

# 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

## Warrenwood Elementary

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

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3A: Maintain safe and secure schools  
3B: Develop a behavioral and mental health framework  
3D: Build the capacity of schools to serve all students

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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 inter

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

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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)

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

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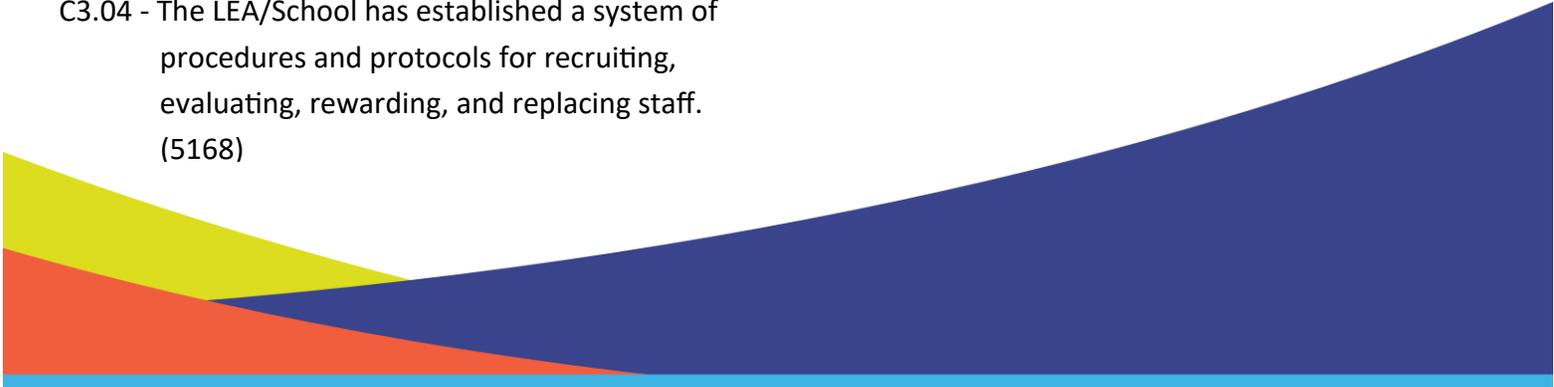
C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)

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2C: Develop educator talent pathways and data-driven professional learning  
2A: Recruit and retain premier professionals  
2B: Develop equitable access to human capital

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C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (5168)



# Supporting the Strategic Plan Through School Improvement Planning

## Raleigh Road Elementary

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A1.03 - The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.

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

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A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

- 1A: Implement robust learning experiences
- 1B: Define, understand, and promote educational equity
- 1C: Develop modern learning environments
- 1D: Create tiers of services

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A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

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



# Supporting the Strategic Plan Through School Improvement Planning

## Ponderosa Elementary

### School Improvement Indicators:

### CCS Priorities & Actions:

A1.06 - ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based. (5087)

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments  
3D: Build the capacity of schools to serve all students

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  
2C: Develop educator talent pathways and data-driven professional learning

A3.06 - ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives. (5115)

1B: Define, understand, and promote educational equity  
1D: Create tiers of services

A4.03 - Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)

1B: Define, understand, and promote educational equity  
1D: Create tiers of services  
2C: Develop educator talent pathways and data-driven professional learning

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

B2.03 - The school has established a team structure among teachers with specific duties and

2C: Develop educator talent pathways and data-driven professional learning

# Supporting the Strategic Plan Through School Improvement Planning

## Lucile Souders Elementary

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

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

A4.02 - Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)

1D: Create tiers of services

2C: Develop educator talent pathways and data-driven professional learning

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 inter

1D: Create tiers of services

3B: Develop a behavioral and mental health framework

E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (5182)

4A: Develop a districtwide family engagement outreach program

4B: Utilize diverse communications and marketing



# Supporting the Strategic Plan Through School Improvement Planning

## Long Hill Elementary

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A1.04 - ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results. (5085)

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments

A3.06 - ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives. (5115)

1B: Define, understand, and promote educational equity  
1D: Create tiers of services

A4.04 - The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. (5122)

3A: Maintain safe and secure schools  
3D: Build the capacity of schools to serve all students



# Supporting the Strategic Plan Through School Improvement Planning

**J.W. Seabrook**

## *School Improvement Indicators:*

## *CCS Priorities & Actions:*

A3.02 - Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs. (5111)

1B: Define, understand, and promote educational equity;

1D: Create tiers of services

2C: Develop educator talent pathways and data-driven professional learning

A3.07 - Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations. (5116)

1C: Develop modern learning environments

1D: Create tiers of services

1E: Establish and align clear career pathways

C1.02 - The principal plans opportunities for teachers to share their strengths with other teachers.(5153)

2A: Recruit and retain premier professionals

2C: Develop educator talent pathways and data-driven professional learning

C2.03 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (5163)

2C: Develop educator talent pathways and data-driven professional learning

C2.04 - The LEA/School structures professional development to provide adequate time for collaboration and active learning. (5164)

2C: Develop educator talent pathways and data-driven professional learning

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



# Supporting the Strategic Plan Through School Improvement Planning

## Howard Hall Elementary

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A3.09 - All teachers differentiate assignments to provide the right balance of challenge and attainability for each student. (5350)

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1D: Create tiers of services

A4.05 - ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. (5123)

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3A: Maintain safe and secure schools  
3B: Develop a behavioral and mental health framework  
3D: Build the capacity of schools to serve all students

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C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)

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2A: Recruit and retain premier professionals

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



# Supporting the Strategic Plan Through School Improvement Planning

## Glendale Acres Elementary

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

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3A: Maintain safe and secure schools  
3D: Build the capacity of schools to serve all students

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

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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)

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

E2.02 - The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website. (5189)

4A: Develop a districtwide family engagement outreach program  
4B: Utilize diverse communications and marketing



# Supporting the Strategic Plan Through School Improvement Planning

## Eastover Central Elementary

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A1.08 - ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery. (5089)

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1A: Implement robust learning experiences  
3C: Maximize student graduation rates  
3D: Build the capacity of schools to serve all students

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A1.10 - All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)

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

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A3.05 - The school assesses each student at least 3 times each year to determine progress toward standard-based objectives. (5114)

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1D: Create tiers of services

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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)

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

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D2.04 - The LEA/School consistently implements a process to determine and to acquire necessary instructional technology. (5176)

1C: Develop modern learning environments  
3D: Build the capacity of schools to serve all students



# Supporting the Strategic Plan Through School Improvement Planning

## E.E. Miller Elementary

### *School Improvement Indicators:*

A1.06 - ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based. (5087)

A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

E2.04 - The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school. (5191)

### *CCS Priorities & Actions:*

1A: Implement robust learning experiences

1B: Define, understand, and promote educational equity

1C: Develop modern learning environments

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

3A: Maintain safe and secure schools

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

4C: Strengthen community, business, university, municipal, and military partnerships



# Supporting the Strategic Plan Through School Improvement Planning

## Cliffdale Elementary

### *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  
2C: Develop educator talent pathways and data-driven professional learning

A2.05 - ALL teachers develop weekly lesson plans based on aligned units of instruction. (5095)

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments

A2.13 - Units of instruction include standards-based objectives and criteria for mastery. (5103)

1A: Implement robust learning experiences

E1.05 - The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)

4A: Develop a districtwide family engagement outreach program  
4B: Utilize diverse communications and marketing



# Supporting the Strategic Plan Through School Improvement Planning

## College Lakes Elementary

### *School Improvement Indicators:*

A1.06 - ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based. (5087)

A1.08 - ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery. (5089)

A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

### *CCS Priorities & Actions:*

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments  
3D: Build the capacity of schools to serve all students

1A: Implement robust learning experiences  
3C: Maximize student graduation rates  
3D: Build the capacity of schools to serve all students

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity;  
1C: Develop modern learning environments  
1D: Create tiers of services



# Supporting the Strategic Plan Through School Improvement Planning

## District 7 Elementary

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A1.04 - ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results. (5085)

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments

A3.05 - The school assesses each student at least 3 times each year to determine progress toward standard-based objectives. (5114)

1D: Create tiers of services

A4.05 - ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. (5123)

3A: Maintain safe and secure schools  
3B: Develop a behavioral and mental health framework  
3D: Build the capacity of schools to serve all students

C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)

2C: Develop educator talent pathways and data-driven professional learning

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



# Supporting the Strategic Plan Through School Improvement Planning

## Brentwood Elementary

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

3A: Maintain safe and secure schools  
3D: Build the capacity of schools to serve all students

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

B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)

2A: Recruit and retain premier professionals  
2C: Develop educator talent pathways and data-driven professional learning

C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)

2C: Develop educator talent pathways and data-driven professional learning



# Supporting the Strategic Plan Through School Improvement Planning

## New Century International Middle

### School Improvement Indicators:

### CCS Priorities & Actions:

A3.10 - All teachers use assessment data and match instruction and supports to individual student needs.(6827)

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

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 inter

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

A4.22 - All teachers are responsive to students'™ cultural backgrounds and incorporate culturally-relevant material in their classrooms.(6824)

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

B1.04 - The principal effectively and clearly communicates the message of change. (5138)

2C: Develop educator talent pathways and data-driven professional learning  
4B: Utilize diverse communications and marketing



# Supporting the Strategic Plan Through School Improvement Planning

## Reid Ross Classical

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

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3A: Maintain safe and secure schools  
3D: Build the capacity of schools to serve all students

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

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

A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

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1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments  
1D: Create tiers of services

A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

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

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)

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

B1.01 - The LEA has an LEA Support & Improvement Team. (5135)

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

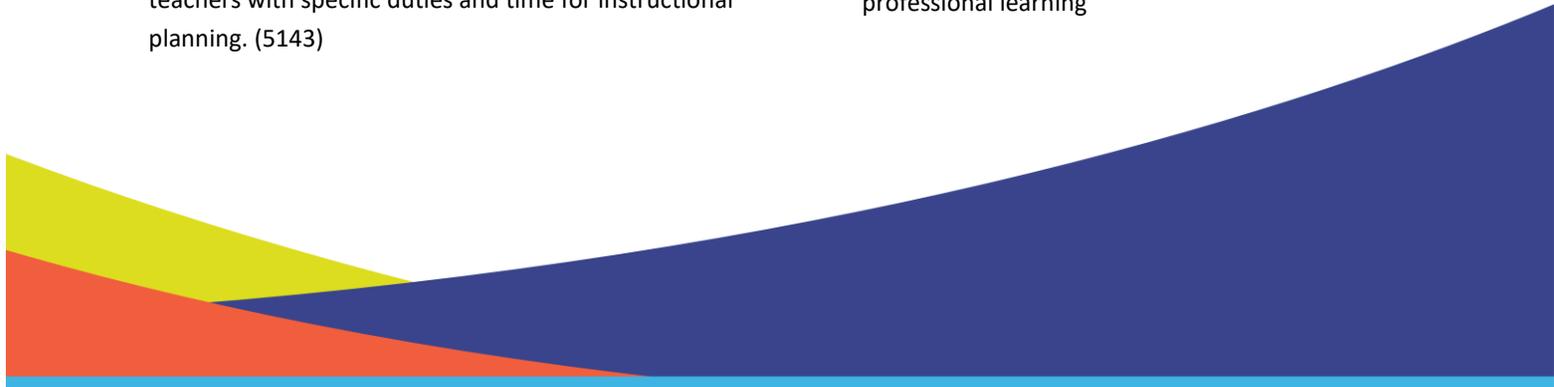
B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)

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

B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning. (5143)

2C: Develop educator talent pathways and data-driven professional learning



# Supporting the Strategic Plan Through School Improvement Planning

## Seventy First Classical Middle

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments  
1D: Create tiers of services

A4.02 - Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)

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

B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)

2A: Recruit and retain premier professionals  
2C: Develop educator talent pathways and data-driven professional learning

E1.05 - The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)

4A: Develop a districtwide family engagement outreach program  
4B: Utilize diverse communications and marketing

E2.04 - The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school. (5191)

4C: Strengthen community, business, university, municipal, and military partnerships



# Supporting the Strategic Plan Through School Improvement Planning

## Alger B. Wilkins

### School Improvement Indicators:

### CCS Priorities & Actions:

A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

3A: Maintain safe and secure schools  
3D: Build the capacity of schools to serve all students

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

A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments  
1D: Create tiers of services

A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

1A: Implement robust learning experiences  
3A: Maintain safe and secure schools  
3B: Develop a behavioral and mental health framework  
3D: Build the capacity of schools to serve all students

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

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

A2.03 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (5093)

2C: Develop educator talent pathways and data-driven professional learning

B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)

2A: Recruit and retain premier professionals  
2C: Develop educator talent pathways and data-driven professional learning

# Supporting the Strategic Plan Through School Improvement Planning

## Alger B. Wilkins

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

3A: Maintain safe and secure schools  
3D: Build the capacity of schools to serve all students

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

A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments  
1D: Create tiers of services

A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

1A: Implement robust learning experiences  
3A: Maintain safe and secure schools  
3B: Develop a behavioral and mental health framework  
3D: Build the capacity of schools to serve all students

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

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

A2.03 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (5093)

2C: Develop educator talent pathways and data-driven professional learning

A3.03 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (5112)

2A: Recruit and retain premier professionals  
2C: Develop educator talent pathways and data-driven professional learning



# 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



# Supporting the Strategic Plan Through School Improvement Planning

## Cross Creek Early College

### School Improvement Indicators:

### CCS Priorities & Actions:

A1.01 - The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments

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

A2.03 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (5093)

2C: Develop educator talent pathways and data-driven professional learning

C1.02 - The principal plans opportunities for teachers to share their strengths with other teachers. (5153)

2A: Recruit and retain premier professionals  
2C: Develop educator talent pathways and data-driven professional learning

D2.09 - All students receive adequate, up-to-date equitable access to technology. (6828)

1C: Develop modern learning environments

E2.02 - The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website. (5189)

4A: Develop a districtwide family engagement outreach program  
4B: Utilize diverse communications and marketing



# Supporting the Strategic Plan Through School Improvement Planning

## Cumberland International Early College

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A1.02 - ALL teachers improve their practice by responding to principal's observations and/or observations by peers.

2A: Recruit and retain premier professionals  
2C: Develop educator talent pathways and data-driven professional learning

A1.10 - All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)

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

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

A2.19 - ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula. (5109)

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

A4.05 - ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. (5123)

3A: Maintain safe and secure schools  
3B: Develop a behavioral and mental health framework  
3D: Build the capacity of schools to serve all students

A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

1A: Implement robust learning experiences  
3A: Maintain safe and secure schools  
3B: Develop a behavioral and mental health framework  
3D: Build the capacity of schools to serve all students

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



# Supporting the Strategic Plan Through School Improvement Planning

## Cumberland Polytechnic

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

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

A4.04 - The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. (5122)

3A: Maintain safe and secure schools

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

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

E1.05 - The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)

4A: Develop a districtwide family engagement outreach program

4B: Utilize diverse communications and marketing



# Supporting the Strategic Plan Through School Improvement Planning

## Douglas Byrd High

### School Improvement Indicators:

### CCS Priorities & Actions:

A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

3A: Maintain safe and secure schools  
3D: Build the capacity of schools to serve all students

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

A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments  
1D: Create tiers of services

A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

1A: Implement robust learning experiences  
3A: Maintain safe and secure schools  
3B: Develop a behavioral and mental health framework  
3D: Build the capacity of schools to serve all students

A4.09 - The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers). (5127)

1D: Create tiers of services  
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

B1.01 - The LEA has an LEA Support & Improvement Team. (5135)

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

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

# Supporting the Strategic Plan Through School Improvement Planning

## E.E. Smith

### *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

A2.18 - ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others. (5108)

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments

A2.20 - All teachers use appropriate technological tools to enhance instruction. (5306)

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

A2.22 - All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development. (5321)

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

A4.02 - Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)

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

A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

1A: Implement robust learning experiences  
3A: Maintain safe and secure schools  
3B: Develop a behavioral and mental health framework  
3D: Build the capacity of schools to serve all students

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

A4.12 - The school provides all high school students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation. (5130)

3C: Maximize student graduation rates  
3D: Build the capacity of schools to serve all students

# Supporting the Strategic Plan Through School Improvement Planning

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## Massey Hill Classical

### *School Improvement Indicators:*

A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

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A3.09 - All teachers differentiate assignments to provide the right balance of challenge and attainability for each student. (5350)

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E2.04 - The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school. (5191)

### *CCS Priorities & Actions:*

3A: Maintain safe and secure schools

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

1A: Implement robust learning experiences

1B: Define, understand, and promote educational equity;

1C: Develop modern learning environments

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4C: Strengthen community, business, university, municipal, and military partnerships



# Supporting the Strategic Plan Through School Improvement Planning

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## Jack Britt High

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A1.05 - ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students. (5086)

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments  
3D: Build the capacity of schools to serve all students

A4.04 - The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. (5122)

3A: Maintain safe and secure schools  
3D: Build the capacity of schools to serve all students

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



# Supporting the Strategic Plan Through School Improvement Planning

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## Pine Forest High

### *School Improvement Indicators:*

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)

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C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (5168)

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E1.01 - ALL teachers maintain a file of communication with parents/guardians. (5177)

### *CCS Priorities & Actions:*

1D: Create tiers of services

1E: Establish and align clear career pathways

3C: Maximize student graduation rates

2A: Recruit and retain premier professionals

2B: Develop equitable access to human capital

4A: Develop a districtwide family engagement outreach program



# Supporting the Strategic Plan Through School Improvement Planning

## Westover High

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments  
1D: Create tiers of services

A3.03 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (5112)

2A: Recruit and retain premier professionals  
2C: Develop educator talent pathways and data-driven professional learning

E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (5182)

4A: Develop a districtwide family engagement outreach program  
4B: Utilize diverse communications and marketing



# Supporting the Strategic Plan Through School Improvement Planning

## Gray's Creek High School

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

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

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

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

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

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A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

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1A: Implement robust learning experiences  
3A: Maintain safe and secure schools  
3B: Develop a behavioral and mental health Framework  
3D: Build the capacity of schools to serve all students

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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)

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

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

2A: Recruit and retain premier professionals  
2C: Develop educator talent pathways and data-driven professional learning



# Supporting the Strategic Plan Through School Improvement Planning

## Ramsey Street High School

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

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

A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

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

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

B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)

2A: Recruit and retain premier professionals  
2C: Develop educator talent pathways and data-driven professional learning



# Supporting the Strategic Plan Through School Improvement Planning

## Seventy-First High School

### *School Improvement Indicators:*

### *CCS Priorities & Actions:*

A1.04 - ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results. (5085)

1A: Implement robust learning experiences  
1B: Define, understand, and promote educational equity  
1C: Develop modern learning environments

A2.08 - ALL teachers teach and model the metacognitive process (goals, strategies, monitoring, and modification) and specific learning strategies and techniques. (5098)

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

A3.07 - Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations. (5116)

1C: Develop modern learning environments  
1D: Create tiers of services  
1E: Establish and align clear career pathways

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

D2.08 - All teachers receive initial and ongoing training and support in effective use of blended learning methods. (5312)

2C: Develop educator talent pathways and data-driven professional learning



# Supporting the Strategic Plan Through School Improvement Planning

## South View High School

### School Improvement Indicators:

### CCS Priorities & Actions:

A1.03 - The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.

1A: Implement robust learning experiences

1B: Define, understand, and promote educational equity

2A: Recruit and retain premier professionals

A4.05 - ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. (5123)

2C: Develop educator talent pathways and data-driven professional learning

3A: Maintain safe and secure schools

3B: Develop a behavioral and mental health framework

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 inter

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

1D: Create tiers of services

3B: Develop a behavioral and mental health framework

C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)

2C: Develop educator talent pathways and data-driven professional learning



# 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