

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

Margaret Willis Elementary

School Improvement Indicators:

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

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)

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)

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)

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

B1.06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (5858)

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)

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

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

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)

CCS Priorities & Actions:

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

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

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

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

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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

4A: Develop a districtwide family engagement outreach program

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4B: Utilize diverse communications and marketing