

Cumberland Public Schools
STRATEGIC PLAN
2003 - 2008

*“A Smart School District
Getting Smarter”*

Adopted by
Cumberland School Committee
April 24, 2003

Revised
October 23, 2003

Revised
May 13, 2004

Revised
May 25, 2006

**Cumberland Public Schools
2003-2008 District Strategic Plan**

Table of Contents

	Page
District Strategic Planning Organizations	i
2002-2003 Strategic Planning Committee	ii
2005-2006 Strategic Planning Committee	iii
Technology Summit Planning Team	iv
Vision Statement	1
Mission Statement	3
Beliefs	3
Parameters	4
Goals and Objectives	5
Action Plans	Appendix A
Academic Proficiency	1-A
Graduation by Proficiency	2-A
Portfolio System	3-A
Middle Level Reform	4-A
Service-Learning	5-A
Technology Integration	6-A
Curriculum Development	8-A
“Professional Partners”	9-A
Performance Evaluation Systems	10-A
School Community Relations	11-A
Strategic Marketing/Communications	12-A
Technology Policies	13-A
Wellness Plan	14-A
Curriculum Development Process	Appendix B
Executive Summary	3-B
Curriculum Development Cycle	4-B
Year 1: Research and Curriculum Review	5-B
Year 2: Curriculum Development and Adoption	7-B
Year 3: Implementation and Professional Development	9-B
Year 4: Ongoing Implementation	11-B
Year 5: Evaluation of Student Progress	13-B
District Technology Recommendations	Appendix C

**Cumberland Public Schools
2003-2008 District Strategic Plan**

The following groups/organizations or their representatives have provided input and feedback throughout the development of the 2003-2008 District Strategic Plan for the Cumberland Public Schools.

District Strategic Planning Committee
Cumberland School Committee
Ashton School Faculty
Cumberland Preschool Center Faculty
B. F. Norton School Faculty
Community School Faculty
JJM Cumberland Hill School/Annex Faculty
Garvin School Faculty
Joseph L. McCourt Middle School Faculty
North Cumberland Middle School Faculty
Cumberland High School Faculty
Cumberland High School Student Representatives
Ashton School Improvement Team/PTO
Cumberland Preschool Center Parent Organization
B. F. Norton School Improvement Team/PTO
Community School Improvement Team/PTO
JJM Cumberland Hill School/Cumberland Hill Annex School Improvement Team/PTO
Garvin School Improvement Team/PTO
Cumberland Middle School Improvement Team/PTO
North Cumberland Middle School Improvement Team/PTO
Cumberland Teachers' Association
I.C.S.E.
Leadership Team
Curriculum Standing Committee
Cumberland Special Education Advisory Council
Parents Advocating for Gifted and Talented Education
Administrative Support Staff
Cumberland Business Advisory Board
Service Learning Leadership Team
Technology Advisory Board

**Cumberland Public Schools
2003-2008 District Strategic Plan**

2002-2003 Strategic Planning Committee

Denise Ahern	Special Education Director	Cumberland Public Schools
Jeanne Ballou	Staff Representative	JJM Cumberland Hill/Annex SIT
Eduarda Coehlo	Parent	Garvin School Improvement Team
Donald Costa	Vice-Chair	Cumberland School Committee
Elizabeth Covino	Parent Representative	CHS School Improvement Team
Cheryl Davis	Parent Representative	NCMS School Improvement Team
Beth Dench	Parent Representative	Community School Improvement Team
Kathryn Desjardins	Principal	B F Norton School
Eni Desmond	Teacher Representative (ESL)	BFN/Literacy Network
Dina Dutremble	Business Manager	Cumberland Public Schools
Ron Eastwood	Opportunities-to-Learn Coordinator	Cumberland Public Schools
Bill Gasbarro	Parent Representative	Ashton School Improvement Team
Janice Geddes	Business Community Liaison	Cumberland High School Improvement Team
Kathy Gibney	Director	Cumberland Pre-School Center
Kerri Giorgio	Member	Cumberland School Committee
James Higgins	Chairperson	Cumberland School Committee
Joyce Hindle-Koutsogiane, Ed.D.	Principal	Cumberland Middle School
Doreen Howe	Teacher Representative	Ashton School Improvement Team
Nidia Karbonik	Principal	Ashton School
Brien Keller	Teacher Rep/Administrative Intern	CHS School Improvement Team
Robbin Labonte	Teacher Representative	CMS School Improvement Team
Denise Marshall	Parent Representative	JJM Cumberland Hill/Annex SIT
Ellen McHugh	Parent Representative	CMS School Improvement Team
Marilyn Murray	President	Cumberland Teachers' Association
Carolyn Murphy	Principal	North Cumberland Middle School
Donna Morelle	Assistant Superintendent/Facilitator	Cumberland Public Schools
Joseph M. Nasif, Jr.	Superintendent	Cumberland Public Schools
Karen Natal	President	I.C.S.E.
Paul Neves	Member	Cumberland School Committee
Ryan Pearson	Student Representative	Cumberland High School
Renee Plante	Teacher Representative	Community School Improvement Team
Dennis Racey	Director of Buildings and Grounds	Cumberland Public Schools
Joseph Rossignoli	Clerk	Cumberland School Committee
Deborah Rude	Reading Specialist	B. F. Norton/Reading Specialists
John Scullin	Principal	Cumberland High School
Robert Snow	Principal	JJM Cumberland Hill/Annex
Thomas Stepka	Principal	Garvin School
Robert Thibodeau	Member	Cumberland School Committee
Cheryl Vaughn	Principal	Community School
Earl Wood	Member	Cumberland School Committee

**Cumberland Public Schools
2003-2008 District Strategic Plan**

2005-2006 Strategic Planning Committee

Paul Barrette	Director of Information Technology	Cumberland Public Schools
Lisa Beaulieu	Parent Representative	Community School
Denis Belleville	Business Office	Cumberland Public Schools
Gail Beshansky	Parent Representative	North Cumberland Middle School
Donald Costa	Vice-Chair	Cumberland School Committee
Rosemary Crocker	Reading Specialist	North Cumberland Middle School
Jacquelyn Crowley	Vice-President	Cumberland Teachers' Association
	Co-Chairperson	Curriculum Standing Committee
Rosa Crowley	Member	Cumberland School Committee
Arthur DaCosta	Member	Cumberland School Committee
George Drapeaux	Parent Representative	Ashton School
Stephen Driscoll	Principal	Cumberland High School
Dina Dutremble	Business Manager	Cumberland Public Schools
Joseph Fougere	Parent /Business Representative	Technology Summit Planning Team
Kathleen Gibney	Principal	Cumberland Preschool Center
Linda Iannetta	Teacher Representative	B. F. Norton School
Nidia Karbonik	Principal	Ashton School
Linda Lussier	Support Staff Representative	North Cumberland Middle School
Donna A. Morelle, Ed.D.	Superintendent of Schools	Cumberland Public Schools
Susan Moore	Director of Special Education	Cumberland Public Schools
Paul Neves	Chairperson	Cumberland School Committee
Michelle Pickering	Parent/Business Representative	Cumberland High School/Business Advisory Board
Armand Pires	Assistant Principal	North Cumberland Middle School
Donna Reinalda	Principal	JJM Cumberland Hill School/Annex
Mary Ann Roll	Director	Cumberland School Volunteers
Linda Teel	Member	Cumberland School Committee
Robert Thibodeau	Member	Cumberland School Committee
Andrea Trotter	Community Representative	Cumberland Substance Abuse Prevention Task Force
Patricia Tweedie	Parent Representative	Joseph L. McCourt Middle School
Earl Wood	Member	Cumberland School Committee

**Cumberland Public Schools
2003-2008 District Strategic Plan**

Technology Summit Planning Team

Laura Ash	JJM Cumberland Hill School (Teacher Representative)
Jeanne Ballou	JJM Cumberland Hill School (ICSE Representative)
Thomas Bruce	Town of Cumberland
Maureen Burns-Coutu	Cumberland High School (Teacher Representative)
Cindy Christian	Cumberland Preschool Center (Teacher Representative)
Paul Dench	North Cumberland Middle School (Parent Representative)
Stephen Driscoll	Cumberland High School (Administrative Representative)
Claire Dominov	Cumberland School Volunteers
Dick Dowdell	Business Representative
Dina Dutremble	Central Administration
Joseph Fougere	Community School (Parent Representative)
Linda Freudigmann	B. F. Norton (Teacher Representative)
Kathy Gibney	Cumberland Preschool Center (Administrative Representative)
Brien Keller	Cumberland High School (Teacher Representative)
Tom Kenworthy	Cumberland Middle School (Administrative Representative)
Carol Kirkpatrick	Cumberland Preschool Center
Betsy Lachapelle	Cumberland High School (Teacher Representative)
Scott Lapointe	Cumberland Middle School (Parent Representative)
Louis Liotta	Ashton School (Parent Representative)
Wayne Mills	Technology Department
Donna A. Morelle, Ed.D.	Assistant Superintendent of Schools (Technology Director)
Joseph M. Nasif, Jr.	Superintendent of Schools
Karen Natal	Ashton School/ICSE President
Michelle Pickering	Cumberland Business Advisory Board
Joe Prest	Business Representative
Joseph Rossignoli	Cumberland School Committee
Anne Schifino	Cumberland School Volunteers
Adam Stanley	Technology Consultant
Alan Tainsh	Cumberland High School (Parent Representative)
Gregory Zenion	JJM Cumberland Hill School (Administrative Representative)

**Cumberland Public Schools
2003-2008 District Strategic Plan**

A VISION FOR EDUCATION IN CUMBERLAND

Imagine five years from now...

STUDENTS come to Cumberland schools eager to learn. All students have high expectations for themselves and produce meaningful work that demonstrates a knowledge of skills in reading, writing, mathematics, and social sciences, as well as the ability to communicate clearly. Students demonstrate an appreciation for their national heritage, fine arts and other cultures of their world as well as the multicultural contributions within the community. They participate in healthy activities, avoid at-risk behaviors and interact with others with respect. They have access to the latest technology to help master challenging content and individualize learning. After-school help and summer enrichment programs provide on-going support for all students. All students' learning is enhanced by school-to-work experiences, service learning, and the use of state of the art technology applications. Students display pride in Cumberland schools and demonstrate educational excellence.

TEACHERS are highly qualified and certified in their area and have high expectations for all students. They demonstrate improved student performance with a variety of assessments such as portfolios, exhibitions, and performance assessments. Teachers are lifelong learners. Professional development helps teachers connect daily experiences to a process of continuous improvement. New teachers are supported through mentoring programs. Teachers work individually and collaboratively to identify best practice strategies to meet the varying needs and learning styles of all students. Teachers participate in key decisions about how their schools operate. Teachers work with parents to improve student performance. All educational staff demonstrate pride in Cumberland schools and help to maintain a safe, clean and healthy environment for learning.

ADMINISTRATORS are educational leaders in the district and in their schools. In their respective roles, they model high expectations for teachers and students through a balance of management and vision. They work to establish the district and individual schools as a learning community. School leaders place student and adult learning at the center of all decisions. Administrators actively engage the community to create shared responsibility for student and school success.

PARENTS participate actively in decision-making at the district and school level and share the responsibility, authority and accountability for improving schools. Parents are actively involved in their child's education. They support safe, clean and disciplined classrooms. Cumberland schools are free of drugs and violence. Students and families are directed to a system of support services to meet the physical and emotional needs of their students.

COMMUNITY MEMBERS volunteer in classrooms, help to improve school facilities, and support education expenditures. They are stewards for school success and improved performance of all children. Community members value Cumberland public schools as a high achieving system that is a hallmark of the community.

**Cumberland Public Schools
2003-2008 District Strategic Plan**

A VISION FOR EDUCATION IN CUMBERLAND

BUSINESS AND EMPLOYERS are in partnership with schools and share directly in the success of schools by participating in classroom enrichment and student mentor programs, providing consultation, and helping schools to run their operations more effectively. They recruit new employees from among Cumberland graduates whose skills meet or exceed the needs of their industries. They support and participate in the school-to-career system for all students.

HIGHER EDUCATION institutions welcome Cumberland graduates knowing that they are well prepared and equipped to meet the new learning challenges. They hold high expectations for student performance, consistent with the standards of the PK-12 system. They are partners with the district and with schools in support of improved teaching and learning.

EDUCATION in Cumberland is a flexible system and supports a wide range of teaching and learning approaches. Students, teachers, parents and schools are valued and know exactly what is expected of them. They can measure their progress against focused statewide expectations. Schools, teachers and families have easy access to services and expertise to help them manage their school operation efficiently and provide high quality instruction for all students.

TOWN GOVERNMENT funds and keeps education at the forefront of its agenda. Education is seen as the most important service that the Town government provides. Funding of education is responsive to the needs of the community, varying student needs and is fair to taxpayers.

Adapted from the Rhode Island Goals 2000
Comprehensive Education Strategy
June 1996

Revised 4.01.03

**Cumberland Public Schools
2003-2008 District Strategic Plan**

Mission Statement

The Cumberland Public Schools will prepare
all students to become responsible,
contributing members of a complex global society
through a partnership with home and community.

We believe that:

- All people have inherent worth.
- Everyone is capable of learning.
- Learning is a lifelong process.
- One must change to grow.
- The ability to apply knowledge empowers all people.
- Challenge encourages people to recognize and improve their abilities and skills.
- Education is a shared responsibility of the student, school, home, and the community.
- Schools share the responsibility to prepare children to be productive citizens, collaborative workers, and community contributors.
- Learning happens best in a safe, positive, and engaging environment.
- Excellence is worth the investment.

**Cumberland Public Schools
2003-2008 District Strategic Plan**

Parameters

- We will always respect the dignity and honor of each person.

- We will develop educational programs and related support services in response to community/student needs.

- No new programs will be implemented unless they are grounded in valid and reliable research, supported by appropriate professional development, and sufficient resources are allocated.

- Additional resources will not be sought until the use of existing resources has been evaluated.

- We will resolve or eliminate policies or procedures that are known to impede success.

**Cumberland Public Schools
2003-2008 District Strategic Plan**

Goals / Objectives

- By June 2008, 100% of Cumberland students will demonstrate academic proficiency by achieving or exceeding the standards as measured by data including, but not limited to, state and district defined assessments.

- By June 2008, 100% of Cumberland students will graduate into post secondary programs or careers as measured by data including, but not limited to, student surveys and post secondary program admissions.

- By June 2008, 100% of Cumberland students will adopt safe and healthy lifestyles as measured by data including, but not limited to, SALT Survey data, discipline data, climate surveys, state Health assessments and student interviews.

- By June 2008, 100% of Cumberland teachers will utilize effective instructional techniques that accommodate diverse learning styles as measured by data including but not limited to SALT data and the Cumberland Teacher Evaluation Document.

- By June 2008, all schools will be safe and effective centers for learning as measured by data including, but not limited to, discipline data, drop out rates, SALT Visit reports, SALT Survey data and facilities data.

- By June 2008, 100% of the community will respect and support the mission of the Cumberland schools as measured by data including, but not limited to, participation in school activities, committee involvement, community partnerships, and adequate funding.

Action Plan #1: Academic Proficiency			
Strategy: Leading the Focus on Learning and Achievement			
Guiding the Selection and Implementation of Curriculum/Instruction/Assessment			
Use Information for Planning and Accountability			
By the end of 2008, the following policies, practices, and other capacities will be established: <ol style="list-style-type: none"> All district reading specialists will implement practices described in the RIDE Personal Literacy Plan Guidelines and Pre-K through 12 Literacy Policy. Response to intervention (RtI) will be implemented throughout all schools in the district. The district will adopt PK-12 rubrics in literacy. By the end of the 2007-2008 school year, the following results will be achieved: <ol style="list-style-type: none"> 100% of students will read on or above grade level. 100% of students will demonstrate proficiency in expressing and applying mathematical thinking. 100% of students will demonstrate technology competencies as described in <i>NETS for Students</i> (see Action Plans for Technology Integration and Curriculum Development) 			
<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step or event.</i>	<i>Resources (time, people, and money) dedicated to each major step or event.</i>	<i>Completion date</i>
1.1 Develop a plan for the expansion of “Learning for All” initiative in all district schools to include: Development of differentiated instruction (DI) units Response to intervention Early intervening services	Leadership Team Central Leadership Resource Team (CLRT) School Improvement Teams	Planning meetings focused on “Learning for All” Leadership Retreat District team to present overview(s) on DI Staff resources (Reading specialists, enrichment support)	September 2006
1.2 Implement the Literacy Regulations of the Board of Regents for Elementary and Secondary Education to include: PLP Guidelines RIDE PreK-12 Literacy Policy Professional development plan to train all teachers to integrate reading	Assistant Superintendent Leadership Team PreK-12 Reading Teachers Literacy Team	Professional Development Institute Time allocated to train teachers in PLP Guidelines and RIDE PreK through 12 Literacy Policy Staff resources (Reading specialist, enrichment support)	September 2006
1.3 Develop and implement a comprehensive assessment system in literacy and numeracy to include: Strategies for reporting student progress (<i>i.e., report cards, parent/teacher conferences</i>) Common assessments PK-12, Pacing guides Differentiated instructional units	Assistant Superintendent Math and Literacy Curriculum Teams	Curriculum Standing Committee meeting Operating budget to support development of common assessments Article 31 (18) <i>First Class</i> conferences to disseminate differentiated units	June 2007
<input type="checkbox"/> <i>What evidence will we use to evaluate the progress we are making towards this result?(Formative Evaluation)</i> <ul style="list-style-type: none"> Student work reflecting common assessments in core content areas; evidence of differentiated instructional units Action plan for “Learning for All” initiatives Surveys, focus groups <input type="checkbox"/> <i>What evidence will we use to evaluate the progress we will have made at the end of our timeline?(Summative Evaluation)</i> <ul style="list-style-type: none"> Revised district report cards, evidence of common assessments <input type="checkbox"/> <i>Should an outside party work with the district and/ or RIDE to evaluate part or all of this effort?(Program Evaluation)</i> <ul style="list-style-type: none"> SALT Visit Report(s) NEASC Report(s) 			

Action Plan #2: Graduation by Proficiency			
Strategy: Leading the Focus on Learning and Achievement Guiding the Selection and Implementation of Curriculum/Instruction/Assessment Engaging Families and Community			
<p>By the end of 2007-2008, the following policies, practices, and other capacities will be established:</p> <ol style="list-style-type: none"> 1. The Cumberland School Committee will approve the diploma system for the Cumberland Public Schools. 2. The Graduation by Proficiency process for the Cumberland Public Schools will be approved and implemented. <p>By the end of the 2005-2006 school year, the following results will be achieved:</p> <ol style="list-style-type: none"> 4. The Commissioner will approve the Graduation by Proficiency process for the Cumberland Public Schools. 			
<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step or event.</i>	<i>Resources (time, people, and money) dedicated to each major step or event.</i>	<i>Completion date</i>
2.1 Submission of Cumberland Public Schools Diploma System including Component II: Support to Students Component III: Support to Staff Component IV: Communication Component V: Policy Infrastructure	Graduation by Proficiency Team	Article 31 (18) Funds Allocation of high school personnel District resources	May 1, 2006
Submission of Cumberland Public Schools Diploma System including Component I: Overview (including, but not limited to evidence of access, alignment, opportunity, fairness, and equity)	Graduation by Proficiency Team	Article 31 (18) Funds Allocation of high school personnel District resources	June 21, 2006
2.3 Approval of Cumberland Public Schools Diploma System by Commissioner of Education	Commissioner		Summer 2006
2.4 Approval of Cumberland Public Schools Diploma System by Cumberland School Committee	Superintendent Graduation by Proficiency Team Cumberland School Committee	Rules and Regulations Subcommittee meeting(s) Regular School Committee meeting(s)	Fall 2006
2.5 Implementation of Graduation by Proficiency process	Graduation by Proficiency Team CHS School Improvement Team CHS Faculty	Article 31 (18) Funds CHS Operational Budget Available grant resources	September 30, 2006
<p><input type="checkbox"/> <i>What evidence will we use to evaluate the progress we are making towards this result?(Formative Evaluation)</i></p> <ul style="list-style-type: none"> • Feedback report from Commissioner’s review of Components I – V for Cumberland Public Schools. • Graduation by Proficiency Team’s analysis of each of the process pieces • Student submission of artifacts to individual portfolios <p><input type="checkbox"/> <i>What evidence will we use to evaluate the progress we will have made at the end of our timeline?(Summative Evaluation)</i></p> <ul style="list-style-type: none"> • Portfolio system will be effectively implemented for Class of 2008. • System of common assessments will be effectively implemented for Class of 2008. <p><input type="checkbox"/> <i>Should an outside party work with the district and/ or RIDE to evaluate part or all of this effort?(Program Evaluation)</i></p> <ul style="list-style-type: none"> • RIDE Office of High School and Middle School Reform 			

Action Plan #3: Portfolio System			
Strategy: Leading the Focus on Learning and Achievement Engaging Families and Community			
<p>By the end of 2007-2008, the following policies, practices, and other capacities will be established:</p> <p>3. A portfolio system will be implemented to support the documentation of the approved Cumberland Public Schools Graduation by Proficiency process.</p> <p>By the end of the 2005-2006 school year, the following results will be achieved:</p> <p>5. A portfolio vendor will be selected.</p>			
<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step or event.</i>	<i>Resources (time, people, and money) dedicated to each major step or event.</i>	<i>Completion date</i>
3.1 Request for Proposals (RFP) will be developed for the purchase of software for the portfolio system.	Superintendent of Schools Cumberland School Committee Graduation by Proficiency Team Director of Informational Technology Business Manager	CHS Operational Budget Available grant resources	August 2006
3.2 Design a strategy for the effective management of student portfolios.	Superintendent of Schools Graduation by Proficiency Team	Article 31 (18) Funds Allocation of high school personnel District resources	September 2006
3.3 Revise informational materials in support of approved Cumberland Public Schools Diploma System and Graduation by Proficiency process.	Graduation by Proficiency Team CHS Administration Leadership Team	CHS Operational budget	June 2007
3.4 Train staff, students and parents in the implementation of the portfolio software	Vendor	E2T2 Grant	2006-2007 school year
<p><input type="checkbox"/> <i>What evidence will we use to evaluate the progress we are making towards this result?(Formative Evaluation)</i></p> <ul style="list-style-type: none"> • Assembled portfolios will be accessible to the community • RIDE approval of overall process <p><input type="checkbox"/> <i>What evidence will we use to evaluate the progress we will have made at the end of our timeline?(Summative Evaluation)</i></p> <ul style="list-style-type: none"> • Portfolios submitted for graduation credentialing <p><input type="checkbox"/> <i>Should an outside party work with the district and/ or RIDE to evaluate part or all of this effort?(Program Evaluation)</i></p> <ul style="list-style-type: none"> • RIDE Office of High School and Middle School Reform 			

Action Plan #4: Middle Level Reform			
Strategy: Leading the Focus on Learning and Achievement Guiding the Selection and Implementation of Curriculum/Instruction/Assessment Ensure Safe, Healthy and Supportive Environments for Students			
<p>By September 2007, the following policies, practices, and other capacities will be established:</p> <ol style="list-style-type: none"> By September 2007, all Cumberland middle schools will engage in practices and policies that represent best practice for middle level education and adhere to the Regulations of the Board of Regents Regarding Middle Level Schools. <p>By September 2006, the following results will be achieved:</p> <ol style="list-style-type: none"> By September 2006, all Cumberland middle schools will adopt mandates related to instructional time requirements and advisories as outlined in the Regulations related to Middle Level Schools. <p>By the end of the 2007-2008 school year, the following results will be achieved:</p> <ol style="list-style-type: none"> All Cumberland middle schools will reduce the number of disciplinary infractions and suspensions by increasing student engagement in learning. 			
<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step or event.</i>	<i>Resources (time, people, and money) dedicated to each major step or event.</i>	<i>Completion date for each major step or event.</i>
4.1 Provide professional development for all middle school teachers related to advisories.	Assistant Superintendent Middle Level Advisory Committee Middle School Principals	Article 31 (18) Funds Additional Consolidated Resource Plan funds	September 2006
4.2 Develop a new middle school schedule	Superintendent of Schools Assistant Superintendent Middle School Principals Middle Level Scheduling Committee	Article 31 (18) Funds Operational budget	September 2006
4.3 Implement instructional practices which are best practice for students at middle level	Middle School Principals North Cumberland Middle SIT Joseph L. McCourt SIT Central Leadership Team	Article 31 (18) Funds Operational budget	September 2007
<p><input type="checkbox"/> <i>What evidence will we use to evaluate the progress we are making towards this result? (Formative Evaluation)</i></p> <ul style="list-style-type: none"> Middle level School Improvement Teams will monitor progress toward accomplishment of each step. <p><input type="checkbox"/> <i>What evidence will we use to evaluate the progress we will have made at the end of our timeline? (Summative Evaluation)</i></p> <ul style="list-style-type: none"> Middle level reform mandates and recommendations will be implemented by September 2007. <p><input type="checkbox"/> <i>Should an outside party work with the district and/ or RIDE to evaluate part or all of this effort? (Program Evaluation)</i></p> <ul style="list-style-type: none"> Identify the schedule for SALT visits for North Cumberland Middle School and Joseph L. McCourt Middle School Explore the option of a middle level NEASC visit in 2008-2009 or beyond as another means of self-study and program evaluation 			

Action Plan #5: Service-Learning			
Strategy: Leading the Focus on Learning and Achievement Guiding the Selection and Implementation of Curriculum/Instruction/Assessment Engaging Families and Community			
<p>By the end of 2008, the following policies, practices, and other capacities will be established:</p> <ol style="list-style-type: none"> 1. The district will facilitate links between eager students and community partners who have needs that can be met by students. 2. The district will support teachers who are willing to integrate service learning into their instructional practice. 3. Service-Learning Leadership Team will have representation from all district schools. <p>By the end of the 2006-2007 school year, the following results will be achieved:</p> <ol style="list-style-type: none"> 1. Curricular standards for approved curricula will be on the web site for the Cumberland Public Schools. 2. Service-Learning handbook will be published on the web site for the Cumberland Public Schools. 			
<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step or event.</i>	<i>Resources (time, people, and money) dedicated to each major step or event.</i>	<i>Completion date</i>
5.1 Service-Learning Handbook will be published on web site	Service-Learning Leadership Team Director of Information Technology	Time allocated to revise handbook Time allocated to post materials on web site	Summer 2006
5.2 Publish approved curricula on web site.	Assistant Superintendent Director of Information Technology	Time allocated to identify and format approved curricula Time allocated to post materials on web site	By Fall 2006
5.3 Identify strategies to support service learning as major component of Year 3 of “Professional Partner” program	Assistant Superintendent Mentor Coordinators Service-Learning Leadership Team	Article 31 Set-aside	By Fall 2006
5.4 At the Service-Learning Exhibition in April, a published list of community partners and the connections they have with the schools will be available.	Service-Learning Leadership Team	Funds available through Consolidated Resource Plan Operational budget	April 2007
<p><input type="checkbox"/> <i>What evidence will we use to evaluate the progress we are making towards this result?(Formative Evaluation)</i></p> <ul style="list-style-type: none"> • Teachers will submit documentation of their service learning projects to be showcased in the annual Service-Learning Exhibition. • Additional community partners will be added to list of service-learning partners. <p><input type="checkbox"/> <i>What evidence will we use to evaluate the progress we will have made at the end of our timeline?(Summative Evaluation)</i></p> <ul style="list-style-type: none"> • A student, teacher, parent or community partner will be able to access curricular standards on the school department’s website along with exemplars of service-learning projects. • Year 3 teachers participating in service-learning projects <p><input type="checkbox"/> <i>Should an outside party work with the district and/or RIDE to evaluate part or all of this effort?(Program Evaluation)</i></p> <ul style="list-style-type: none"> • KIDS’ Consortium 			

Action Plan #6: Technology Integration

**Strategy: Leading the Focus on Learning and Achievement
 Guiding the Selection and Implementation of Curriculum/Instruction/Assessment
 Ensuring Equity of and Adequacy of Human and Fiscal Resources
 Using Information for Planning and Accountability**

By the end of two years, the following policies, practices, and capacities will be established:

1. There will be the expectation and support for all staff to integrate the effective use of technology into all facets of their professional practice, both academic and administrative.
2. There will be an incorporation of Information Technology and Educational Technology within the district.
3. Students will demonstrate grade level proficiency in technology as defined by the *NETS for Students*.

By the end of the 2007-2008 school year, the following results will be achieved:

1. 100% of students will demonstrate technology competencies as described in *NETS for Students*.

By the end of the 2006-2007 school year, the following results will be achieved:

1. There will be a revision of the district-wide Technology Plan to meet the requirements of the RI Department of Education.
2. The responsibility for Educational Technology programming and budgeting will be incorporated into the responsibilities of the Director of Information Technology.
3. There will be staff positions established to support staff members in the integration of technology into their professional practice.
4. The Curriculum Development process to integrate technology into teaching and learning across all content areas will be implemented. (See Curriculum Development Action Plan)

<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step or event.</i>	<i>Resources (time, people, and money) dedicated to each major step or event.</i>	<i>Completion date</i>
6.1 Assess the progress of the approved Technology Plan using the existing rubric in relation to the ISTE/NETS necessary elements on page 7 of the <i>NETS Standards for Teachers</i>	Director of Information Technology Technology Advisory Board Leadership Team	Regular Technology Advisory Board meetings Regular Leadership Team meetings Allocation of time from Director of Information Technology	October 2006
6.2 Create revised Technology Plan in draft form	Director of Information Technology Technology Advisory Board	Regular Technology Advisory Board meetings	December 2006
6.3 Gather feedback from review by Focus Groups	Director of Information Technology Technology Advisory Board	Meetings hosted for staff, administrator, and parent focus groups	January 2007
6.4 Revise Technology Plan based on feedback from Focus Groups	Director of Information Technology Technology Advisory Board	Regular Technology Advisory Board meetings	February 2007
6.5 Present Technology Plan to Cumberland School Committee for review and approval	Superintendent Director of Information Technology	Regular School Committee meeting(s)	March 2006
6.6 Approval of Technology Plan by Cumberland School Committee	Cumberland School Committee	Regular School Committee meeting(s)	May 2006
6.7 Approval of Technology Plan by RIDE	Bill Fiske, RIDE Director of Information Technology		End of 2006-2007 School Year

Action Plan #6: Technology Integration (continued)

**Strategy: Leading the Focus on Learning and Achievement
Ensuring Equity of and Adequacy of Human and Fiscal Resources
Guiding the Selection and Implementation of Curriculum/Instruction/Assessment
Using Information for Planning and Accountability**

- What evidence will we use to evaluate the progress we are making towards this result?(Formative Evaluation)*
 - A process will be developed to track the status and report on Educational Technology requests and implementation. This may be accomplished through IT requisition and/or a Help Desk system or process.

- What evidence will we use to evaluate the progress we will have made at the end of our timeline?(Summative Evaluation)*
 - Analysis of student learning using NETS for Student Achievement Summary Rubric
 - Approval of revised District Technology Plan
 - Evidence of a single technology plan incorporating educational technology and informational technology
 - A Train-the-trainer support infrastructure in place assisting all phases of integrating technology into the professional environment

- Should an outside party work with the district and/or RIDE to evaluate part or all of this effort?(Program Evaluation)*
 - Consider professional development options offered by CoSN

Action Plan #7: Curriculum Development			
Strategy: Leading the Focus on Learning and Achievement Guiding the Selection and Implementation of Curriculum/Instruction/Assessment			
<p>By the end of 2006, the following policies, practices, and other capacities will be established:</p> <p>4. By the end of 2006, the Curriculum Development Process will be re-established.</p> <p>By the end of the 2005-2006 school year, the following results will be achieved:</p> <p>6. The district will develop a clear understanding of the roadblocks to prior implementation of the curriculum development cycle.</p> <p>7. The district will adopt the state curricula in Mathematics and English Language Arts.</p> <p>8. The district will adapt the state curricula in Mathematics and English Language Arts.</p> <p>9. The Curriculum Development process to integrate technology into teaching and learning across all content areas will be implemented.</p>			
<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step or event.</i>	<i>Resources (time, people, and money) dedicated to each major step or event.</i>	<i>Completion date</i>
7.1 Audit the prior implementation of the Curriculum Development process and provide feedback	Curriculum Standing Committee Department Chairpersons Curriculum Coordinators Assistant Superintendent	Time	June 15, 2006
7.2 Establish curriculum teams in the core content areas	Assistant Superintendent	Commitment from PK-12 staff	By the end of the first quarter of the 2006-2007 school year
7.3 Provide training for curriculum teams and Curriculum Standing Committee in all aspects of the Curriculum Development Process including Parallel Curriculum Format	Assistant Superintendent	Professional development resources Workshop(s)/meetings to conduct training in the Curriculum Development Process Sessions at Professional Development Institute on expectations for Parallel Curriculum Format	No later than January 2007
<p><input type="checkbox"/> <i>What evidence will we use to evaluate the progress we are making towards this result?(Formative Evaluation)</i></p> <ul style="list-style-type: none"> • Agendas from training sessions; • Evidence of names of participants on curriculum teams and agendas from curriculum team meetings <p><input type="checkbox"/> <i>What evidence will we use to evaluate the progress we will have made at the end of our timeline?(Summative Evaluation)</i></p> <ul style="list-style-type: none"> • Approved curricula in appropriate areas per the Curriculum Development Cycle <p><input type="checkbox"/> <i>Should an outside party work with the district and/or RIDE to evaluate part or all of this effort?(Program Evaluation)</i></p> <ul style="list-style-type: none"> • Office of Instruction at RIDE could provide assistance with training on how to write curriculum 			

Action Plan # 8: “Professional Partners”			
Strategy: Recruit, Support, and Retain Highly Qualified Staff Ensuring the Equity and Adequacy of Fiscal and Human Resources			
<p>By July 2006, the following policies, practices, and other capacities will be established:</p> <ol style="list-style-type: none"> 1. The “Professional Partner” framework for recruiting and retaining highly qualified staff will be re-established. 2. The district will conduct a program evaluation for the “Professional Partner” program at the completion of the third year of implementation of the revised program. <p>By September 2006, the following results will be achieved:</p> <ol style="list-style-type: none"> 1. Elementary Mentor Coordinator will be appointed. 2. Secondary Mentor Coordinator will be appointed. 3. A handbook will be created for the “Professional Partner” program. <p>By the 2006-2007 school year, the following results will be achieved:</p> <ol style="list-style-type: none"> 1. 100% of new administrators will be assigned a mentor as part of the district’s induction process for administrators. 			
<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step or event.</i>	<i>Resources (time, people, and money) dedicated to each major step or event.</i>	<i>Completion date</i>
8.1 Elementary and Secondary Mentor Coordinators will meet to complete program evaluation	Superintendent of Schools Elementary and Secondary Mentor Coordinators RIDE Liaison for Office of Educator Quality	Meeting time to conduct program evaluation	May 2006
8.2 Action Plan for revisions to “Professional Partner” Program will be written as a result of the program evaluation	Superintendent of Schools Elementary and Secondary Mentor Coordinators Focus group	Article 31(18) set aside funds	July 2006
8.3 Defined plan for Years 1, 2, 3 for Professional Partner” Program will be in place	Superintendent of Schools Cumberland Teachers’ Association	Article 31 (18) funds	September 2006
<input type="checkbox"/> <i>What evidence will we use to evaluate the progress we are making towards this result?(Formative Evaluation)</i> <ul style="list-style-type: none"> • “Professional Partner” Program Handbook • Appointment of Elementary and Secondary Mentor Coordinators <input type="checkbox"/> <i>What evidence will we use to evaluate the progress we will have made at the end of our timeline?(Summative Evaluation)</i> <ul style="list-style-type: none"> • Contract language will exist to support changes to “Professional Partner” program • Approved Consolidated Resource Plan for 2006-2007 will reflect support for “Professional Partner” program <input type="checkbox"/> <i>Should an outside party work with the district and/ or RIDE to evaluate part or all of this effort?(Program Evaluation)</i> <ul style="list-style-type: none"> • Ongoing contact with liaison from RIDE Office of Educator Quality 			

Action Plan #9: Performance Evaluation			
Strategy: Recruit, Support, and Retain Highly Qualified Staff Ensuring the Equity and Adequacy of Fiscal and Human Resources Use Information for Planning and Accountability			
By the end of one (1) year, the following policies, practices, and other capacities will be established: <ol style="list-style-type: none"> 1. A performance evaluation system for non-certified staff will be adopted. 2. A revised performance evaluation system for administrators will be adopted. 3. An induction program for new administrators will be established. By September 2006, the following results will be achieved: <ol style="list-style-type: none"> 1. All reading specialist positions in the district will be filled by candidates that are highly qualified and certified. 2. All speech/language pathologist positions in the district will be filled by candidates that are certified. 3. All administrative vacancies will be filled by September 1, 2006. By the end of the 2007-2008 school year, the following results will be achieved: <ol style="list-style-type: none"> 2. 100% of non-certified staff will demonstrate proficiency as measured by appropriate district-adopted evaluation instruments. 3. 100% of non-tenured teachers in the district will demonstrate proficiency on the Cumberland Teacher Evaluation Document. 4. 100% of new administrators will be assigned a mentor as part of the district's induction process for administrators. 			
<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step or event.</i>	<i>Resources (time, people, and money) dedicated to each major step or event.</i>	<i>Completion date</i>
9.1 Develop new and/or revised job-specific descriptions	Director of Administration Human Resources office	Time	December 31, 2006
9.2 Research tools for evaluating non-certified staff and make recommendations	Director of Special Education Director of Facilities Services Director of Administration ICSE	Time	December 31, 2006
9.3 Adopt and pilot tool for non-certified performance evaluations	School Committee ICSE	Training Time Regular School Committee meeting	May 2007
9.1 Review job-specific descriptions for administrators	Director of Administration	Time	December 31, 2006
9.2 Research tools for evaluating non-certified staff and make recommendations	Director of Administration Superintendent of Schools Leadership Team	Time	December 31, 2006
9.3 Develop and adopt tool(s) for performance evaluation for Leadership Team	Director of Administration School Committee	Regular School Committee Meeting Training	May 2007
9.4 Develop an induction plan for new administrators	Leadership Team Assistant Superintendent	Operational Funds and Title II Leadership meeting time/retreat agenda	No later than June 1, 2007
<input type="checkbox"/> <i>What evidence will we use to evaluate the progress we are making towards this result?(Formative Evaluation)</i> <ul style="list-style-type: none"> ○ Revised job descriptions for non-certified positions <input type="checkbox"/> <i>What evidence will we use to evaluate the progress we will have made at the end of our timeline?(Summative Evaluation)</i> <ul style="list-style-type: none"> ○ Performance evaluation systems will be implemented ○ Induction program for new administrators will be implemented <input type="checkbox"/> <i>Should an outside party work with the district and/or RIDE to evaluate part or all of this effort?(Program Evaluation)</i> <ul style="list-style-type: none"> • Joint committees with administration and bargaining units will review performance evaluation systems and induction programs on an ongoing basis 			

Action Plan #10: School Community Relations			
Strategy: Engaging Families and Community			
<p>By the end of 2007, the following policies, practices, and other capacities will be established:</p> <ol style="list-style-type: none"> 1. The School Community Relations Policy will be adopted by the Cumberland School Committee. 2. A District Improvement Team (district level school improvement team) will be implemented. 3. Clear expectations will be established for interactions between staff and all parents/families in the district. 4. A professional development plan for staff will be developed to support the implementation of the School Community Relations Policy. <p>By the end of the 2006-2007 school year, the following results will be achieved:</p> <ol style="list-style-type: none"> 10. A district level needs assessment will be completed based on the key components of the School Community Relations Policy. 11. All district level staff and principals will participate in professional development in support of the implementation of the School Community Relations Policy. 12. A strategy will be developed to collect ongoing feedback regarding school community relations. 			
<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step or event.</i>	<i>Resources (time, people, and money) dedicated to each major step or event.</i>	<i>Completion date</i>
10.1 School Community Relations Policy will be presented for approval to Cumberland School Committee.	Superintendent of Schools Rules and Regulations Subcommittee	Rules and Regulations Subcommittee meeting(s) Regular School Committee meeting(s)	June 2006
10.2 Provide professional development for Central Leadership Resource Team and Leadership Team in support of family and community engagement	Superintendent of Schools	Time on agenda at Annual Leadership Team Retreat	July 2006
10.3 Develop and implement a needs assessment to evaluate baseline implementation of School Community Relations Policy.	District Improvement Team School Improvement Teams and other leadership groups throughout the district	National Standards for Parent/Family Involvement Meeting time for District Improvement Team	September 2006
<input type="checkbox"/> <i>What evidence will we use to evaluate the progress we are making towards this result?(Formative Evaluation)</i> <ul style="list-style-type: none"> • Agendas from District Improvement Team meetings • Copy of approved School Community Relations Policy • Reports at District Report Night <input type="checkbox"/> <i>What evidence will we use to evaluate the progress we will have made at the end of our timeline?(Summative Evaluation)</i> <ul style="list-style-type: none"> • RIDE Core Expectations/Indicators (F.) Engaging Families and Community <input type="checkbox"/> <i>Should an outside party work with the district and/or RIDE to evaluate part or all of this effort?(Program Evaluation)</i> <ul style="list-style-type: none"> • Evaluation of district practices using National PTA Standards for Parent/Family Involvement 			

Action Plan # 11: Strategic Marketing/Communications Plan			
Strategy: Engaging Families and Communities Use Information for Planning and Accountability			
By September 2006, the following policies, practices, and other capacities will be established:			
<ol style="list-style-type: none"> 5. The Cumberland Public Schools will develop and implement a strategic marketing plan to support the 2003-2008 District Strategic Plan to include strategies to support the budget and communication strategies. 6. Strategic Marketing Team will be established. 			
By the end of the 2006-2007 school year, the following results will be achieved:			
<ol style="list-style-type: none"> 1. Communication strategies will be implemented to effectively communicate district accomplishments, activities, etc. 			
<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step or event.</i>	<i>Resources (time, people, and money) dedicated to each major step or event.</i>	<i>Completion date</i>
11.1. Appoint five (5) members to the Strategic Marketing Team to include representation from the School Committee, Leadership Team, and community volunteers.	Superintendent of Schools	Superintendent will allocate time to nominate and seek candidates	June 1, 2006
11.2 Conduct a communications audit – to include survey or focus groups.	Strategic Marketing Team	Regular marketing team meeting	July 15, 2006
11.3 Conduct an internal and external market assessment. Gather relevant district, state and national statistics and information.	Strategic Marketing Team Leadership Team	Regular marketing team meeting	August 15, 2006
11.4 Develop Strategic Marketing Plan for the Cumberland Public Schools to be reviewed/updated annually. Plan will include, but not be limited to: Executive Summary, Objective, Market Assessment, Strengths, Weaknesses, Obstacles & Opportunities, Leveraging Opportunities, Overcoming Obstacles, Key Marketing Message, Strategy, Marketing Tactics, Communication Strategy for the School Budget, Marketing Calendar, Financial Needs, and Measurements of Success.	Strategic Marketing Team District Improvement Team	Time on agenda of Leadership Team meeting(s) as needed. Time on School Committee Agenda for approval	September 30, 2006
11.5 Communicate highlights of Strategic Marketing Strategy	Superintendent of Schools Strategic Marketing Team District Improvement Team	Time on agenda of Leadership Team meeting Time on agenda of District Improvement Team	Late September or early October 2006
<input type="checkbox"/> <i>What evidence will we use to evaluate the progress we are making towards this result?(Formative Evaluation)</i> <ul style="list-style-type: none"> • Positive Press, Future School Bond Success • Increased enrollment, Attrition Reduction • Increased external partnerships • Increased facilities use 			
<input type="checkbox"/> <i>What evidence will we use to evaluate the progress we will have made at the end of our timeline?(Summative Evaluation)</i> <ul style="list-style-type: none"> • Ongoing communication tactics will be implemented to support the efforts of the School Department, highlight “wins”, and to “build bridges” back to the community. 			
<input type="checkbox"/> <i>Should an outside party work with the district and/or RIDE to evaluate part or all of this effort?(Program Evaluation)</i> <ul style="list-style-type: none"> • Possible external consultant 			

Action Plan #12: Technology Policies			
Strategy: Ensuring Safe, Healthy and Supportive Environments for Students			
By the end of 2007-2008, the following policies, practices, and capacities will be established: <ol style="list-style-type: none"> 1. Approval of revisions of the current Acceptable Use Policy for students 2. Adoption and implementation of an Acceptable Use Policy for staff 3. Adoption and implementation of a policy for the privacy of student information being posted or distributed online 			
By the end of this school year, the following results will be achieved: <ol style="list-style-type: none"> 1. A draft of the Acceptable Use Policy for students will be created 2. A draft of the Acceptable Use Policy for staff will be created 			
<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step or event.</i>	<i>Resources (time, people, and money) dedicated to each major step or event.</i>	<i>Completion date for each major step or event.</i>
12.1 Gather examples of Acceptable Use Policies from other districts	Director of Information Technology	Time allocation for Director of Information Technology	Mid-May 2006
12.2 Review of existing AUP and examples from other districts by Technology Advisory Board	Director of Information Technology Technology Advisory Board	Regular Technology Advisory Board meeting	End of May 2006
12.3 Draft Revised AUP for students and draft AUP for staff	Director of Information Technology Technology Advisory Board	Regular Technology Advisory Board meeting	Mid- June 2006
12.4 Get feedback on drafts	Leadership Team	Monthly Leadership Team meeting	End of June 2006
12.5 Present Acceptable Use Policies to School Committee for review and approval	Superintendent Director of Information Technology Rules and Regulations Subcommittee	Rules and Regulations Subcommittee meeting Regular School Committee meeting	Summer 2006
12.6 Communicate, Publicize, and Implement policies	Leadership Team	Student handbooks, school newsletters, district/school websites	Beginning of 2006-07 School year
12.7 Investigate district's existing student privacy policy	Director of Information Technology	Time allocation for Director of Information Technology	Summer 2006
12.8 Draft additions to privacy policy	Technology Advisory Board	Regular Technology Advisory Board meeting	October 2006
12.9 Get feedback on draft additions	Leadership Team Rules and Regulations Subcommittee	Monthly Leadership Team meeting Rules and Regulations Subcommittee meeting	December 2006
12.10 Present Additions to student privacy policy to School Committee for review and approval	Superintendent Director of Information Technology Rules and Regulations Subcommittee	Rules and Regulations Subcommittee meeting Regular School Committee meeting	January 2007
12.11 Communicate, Publicize, and Implement the revised Student Privacy policy	Leadership Team	Student handbook, school newsletters, district/school websites	March 2007
<input type="checkbox"/> <i>What evidence will we use to evaluate the progress we are making towards this result?(Formative Evaluation)</i> <ul style="list-style-type: none"> • The Director of Technology and Technology Advisory Board will monitor the progress of the steps in each process. 			
<input type="checkbox"/> <i>What evidence will we use to evaluate the progress we will have made at the end of our timeline?(Summative Evaluation)</i> <ul style="list-style-type: none"> • Evidence of approved Acceptable Use policies by target date • Evidence of approved Student Privacy policy by the target date 			
<input type="checkbox"/> <i>Should an outside party work with the district and/or RIDE to evaluate part or all of this effort?(Program Evaluation)</i> <ul style="list-style-type: none"> • Input as necessary to audit effectiveness of policies 			

Action Plan # 13: Wellness Plan			
Strategy: Ensure Safe, Healthy and Supportive Environments for Students Engaging Families and Community			
<p>By the end of the 2007-08 school year, the following policies, practices, and other capacities will be established:</p> <ol style="list-style-type: none"> 1. The Wellness Policy will be adopted by the Cumberland School Committee. 2. The Wellness Policy will be implemented, evaluated and modified as necessary. <p>By the end of the 2007-2008 school year, the following results will be achieved:</p> <ol style="list-style-type: none"> 1. 100% of students in the district will demonstrate an increase in the healthy choices made in an effort to adopt safe and healthy lifestyles. 2. All appropriate district level staff and principals will participate in professional development in support of the implementation of the District Wellness Policy. 3. A strategy will be developed and used for the program assessment of the Wellness Policy implementation. 			
<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step or event.</i>	<i>Resources (time, people, and money) dedicated to each major step or event.</i>	<i>Completion date</i>
13.1 The Wellness Policy will be adopted by the Cumberland School Committee.	Wellness Policy Committee Superintendent School Committee	Time Rules and Regulations Subcommittee meeting(s) Regular School Committee meeting(s)	No later than first day of school for 2006-07
13.2 The Wellness Policy will be disseminated to the District and the Public.	District Improvement Team Wellness Policy Committee	Cumberland Public Schools web site Orientation New Teacher Induction	No later than first day of school for 2006-07
13.3 Work Groups for the planning of District-wide Implementation and Program evaluation have been formed.	Assistant Superintendent, Teachers, Nurses, Principals, Physical Education Teachers and Food Service Staff	Time	Fall of 2006
13.4 Professional development will be made available	Assistant Superintendent, Teachers, Nurses, Principals, Physical Education Teachers and Food Service Staff	Time Trainers Funding for stipends and or trainers	Spring 2007
<input type="checkbox"/> <i>What evidence will we use to evaluate the progress we are making towards this result? (Formative Evaluation)</i> <ul style="list-style-type: none"> • Menus, copy of policy, implementation plan, program assessment document, data from professional development sessions and number of targeted staff trained <input type="checkbox"/> <i>What evidence will we use to evaluate the progress we will have made at the end of our timeline? (Summative Evaluation)</i> <ul style="list-style-type: none"> • Monthly district menus and meal counts, listing of all a la carte, vending and competitive foods sales sold by food service. • Listing of all other sales of foods throughout the district including vending machines, school stores, culinary and special education programs, in-school and in-class fundraisers, etc. • Listing of Physical activity programs and opportunities for students throughout the school year. <input type="checkbox"/> <i>Should an outside party work with the district and/or RIDE to evaluate part or all of this effort? (Program Evaluation)</i> <ul style="list-style-type: none"> • District will use guidance provided by the Rhode Island Department of Health and Education. 			

**Cumberland Public Schools
2003-2008 District Strategic Plan**

Curriculum Development Process

Appendix B

**Cumberland Public Schools
2003-2008 District Strategic Plan**

Curriculum Development Guidelines

1. Curriculum outcomes will establish clear expectations for ALL learners.
2. Curriculum development will be coordinated and aligned PreK – 12.
3. Curriculum development will be grounded in valid and reliable research and supported by appropriate professional development.
4. Curriculum development will follow national and state standards where available.
5. Curriculum development will be based on “best practice” showing results for students.
6. Curriculum teams will include teachers, administrators, parents and the community in order to engage the broadest participation of staff and the community.
7. The curriculum must link curriculum goals with instructional and assessment strategies.
8. The curriculum must coordinate resources (textbooks, materials, technology, etc.).
9. District adopted curricula must be designed as a user-friendly guide to instruction to ensure adoption and accountability.
10. Development in one content area must be reviewed for its impact on other areas.

**Cumberland Public Schools
2003-2008 District Strategic Plan**

**Curriculum Development Process
Executive Summary**

❑ Year 1: Research and Curriculum Review

The first year of the curriculum development process is the building block of the entire five-year process. During Year 1 the focus of the curriculum process is a thorough investigation of the landscape of the content and associated skill areas under review including the current status of the curriculum.

Year 1 is characterized by the participation of curriculum team members in relevant professional activities to become immersed in the state of best practice in the content area under review. As indicated in the Curriculum Development Guidelines, this curriculum team will include teachers representing Grades PK-12, administrators, parents and the community in order to engage the broadest participation of staff and the community.

❑ Year 2: Curriculum Development and Adoption

In Year 2, a PK-12 team of curriculum developers define the results of the curriculum. Their work is answering the question: *What do we want our students to know and be able to do?* During the summer before Year 2, this team will concentrate on writing the draft curriculum including curriculum overview, mission, philosophy, standards, grade level expectations, learner goals and outcomes to achieve each standard, common assessments and products used to evaluate student progress. As a result, the team will produce a scope and sequence of the content area across the PK through grade 12 continuum.

❑ Year 3: Implementation and Professional Development

In Year 3 district staff will participate in a pilot of the newly adopted curriculum. It is expected that administrators, teachers and teacher assistants will become familiar with the emerging “best practice” embedded in the newly adopted curriculum during Year 3. In order to accomplish the goals of Year 3, results-focused professional development will be provided to staff. This professional development helps to increase the necessary conditions for successful implementation of the newly adopted curriculum and helps implementers understand the context and limitations of the curriculum.

❑ Year 4: Ongoing Implementation & Assessment of Program Impact

During Year 4, a formative evaluation of the curriculum occurs. This evaluation is intended to be ongoing and is intended to inform revisions, improvements, or minor adjustments in the curriculum design. One guiding question frames the focus of Year 4: *What kind of learning behaviors will need to become more frequent so that students can achieve the desired learning results?* Since the implementation of curriculum occurs at the school level, it is important that this process be integrated into the school improvement work of each school. Therefore, it is suggested that schools connect the following school improvement activities in support of the curriculum development process. In doing so, two critical outcomes will occur. First, the curriculum development process and school improvement planning process will naturally overlap. Second, student learning will be realized as the focus of district and school work.

❑ Year 5: Evaluation of Program Implementation and of Student Progress

Year 5 concludes the five-year curriculum development process and represents the summative evaluation of the implementation of the new curriculum. During Year 5 the culminating activities that take place are focused on whether or not the learning outcomes that were expected from the new curriculum design were achieved. This review of student progress is both formal and informal but must include learners at all levels in the district for whom the curriculum was designed and learners in all subgroups (ethnicity, poverty, students with disabilities, gender, etc.)

Curriculum Development Cycle
Adopted October 2003

Curriculum Area	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Social Studies	Year 1	2	3	4	5
Guidance	Year 1	2	3	4	5
Family & Consumer Science	Year 1	2	3	4	5
Technology Education	Year 1	2	3	4	5
Science	2	3	4	5	Year 1
Health	2	3	4	5	Year 1
Physical Education	2	3	4	5	Year 1
World Language	3	4	5	Year 1	2
Media	3	4	5	Year 1	2
Mathematics	4	5	Year 1	2	3
Fine Arts	4	5	Year 1	2	3
English Language Arts/Reading	5	Year 1	2	3	4
Business Education	4/5	Year 1	2	3	

- 1 = Year 1= Research and Curriculum Review
- 2 = Year 2= Curriculum Development and Adoption
- 3 = Year 3= Implementation and Professional Development
(including Technology Application Infusion)
- 4= Year 4= Ongoing Implementation & Assessment of Program Impact
- 5= Year 5= Evaluation of Program Implementation and of Student Progress

Curriculum Development Process

Description of Activities **Year 1: Research and Curriculum Review**

❑ Year 1: Research and Curriculum Review

The first year of the curriculum development process is the building block of the entire five-year process. During Year 1 the focus of the curriculum process is a thorough investigation of the landscape of the content and associated skill areas under review including the current status of the curriculum.

Year 1 is characterized by the participation of a PK – 12 team in relevant professional activities to become immersed in the state of best practice in the content area under review. As indicated in the Curriculum Development Guidelines, this curriculum team will include teachers, administrators, parents and the community in order to engage the broadest participation of staff and the community.

Ideally this team consists of:

- One (1) teacher from every elementary school (PK, K-2, 3-5 represented)
- Three (3) to five (5) teachers from the content area at the secondary level (6-12)
- Two (2) to three (3) parents (elementary, middle, secondary)
- Two (2) to three (3) administrators
- One (1) to two (2) business or town representatives

As this team is assembled, it is appropriate to consider representatives from School Improvement Teams as the parent and business representatives.

In essence, this team is charged with taking an audit of what is currently in practice and then defining a model to use to revise the curriculum. Specifically, the following considerations frame Year 1.

- What do students need to know and be able to do?
- What student achievement needs exist in this content area? What performance targets have been set for individual schools in this content area?
- What National Standards and/or State Frameworks exist in this content area?
- What are the Grade Level Expectations in this content area?
- How does this curriculum support proficiency-based graduation requirements?
- How does this curriculum provide opportunities for students to meet service learning requirements?
- How does the curriculum promote readiness for career development?
- What exemplary programs are available for review?
- What is valued in the current curriculum?
- What are the strengths, weaknesses, opportunities, and threats in this area?
- What are the community's priorities?
- How does this curriculum enhance or support other content areas?
- What opportunities are there for curriculum integration?

Year 1 Benchmark: A report developed through consensus and presented to the Curriculum Standing Committee in April or May summarizing the findings with evidence that includes, but is not limited to:

- ☑ Analysis of student achievement data and performance targets to determine student achievement needs
- ☑ Overview of relevant issues (including standards and grade level expectations) that will frame the Curriculum Development in Year 2
- ☑ Status of the current curriculum
- ☑ Summary of a survey of the faculty at each grade/course to identify what is valued in the existing curriculum
- ☑ Summary of a survey of parents and the community to identify what is valued in the existing curriculum
- ☑ Inventory of current resources available for instruction including age of textbooks, availability of technology, etc.

Following this report to the Curriculum Standing Committee, an informational presentation should be made to the Curriculum Sub-committee of the Cumberland School Committee or, if requested, to the entire School Committee.

Curriculum Development Process

Description of Activities Year 2: Curriculum Development and Adoption

☐ Year 2: Curriculum Development and Adoption

In Year 2, a PK-12 team of curriculum developers define the results of the curriculum. Their work is answering the question: *What do we want our students to know and be able to do?* During the summer before Year 2, this team will concentrate on writing the draft curriculum including curriculum overview, mission, philosophy, standards, grade level expectations, learner goals and outcomes to achieve each standard, common assessments and products used to evaluate student progress. As a result, the team will produce a scope and sequence of the content area across the PK through grade 12 continuum. The curriculum document will include:

- Curriculum overview, mission, and philosophy
- Learner outcomes that identify what we want students to know and be able to do
- Scope and sequence (including standards, benchmarks or any clear pre-requisites that impact instruction)
- Grade Level Expectations
- Common assessments and performance-based tasks tied to curriculum objectives to evaluate the results of student learning
- Exemplars of student work
- Core resources for instruction
- Technology applications to support instruction
- Grade level guides
- Recommendations on how parents and the community play a role in the learning process

Year 2 Benchmark:

- Curriculum developers produce draft curriculum document for review by faculty and Curriculum Standing Committee in September and October.
- Presentation to Curriculum Standing Committee by November
- Curriculum Standing Committee will advise the School Committee through a recommendation to the Superintendent following the meeting in November
- Presentation to the Curriculum Sub-committee of the School Committee by December
- Presentation to the Cumberland School Committee for adoption of the curriculum by January. This presentation includes a timeline for implementation and a proposed budget for new resources such as textbooks, technology and additional staff.
- A variety of new materials that support the curriculum are reviewed following the adoption of the curriculum.

Curriculum Development Process

Description of Activities

Year 3: Implementation and Professional Development

□ Year 3: Implementation and Professional Development

In Year 3 district staff participate in a pilot of the newly adopted curriculum. It is expected that administrators, teachers and teacher assistants will become familiar with the emerging “best practice” embedded in the newly adopted curriculum during Year 3.

In order to accomplish the goals of Year 3, results-focused professional development will be provided to staff. This professional development helps to increase the necessary conditions for successful implementation of the newly adopted curriculum and helps implementers understand the context and limitations of the curriculum. As the curriculum development process unfolds, the Professional Development Committee will design both short-term and long-term plans that provide ongoing support for staff to develop the knowledge, skills, attitudes, aspirations, and behaviors necessary to achieve the learner outcomes in the curriculum. This support can take place in a variety of ways including, but not limited to:

- Professional development workshops
- Grade level curriculum meetings
- Analysis of student work from common assessments
- Lesson study (collaborating in planning, teaching, and reflecting on “research lessons”)
- Study groups
- Extended development of units
- Reflective dialogue
- Mentoring
- Classroom visits

Year 3 Benchmark:

- New materials that support the curriculum are piloted and their effectiveness to achieve learner outcomes is assessed.
- The curriculum team will submit a report reviewing the models of staff development implemented in Year 3 and evaluating their impact on the implementation of the curriculum. The findings in this report will inform the replication and adaptation of successful strategies in order to increase the likelihood of achieving learner outcomes.
- Technology applications are reviewed and assessed for their impact on student learning.

Curriculum Development Process

Description of Activities

Year 4: Ongoing Implementation & Assessment of Program Impact

□ Year 4: Ongoing Implementation & Assessment of Program Impact

During Year 4, a formative evaluation of the curriculum occurs. This evaluation is intended to be ongoing and is intended to inform revisions, improvements, or minor adjustments in the curriculum design.

One guiding question frames the focus of Year 4: *What kind of learning behaviors will need to become more frequent so that students can achieve the desired learning results?*

To answer this question, the curriculum team will need to identify several issues:

- How well is the curriculum working?
- Are the components in place as planned?
- Does the format of the curriculum provide the means to actually achieve the learner outcomes?
- Is the curriculum being implemented uniformly across all schools and in all classrooms?
- What instructional changes are taking place as a result of the newly adopted curriculum?
- What teacher behaviors are increasing or decreasing in the classroom in support of the newly adopted curriculum?
- What student behaviors are increasing or decreasing in the classroom in support of the newly adopted curriculum?
- What parent education is needed to fully realize the overall impact of the curriculum?
- What unintended effects, if any, are occurring?

Since the implementation of curriculum occurs at the school level, it is important that this process be integrated into the school improvement work of each school. Therefore, it is suggested that schools connect the following school improvement activities in support of the curriculum development process. In doing so, two critical outcomes will occur. First, the curriculum development process and school improvement planning process will naturally overlap. Second, student learning will be realized as the focus of district and school work.

- Reviewing and analyzing the impact of School Improvement Plan Action Plans to identify performance gaps between student performance and standards
- Reviewing and analyzing the impact of School Improvement Plan Action Plans to close equity gaps
- Self-study activities
- Following Students (using SALT protocols)
- Looking at Student Work (using guided discussion protocols)

Year 4 Benchmark:

A summary of self-study activities and an analysis of performance/equity gaps provided to the Assistant Superintendent from School Improvement Teams including, but not limited to:

- Summary of the strengths and weaknesses of the newly adopted curriculum design with evidence
- Summary of the uniformity of the implementation of newly adopted curriculum with evidence
- Summary of the impact on student learning with evidence

This summary should be provided to the Assistant Superintendent in February or March and should be used to revise School Improvement Plans.

A report to Curriculum Standing Committee and the Curriculum Sub-committee of the School Committee by April including, but not limited to:

- Recommendations for modifications to the curriculum or resources
- Recommendations for modifications to the implementation plan including professional development

Curriculum Development Process

Description of Activities

Year 5: Evaluation of Program Implementation and of Student Progress

☐ Year 5: Evaluation of Program Implementation and of Student Progress

Year 5 concludes the five-year curriculum development process and represents the summative evaluation of the implementation of the new curriculum. During Year 5 a formal review of the impact of the curriculum occurs through an analysis of data that is indicative of student progress. This includes an in-depth review of the results of state and local standardized testing and other testing or data as available or approved on an annual basis.

During Year 5 the culminating activities that take place are focused on whether or not the learning outcomes that were expected from the new curriculum design were achieved. This review of student progress is both formal and informal but must include learners at all levels in the district for whom the curriculum was designed and learners in all subgroups (ethnicity, poverty, students with disabilities, gender, etc.)

Through the data analysis, the following questions are considered:

- What patterns or trends exist in the data?
- What are the results for the overall group? Subgroups?
- How consistent are the patterns across a group, such as grade levels, schools, departments?
- How does the performance of various subgroups differ?
- What strengths and weaknesses are evident?
- What changes occurred in knowledge, attitudes, skills, aspirations, or behaviors of teachers?
- What changes occurred in knowledge, attitudes, skills, aspirations, or behaviors of students?
- What unexpected outcomes or events occurred?

Year 5 Benchmark: Reports to Curriculum Standing Committee and Curriculum Sub-committee of the Cumberland School Committee including, but not limited to:

- ☑ Interim report(s) indicating the progress of the curriculum evaluation (at a minimum in January)
- ☑ Final report formulating recommendations by April
- ☑ Dissemination of findings to key audiences (Superintendent, School Improvement Teams, Strategic Planning Committee, Northern Rhode Island Collaborative, East Bay Educational Collaborative, RIDE) by June

**Cumberland Public Schools
2003-2008 District Strategic Plan**

District Technology Recommendations

Appendix C

**Cumberland Public Schools
2003-2008 District Strategic Plan**

**Technology Summit Planning Team
Recommendations Developed by Consensus
February 7, 2004 and February 24, 2004**

**Adopted by Cumberland School Committee
May 13, 2004**

Recommendation

- Develop a plan to support the implementation of National Technology Standards (NETS) for Students; NETS for Teachers; and Technology Standards for School Administrators

Recommendation

- Formalize a Technology Advisory Committee

Recommendation

- Audit the status of technology infrastructure (voice, video, data, security) and design standards-based infrastructure for Cumberland School Department

Recommendation

- Inventory technology resources (hardware, software, content-specific) and identify their level of functionality

Recommendation

- Determine the necessary elements of technology required to support teaching and learning, administration, and management as specified in the District Strategic Plan; PK-12 curriculum documents, and state/federal mandates

Recommendation

- Develop a public relations plan in support of the Technology Plan

Recommendation

- Create a subcommittee to work with school and town officials to establish a funding plan which supports the goals/objectives of the Technology Plan