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
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" on 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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**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
### Objective 5.3

**Increase school participation and attendance**

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<thead>
<tr>
<th>Measure</th>
<th>Description</th>
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<tbody>
<tr>
<td>Measure 5.3.1</td>
<td>Percentage of students reporting participation in a service learning project helps them understand their community on the CCS Satisfaction Survey</td>
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<tr>
<td>Measure 5.3.2</td>
<td>Percentage of students reporting participation in extra-curricular activities on the CCS Satisfaction Survey</td>
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<tr>
<td>Measure 5.3.3</td>
<td>Percentage of students with 10 or more absences per term</td>
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<tr>
<td>Measure 5.3.4</td>
<td>Number of families referred to truancy court during the school year</td>
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### Objective 5.4

**Promote a culturally responsive approach to discipline and suspensions**

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<tbody>
<tr>
<td>Measure 5.4.1</td>
<td>Percentage of suspensions as compared to percentage of population</td>
</tr>
<tr>
<td>Measure 5.4.2</td>
<td>Percentage of disruptive/disrespectful incidents as compared to percentage of population</td>
</tr>
<tr>
<td>Measure 5.4.3</td>
<td>Percentage of administrators and teachers who have participated in culturally responsive schools training</td>
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* 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.