking skills, creativity, innovation and entrepreneurship. We must help children be champions of their own learning.

To give our students these skills will require new kinds of schools and new kinds of instruction. With technology tools, a personalized plan of progress can be developed for each student to guide preparation for the new global economy. Our work is driven by the Framework for 21st Century Learning, defined by the Partnership for 21st Century Skills as “a holistic view of 21st-century teaching and learning that combines a discrete focus on 21st-century student outcomes (a blending of specific skills, content knowledge, expertise



and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century.” We seek to infuse opportunities to build skills in critical thinking, communication, collaboration and entrepreneurship. Our vision for personalized learning aligns with North Carolina’s Career and College: Ready, Set, Go! initiative, intended to ensure that all students graduate from high school ready for a career, two- or four-year college or technical training.

We have defined five Essential Learning Skills for our students. They are creativity, communication, critical thinking, collaboration and entrepreneurship. Life and Career Skills include core subjects and 21st-century themes, learning and innovation skills, and information media and technology skills. These are the skills our students will need to succeed in the workplace and to create their own jobs.

In 2011, CMS was awarded the Broad Prize in Urban Education, which recognizes progress in closing achievement gaps. Charlotte-Mecklenburg Schools has made great progress in recent years. We moved out of LEA Improvement Status in 2008-2009 under No Child Left Behind, a designation given to districts with significant percentages of non-proficient students. This was a rare accomplishment for a district of any size. We have identified highly effective and promising strategies to produce sustainable improvements in student academic outcomes. These successes have positioned us to accelerate and scale up our work to eliminate achievement gaps and fully prepare each student for postsecondary success.

But more work remains to be done—a need underscored by the findings of our 22 task forces, which called for increasing access to educational services and focusing on closing achievement gaps. By involving hundreds of citizens, we set comprehensive stretch goals for each student, employee and school.

We have the opportunity and the foundation to substantially improve how, and how much, our students learn. To meet our commitment to educate

every child, every day, we are committed to creating a personal plan of progress for each student. The personal plan of progress will allow parents and school teams to monitor each student's progress, plan for the instruction each student needs and help every student reach his or her goals. As part of this plan, each student will have an individual electronic portfolio of progress that begins in kindergarten and ends with graduation—a portfolio that will reflect each student's unique talents, abilities and learning.

This personal plan of progress will be based on a 21st-century framework for learning and teaching so that students gain the current technologies and skills needed for success. The plan will also allow us to strengthen a systematic expectation that every child will read and write on grade level, starting in kindergarten and continuing all the way through grade 12. We must have a relentless focus on every child demonstrating mastery of content and learning at every grade level.

Rigor is also an important component of high academic expectations. We must do whatever it takes to ensure that every student achieves full academic potential. We must meet students' academic, social and emotional needs. We are committed to supporting learners with multiple opportunities to demonstrate mastery, reteaching and acceleration whenever needed. We also are committed to increased access to, and enrollment in, Advanced Placement (AP) and International Baccalaureate (IB) courses, as well as advanced Career and Technical Education (CTE) courses. We need effective teaching supported by a robust system of professional development, so teachers can provide



strategies needed to ensure every student learns. We must also focus on closing gaps by ensuring our educators have cultural competency and an intentional focus on historically underperforming subgroups.

As a community of 160 distinct schools, we are aligning learning opportunities from elementary to middle to high schools. We are committed to providing access to rigor

and college preparation to every student, to stretching learning to encourage student growth. It is at the heart of the mission of public education to provide access and opportunity to every student we serve. The focus areas of this goal, as well as the way we will build and measure our progress, will help us meet the needs of every child, every day, for a better tomorrow.

GOAL 1 STRATEGIES

Focus Area I: College- and career-readiness

1. Establish a personalized plan of progress through an electronic portfolio that follows every student K-12 to ensure that students reach college and career goals
2. Ensure students are on track to complete requirements and graduate in four years
3. Infuse 21st-century skills framework to support Common Core State Standards and future careers
4. Develop innovative opportunities for students to engage in project-based and authentic problem-solving experiences
5. Identify students who may need support in transitioning to higher education and provide embedded college remediation courses in their senior year
6. Use assessment data such as PLAN, EXPLORE, ACT, WorkKeys, Accuplacer and MAP to advance student progress on personalized plan benchmark goals
7. Promote post-secondary technical training, work study and apprenticeship opportunities

Focus Area II: Academic growth/high academic achievement

1. Establish a dynamic teaching and learning framework that ensures seamless, high-quality instruction from one grade level to the next
2. Provide high-quality teaching and reteaching opportunities to ensure mastery learning
3. Prepare Pre-K students for kindergarten success
4. Ensure all students are reading on or above grade level
5. Develop a comprehensive Pre-K-12 system for progress monitoring across the district, schools and classrooms
6. Develop a robust professional development system with performance expectations to support quality teaching and learning
7. Utilize data-driven instruction to provide interventions, acceleration and remediation for improved student learning
8. Provide targeted support for students not meeting a year's worth of growth
9. Ensure the use of consistent professional learning community teams at schools with a focus on data-driven decision making

Focus Area III: Access to rigor

1. Ensure access to rigorous and relevant coursework for all students
2. Utilize available tools to identify students for enrollment in higher-level classes with support
3. Provide rigorous learning opportunities at every grade level
4. Evaluate rigor of existing programs to ensure academic quality
5. Review the quality of talent development programs to ensure rigorous student academic growth
6. Align professional development for counselors and master schedulers to ensure students have access to rigorous instruction
7. Create strong honors courses in middle school by providing a proven pre-AP curriculum in math and language arts, as well as honors options for science and social studies

Focus Area IV: Closing achievement gaps

1. Establish consistently high expectations for every child's learning by matching appropriate strategies and resources to students' academic needs
2. Monitor student academic progress, with a priority focus on subgroups such as African-American males, English Language Learners and students with disabilities



When you know better, you do better.

– Maya Angelou

GOAL 2

**Recruit, develop, retain and reward
a premier workforce**

Five focus areas:

- I. Proactive recruitment**
- II. Individualized professional development**
- III. Retention/quality appraisals**
- IV. Multiple career pathways**
- V. Leadership development**

All great organizations provide their employees a culture of opportunity and a way to feel valued as they grow and improve. In great organizations, every employee is important—and that is true for our district. Every employee in Charlotte-Mecklenburg Schools plays a critical role in the education of students. The bus driver who greets the student at the start of a school day, the teacher who leads learning in the classroom, the principal who makes the school a nurturing, rigorous learning environment, the custodian who keeps the school healthy and clean—everyone who works in our district engages students in some way. It is critical that every employee in CMS be effective and feel valued.

It's also critical that CMS be a world-class employer. We must provide all employees the opportunity to learn and grow in their work. We must not only find the best candidates but find a way to keep them and develop them throughout their careers. This will require a continuum of human-resources management that begins with recruitment but doesn't end there. Proactive recruitment is only the beginning—we must also provide meaningful professional development and constructive evaluations and appraisals. We must provide multiple career pathways, particularly for teachers so that they can advance without having to leave the classroom.

We want to develop leaders from within our employee ranks, so that we build on the strengths and talents of

those who have come to CMS. Leadership training will benefit the leaders who receive it, as well as the people they manage.

By doing this, we can build our own capacity. But we can also do something else that is needed: We can restore the important social role of educators. Is there any work more important than teaching children? Our focus on the importance of teaching, through salaries, development and recognition, will help CMS shape the discussion in education so that teaching is recognized as the iconic profession of our time.

By focusing on building a premier workforce through specific pathways and structures with measurable outcomes, we will strengthen our schools and our students. We will also help to return the important work done by educators, particularly teachers, to the status it deserves. We must recruit, compensate and support the best and the brightest candidates from across the country. This will benefit our students, our schools and ultimately the educational profession as well.



GOAL 2 STRATEGIES

Focus Area I: Proactive recruitment

1. Market the benefits of a career in CMS
2. Recruit qualified and diverse candidates capable of promoting rapid, systemic organizational change to improve student learning
3. Create a pool of highly effective school leaders, teachers and support staff through effective and efficient recruiting and hiring processes
4. Recruit and select qualified employees based on effectiveness and commitment to our students and mission
5. Strengthen principal candidate pool through strategic recruitment of internal and external candidates and transparent selection process

Focus Area II: Individualized professional development

1. Implement a high quality onboarding plan for employees
2. Create a professional growth system based on a culture of continuous improvement
3. Ensure employees are provided with professional learning and clear performance expectations aligned with district goals
4. Develop the capacity of leaders to improve employee effectiveness through quality feedback and appropriate evaluations
5. Implement a peer-assistance review process as a coaching opportunity for teachers, administrators and support staff
6. Expand the capacity of professional learning communities to accelerate student achievement and eliminate achievement gaps
7. Build the capacity of teachers to use alternative teaching methods to effectively incorporate technology use, career-readiness skills and character development
8. Place a renewed focus on teacher planning time and professional learning communities during the school day

Focus Area III: Retention of effective employees/ quality performance appraisals

1. Develop a performance-management approach to provide ongoing feedback to all employees
2. Revise the employee evaluation system to incorporate multiple measures
3. Transform compensation and recognition programs
4. Create a culture of high-performance expectations to retain effective employees and address ineffective employees
5. Study the engagement level of teachers and student-outcome data (achievement, disciplinary referrals, attendance, suspensions, etc.) to determine impact on school culture

Focus Area IV: Multiple career pathways for all employees

1. Create career pathways and a compensation structure to expand the positive student impact of highly effective teachers
2. Expand lateral and vertical career options for effective employees to improve leadership skills, diversify skill-sets and achieve career objectives

Focus Area V: Leadership development

1. Ensure every school and department has a highly effective leader
2. Develop high-quality principals by providing job-embedded professional learning and structured leadership development experiences
3. Develop high-quality teacher leaders to build instructional capacity and encourage collaboration
4. Create intentional programs to develop leaders prepared to turn around achievement in underperforming schools





Quality early childhood programs for disadvantaged children more than pay themselves in better education, health and economic outcomes.

– James J. Heckman, Nobel laureate in economics

GOAL 3

Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child

Three focus areas:

I. Family engagement

II. Communication and outreach

III. Partnership development

The education of a child does not take place only at school; it is a process that begins at birth and at home. To make the journey from kindergarten through grade 12 smooth and seamless for every child requires collaboration between parents, schools and the community.

Families are a child's first and best teachers. A collaborative relationship between families and schools is essential to student success. Charlotte-Mecklenburg Schools will seek to engage families in a variety of ways, embracing them as full partners in the educational journey. Strengthening family support will

help ensure that students succeed. We will build the capacity of staff to connect with parents and families and measure family engagement to determine gaps and opportunities for outreach, support and training. We can also strengthen our family engagement by providing educational opportunities that further empower parents and caregivers to become strong advocates for their children.

Early childhood education is the first step to student success. We will partner with families and early childhood providers so that our youngest students enter kindergarten prepared for success. We will also strengthen our supports for families with students who are making the transition from elementary to middle school and middle to high school. We will engage our families by offering them the opportunity for leadership in our schools.

A key element in this engagement process is open, honest communication among schools, the district and families. We will continue the work we have begun with internal and external stakeholders to increase communication between home and school. We will continue to build the capacity of our staff to connect



with families in a meaningful way. This requires recognition of the diversity of our district and an understanding of the many different kinds of families and cultures represented in CMS and our community.

We will also increase our efforts to leverage the many assets in our community that can benefit students. Faith, civic and business partners have a role to play in this work. We will build on the strong partnerships we have, and also create new ones, to develop new ways to enhance how our students learn. Advocacy organizations, institutions of higher learning and other postsecondary organizations are among the partners who can help us improve student success. Support for all students, most especially those who lack it at home, needs to begin before kindergarten and continue all through the K-12 educational journey. We will work with our partners in a broad variety of ways to provide the support that our students and schools need.

All of us have a stake in successful schools because all of us will be affected by how well our students are prepared for the future. Working together, we can build a stronger, brighter future for every student.

GOAL 3 STRATEGIES

Focus Area I: Family engagement

1. Strengthen family support to ensure success for all students
2. Build the capacity of staff to connect, engage and partner with parents and families
3. Measure family engagement levels to determine gaps and opportunities for outreach, support and training
4. Redesign parent education offerings to empower parents as advocates
5. Partner with families and early-childhood providers to strengthen pre-kindergarten to kindergarten transition
6. Develop family supports for successful school-level transitions
7. Expand parent-leadership opportunities in every school and across the district
8. Provide regular opportunities for parent engagement in key school and district initiatives, including the engagement of School Leadership Teams, parent ambassador programs and PTA/PTSA/PTO organizations

Focus Area II: Communication and outreach

1. Strengthen relationships with internal and external stakeholders to foster trust, engagement and advocacy
2. Develop forums for ongoing, authentic dialogue with community members and families
3. Increase community engagement in district initiatives and school improvement processes
4. Expand communications to engage culturally and linguistically diverse community members
5. Establish a communication framework focused on the needs of children and families
6. Expand the reach of positive district news through evolving communication methods

Focus Area III: Partnership development

1. Map assets of faith, civic and business partners to address specific and identified needs of students and schools
2. Create partnership opportunities that increase student exposure to college and career options
3. Create student development and enrichment opportunities with higher education and business partners
4. Partner with advocacy organizations focused on the needs of children to improve student success
5. Collaborate with partners to develop and implement a community-wide literacy initiative that cultivates students' early reading skills and family literacy
6. Revitalize the philanthropic foundation to support educational opportunities

*Educating the mind without educating
the heart is no education at all.*

– Aristotle

GOAL 4

**Promote a system-wide culture of safety,
high engagement, cultural competency and
customer service**

Five focus areas:

- I. Physical safety**
- II. Social and emotional health**
- III. High engagement**
- IV. Cultural competency**
- V. Customer service**

For Charlotte-Mecklenburg Schools to achieve the level of excellence we seek, we must be very intentional about how we want students and employees to experience our district. It is essential that our students and our staff feel safe, valued and included.

Safety is a top priority at CMS. We know that students who feel physically and emotionally secure at school are more likely to attend and to succeed. Similarly, employees who feel safe, valued and included as part of the larger team are more likely to perform at their best every day. We will continue our work to make every school a safe learning environment.

Safety is essential but it's not the only element in a successful school. We will increase our efforts to make all schools places where students, families and staff are engaged in the work of learning.

Schools that are safe and welcoming, that embrace a culture of inclusion, are more likely to be high-performing academically. Good morale among teachers and staff improves student morale and enhances the learning environment in a variety of ways.

A culture of inclusion and engagement brings many benefits that extend beyond the classroom. It helps the district attract and retain the most talented teachers and the support staff we need to help every student succeed. It also helps students to feel comfortable

pushing the boundaries of academic success without fear of failure, a characteristic that will serve them well as budding entrepreneurs and lifelong learners.

One important facet of inclusion within a school, as well as outside it, is cultural competency. Meaningful inclusion requires us to understand and value the things we share as well as the things unique to each person. Our individual and institutional cultural competency promotes academic achievement and employee and student engagement. Our diversity is one of our greatest strengths and to make our district the best it can be, we must ensure our culture is one of inclusion and respect.

Making sure our schools are safe, welcoming and inclusive will require a high level of service within each school as well as from every support-services office. We will work to strengthen how well we serve our students, each other and the parents who entrust their children to us every day. Thus, providing top-quality service is every employee's responsibility—from the superintendent to every bus driver and cafeteria worker, counselor and engineer. Together, we can consistently deliver the environments our students, parents and staff deserve.



GOAL 4 STRATEGIES

Focus Area I: Physical safety

1. Enhance the multi-agency, district-wide safety strategy by emphasizing proactive incident prevention and post-incident management
2. Strengthen current safety and security communication toolkits to provide information to and support for school leadership teams
3. Use discipline data to focus resources, keep students safe and in school and maintain orderly schools
4. Build the capacity of school staff to pursue alternatives to suspensions while maintaining high standards for discipline and order

Focus Area II: Social and emotional health

1. Ensure all schools are safe places where every child feels welcomed, engaged and nurtured
2. Promote and strengthen a comprehensive anti-bullying campaign
3. Embed social-emotional learning strategies within our core curriculum
4. Support activities that promote character development and a healthy lifestyle
5. Support and promote employee-wellness programs

Focus Area III: High engagement

1. Nurture a district-wide culture of pride, trust and respect with shared values and commitments
2. Recognize staff efforts and achievements that support system goals and reinforce shared values
3. Foster a work environment that promotes employee engagement, satisfaction and positive morale
4. Increase employee engagement and awareness in district initiatives
5. Broaden student engagement in academic, social and extracurricular programs

Focus Area IV: Cultural competency

1. Develop a comprehensive framework ensuring cultural competency in every classroom, school and department
2. Integrate cultural competency into district-guiding policies and priorities to ensure sustainability
3. Embed in teaching and learning clear expectations and effective strategies for developing and sustaining cultural competence, mutual respect and caring

Focus Area V: Customer service

1. Define, create and sustain a district-wide customer service model
2. Promote a culture of internal collaboration and cross-functional partnering to foster efficiency and effectiveness
3. Ensure a welcoming environment in every school and workplace
4. Establish an ethos for service to schools in all departments of central services



*Whether welcomed or not, change happens.
There are new things to learn.*

– Dr. Robert S. Houghton, Western Carolina University

GOAL 5

Optimize district performance and accountability by strengthening data use, processes and systems

Four focus areas:

- I. Effective and efficient processes and systems**
- II. Strategic use of district resources**
- III. Data integrity and use**
- IV. School performance improvement**

Charlotte-Mecklenburg Schools must be accountable to all of its stakeholders—students, employees and the public. As an entity receiving public funding, we have an obligation to use wisely and carefully the money we receive and be accountable for the outcomes of our efforts. In the context of diminished funding for public schools, which has been the case in recent years, strategic use of resources becomes even more important. Optimizing our operational performance allows us to maximize the impact of our resources.

We come to this work with a very strong foundation. CMS has been a national and regional leader in operational effectiveness and in finding new ways to

streamline operations. However, we still have many areas where we can build better processes and systems to ensure effectiveness, transparency and accountability.

We also have many opportunities to improve our cross-functionality as a district.

District performance and accountability depend on our use of reliable, timely data and our commitment to processes and systems that increase our efficiency. We must continuously identify and map key processes and systems within our district, including cross-functional dependencies. We must also remain focused on measuring outcomes in order to effectively evaluate our performance at all levels—classrooms, schools and district-wide.

We remain focused on the alignment of our resources with our top priorities, particularly in this time of fiscal uncertainty. Time, people and money are the most valuable resources of our district, and of any organization. We will continue to work intentionally to make the most of every minute for our students, to use our money wisely and to ensure that every student is taught by an effective teacher.



Consistent use of data will help us significantly improve our operations and our outcomes. Transparency is also a critical component of this goal—we will share accurate, timely data with the public as well as internally. At the school level, data use will allow us to monitor every student’s progress and intervene quickly when help is needed. We also will rely on state data to monitor school performance, while identifying ways that we as a district can provide tiered levels of support in alignment with our strategic direction.

Efficient operations and clear accountability based on accurate, timely data and a continued commitment to wise use of taxpayer dollars will help us achieve our goals: good stewardship of taxpayer money and data-informed educational decisions that help us personalize instruction and accelerate learning for every student.



GOAL 5 STRATEGIES

Focus Area I: Effective and efficient processes and systems

1. Build capacity of leaders by partnering with productivity and quality experts to improve key processes and systems
2. Adopt and align to a system of process development for improving efficiency and effectiveness
3. Memorialize formal processes and systems to guide cross-functional work
4. Ensure departments and schools have key performance indicators aligned with the strategic plan
5. Establish a clear process for new initiatives to go from concept to completion

Focus Area II: Strategic use of district resources

1. Align district and support resources to maximize student achievement
2. Create a multi-year financial-requirements projection to support the strategic plan
3. Develop processes and tools for analyzing the use of time in schools, accompanied by training on how to use those tools
4. Ensure quality and effective use of instructional and non-instructional resources
5. Develop a continuous improvement protocol for technology standards in instructional and non-instructional areas
6. Identify and eliminate ineffective or duplicative programs
7. Develop and implement a program-evaluation cycle with analytics for expected outcomes of new initiatives

Focus Area III: Data integrity and use

1. Ensure the integrity and consistency of data collection and reporting across all schools and departments
2. Conduct research to inform instructional and non-instructional decisions
3. Establish data monitoring calendars to navigate strategic work of schools and central service offices
4. Provide increased support to use data as part of ongoing continuous improvement efforts
5. Embed the strategic use of data for progress monitoring and instructional improvements in leadership training
6. Review and streamline district-administered tests to ensure their value-add for teaching and learning

Focus Area IV: School performance improvement

1. Establish and implement a school performance-review system to monitor progress toward a standard of excellence
2. Identify tiered levels of schools and appropriate supports for each level
3. Redesign system and school progress scorecards based on pathways to success
4. Strengthen the capacity of School Leadership Teams to drive continuous school improvement
5. Design and implement school-improvement plans in alignment with the North Carolina Ready Accountability model and the district strategic plan
6. Redesign Strategic Staffing Initiative

The capacity to innovate—the ability to solve problems creatively or bring new possibilities to life—and skills like critical thinking, communication and collaboration are far more important than academic knowledge.

– Tony Wagner, Harvard education specialist

GOAL 6

Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign

Four focus areas:

- I. Learning everywhere, all the time**
- II. Innovation and entrepreneurship**
- III. Strategic school redesign**
- IV. Innovative new schools**

One of the clearest themes that emerged from our task forces was the importance of educational options. Students and their parents want educational options that allow every student to learn. They want customized learning that fits an individual student, not a one-size-fits-all model. As a district, we must provide every family and every student with at least two high-quality



choices, whether a top-notch neighborhood school, a magnet program or a specialized academy.

Those choices can be wide-ranging. Education doesn't happen only in a classroom. Our students are learning all the time, everywhere they go. This represents an opportunity for us as a district to stretch each student and extend learning whenever and wherever we can.

It also means we can offer a personalized plan of learning for each child. Using technology, we can open the global classroom for each learner, customizing the educational experience to meet individual needs, talents and abilities.

We can extend learning in time as well as space, with learning that expands beyond the classroom to take place before and after school, as well as in the summer. Virtual summer school can provide learning connections even when students are at home.

We also want to intentionally cultivate and nurture an entrepreneurial spirit in our students. Our schools should model and celebrate innovation in order to encourage our students to unleash their creativity and unique skills—a learning environment that “fuels, rather than squelches, our collective creativity,” in the words of social/economic theorist Richard Florida.

Such creative approaches in teaching, particularly in project-based and challenge-based activities, will help our students develop collaboration, communication and critical-thinking skills—the skills they must have to compete in the fast-moving global workplace of the future.

To serve the wide variety of learners and needs, each of our schools must have a unique focus, niche or signature program. Our district already has many schools with full or partial magnet programs, as well as schools with specialized academy programs. We want every school to have its own specialty so that every school in every neighborhood is a school of viable choice for families.

We also want to research and develop new schools to give additional options to families and their students. Full virtual schools at elementary, middle and high levels are planned for each learning community. We are also considering options such as a Montessori high school, single-gender schools and a math/science high school.

school of bricks and mortar can we meet the needs of every student, preparing each learner we serve to succeed after high school. Our students will face a future of nearly unlimited opportunities if they're ready to meet them. Our task is to prepare them by offering the widest, most engaging educational experience we can, one that meets the needs of every student.

CMS is a diverse district with many kinds of students and needs. Only by moving beyond the one-size-fits-all

GOAL 6 STRATEGIES

Focus Area I: Learning everywhere, all the time

1. Ensure each student has equitable access to personalized learning
2. Provide adequate infrastructure and resources to support global learning, including bandwidth, hardware, software and lab facilities
3. Build capacity of teachers and staff in use of technology tools to ensure inspired teaching and learning, with measures of proficiency
4. Increase virtual-learning opportunities to include acceleration and remediation, specific areas of student interest and credit through demonstrated mastery
5. Establish and support technology platforms and devices for individualized student learning
6. Extend learning for all students through robust enrichment opportunities beyond the traditional school day and current academic calendar
7. Provide summer enrichment and remediation opportunities for all students

Focus Area II: Innovation and entrepreneurship

1. Create a culture of innovation, design and entrepreneurship
2. Foster creativity through project-based and challenge-based learning with collaboration and communication skills expected
3. Develop opportunities for students to explore entrepreneurial experiences and financial literacy
4. Accelerate nontraditional, virtual and alternative educational options to increase student engagement and enrollment
5. Build robust virtual schools and courses to provide access for all learning communities
6. Redesign Career and Technical Education offerings to ensure students are prepared for the current and future job market
7. Increase multilingual-education programs and opportunities to expand access to world-language instruction

Focus Area III: Strategic school redesign

1. Create a robust school-redesign process with clearly defined expectations and metrics for all schools
2. Design programs to position every school competitively as a school of choice, with a unique niche identity, signature and/or theme to meet needs and interests of its students
3. Explore choice options through the creation of consortia
4. Expand school choice by increasing magnet opportunities and replicating high-demand magnet programs
5. Establish consistent high thematic standards for each magnet program with measurable student achievement outcomes
6. Develop a menu of strategies to stretch learning in all schools, with attention to chronically underperforming schools
7. Support Project L.I.F.T. and expand best practices across the district
8. Redesign alternative school choice options, strengthening transition support to sustain success
9. Assist every school to position itself competitively as a school of choice, with its own brand

Focus Area IV: Innovative new schools

1. Enhance the district portfolio of public school options, establishing public-private partnerships, research and best practices
2. Seek authority to form district schools with charter-like flexibility
3. Explore single-gender programs and schools
4. Strengthen partnerships with charter schools and independent schools so that best practices and innovative ideas can be shared and replicated

After hand tools, language, and then writing, the digital age could be considered the fourth of the ages of thinking technologies.

– Dr. Robert S. Houghton, Western Carolina University

Plan Framework

Strategic Plan 2018: For a Better Tomorrow is structured using goals, focus areas, performance indicators, targets, milestones, strategies and tactics. The goals are what we want to achieve. The focus areas define and break down each goal. Performance indicators are how we will measure our progress. The targets are what we want to achieve by 2017-2018. Milestones are the annual performance objectives—the stages we need to reach each year. Strategies describe the work we will do to reach the milestones. Tactics are department-level work plans.

In establishing the 2017-2018 targets for the plan, we used three types of performance indicators:

- **Currently measured, data available.** *This data is available now.*
- **Currently measured, lagging data.** *This data will be available later and targets will be set when 2012-2013 baseline data is available.*
- **Data not currently measured.** *This data is not yet captured but will be in the future. Targets will be determined as 2013-2014 baseline data is available.*



Goal Targets

GOAL 1

Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready

Four focus areas:

- I. College- and career-readiness
- II. Academic growth/high academic achievement
- III. Access to rigor
- IV. Closing achievement gaps

Focus Area I: College- and career-readiness		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of students graduating in four years	81%	92%
District average composite ACT score for juniors	18.5	21
District average composite ACT score for seniors bound for a two- or four-year college	Baseline Year 2013-2014	TBD
Percentage of students who score Silver or better on the WorkKeys test of workplace readiness	Baseline Year 2013-2014	TBD
Percentage of students who complete Algebra II or Integrated Math III with a passing grade	Baseline Year 2013-2014	TBD
District average SAT score (Math and Critical Reading) for seniors	996	1010

Focus Area II: Academic growth/high academic achievement		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of schools meeting or exceeding growth expectations	Baseline Year	TBD
Percentage of students meeting or exceeding growth expectations	Baseline Year	TBD
Percentage of kindergarten students scoring proficient or higher on the state reading assessments	Baseline Year	TBD
Percentage of first-grade students scoring at or above proficient on the state reading assessments	Baseline Year	TBD
Percentage of second-grade students scoring at or above proficient on the state reading assessments	Baseline Year	TBD
Percentage of third-grade students scoring at or above proficient on the state reading exam	Baseline Year	TBD
Percentage of students scoring at or above proficient on the state reading exam in grades three through eight	Baseline Year	TBD
Percentage of students scoring at or above proficient on the state English II exam	Baseline Year	TBD
Percentage of students scoring at or above proficient on the state math exam in grades three through eight	Baseline Year	TBD
Percentage of students scoring at or above proficient on the state Math I exam	Baseline Year	TBD
Percentage of students scoring at or above proficient on the state science EOG exams in grades five and eight	Baseline Year	TBD
Percentage of students scoring at or above proficient on the state biology EOG exam	Baseline Year	TBD

GOAL 1 (continued)

AP - Advanced Placement

IB - International Baccalaureate

EDS - Economically Disadvantaged Students

EC - Exceptional Children

LEP - Limited English Proficient

Focus Area III: Access to rigor		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of sophomores taking the PSAT	80%	95%
Percentage of graduates successfully completing at least one AP/IB course	44%	60%
Percentage of AP exams (3 or higher)	Baseline Year 2013-2014	TBD
Percentage of IB tests (4 or higher)	Baseline Year 2013-2014	TBD

Focus Area IV: Closing achievement gaps					
Reading grade 3			Reading grades 3 - 8		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS	PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Black/white percentage-point gap	Baseline Year	TBD	Black/white percentage-point gap	Baseline Year	TBD
Hispanic/white percentage-point gap	Baseline Year	TBD	Hispanic/white percentage-point gap	Baseline Year	TBD
EDS/non-EDS percentage-point gap	Baseline Year	TBD	EDS/non-EDS percentage-point gap	Baseline Year	TBD
EC/non-EC percentage-point gap	Baseline Year	TBD	EC/non-EC percentage-point gap	Baseline Year	TBD
LEP/non-LEP percentage-point gap	Baseline Year	TBD	LEP/non-LEP percentage-point gap	Baseline Year	TBD
Male/female percentage-point gap	Baseline Year	TBD	Male/female percentage-point gap	Baseline Year	TBD
Math grades 3 - 8			Graduation cohort rate		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS	PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Black/white percentage-point gap	Baseline Year	TBD	Black/white percentage-point gap	14.4	5
Hispanic/white percentage-point gap	Baseline Year	TBD	Hispanic/white percentage-point gap	19.9	5
EDS/non-EDS percentage-point gap	Baseline Year	TBD	EDS/non-EDS percentage-point gap	13.2	6
EC/non-EC percentage-point gap	Baseline Year	TBD	EC/non-EC percentage-point gap	30.3	21
LEP/non-LEP percentage-point gap	Baseline Year	TBD	LEP/non-LEP percentage-point gap	36.9	14
Male/female percentage-point gap	Baseline Year	TBD	Male/female percentage-point gap	10.3	2

GOAL 2

Recruit, develop, retain and reward a premier workforce

Five focus areas:

- I. Proactive recruitment
- II. Individualized professional development
- III. Retention/quality appraisals
- IV. Multiple career pathways
- V. Leadership development

Focus Area I: Proactive recruitment		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of school-based vacancies filled by first day of school	Baseline Year 2013-2014	100%

Focus Area II: Individualized professional development		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of employees who agree that "Training offered by CMS helps me to be effective in my job"	62%	90%

Focus Area III: Retention/quality appraisals		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
The retention rate of employees rated as accomplished or distinguished	Baseline Year 2013-2014	TBD

Focus Area IV: Multiple career pathways		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of employees who agree "I am hopeful of my professional growth and long-term career opportunities at CMS"	64%	85%

Focus Area V: Leadership development		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of principals and assistant principals who are rated as accomplished or distinguished	Baseline Year 2013-2014	TBD
Percentage of departments with leaders rated as accomplished or distinguished	Baseline Year 2013-2014	TBD

GOAL 3

Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child

Three focus areas:

- I. Family engagement
- II. Communication and outreach
- III. Partnership development

Focus Area I: Family engagement		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Number of participants attending Parent University	4,497	9,000
Percentage of schools with an active parent/guardian organization	Baseline Year 2013-2014	100%

Focus Area II: Communication and outreach		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of parents engaged/highly engaged with CMS	Baseline Year 2013-2014	TBD
Percentage of parents who would recommend CMS to another parent	Baseline Year 2013-2014	TBD
Parent rating of overall quality of education provided by CMS	Baseline Year 2013-2014	TBD

Focus Area III: Partnership development		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of schools with partnerships with businesses, faith-based or community organizations	Baseline Year 2013-2014	TBD
Number of student-enrichment opportunities with higher education or business partnerships	Baseline Year 2013-2014	TBD

GOAL 4

Promote a system-wide culture of safety, high engagement, cultural competency and customer service

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Five focus areas:

- I. Physical safety
- II. Social and emotional health
- III. High engagement
- IV. Cultural competency
- V. Customer service

Focus Area I: Physical safety		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Average number of school reportable acts of crime and violence per 1,000 students	Baseline Year	TBD
Percentage of students who feel safe when they are at school	Baseline Year 2013-2014	TBD
Percentage of employees who feel safe when they are at work	Baseline Year 2013-2014	TBD

Focus Area II: Social and emotional health		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of students who are chronically absent	8.7%	7.9%
Percentage of students who agree/strongly agree that "My teachers care about how I am doing"	Baseline Year 2013-2014	TBD
Percentage of students who agree/strongly agree that "I am comfortable reaching out to an adult at school when I have a non-academic problem"	Baseline Year 2013-2014	TBD

Focus Area III: High engagement		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of employees who are engaged/highly engaged	76%	86%
Percentage of students who are engaged/highly engaged	Baseline Year 2013-2014	TBD

Focus Area IV: Cultural competency		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of employees who agree/strongly agree that "I have the skills needed to understand and respect student/employee differences"	Baseline Year 2013-2014	TBD
Percentage of students who agree/strongly agree that "Adults in my school create an atmosphere where differences are respected"	Baseline Year 2013-2014	TBD
Percentage of out-of-school discretionary suspensions by subgroup	Baseline Year 2013-2014	TBD

Focus Area V: Customer service		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Overall quality service rating	3.46	4.0

GOAL 5

Optimize district performance and accountability by strengthening data use, processes and systems

Four focus areas:

- I. Effective and efficient processes and systems
- II. Strategic use of district resources
- III. Data integrity and use
- IV. School performance improvement

Focus Area I: Effective and efficient processes and systems		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of identified key processes mapped and redesigned	Baseline Year 2013-2014	100%
Percentage of central service Key Performance Indicators (KPIs) met	Baseline Year 2013-2014	TBD

Focus Area II: Strategic use of district resources		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of students taught by accomplished or distinguished teachers	Baseline Year 2013-2014	TBD
Percentage of schools and departments meeting district technology standards for digital-learning environments	Baseline Year 2013-2014	TBD

Focus Area III: Data integrity and use		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of CMS staff who report that their principal or supervisor encourages the use of data to inform decisions and/or improve student performance	Baseline Year 2013-2014	TBD

Focus Area IV: School performance improvement		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Number of schools in district assigned a state grade of A, B or C	Baseline Year 2013-2014	TBD
Percentage of eligible schools that improve at least one letter grade	Baseline Year 2014-2015	TBD
Number of schools in district assigned a state grade of A	Baseline Year 2013-2014	TBD

GOAL 6

Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign

Four focus areas:

- I. Learning everywhere, all the time
- II. Innovation and entrepreneurship
- III. Strategic school redesign
- IV. Innovative new schools

Focus Area I: Learning everywhere, all the time		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of schools with full wireless access	65%	100%
Percentage of teachers proficient in technology tools to actively engage learners	Baseline Year 2013-2014	100%
Number of students in high school who have successfully completed one or more online courses	3,305	20,000
Ratio of students to digital devices for learning	2.47:1	1:1

Focus Area II: Innovation and entrepreneurship		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of elementary students engaged in world-language instruction	Baseline Year 2013-2014	TBD
Number of virtual schools	1	7

Focus Area III: Strategic school redesign		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of schools which complete strategic redesign process	Baseline Year 2013-2014	100%

Focus Area IV: Innovative new schools		
PERFORMANCE INDICATOR	2012-2013	2017-2018 TARGETS
Percentage of schools with magnet, partial magnet or signature-themed programs	23%	100%



Every Child. Every Day. For a Better Tomorrow.

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