

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

Terry Sanford High School

School Improvement Indicators:

CCS Priorities & Actions:

A2.02 - Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (5092)

1A: Implement robust learning experiences
1B: Define, understand, and promote educational equity
1C: Develop modern learning environments
2C: Develop educator talent pathways and data-driven professional learning

A2.11 - ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks. (5101)

1A: Implement robust learning experiences
1C: Develop modern learning environments

A2.12 - ALL teachers encourage self-direction by giving students choice in the selection of topics and the application of learning strategies. (5102)

1A: Implement robust learning experiences
1B: Define, understand, and promote educational equity
1C: Develop modern learning environments
1E: Establish and align clear career pathways

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

A4.17 - The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention. (5856)

1D: Create tiers of services
3B: Develop a behavioral and mental health framework

B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)

2C: Develop educator talent pathways and data-driven professional learning
3D: Build the capacity of schools to serve all students

D2.01 - ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology. (5173)

1A: Implement robust learning experiences
1C: Develop modern learning environments