



Destination 21
Odyssey to the Future

Division Strategic Plan

Cumberland County Public Schools

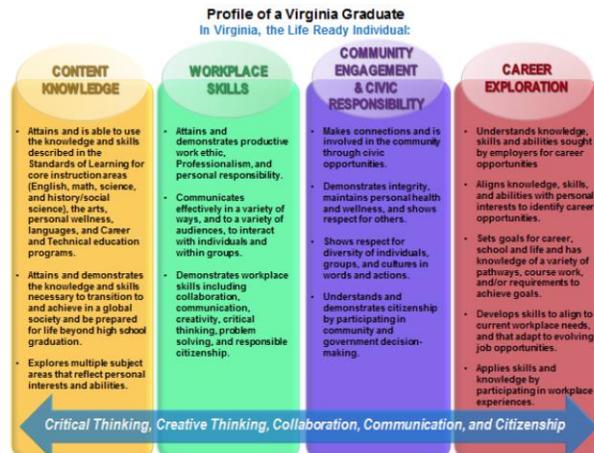
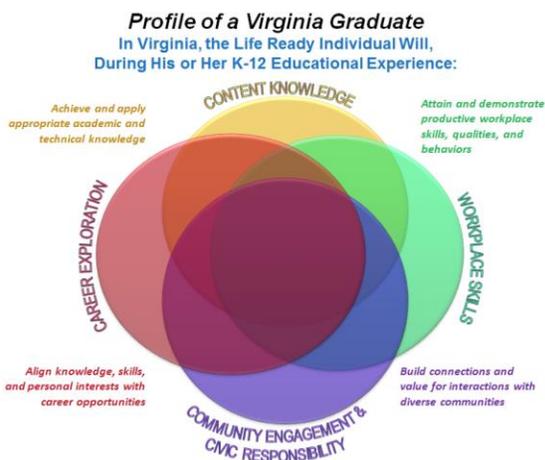
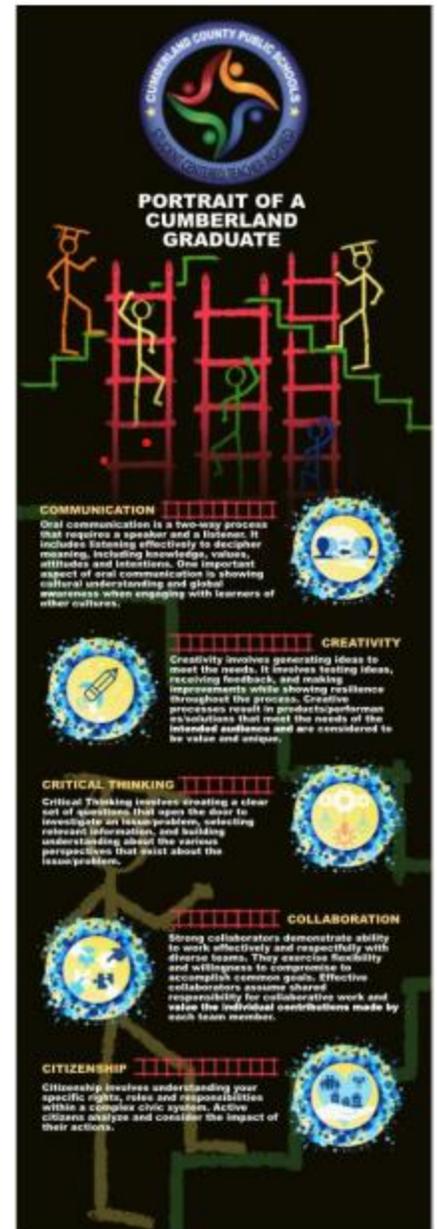
2020-2026



Overview

Every important journey begins with a destination in mind and starts with a clear view of the future ahead. The **Destination 21** strategic plan for Cumberland County Public Schools (CuCPS) is designed to prepare each and every student to be a 21st Century learner, worker, and citizen. To do this, we aim to foster deep learning experiences that develop essential competencies and prepare students for the workplace and citizenship. We believe skills such as communication, collaboration, creativity, critical thinking, and problem solving are just as important as content knowledge. Students must know how to use and apply knowledge. We seek to inspire the natural curiosity of our students by cultivating engaging learning environments, hands-on learning experiences, and real-world learning opportunities. These are important to us and our larger community as evidenced by feedback in our recent strategic planning process.

As we reflect on our strategic direction, we imagine what the world will be like when students in kindergarten graduate and what skills they will need to thrive in the future. For Cumberland County Public Schools, our destination is a place where every graduate leaves our schools prepared for a lifetime of learning in a rapidly changing world. Successful navigation of the route requires unity of purpose among those making the journey and dedication to following an established plan. The Cumberland County Public Schools Plan guides us toward our destination.



Expectations

Vision, Mission, Goals, and Objectives

Vision:

The Cumberland County School System will be a model school system that serves as the educational and resource center for the community.

Mission:

Our mission is to inspire and prepare all students with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

Purpose:

Our purpose is to prepare all students to be successful 21st Century learners, workers, and citizens.

School Board Goals:

- Cumberland County Public Schools will be student centered.
- Cumberland County Public Schools will expand opportunities for learning that are equitable and collaborative for learning that empower students.
- Cumberland County Public Schools will develop committed stakeholders who build positive relationships. Stakeholders are defined as students, faculty and staff, parents and community members.

Strategic Goal:

Cumberland County Public Schools has adopted a single Strategic goal:

All Cumberland County Public Schools students will graduate having mastered the skills needed to succeed as 21st Century learners, workers, and citizens.

The Cumberland County School Board developed five objectives to support this goal and set specific priorities.

Our guiding objectives are our commitments for how we intend to prepare each and every student to be a 21st Century learner, worker, and citizen.

We will
engage every
student.

We will
implement
balanced
assessments.

We will
improve
opportunity and
achievement.

We will
Create, maintain,
and expand
partnerships.

We will
optimize
resources.

Objectives

1. We will engage every student.

Cumberland County Public Schools will engage every student in meaningful and authentic content, career exploration and planning, workplace skills, community engagement, and civic responsibility through the 5 C's (communication, collaboration, critical thinking, creativity, and citizenship) that will motivate students to be self-directed and inquisitive learners.

2. We will implement balanced assessments.

Cumberland County Public Schools will implement a balanced assessment system that accurately reflects student demonstration and mastery of learning.

3. We will improve opportunity and achievement for all students with an emphasis on equity of outcomes.

Cumberland County Public Schools will improve learning opportunity and achievement, workplace skills, community engagement, and civic responsibility for all students and enrollment groups with an emphasis on equity of outcomes.

4. We will create, maintain, and expand partnerships.

Cumberland County Public Schools will create, maintain, and expand partnerships with parents, community, and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement, learning outcomes, and career readiness for student success.

5. We will optimize resources.

Cumberland County Public Schools will optimize fiscal, tangible, and human resources to proactively support student achievement.

Strategic Priorities

The Division's Strategic Priorities serve as a target; our collective effort and resources will be aimed toward this target in order to reach our goal of graduating students who have mastered the skills needed to succeed as 21st Century learners, workers, and citizens.

1. Advocate for a fully-funded capital and operational budget that meets the school system's needs for learning space modernization, instructional innovation, digitalized learning, and competitive recruitment and retention of personnel. Optimize the use of all allocated fiscal resources to meet the goals of the division.
2. Increase teacher effectiveness by developing the instructional expertise essential to contemporary learning.
3. Provide quality and inclusive early intervention programs and services and increase awareness of these programs and services.
4. Increase the number of students accruing workplace opportunities, college credits, and career pathways credentials prior to graduation.
5. Graduate students who are prepared for post-secondary education, to enter the workforce, and to be productive citizens.

These Strategic Priorities are aligned with stakeholder feedback during the Strategic Planning Process. Stakeholders reported the following specific priorities:

- Career and Technical Courses and Opportunities
- Leadership and Community Service Opportunities (Citizenship)
- Adequate Resources for Students
- Adequate Staffing
- Competitive Salaries
- Upgrade facilities

Strategic Priorities

Strategic Priority/Target One

Graduate students who are prepared for post-secondary education, to enter the workforce, and to be productive citizens.

Rationale: The economy is changing rapidly based on new technologies and global corporate structures. Many jobs, from skilled trades to professional roles, will likely disappear as technology changes the workforce, requiring students to be versatile, flexible, and adaptable. Students of today will be faced, as adults of tomorrow, with an increasingly complex geopolitical and environmentally challenged world. To ensure our students have the skills they need to become engaged citizens and viable members of the future workforce, we must help them develop skills that can be more effectively used by humans than machines, and actively engage students in developing healthy lifestyles and becoming community contributors.

Objectives Addressed: 1, 2, 3, 4, 5

Action Steps:

- Include community service as an integral part of the PreK-12 learning experience.
- Increase service learning, community-based learning, work opportunities, and internships. Service learning is defined as combining learning objectives with community service in order to provide a pragmatic, progressive learning experience while meeting societal needs.
- Continue the implementation of 21st Century learning skills into curricula. The 21st Century learning skills are defined as written and verbal communication; collaboration; critical thinking and problem solving; curiosity and imagination; accessing and analyzing information; and entrepreneurialism. These are aligned with the 5 C's (communication, collaboration, critical thinking, creativity, and citizenship) of the Profile of a Virginia Graduate.
- Increase the number of students participating in a range of year-round, extra- and co-curricular, and elective experiences including arts, health/wellness, humanities, and STEM.
- Increase partnerships with the local workforce community and higher education specific to increasing student and educator access to a range of work experiences and career learning opportunities, while building entrepreneurial skills with an ever-changing workforce.
- Increase career and technical opportunities, especially at the middle school level.
- Support the establishment of a system to communicate with graduates on postsecondary outcomes.

Strategic Priority/Target Two

Increase the number of students accruing workplace opportunities, college credits, and career pathways credentials prior to graduation. Increase the percentage of students meeting the College, Career, Community Engagement Readiness Index in the State Accountability model.

Rationale: Students who build career pathways demonstrate multiple indicators of preparedness for post-secondary education and career entry. If students are to graduate with a transition plan for next steps after high school, they need to be actively engaged in considering options as they move from middle school to high school to adulthood. Career exploration begins at the elementary school level while career planning should begin in the middle school years with the assistance of a tool to help students identify and modify their career pathways.

Objectives Addressed: 1, 3, 5

Action Steps:

Continue use of the virtual career exploration and planning tools that engage students, parents, counselors, and teachers in knowledge about career possibilities, as well as develop career readiness skills, as they explore pathways.

- Increase percentage of students, by demographic, leaving middle school with advanced math credits.
- Increase percentage of middle school students, by demographic, earning a high school credit prior to ninth grade.
- Increase opportunities and percentage of students leaving middle school with CTE electives and career exploratory participation.
- Increase percentage of high school students, by demographic, with advanced CTE/STEM participation and credits. Advances is defined as a level III course or Dual Enrollment course.
- Increase the percentage of high school students completing work-based, independent study, or practical learning experience.
- Expand career pathways opportunities to reflect changes in student/community workforce areas of need.
- Support opportunities for students to have access to college-level courses in high school, including Dual Enrollment.
- Support the establishment of programs that promote accountability for graduation rates for all student reporting groups in schools.

- Promote the attainment of industry certification opportunities for Career and Technical Education (CTE) teachers and students.
- Provide elementary and middle school students with career exploration and exposure.
- Facilitate and provide career planning guidance to middle and high school students.
- Develop personalized learning plans for high school students with a student-led process that leads to work-based or passion-based learning with an emphasis on the 5 C's (communication, collaboration, critical thinking, creativity, and citizenship).
- Implement and expand the structure and process for students to earn high school credits for work and place-based learning experiences.
- Facilitate the use of rubrics and the awarding of digital badges for the 5 C's (communication, collaboration, critical thinking, creativity, citizenship).

Strategic Priority/Target Three

Increase teacher effectiveness by developing the instructional expertise essential to contemporary learning.

Rationale: The most effective teachers have high efficacy and demonstrate a strong desire to continually refine their instructional methodologies based on the needs of their students. Educators are serving students in schools with more challenging demographics and are preparing them for 21st Century global communities and careers. Continued high-quality professional development based upon new tools, new neuroscience learning research, and changing workforce and post-secondary learning needs. Enhanced teacher expertise will enable our students to have access to instruction that will build their proficiency in learning.

Objectives Addressed: 1, 2, 3, 5

Action Steps:

- Continue to promote the attainment of higher order thinking skills, student engagement, and content taught through the 5 C's (communication, collaboration, critical thinking, creativity, citizenship).
- Increase the use of Project Based Learning and Performance Based Assessment.
- Continue to support PK-12 English/Language Arts and math professional development and coaching.
- Support initiatives to enrich areas of strength and assist areas of weaknesses through systems such as RTI (Response to Intervention) and VTSS (Virginia Tiered Systems of Support).
- Provide a consistent method of communication/collaboration between parents and teachers.
- Support teacher collaboration and professional learning communities.
- Provide differentiated professional development based on data points and interests.
- Support initiatives to increase the number of high quality teachers, especially for hard-to-staff positions, such as secondary mathematics and science teachers.
- Promote increasing the pool of teachers entering the profession by supporting initiatives such as the career switcher program, teacher cadet program, Call Me Mister program, and other incentive programs for qualified teachers.
- Support ways to attract and retain career and technical education teachers whose training and expertise meet the demands of both students and employers.

- Support professional development and technical assistance that promotes the implementation of the Profile of a Virginia Graduate.
- Continue to support a mentor program for new staff.

Strategic Priority/Target Four

Advocate for a fully-funded capital and operational budget that meets the school system's needs for learning space modernization, instructional innovation, digitalized learning, and competitive recruitment and retention of personnel. Optimize the use of all allocated fiscal resources to meet the goals of the division.

Rationale: We now have to prepare students for a new type of workforce in an Innovative Economy.

Objectives Addressed: 3, 5

Action Steps:

- Create School Board Legislative Priorities focused around the development of more resources and funding from the locality and state.
- Build community-wide support for a fully-funded budget by engaging parents and community members in systematic learning opportunities that highlight the importance of excellent schools for the entire community.
- Develop a Board-driven communication plan to share accurate information about resource challenges, captured efficiencies and needs with parents, business community, and the greater community.
- Research alternative funding sources.
- Provide updated technology tools.
- Research and support universal broadband access for all students in the county.
- Research and implement strategies for competitive recruitment and retention of personnel.

Strategic Priority/Target Five

Provide quality and inclusive early intervention programs and services and increase awareness of these programs and services.

Rationale: Research demonstrates that from the time of birth to the first day of kindergarten, childhood development proceeds at a pace exceeding that of any subsequent stage of life. Striking disparities in what children know and can do are evident well before they enter kindergarten. These action strategies reflect the commitment of the School Board to ensure that all children are adequately prepared for school when they enter kindergarten.

Objectives Addressed: 1, 3, 4, 5

Action Steps:

- Support the Virginia Preschool Initiative, the Title I Preschool Program, and Early Childhood Special Education.
- Support preparation programs for preschool teachers and professional development opportunities for preschool teachers.
- Support partnerships with VPI and Head Start with professional development and growth, inclusive of data review, and after enter kindergarten which will unify the program to better support all students.
- Implement strategies to enhance the social, emotional, physical, and cognitive well-being of students.

School Board Members:

Ginger Sanderson
Chairman, District 1

George Lee Dowdy, III
District 2

Latesha Anderson
District 3

Leigh McCrea
District 4

Christine Ross
Vice-Chair, District 5

Superintendent of Schools:

Dr. Chip Jones

Comprehensive Plan Committee Members:

Sheri Almond, Director of Curriculum and Instruction
Marwell Aruz, Parent
Michael Camden, Middle School Principal
Bernice Ford, Director of Special Education
Kathryn Garrett, Career Development Specialist
Virginia Gills, Elementary Principal
Liz Jamerson, Assistant Superintendent of Human Resources
Jennifer Kingsley, Parent
Howard Paras, Alumni
Becky Ricker, Parent
Ginger Sanderson, School Board Member
Jennifer Turner, Parent
Eugene Williams, High School Principal