Plan Overview

Cabarrus County Schools (130) Regular Local School District - Cabarrus County - 2018

Plan Overview

Migrant Education Component

English Learner Component

Plan Item

Needs Assessment

Expand All  Collapse All

Create Goal

1) Reading and Math Proficiency

Description:
By June 2018, Cabarrus County Schools will increase the percentage of students proficient in reading by 10% and mathematics by 10% as indicated on the End of Grade assessments (from 2017 average scores in third through fifth grades) and Reading 3D (from baseline scores administered in the Fall of 2017).

Performance Measure:
Formative assessment measures that will be reviewed throughout the year include Reading 3D and district benchmarks. Progress toward the goal will ultimately be measured using the NC End of Grade assessment and Reading 3D scores administered in the spring of 2018.

Create Fiscal Resource

Fiscal Resources

<table>
<thead>
<tr>
<th>Grant</th>
<th>Notes</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
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Consolidated Total: $391,913  $355,424

Grand Total: $391,913  $355,424

Create Strategy

1.1) Reading and Math Proficiency

Description:
Students understand what they need to know, where they are, and how to close the gap. Standards Based Instruction, Grading, and Reporting By June 2018, 100% of Cabarrus County Elementary School teachers plan standards based instruction, use standards based assessments to determine instructional decisions, and fully implement standards based report cards in grades K-3. Instructional Specialists for PD in Reading and Math Three instructional specialists hired via Title IIA funding will lead the system team in developing and implementing NCSCOS PD and provide on-going coaching. Within the district, 100% of classroom teachers will participate in NCSCOS PD quarterly in SY 2017-2018 with additional school-level coaching between PD sessions. Focus for PD will be on reading and math, formative and summative assessment, data analysis, standards-based grading, use of technology and digital resources in instructional design and curriculum development using the UbD model.

Estimated Cost
$296,424.00

Create Component Relationship

Create Action Step

1.2) Implement after-school and summer STEM programs

Description:
Alignment of after-school and summer activities with NCSCoS, student academic goals, and performance measures Opportunities to expand modules and provide academic support in core subjects through digital, personalized tools Higher "doses" of integrated STEM opportunities during after school and in the summer Linkage of expanded learning opportunities to school-day Hands-on problem-solving via Camp Invention curriculum to increase student interest Integrated instructional materials linked to each module Extensions of curriculum through evidence-based curricula digital tools Connections to diversity of local STEM professionals Linkages to real-world experiences with industries Development of student exhibits
Participation in competitions and field trips Celebrations of student work

Create Component Relationship

Create Action Step

1.3) Domain Specific Data Analysis for English Learners

Description:
Teachers will use ELLevation to determine individual instructional needs of English Learners.

Create Component Relationship

Create Action Step

2) Teacher Effectiveness

Description:
By June 2018, an additional 3% of Cabarrus County School teachers will have effective or highly effective EVAAS scores in both reading and math.

Performance Measure:
The goal will be measured through an analysis of teacher effectiveness (EVAAS) data as reported with spring 2018 End of Grade assessment data.

Create Fiscal Resource

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Create Strategy

2.1) Standards Based Instruction, Grading, and Reporting

Description:
Students understand what they need to know, where they are, and how to close the gap. By June 2018, 100% of Cabarrus County Elementary School teachers plan standards based instruction, use standards based assessments to determine instructional decisions, and fully implement standards based report cards in grades K-3.

Create Component Relationship

Create Action Step

2.2) Instructional Specialists for PD in Reading and Math

Description:
Three instructional specialists hired via Title IIA funding will lead the system team in developing and implementing NCSCOS PD and provide on-going coaching. Within the district, 100% of classroom teachers will participate in NCSCOS PD quarterly in SY 2017-2018 with additional school-level coaching between PD sessions. Focus for PD will be on reading and math, formative and summative assessment, data analysis, standards-based grading, use of technology and digital resources in instructional design, and curriculum development using the UbD model.

Estimated Cost
$296,424.00

Create Component Relationship

Create Action Step

3) Closing the Achievement Gap

Description:
By the spring of 2018, the achievement gap for all subgroups will be reduced by 10% as measured on the third through fifth grade End of Grade assessments and Reading 3D benchmarking data.

Performance Measure:
Formative assessment measures will be reviewed throughout the year including Reading 3D, iReady, Dreambox, and district benchmarks. Progress toward the goal will ultimately be measured using the End of Grade assessment and Reading 3D scores administered in the spring of 2018.
### Create Fiscal Resources

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### Create Strategy

1. **Implementation of Culturally Responsive Pedagogy**
   - **Description:** 100% of teachers and administrators in Cabarrus County Title I schools will engage in professional development in Culturally Responsive Pedagogy.

2. **High Quality Teacher Development with STEM focus**
   - **Description:** High-quality, ongoing PD Opportunities to practice modules before implementing Use of PLCs to share ideas and best practices Participation in STEMersion approach that immerses teachers in the industry environment.

3. **ESL Summer Enrichment Program**
   - **Description:**
     - The ESL Department Summer Enrichment Program is a two week program that offers academic support to middle and high school students that are new to the United States and to those that are classified SIFE (Students with Interrupted Formal Education). The ESL Department seeks to improve academic success by strengthening student's academic English language skills. Students will experience learning centers based on the WIDA ELD Standards with a career-ready capstone project component. The capstone project will allow students to practice the strategies learned during the program by giving a three-minute presentation to their small group. The half-day program will provide lunch and transportation to all students attending. Providing language enrichment to ELs supports closing the achievement gap.

4. **High Quality Professional Development for Teachers of English Learners**
   - **Description:** One hundred percent of ESL teachers will utilize WIDA ELD Strategies and collaborate with core content teachers to provide high quality learning experiences for English Learners.

5. **Technology for Newcomers**
   - **Description:** Students will have access to devices that will provide real time translation that will support teaching and learning. Students will also have access to the Middlebury web-based language program.
**Parent Engagement**

Description:
By June 2018, 80% of parents will participate in at least four activities at Title I schools related to their child's learning. Additionally, the ESL Guidance Counselor will provide support to 100% of newcomer students and families as measured by enrollment documentation.

Performance Measure:
Percentage of parents participating in school events, parent survey responses, and ultimately student achievement data including end of grade assessments as well as Reading 3D measures.

**Create Fiscal Resource**

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**Create Strategy**

4.1 Parent Resource Centers

Description:
An additional Title I school will create a permanent parent resource center with other schools exploring the implementation. Additionally, a Welcome Center will be provided to all families new to the country.

**Create Component Relationship**

Component        Item Name
English Learner  Newcomer Program

**Create Action Step**

4.2 Community and Parent Partnerships

Description:
The Title I Coordinator will work with community agencies to provide meaningful parent engagement in multiple events over the course of the year in addition to the school events.

**Create Component Relationship**

**Create Action Step**

4.3 STEM specific parent and community outreach

Description:
Family and community outreach and engagement to encourage underrepresented students Target 300 students with at least 70% or more qualifying for free- or reduced meals Use of parent meetings, information sessions, orientation, volunteer opportunities, and training Ongoing communication via module newsletters, student-led conferences, exhibits and celebrations

**Create Component Relationship**

**Create Action Step**

5 Teacher Turnover

Description:
Teacher turnover rate has decreased from year to year: 13.93% in 2015 12.77% in 2016 12.43% in 2017 Please note, these are internal LEA calculations since the state no longer reports teacher turnover in this way. Our 2018 goal is to continue to decrease by 0.3%. For new reporting purposes, LEA Teacher Attrition Rate for 2016 was 12.26%. Data for 2017 is not yet available.

Performance Measure:
Data for 2017 is not yet available.
### Create Fiscal Resource

<table>
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<tr>
<th>Grant</th>
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**Consolidated Total:** $418,777

**Grand Total:** $418,777

### Create Strategy

#### 5.1) Teacher Leader Development Program

**Description:**
High performing teachers are identified and offered the opportunity to participate in a 2-year program for leadership development. The leadership development program is designed to build leadership skills for teachers to either utilize as a teacher leader within the school or move into administration or other leadership roles. Content is delivered 3 times per year in a module-based model. Presenters are high-performing administrators in the schools and central office personnel. Areas of work include Monday Morning Leadership, Best Practices, Crucial Conversations, Facilitative Leadership, Tregoe Decision-Making, and Adult Learning. A new cohort begins each spring so that two groups are running concurrently, with up to 160 teachers participating. Those completing the program typically serve in leadership roles in the school or move into school administration.

### 5.2) University Relationships via Student Teacher Placements

**Description:**
Cabarrus County Schools will host approximately 90+ student teachers each school year in cooperation with UNC Charlotte, and other universities both in and out-of-state. Student teachers will be offered screening interviews at the close of the semester in which they graduate. Principals are encouraged to first consider high-quality student teachers from within the district in filling open positions. Data sheets on screening results are provided to principals after the screening interviews each semester.

### 5.3) Comprehensive Teacher Induction

**Description:**
All teachers new to Cabarrus County Schools participate in a Teacher Induction Program. Teachers who are experienced but new to CCS receive a full day of induction which includes foundational information in curriculum and instruction as well as overviews of system processes. All beginning teachers receive a three day induction prior to the first day at their school site. This includes one full day focused on using curriculum documents to design instruction to meet the needs of diverse learners, a second day related to classroom management, teacher evaluation, and the Beginning Teacher Support Program, and the third day focused on an overview of system processes. Beginning teachers also participate in a structured orientation at their school site which includes an overview of school procedures, as well as an opportunity to meet and work with their mentor, lead mentor and school based administrators. Mentors for each beginning teacher use checklists for initial induction; each quarter additional checklists verify that the induction process is ongoing and meeting the needs identified by beginning teachers and mentors. A Human Resources Coordinator is funded via Title IIA funds. The coordinator works with all lead mentors, mentors, and new teachers to continue a successful induction process. Lateral entry staff participate in monthly PLC groups designed specifically for their needs. The coordinator is working closely with the CTE Department in the lateral entry initiative as the turnover rate is much higher for those teachers. Monthly meetings are held to instruct teachers in the basics of classroom management and instruction. Lateral entry teachers were provided with a copy of "The First-Year Teacher's Survival Guide" by Julia G. Thompson as a reference and a guide for these teachers. A concerted effort is being made to provide not only an induction but on-going support.

### 5.4) Instructional Specialists for PD

**Description:**
Three Instructional Specialists work with all staff to provide support in curriculum, data analysis, learning strategies, use of technology and digital resources in instructional design and coaching as outlined in Goal 1 of this plan.

**Estimated Cost**
$296,424.00
Teacher Recruitment and Hiring

Description:
100% of classrooms will have a full-time, HQ teacher on the first student attendance day.

Performance Measure:
The percentage of classrooms that have a full-time, HQ teacher on the first student attendance day will be the performance measure.

Create Fiscal Resource

Fiscal Resources

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Job Fair Recruitment

Description:
Central office and school-based administrators will represent CCS at various recruitment events at NC universities, virtual job fairs and out of state teacher recruitment fairs. Potential candidates are provided information about our district along with directions for applying on-line. Following each job fair, resumes are scanned and uploaded to an online system which principals can access. All potential candidates are sent a follow-up e-mail with additional information about Cabarrus County Schools as well as a link to the online application. The on-line application system allows administrators to view the full file including references, transcripts, licensure, etc.

Create Strategy

Host Student Teachers via University Partnerships

Description:
CCS maintains a strong relationship with UNC Charlotte as well as various other in-state institutions. Several out-of-state institutions also place candidates with CCS. The system routinely places 90+ student teachers each year. Student teachers are offered screening interviews at the close of the semester in which they will graduate. Screening of student teachers occurs on specific days and all receive personal invitations to participate. Principals and APs work in blocks of time to screen based on level. Principals are encouraged to first consider high-quality student teachers from within the district in filling open positions. Data sheets on screening results are available to all principals using Applitrack, our on-line application and employee management system. Placement of student teachers has been moved to in-house to insure the best experience for student teachers. The Human Resources Coordinator serves as the liaison between the universities and CCS administrators. In addition, the Human Resources Coordinator works with student teachers as needed to provide high-quality experiences that will encourage application to the school system. Student teachers receive an induction meeting reviewing CCS policies and procedures, as well as information on when and how to apply as substitute teachers for their cooperating teachers.

Create Strategy

STEM Learning Experiences

Description:
In Year 1, all schools will complete an interdisciplinary PBL for each quarter. In Year 2 and Year 3, all schools will complete an interdisciplinary PBL for each quarter; all schools will complete a school-wide PBL. All schools will meet or exceed growth in Math and Science on the NC End of Grade Assessments By the end of Year 1 increase overall proficiency by 7% in Math from 63.6 to 70.6 and Science from 69.9 to 76.9 Break out each school: R Brown McAllister: Math 5th grade from 67.2 to 74.2; Science from 57.4 to 64.4 Math 4th grade from to 40 to 47 Math 3rd grade from to 40.6 to 47.6 Beverly Hills: Math 5th grade from 45.3 to 52.3; Science from 50 to 57 Math 4th grade from to 30.6 to 37.6 Math 3rd grade from to 63.5 to 70.5 Coltrane-Webb: Math 5th grade from 67.8 to 74.8; Science from 69.9 to 76.9 Math 4th grade from to 56.2 to 63.2 Math 3rd grade from to 52 to 59

Performance Measure:
NC Math EOG test, annual administration and analysis; NC Science EOG test, annual administration and analysis

Create Fiscal Resource

Fiscal Resources

There are no Fiscal Resources for this Goal.

Create Strategy
7.1) Implement all components of ASPIRE program
Description:
See Grant application

Create Component Relationship
Create Action Step

8) Supportive Tutoring Services for Homeless Students
Description:
The needs of homeless students have been defined locally and nationally to include (1) support to improve academic success and social-emotional support to address vulnerability and the identification of mental health needs, (2) the needs for unaccompanied and homeless youth for basic financial literacy.

Performance Measure:
To maximize the efficiency of evaluation time, evidence of program activities will be reported by those staff members directly working with specific sub-populations (for Program Objectives one and two) on a regular basis.

Create Fiscal Resource

| Fiscal Resources |
|------------------|------------------|-------|-------|
| Grant            | Notes            | 2017  | 2018  |
| McKinney-Vento Homeless Assistance |       |       |       |
| McKinney-Vento Homeless Assistance |       | $00   | $35,000 |
| McKinney-Vento Homeless Assistance Total: |       | $00   | $35,000 |
| Grand Total:     |                  | $00   | $35,000 |

Create Strategy

8.1) Academic On-site Tutoring
Description:
Provision and coordination of services to serve the unique needs of homeless students.

Create Component Relationship
Create Action Step

Plan Function
Print
Change Log
View All School Plan Action Steps