

THE CUMBERLAND COMMITMENT: STRATEGIC PLAN 2024

OUR VISION + MISSION + VALUES + PRIORITIES



Our Commitment: Every Student
Collaborative • Competitive • Successful

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

Loyd Auman 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

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

A3.04 - Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment. (5113)

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

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

B1.01 - 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

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

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

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

2A: Recruit and retain premier professionals,
2B: Develop equitable access to human capital

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