

# Cabarrus County Schools Strategic Plan

**Vision:** Cabarrus County Schools - inspiring minds, engaging hearts and shaping futures.

**Mission:** Empowering students to build their futures.



**Goal 1: Every student in the Cabarrus County School system will graduate from high school prepared for work, further education, and citizenship.**

**Objective 1.1: Increase the percentage of students prepared for post-secondary education and the workplace.**

#	Grade	Subject	Metric
1.1.1	9-12	Grad Rate	Percentage of graduates receiving a diploma within four years
1.1.2	9-12	Grad Rate	Percentage of graduates receiving a diploma within five years
1.1.3	11	ACT	Percentage of junior class scoring at or above the minimum requirement on the ACT for admission into the UNC System
1.1.3-A	11	ACT	Percentage of juniors who met all four benchmarks on the ACT
1.1.4	11	ACT	ACT composite score for the graduating class
1.1.5	9-12	AP	Percentage of Advanced Placement exams taken on which students scored a 3 or above
1.1.5-A	9-12	AP	Percentage of Advanced Placement exams taken on which minority students scored a 3 or above
1.1.5-B	9-12	AP	Advanced Placement exams state rank of students scoring a level 3 or higher
1.1.6	9-12	AP	Percentage of students who participate in at least one Advanced Placement course
1.1.6-A	9-12	AP	Percentage of minority students who participate in at least one advanced placement course
1.1.7	9-12	CCP	Percentage of high school students who earn college credit prior to graduating from high school
1.1.8	12	Math 3	Percentage of graduates completing Math 3 or higher
1.1.9	8	HS Credit	Percentage of eighth graders receiving high school credit
1.1.10	12	Scholarships	Total dollar amount of college scholarships for graduating class
1.1.10-A	12	Scholarships	Percentage of students graduating with a college scholarship
1.1.11	9-12	WorkKeys	Percentage of (CTE) concentrators graduates who earned a Silver or better on ACT WorkKeys
1.1.12	9-12	WorkKeys	ACT WorkKeys Performance Rank
1.1.13	9-12	CTE	Number of credentials earned by CTE students who complete industry certification programs
1.1.14	9-12	OCS	Percentage of OCS graduates receiving a diploma

**Objective 1.2: Increase student performance on the state's End of Grade (EOG) Assessments and End of Course (EOC) assessments.**

#	Grade	Subject	Metric
1.2.1	3	Reading	Percentage of students' test scores at or above the Grade Level Proficiency Standard on the EOC/EOG/TRC
1.2.2	3	Reading	CCS proficiency Rank out of State Public School Systems on EOC/EOG
1.2.3	3	Reading	Percentage of Students CCR Proficient on EOC /EOG
1.2.4	3	Reading	CCS Scale Score Rank out of State Public School Systems on EOC/EOG (February)
1.2.5	3	Reading	EVAAS Growth Measure EOG/EOC/TRC
1.2.6	3	Reading	Percentage of Schools Meeting/Exceeding EVAAS Growth SPG
1.2.7	3	Reading	Average Scale Score EOC/EOG (Available in February)

**Goal 2: Every student will experience a personalized education in the Cabarrus County School system.**

**Objective 2.1: Increase the percentage of students who successfully complete a specialty program**

#	Grade	Subject	Metric
2.1.1	ALL	Program Choice	Percentage of students enrolled in a program choice school
2.1.1-A	ALL	Program Choice	Percentage of students enrolled in a program choice school other than their home school
2.1.2	ALL	Program Choice	Percentage of eligible program school applicants (all)
2.1.2-A	ALL	Program Choice	Percentage of eligible program school applicants on waitlist out of all applicants
2.1.2-B	9-12	Academies	Percentage of eligible Academy school applicants on waitlist out of all applicants

## Cabarrus County Schools Strategic Plan

2.1.2-C	K-5	Balanced Calendar	Percentage of eligible Balanced Calendar school applicants on waitlist out of all applicants
2.1.2-D	9-13	Early College	Percentage of eligible Early College school applicants on waitlist out of all applicants
2.1.2-E	ALL	IB	Percentage of eligible IB school applicants on waitlist out of all applicants
2.1.2-F	ALL	STEM	Percentage of eligible STEM school applicants on waitlist out of all applicants
2.1.2-G	K-5	Dual Language	Percentage of eligible Dual Language school applicants on waitlist out of all applicants
2.1.3	ALL	Program Choice	Percentage retention of program choice (IB, STEM, Early College, NAF, Fine Arts, etc.)

### Objective 2.2: Increase student demonstrations of global competencies and attributes

#	Grade	Subject	Metric
2.2.1	ALL	Financial Literacy	Percentage of students completing financial literacy
2.2.2	ALL	Digital Citizenship	Percentage of students completing digital citizenship
2.2.3	ALL	Foreign Language	Percentage of students enrolled in a foreign language/dual immersion course
2.2.4	ALL	Global Ready	Percentage of teachers earning the Global Ready Endorsement

### Goal 3: Every student, every day has excellent educators.

#### Objective 3.1: Increase recruitment and retention of employees

#	Grade	Subject	Metric
3.1.1-A	K-5	Fully Licensed	Percentage of fully licensed elementary school teachers (Available February)
3.1.1-B	6-8	Fully Licensed	Percentage of fully licensed middle school teachers (Available February)
3.1.1-C	9-12	Fully Licensed	Percentage of fully licensed high school teachers (Available February)
3.1.2-A	All	Teacher Attrition	Teacher Attrition Rate (Available February)
3.1.2-B	All	Teacher Attrition	State Teacher Attrition Rate (Available February)
3.1.2-C	All	Mobility Rate	Teacher Mobility Rate (Available February)
3.1.2-D	All	Recoupment Rate	Teacher Recoupment Rate (Available February)
3.1.3	All	Applicants	Number of applicants made available to schools
3.1.4	All	Supplement	Rank of teachers' supplement
3.1.4-A	All	Supplement	Percent of Salary Used for Supplement
3.1.5	All	School Support	Percentage agree/strongly agree to the question "The community we serve is supportive of this school" on the NCTWCS
3.1.6	All	Teacher Mentor	Percentage "yes" to the question "As a beginning teacher, I have been formally assigned a mentor," on the NCTWCS.

#### Objective 3.2: Expand differentiated professional development opportunities

#	Grade	Subject	Metric
3.2.1	All	Staff Development	Number of staff development opportunities offered to CCS educators

### Goal 4: CCS has effective and efficient financial, facilities, and technology systems, as well as community partnerships to serve its students, parents and educators.

#### Objective 4.1: Effectively and efficiently use funds to meet CCS goals and initiatives

#	Grade	Subject	Metric
4.1.1	ALL	Effective Efficient	Effective/Efficient Rank Composite (funding compared to results)
4.1.2	ALL	Workers Comp	Workers Compensation Savings
4.1.3	ALL	Energy Usage	Energy usage per square foot
4.1.4	ALL	Devices/Students	CCS state rank for technology devices/student ratio
4.1.5	ALL	Per Pupil Funding	Local per pupil funding
4.1.6	ALL	Per Pupil Funding	State per pupil funding state rank (includes all funding sources)
4.1.7	ALL	Relative Effort	Relative Effort (compares county funding with county's ability to fund) state rank
4.1.8	ALL	Attending CCS	Percentage of county students attending Cabarrus County Schools
4.1.8-A	ALL	Attending Charters	Percentage of students attending charter schools
4.1.8-B	ALL	Attending Charters	Number of students attending charter schools

## Cabarrus County Schools Strategic Plan

4.1.9	ALL	Maintenance Dollars	Percentage of dollars spent per square foot on maintenance compared to the national average of 2%
4.1.10	ALL	Life Cycle	Assets outside of life cycle (buildings – such as HVAC, roofs, electrical systems, etc.)

### Objective 4.2: Increase the number of student seats to meet growth in our community and class size requirements

#	Grade	Subject	Metric
4.2.1	ALL	Program Capacity	District Program Capacity Compared to Number of Students
4.2.1-A	ALL	Program Capacity	Program Capacity Number
4.2.2	ALL	Mobile Units	Percentage of students in non-program spaces (mobile units)
4.2.2-A	ALL	Mobile Units	Number of students in non-program spaces (mobile units)
4.2.3	ALL	Growth Rate	Student Enrollment Growth Rate
4.2.3-A	ALL	Growth Rate	Program Capacity Growth Rate

### Objective 4.3: Engage families and enhance professional and community partnerships

#	Grade	Subject	Metric
4.3.1	ALL	Funding Raised	Funding raised by PTO's, Booster Clubs, etc.
4.3.2	ALL	Partnerships	Percentage of community partnerships

## Goal 5: Every student is safe, healthy, and responsible.

### Objective 5.1: Create and maintain a safe and respectful school environment

#	Grade	Subject	Metric
5.1.1	ALL	Safety Audit	Percentage of schools meeting proficient or higher on the CCS safety audit
5.1.2	ALL	Anonymous Reports	Percentage of online anonymous reports responded to by staff
5.1.3-ES	K-5	Teachers Care	Percentage of elementary students reporting their teachers really care about them on the CCS Student Satisfaction Survey
5.1.3-SD	6-12	Teachers Care	Percentage of secondary students reporting their teachers really care about them on the CCS Student Satisfaction Survey
5.1.4-ES	K-5	Safe	Percentage of elementary school students that feel that CCS is a safe place for students
5.1.4-SD	6-12	Safe	Percentage of secondary school students that feel that CCS is a safe place for students
5.1.4-LS	ALL	Safe	Percentage of licensed staff that feel that CCS is a safe place for students
5.1.4-PA	ALL	Safe	Percentage of parents that feel that CCS is a safe place for students
5.1.4-UL	ALL	Safe	Percentage of unlicensed staff that feel that CCS is a safe place for students
5.1.5	ALL	Reportable Offenses	Number of reportable offenses (RO) per 1000 students (Data Available in March)
5.1.6	ALL	PD Offenses	Number of Persistently Dangerous offenses per 1000 students (Data Available March)
5.1.7	ALL	Resource Officers	Percentage of schools with designated full-time School Resource Officers
5.1.8-A	ALL	Alternative School	Number of students assigned to an alternative school for a reportable offense
5.1.8-B	ALL	Alternative School	Percentage of students assigned-to an alternative school for a reportable offense

### Objective 5.2: Promote positive decision making, healthy choices and active lifestyles for students

#	Grade	Subject	Metric
5.2.1-ES	K-5	Drug and Alcohol	Number of incidents of drug and alcohol possession per 100 elementary school students
5.2.1-MS	6-8	Drug and Alcohol	Number of incidents of drug and alcohol possession per 100 middle school students
5.2.1-HS	9-13	Drug and Alcohol	Number of incidents of drug and alcohol possession per 100 high school students
5.2.2	All	PASS Program	Percentage of students who complete the PASS program and do not re-offend for the same offense
5.2.3-ES	K-5	Physical Fitness	Percentage of elementary school students reporting they understand the benefits of physical fitness on the CCS Satisfaction Survey
5.2.3-SD	6-12	Physical Fitness	Percentage of secondary school students reporting they understand the benefits of physical fitness on the CCS Satisfaction Survey
5.2.4	All	Healthy Habits	Percentage of parents who respond positively to "My child applies what he or she has learned at school about healthy eating and physical well-being." on the CCS Parent Satisfaction Survey

## Cabarrus County Schools Strategic Plan

### Objective 5.3: Increase student engagement and attendance

#	Grade	Subject	Metric
5.3.1-ES	K-5	Service Learning	Percentage of elementary school students reporting participation in a service learning project helps them understand their community as reported on the CCS Student Satisfaction Survey
5.3.1-SD	6-12	Service Learning	Percentage of secondary school students reporting participation in a service learning project helps them understand their community as reported on the CCS Student Satisfaction Survey
5.3.2	6-12	Extra-Curricular	Percentage of secondary school students reporting participation in extra-curricular activities on the CCS Satisfaction Survey
5.3.3-ES	K-5	Absences	Percentage of elementary school students with 10 or more absences for the year
5.3.3-MS	6-8	Absences	Percentage of middle school students with 10 or more absences for the year
5.3.3-HS	9-12	Absences	Percentage of high school students with 10 or more absences per term
5.3.4	All	Truancy Court	Number of families referred to truancy court during the school year

### Objective 5.4: Promote a consistent approach to discipline and suspensions

#	Grade	Subject	Metric
5.4.1-A	All	OSS	Percentage of out-of-school suspensions as compared to percentage of population
5.4.1-B	All	OSS	Percentage of Hispanic males out-of-school suspensions as compared to percentage of population
5.4.1-C	All	OSS	Hispanic Males' out-of-school suspensions diparity ratio
5.4.1-D	All	OSS	Percentage of Hispanic females out-of-school suspensions as compared to percentage of population
5.4.1-E	All	OSS	Hispanic females out-of-school suspensions diparity ratio
5.4.1-F	All	OSS	Percentage of Black females out-of-school suspensions as compared to percentage of population
5.4.1-G	All	OSS	Black females' out-of-school suspensions diparity ratio
5.4.1-H	All	OSS	Percentage of White males out-of-school suspensions as compared to percentage of population
5.4.1-I	All	OSS	White males' out-of-school suspensions diparity ratio
5.4.1-J	All	OSS	Percentage of White females out-of-school suspensions as compared to percentage of population
5.4.1-K	All	OSS	White females' out-of-school suspensions diparity ratio
5.4.1-L	All	OSS	Percentage of Multi-Racial males out-of-school suspensions as compared to percentage of population
5.4.1-M	All	OSS	Multi-Racial males' out-of-school suspensions diparity ratio
5.4.1-N	All	OSS	Percentage of Multi-Racial females out-of-school suspensions as compared to percentage of population
5.4.1-O	All	OSS	Multi-Racial females' out-of-school suspensions diparity ratio
5.4.1-ES	K-5	OSS	Percentage of elementary school out-of-suspensions as compared to percentage of population
5.4.1-MS	6-8	OSS	Percentage of middle school out-of-suspensions as compared to percentage of population
5.4.1-HS	9-12	OSS	Percentage of high out-of-school suspensions as compared to percentage of population
5.4.2-ES	K-5	Disruptive/Disrespectful	Percentage of disruptive/disrespectful incidents as compared to percentage of population
5.4.2-MS	6-8	Disruptive/Disrespectful	Percentage of disruptive/disrespectful incidents as compared to percentage of population
5.4.2-HS	9-12	Disruptive/Disrespectful	Percentage of disruptive/disrespectful incidents as compared to percentage of population