



THE FUTURE

College, Career, & Citizenship Ready

After surveying the community, staff, and students, Cumberland County Schools has developed a plan to ensure that students will continue learning in a safe and clean environment. Our plan will address a variety of needs identified by various stakeholders. We will continue to use evidence-based practices to deliver instruction and interventions to address learning loss due to COVID-19. We will also use funds to improve the learning environment in order to decrease the likelihood of spreading COVID-19.

Prevention and Mitigation Strategies

- CCBOE will provide vaccination clinics for students, staff and community members.
- CCBOE will provide information to the community regarding vaccination.
- Staff and students will maintain a 3-foot distance.
- Student and staff desks will be replaced to enable a variety of arrangements and allow custodial staff to clean more efficiently.
- CCBOE will purchase commercial cleaning machines to use in common areas.
- CCBOE will purchase additional air purification systems and replace equipment to increase air flow.
- Busses will transport students with windows down to increase air flow.
- Students will sit with household members on busses.
- All schools in Cumberland County will teach and reinforce proper hand washing skills and incorporate daily hand washing schedules.
- Hand sanitizer will be available in all common areas and classrooms.
- Any person with a COVID-19 symptom will be sent to the school nurse to receive evaluation, testing and treatment.
- CCBOE will maintain contact tracing records for all settings and collaborate with the local health department to identify those who need to quarantine.
- CCBOE will hire professional cleaning services to deep clean common areas.
- Storage buildings will be purchased to increase space for social distancing.
- Cleaning staff will work extra hours to ensure the environment is clean and safe.

Instructional Loss

- Summer School will be expanded to reach more students and transportation will be provided.
 - Jennifer Sloan McCombs, et al., *Ready for Fall? Near-Term Effects of Voluntary Summer Learning Programs on Low-Income Students' Learning Opportunities and*

Outcomes, Rand Summer Learning Series (Santa Monica, CA: Rand Corporation, 2014).

- Interim extended breaks will include expanded learning opportunities.
 - Patall, E.A., Cooper, H., and Allen, A.B. (2010). *Extending the school day or school year: A systematic review of research(1995-2009)*. Review of Educational Research, 80, 401-436.
- Extended School Services, including daytime services.
 - Lauder, P.A, Akiba, M., Wilkerson, S.B. Apthorp, H.S., Snow, D. and Martin-Glenn, M.L. (2006). *Out-of-School-Time Programs: A Meta-Analysis of Effects for At-Risk Students*. Review of Educational Research, Vol. 76, No. 2 (Summer, 2006), pp. 275-313. American Educational Research Association.
- Additional staff will be hired to reduce the class size and allow for more individualized learning.
 - Mosteller, F. (1995). *The Tennessee Study of Class Size in the Early School Grades*. The Future of Children, 117-127.
- Additional professional development will be provided to assist in promoting a positive learning environment and further train teachers to provide an effective learning model for students.
 - Wood, Charles L.; Goodnight, Crystalyn I.; Bethune, Keri S.; Preston, Angela I.; Cleaver, Samantha L. (2016). *Role of Professional Development and Multi-Level Coaching in Promoting Evidence-Based Practice in Education*. Learning Disabilities: A Contemporary Journal, v14 n2 p159-170.
- Supplemental Programs
 - Lee, Wen-Cheng, The Effectiveness of Computer-Assisted Instruction and Computer Programming in Elementary and Secondary Mathematics: A Meta-Analysis (1990). Doctoral Dissertations Available from Proquest.
<https://scholarworks.umass.edu/dissertations/AAI9022709>
- Lexia, Accelerated Reader, Math Whizz, Read 180, Apex, Freckle, and a variety of other evidence based programs will be purchased to assist in providing instruction.
 - Read 180 - White, R., Williams, I., & Haslam, M. B. (2005). Policy Studies Associates.
 - LEXIA -Gale, D. (2006). Retrieved May, 2008 from the University of South Florida website: <http://purl.fcla.edu/usf/dc/et/SFE0001531>.
 - Math Whizz - Clark, A. (2014). The Impact of an Online Tutoring Program on Mathematics Achievement.”
 - Accelerated Reader: Bloomer, B. (2020). Renaissance’s Accelerated Reader: Does It Really Work? North Carolina Libraries (Online), 78(1), 21–25.
 - Apex: Online learning can be either distance learning or blended learning, with both supported by a new, robust instructional approach that takes advantage of the best elements of both settings. Watson, J. (2021). Blended Learning: The convergence of Online and Face-to-Face Education.
 - Freckle: Freckle Education Inc. (May 2019, Undisclosed) - Freckle Education provides a differentiation platform for math, social studies, science, and English language arts that is used by over 700,000 teachers across approximately 75,000 schools. Freckle’s platform differentiates instruction, delivering guided practice to students at their academic level. Its interactive platform provides activities aligned with state standards, teacher resources for progress reports and inquiry-based lesson plans, and an administrator dashboard. The acquisition expands Renaissance’s student engagement and learning capabilities by integrating Freckle’s student practice activities and teacher

resources Voorhees, J, Michale, D., & Keenan S. (2019) Education and Training. Capstoneheadwaters.com.

- Edgenuity: Making the Transition to Blended Learning. (2015). District Administration, 51(5), 50–51.

Remaining Funds

- Improvements will be made to the technology infrastructure to ensure adequate technology is available for all students.
- Additional chromebooks and technology will be purchased to enhance instruction.
- Communication tools like REMIND 101, website support, additional mailings, newspaper and radio will be used to increase communication.
- Money will be set aside to assist families with unmet needs throughout the year.

Student Needs

- Mental Health Counselors will be provided in-kind with a local agency for all students who have requested services.
- Social Emotional Training will be provided for all staff members.
- Social Emotional Screeners will be used to screen for struggling students throughout the transition and will determine which services will best serve to support the students.
- A School/Home Liaison will work with families to meet needs of students and parents to ensure student success throughout the school year.
- As the year progresses, we will continue to reevaluate the needs of students and families and provide necessary support.

Consultation with Stakeholders

Cumberland County School District's Leadership Team met to discuss the needs of students for the upcoming school year. Members of the team have met with teachers and staff to gather concerns for the 2021-22 SY. CCBOE conducted a survey with students, parents and community members to identify needs. The Leadership Team then met and discussed how best to address the identified needs.