

# THE CUMBERLAND COMMITMENT: STRATEGIC PLAN 2024

OUR VISION + MISSION + VALUES + PRIORITIES



## OUR VISION

**the future we seek for our students**

Every student will have equitable access to engaging learning that prepares them to be collaborative, competitive, and successful in our global world.

## OUR MISSION

**what we do to achieve that future**

Cumberland County Schools will provide a safe, positive, and rigorous learning environment to prepare lifelong learners to reach their maximum potential.

## OUR CORE VALUES

**shared beliefs to guide our work**

### EXCELLENCE

We pursue and maintain the highest standards

### INNOVATION

We develop new and emerging solutions

### COLLABORATION

We work together to produce the best results

### EQUITY

We provide every student a fair opportunity for success

### INTEGRITY

We speak and act honestly and truthfully

### COMPASSION

We treat everyone with concern and understanding

## OUR STRATEGIC PRIORITIES

**major priorities that enable our vision and mission**

### **1** SUCCESSFUL STUDENTS

Graduate every student confident, competitive, and ready for a career, college, and life.

### **2** PREMIER PROFESSIONALS

Recruit, support, and retain impactful teachers, leaders, and support staff.

### **3** EXCEPTIONAL ENVIRONMENT

Integrate resources, facilities, and staff to maintain a safe, inviting learning environment for students to grow academically, socially, and emotionally.

### **4** COMMITTED COMMUNITY

Collectively engage schools, parents, and community in building student success.

# Supporting the Strategic Plan Through School Improvement Planning

## Cape Fear High

### School Improvement Indicators:

### CCS Priorities & Actions:

A2.01 - Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress. (5091)

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity

A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity

A3.01 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (5110)

1D: Create tiers of services  
2C: Develop educator talent pathways and data-driven professional learning

A4.10 - The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation. (5128)

1D: Create tiers of services  
1E: Establish and align clear career pathways  
3C: Maximize student graduation rates

A4.14 - The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits). (5132)

1E: Establish and align clear career pathways  
3C: Maximize student graduation rates

A4.16 - The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. (5134)

1D: Create tiers of services  
3D: Build the capacity of schools to serve all students

A4.21 - The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency. (5355)

1D: Create tiers of services  
3B: Develop a behavioral and mental health framework  
3D: Build the capacity of schools to serve all students

B2.02 - The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (5142)

3D: Build the capacity of schools to serve all students

