

# 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

## Morganton Road 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

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

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