

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 number of students prepared for post-secondary education and the workplace.

- Measure 1.1.1:** Percentage of graduates receiving a diploma within four years
- Measure 1.1.2:** Percentage of graduates receiving a diploma within five years
- Measure 1.1.3:** Percentage of junior class scoring at or above the minimum requirement on the ACT for admission into the University of North Carolina (UNC) System (composite score of 17)
- Measure 1.1.4:** ACT composite score for the graduating class
- Measure 1.1.5:** Percentage of juniors who met all four benchmarks on the ACT
- Measure 1.1.6:** Percentage of Advanced Placement exams taken on which students scored a 3 or above
- Measure 1.1.7:** Advanced Placement exams state rank
- Measure 1.1.8:** Number of students who participate in at least one Advanced Placement course
- Measure 1.1.9:** Percentage of high school students who earn college credit prior to graduating from high school
- Measure 1.1.10:** Number of students successfully completing one or more online or blended courses
- Measure 1.1.11:** Percentage of graduates completing Math III or higher
- Measure 1.1.12:** Percentage of eighth graders receiving high school credit
- Measure 1.1.13:** Percentage of graduating students receiving a Career and College/UNC endorsement
- Measure 1.1.14:** Total dollar amount of college scholarships for graduating class
- Measure 1.1.15:** Percentage of students graduating with a college scholarship
- Measure 1.1.16:** Percentage of Career and Technical Education (CTE) concentrators graduates who earned a Silver or better on the ACT WorkKeys assessment
- Measure 1.1.17:** Number of credentials earned by CTE students who complete industry certification programs
- Measure 1.1.18:** Percentage of graduating students receiving a Career endorsement
- Measure 1.1.19:** Career Technical Education (CTE) Performance Rank
- Measure 1.1.20:** Percentage of OCS graduates receiving a diploma

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Objective 1.2

Increase student performance on the state's End of Grade (EOG) Assessments and End of Course (EOC) Assessments.

- Measure 1.2.1:** Percentage of students' test scores at or above the Grade Level Proficiency Standard on the EOG and EOC assessments
- Measure 1.2.2:** NC Rank in Proficiency on EOG/EOC State Assessments
- Measure 1.2.3:** Percentage of students' test scores at or above the College and Career Ready (CCR) proficient level on the EOG and EOC assessments
- Measure 1.2.4:** NC Rank in Scale Score on EOG/EOC State Assessments
- Measure 1.2.5:** Percentage of schools meeting or exceeding annual academic growth as measured by District Educator Value-Added Assessment System (EVAAS)
- Measure 1.2.6:** Percentage of grade/subject meeting or exceeding growth as measured by EVAAS

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

Objective 2.1

Increase the number of students involved and who successfully complete an effective specialty school or program

- Measure 2.1.1:** Percentage of graduates with an endorsed diploma (IB, STEM, Global Ready, NAF, etc.)
- Measure 2.1.2:** Percentage of students enrolled in a specialty school proportional to population
- Measure 2.1.3:** Percentage of schools with a specialty program with the enrollment to support the program
- Measure 2.1.4:** Retention rates of specialty programs (IB, STEM, Early College, NAF, etc.)

Objective 2.2

Increase student demonstration of CCS global competencies and attributes

- Measure 2.2.1:** Percentage of Agree/Strongly Agree on global competency indicators on Student Climate Survey
- Measure 2.2.2:** Percentage of students who demonstrate proficiency in global competency attributes
- Measure 2.2.3:** Percentage of students successfully completing life skills training (financial literacy, digital citizenship, etc.)
- Measure 2.2.4:** Percentage of students completing a service learning project
- Measure 2.2.5:** Percentage of students participating in high school internships
- Measure 2.2.6:** Percentage of digital tool usage (SchoolNet, Dreambox, iReady, iCurio, Discovery Education, etc.)

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

Objective 3.1

Increase supports needed to increase employee recruitment and retention

- Measure 3.1.1:** Percentage of district highly qualified teachers
- Measure 3.1.2:** Turnover Rate (licensed and non-licensed staff)
- Measure 3.1.3:** Number of applicants made available to schools
- Measure 3.1.4:** Rank of educators' supplement among surrounding and similar school districts

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- Measure 3.1.5:** Percentage of teachers that participate in Professional Learning Communities
- Measure 3.1.6:** Percentage Agree/Strongly Agree to the question "Community members support teachers, contributing to their success with students" on the NC Teacher Working Conditions Survey (NCTWCS)
- Measure 3.1.7:** Percentage agree/strongly agree to the question "The community we serve is supportive of this school" on the NCTWCS
- Measure 3.1.8:** Percentage "yes" to the question "As a beginning teacher, I have been formally assigned a mentor," on the NCTWCS.
- Measure 3.1.9:** Percentage of teachers who respond with a minimum of one or more times per month to the question "On average, how often did you engage in each of the following activities with your mentor: Developing lesson plans and reflecting on the effectiveness of my teaching" on the NCTWCS

Objective 3.2

Expand differentiated professional development opportunities to match the attributes and uniqueness of individual educators and students

- Measure 3.2.1:** Percentage of teachers who respond with Agree/Strongly Agree to the question "Professional development enhances a teachers' ability to implement instructional strategies that meet diverse student learning the NCTWCS
- Measure 3.2.2:** Percentage of teachers who respond "Yes" to the question "In the past 2 years, have you had 10 clock hours or more of professional development in any of the following areas? Differentiating Instruction, Integrating technology into instruction?" on the NCTWCS

Goal 4: CCS has effective and efficient financial, facility, 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.

- Measure 4.1.1:** Effective/Efficient Rank Composite (funding compared to results)
- Measure 4.1.2:** Workers Compensation Savings
- Measure 4.1.3:** Energy usage per square foot
- Measure 4.1.4:** Number of students per Internet connected computer less than five years old
- Measure 4.1.5:** CCS state rank for technology devices/student ratio
- Measure 4.1.6:** Percentage of network in warranty
- Measure 4.1.7:** Local per pupil funding
- Measure 4.1.8:** State per pupil funding state rank
- Measure 4.1.9:** Relative Effort (compared county funding with county's ability to fund) state rank
- Measure 4.1.10:** Percentage of county students attending Cabarrus County Schools
- Measure 4.1.11:** Percentage of dollars spent per square foot compared to national average

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Measure 4.1.12: 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

Measure 4.2.1: District Program Capacity Compared to Number of Students

Measure 4.2.2: Percentage and number of students in non-program spaces (mobile units)

Measure 4.2.3: Growth rate compared to program capacity

Objective 4.3

Increase professional, community and parental partnerships

Measure 4.3.1: Funding raised by PTO's, Booster Clubs, etc.

Measure 4.3.2: Number of community partnerships

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

Objective 5.1

Create and maintain a safe and respectful school environment

Measure 5.1.1: Percentage of schools meeting proficient or higher on all areas of the CCS safety audit

Measure 5.1.2: Percentage of online bullying reports responded to by staff

Measure 5.1.3: Percentage of schools providing tiered support through Multi-Tiered System of Support (MTSS) framework

Measure 5.1.4: Percentage of students reporting their teachers really care about them on the CCS Student Satisfaction Survey

Measure 5.1.5: Percentage of students, staff and parents reporting they feel safe at school on the CCS satisfaction Survey

Measure 5.1.6: Number of reportable offenses (RO) per 100 students

Measure 5.1.7: Number of (PD) offenses per 100 students

Measure 5.1.8: State Rank of reportable offenses (RO) per 100 students

Measure 5.1.9: Percentage of schools with designated full-time School Resource Officers

Measure 5.1.10: Number of students referred for assignment to an alternative school for reportable offenses as compared to the number of students referred for persistently disruptive behavior

Objective 5.2

Promote positive decision making, healthy choices and active lifestyles for students

Measure 5.2.1: Number of incidents of drug and alcohol possession per 100 students

Measure 5.2.2: Percentage of students who complete the PASS program and do not re-offend for the same offense

Measure 5.2.3: Number of students reporting they understand the benefits of physical fitness on the CCS Satisfaction Survey

Measure 5.2.4: 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

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Objective 5.3

Increase school participation and attendance

- Measure 5.3.1:** Percentage of students reporting participation in a service learning project helps them understand their community on the CCS Satisfaction Survey
- Measure 5.3.2:** Percentage of students reporting participation in extra-curricular activities on the CCS Satisfaction Survey
- Measure 5.3.3:** Percentage of students with 10 or more absences per term
- Measure 5.3.4:** Number of families referred to truancy court during the school year

Objective 5.4

Promote a culturally responsive approach to discipline and suspensions

- Measure 5.4.1:** Percentage of suspensions as compared to percentage of population
- Measure 5.4.2:** Percentage of disruptive/disrespectful incidents as compared to percentage of population
- Measure 5.4.3:** Percentage of administrators and teachers who have participated in culturally responsive schools training

* CCS “personalizes” learning by meeting the needs of each individual with a high level of attention to the cognitive and affective domains.

Global Competencies: Globally competent individuals investigate global issues, recognize diversity, communicate views effectively, and work with others to improve conditions.

Note: All measures will be reported by subgroup.