

Charlotte-Mecklenburg Schools Unfinished Instruction Support Plan

As a result of the pandemic, students need more support to master grade-level standards than in previous years. CMS has crafted a plan that ensures that students consistently receive grade-level materials, tasks, and assignments, and have appropriate support to help them demonstrate success. Instead of focusing on skills from previous grade levels, CMS teachers will provide **just-in-time instruction** focused on giving students just the right amount of help to move forward, right when they need that help, in addition to **targeted interventions**.

WHAT IS CMS DOING TO SUPPORT STUDENTS WITH UNFINISHED INSTRUCTION?



ASSESS

Assess what students know and are able to do.



PLAN

Plan for addressing student learning need(s).



MONITOR

Monitor student progress.

EXAMPLES

Elementary
[K-2 Literacy](#)
[3-5 Literacy](#)
[K-5 Math](#)

Middle
[6-8 Literacy](#)
[6-8 Math](#)

High
[9-12 Literacy](#)
[9-12 Math](#)

HOW IS CMS SUPPORTING TEACHERS IN THIS WORK?

CMS is indeed making efforts to support teachers with the task of supporting a wide range of student learning needs that vary across classrooms, grade levels and schools. These efforts include:



LESSON RESOURCES

The 21-22 district curriculum has been revised to include additional resources for every Math and English Language Arts lesson so that teachers do not have to create more resources to meet student learning needs, including resources to address unfinished instruction from the previous grade level.



HUMAN RESOURCES

Guidance is provided to schools on best scheduling practices to provide supplemental and intensive intervention for students. Schools can utilize allocated human resources (teacher assistants, tutors, interventionists, facilitators) to meet the needs of students.



PROFESSIONAL LEARNING

The objectives for all instructional professional development for instructional leaders, teachers and teacher assistants will help staff members use the grade level curriculum (and associated resources) to support individual student learning, regardless of the need within the classroom.



COACHING & CONSULTATION

Every learning community will have a Math and English Language Arts content specialist "on call" to provide ongoing coaching and consultation for school-based instructional leaders and teachers.



EXTENDED LEARNING

Opportunities for extended learning will be expanding including flexible grouping blocks, tutoring with CMS staff and/or partners, after school programming and after hours student and parent access to learning resources.

WHY IS CMS CHOOSING THIS APPROACH?

This approach is based on national guidance and research.

- The New Teacher Project (TNTP)
 - [Accelerate, Don't Remediate: New Evidence from Elementary Math Classrooms](#)
 - [Learning Acceleration for All - Planning for the Next Three to Five Years](#)
- Council of the Great City Schools (CGCS)
 - [Addressing Unfinished Learning After COVID-19 School Closures](#)
- UnboundEd
 - [Why Unfinished Instruction Is More Accurate and Equitable Than Learning Loss](#)
- Achieve the Core
 - [Achieve the Core Priorities for Equitable Instruction: 2021 & Beyond](#)