

Cumberland Public Schools
STRATEGIC PLAN
2008 - 2011

*"A Smart School District
Getting Smarter"*

Developed by the Strategic Planning Committee
Summer 2008

Adopted by
Cumberland School Committee

October 9, 2008

Table of Contents

	Page
Strategic Planning Committee	3
Mission Statement	4
A Vision for Education in Cumberland	4
Beliefs	5
Parameters	6
Goals	7
Action Plans	Appendix A
21 st Century Practices: Supports for Students	9
21 st Century Practices: Supports for Teachers	12
Building a Town Learning Community	14
Consistency of Curriculum	16
Integration of Technology for Instruction	18
Integration of Technology for Accountability	22
Integration of Technology for Communication	23
Integration of Technology for Safe Schools	24
Curriculum Development Process	Appendix B
Curriculum Development Cycle	27
Executive Summary	28
Year 1: Research and Curriculum Review	29
Year 2: Curriculum Development and Adoption	32
Year 3: Implementation and Professional Development	34
Year 4: Ongoing Implementation	36
Year 5: Evaluation of Student Progress	39

STRATEGIC PLANNING COMMITTEE

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Lisa Beaulieu	Curriculum Subcommittee	Cumberland School Committee
Susan C. Carney, PhD	Assistant Superintendent of Schools	Cumberland Public Schools
Lisa Colwell	Director of Special Education	Cumberland Public Schools
Martha Douglas-Osmundson	Parent Representative	North Cumberland Middle School
Karen Freedman	Parent Representative	JJM Cumberland Hill School
Elise Geddes	Parent Representative	Joseph L. McCourt Middle School
Dorothy Gould	Principal	Cumberland High School
Thomas Kenworthy, EdD	Community Representative	RI Department of Education
Peter Langton	Parent Representative	Community School
Robert Legacy	Director of Information Technology	Cumberland Public Schools
Jessica Macedo	Teacher Representative	B. F. Norton School
Roderick McGarry	President	Cumberland Teachers' Association
Leigh Martin	Community Representative	Community College of Rhode Island
Donna A. Morelle, EdD	Superintendent of Schools	Cumberland Public Schools
Anthony Nobrega	Community Representative	Cumberland Local Education Foundation
Ryan Pearson	Community Representative	Cumberland High School Alumnus Class of 2006
Robert Power, EdD	External Facilitator	RISSA "Leading Learning" Consultant
Rosemary Reilly-Chammat, EdD	Parent Representative	Cumberland High School
Kathy Richard	President	Independent Cumberland School Employees (ICSE)
Linda Rosasco	Teacher Representative	Garvin School Improvement Team
William Skitt	Principal	Community School
Robert Thurston	Teacher Representative	Cumberland High School

MISSION

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.

A VISION FOR EDUCATION IN CUMBERLAND

The vision of the Cumberland Public Schools is to support the educational development of the whole child through proven strategies and a guaranteed and viable curriculum. As a result, students are aware of their global community, are active civic participants and achieve proficiencies which allow them to make valuable life choices. Through high expectations and best practice, students are led by an academy of teachers, administrators and staff dedicated to academic excellence. We envision a learning community established and supported through collaboration among students, families, educators, and the 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 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.

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 and 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.

GOALS

- ❑ By June 2011, 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 2011, 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 2011, 100% of Cumberland students will adopt safe and healthy lifestyles as measured by data including, but not limited to, SALT data, discipline data, climate surveys, state Health assessments and student interviews.
- ❑ By June 2011, 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, Cumberland Teacher Evaluation data, feedback from classroom walkthroughs and increase in scores on state and district defined assessments.
- ❑ By June 2011, all Cumberland 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 2011, 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.

Appendix A:

Action Plans

Adopted by the Cumberland School Committee [INSERT DATE]

21ST CENTURY TEACHING PRACTICES: SUPPORTS FOR STUDENTS

Strategy: Leading the Focus on Learning and Achievement Ensure Safe and Supportive Environments for Students

By the end of three [3] years, the following policies, practices, and other capacities will be established:

1. A K-12 standards-based, comprehensive counseling program will be implemented consistent with the [National Standards for School Counseling Programs](#) developed by the American School Counselor Association (ASCA) and the Rhode Island School Counseling Framework. ([16-7.1-2 Accountability for Student Performance](#))
2. Flexible learning opportunities will be created for students and families throughout the learning spectrum to be challenged, enriched and supported.
3. Effective inclusion and transition practices will be implemented in all schools and classrooms in the district.

By the end of 2008-2009 school year, the following results will be achieved:

1. A plan will be implemented to leverage district and community-wide resources to meet the needs of all students by providing flexible learning opportunities.
2. A plan to adopt the [Rhode Island Nutrition Requirements 2009](#) will be developed.

By the end of the 2009-2010 school year, the following results will be achieved:

1. Cumberland teachers, administrators, and support staff at preschool, elementary, middle and high school will have a minimum of five [5] hours of professional development in gifted education and talented development strategies.
2. The Rhode Island Nutrition Requirements 2009 will be adopted.

<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step.</i>	<i>Resources (time, people, money) dedicated to each major step.</i>	<i>Completion date for each major step.</i>
1.1 Initiate collaborative workgroups to implement recommendations of Special Education Program Evaluation .	Superintendent Director & Deputy Director of Special Education	Establish process for workgroups Identify members of workgroups Time for workgroup meetings	November 2008
1.2 Identify specific steps to implement recommendations from Special Education Program Evaluation	Director & Deputy Director of Special Education Workgroup members	Time for workgroup meetings	February 2009
1.3 Identify options for flexible learning opportunities (i.e., before school, in-school, after-school and extended learning).	Superintendent District Improvement Team Curriculum Standing Committee	Establish District Improvement Team District Improvement Team meetings Memoranda drafted	June 2009

21ST CENTURY TEACHING PRACTICES: SUPPORTS FOR STUDENTS (continued)

**Strategy: Leading the Focus on Learning and Achievement
Ensure Safe and Supportive Environments for Students**

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1. A K-12 standards-based, comprehensive counseling program will be implemented consistent with the [National Standards for School Counseling Programs](#) developed by the American School Counselor Association (ASCA) and the Rhode Island School Counseling Framework. ([16-7.1-2 Accountability for Student Performance](#))
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<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step.</i>	<i>Resources (time, people, money) dedicated to each major step.</i>	<i>Completion date for each major step.</i>
1.4 Evaluate the implementation of the district's K-12 counseling program.	Director of Special Education K-12 Counseling Staff Central Leadership Resource Team Building Administrators	External evaluator to recommend strategies to implement K-12 standards-based, comprehensive counseling program	June 2009
1.5 Provide professional development in gifted education and talented development strategies	Professional Development Committee	Time Professional Development funds	2009-2010 school year
1.6 Provide professional development in health and wellness development	Professional Development Committee District Health and Wellness Subcommittee	Time Professional Development funds	2009-2010 school year

21ST CENTURY TEACHING PRACTICES: SUPPORTS FOR STUDENTS (continued)

Strategy: Leading the Focus on Learning and Achievement Ensure Safe and Supportive Environments for Students

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1. A plan will be implemented to leverage district and community-wide resources to meet the needs of all students by providing flexible learning opportunities.
2. A plan to adopt the [Rhode Island Nutrition Requirements 2009](#) will be developed.

By the end of the 2009-2010 school year, the following results will be achieved:

1. Cumberland teachers, administrators, and support staff at preschool, elementary, middle and high school will have a minimum of five [5] hours of professional development in gifted education and talented development strategies.
2. The Rhode Island Nutrition Requirements 2009 will be adopted.

What evidence will we use to evaluate the progress we are making towards this result? (Formative Evaluation)

- Teachers have developed [Differentiated Instruction](#) (DI) units and are using the strategies to differentiate instruction.
- K-12 school counseling schedules reflect appropriate counseling responsibilities as stated in the ASCA National Model for
- Memoranda of Understanding signed between Cumberland Public Schools and community agencies to implement before school, in-school, after school programs and extended learning opportunities for PK-12 students.
- Advisory programs will be implemented at the middle and secondary level with student and staff support as evidenced by advisory survey results.

What evidence will we use to evaluate the progress we will have made at the end of our timeline? (Summative Evaluation)

- Increase in [NECAP](#) scores at elementary, middle and high school level
- Improvements in relevant data on the Data Dashboard

Should an outside party work with the district and/or RIDE to evaluate part or all of this effort? (Program Evaluation)

- External consultant to evaluate implementation of K-12 Counseling Program

21ST CENTURY PRACTICES: SUPPORTS FOR TEACHERS

Strategy: Leading the Focus on Learning and Achievement

By the end of three [3] years, the following policies, practices, and other capacities will be established:

1. Cumberland teachers will demonstrate the use of effective instructional strategies to meet the needs of varied learning styles.
2. A process for developing effective professional development to support teachers, support staff and administrators will be designed and implemented.

By the end of 2008-2009 school year, the following results will be achieved:

1. Cumberland teachers, support staff and administrators at preschool, elementary, middle and high school will have a minimum of five [5] hours of professional development in learning styles differences.

By the end of 2009-2010 school year, the following results will be achieved:

1. A process based on the *Rhode Island Standards for Educator Induction* to effectively recruit, hire and support district educators, including the mentoring of new teachers, will be implemented. ([16-7.1-2 Accountability for Student Performance](#))

<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step.</i>	<i>Resources (time, people, and money) dedicated to each major step.</i>	<i>Completion date for each major step.</i>
2.1 Survey professional development needs of faculty, support staff and administrators.	Assistant Superintendent School Improvement Teams	Develop survey Time for building and district level meetings	October 2008
2.2 Develop a district professional development calendar.	Central Leadership Resource Team (CLRT) Leadership Team Professional Development Committee	Time at CLRT and Leadership Team meetings Establish Professional Development Committee	January 2009
2.3 Initiate program evaluation of "Professional Partners" Program based on <i>Rhode Island Standards for Educator Induction</i> .	Superintendent Professional Development Committee	Time Consultant to facilitate program evaluation	January 2009
2.4 Create a best practice blog for teachers.	Professional Development Committee Technology Staff	District web site and communication systems	September 2009

21ST CENTURY PRACTICES: SUPPORTS FOR TEACHERS (continued)

Strategy: Leading the Focus on Learning and Achievement

By the end of three [3] years, the following policies, practices, and other capacities will be established:

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By the end of 2008-2009 school year, the following results will be achieved:

1. Cumberland teachers, support staff and administrators at preschool, elementary, middle and high school will have a minimum of five [5] hours of professional development in learning styles differences.

By the end of 2009-2010 school year, the following results will be achieved:

1. A process based on the *Rhode Island Standards for Educator Induction* to effectively recruit, hire and support district educators, including the mentoring of new teachers, will be implemented. ([16-7.1-2 Accountability for Student Performance](#))

What evidence will we use to evaluate the progress we are making towards this result? (Formative Evaluation)

- District Professional Development Calendar posted on web site and in *First Class* conferences
- Classroom walkthroughs conducted by building and district administrators

What evidence will we use to evaluate the progress we will have made at the end of our timeline? (Summative Evaluation)

- All aspects of an effective induction program will be implemented in the district.
- Increase on [NECAP](#) scores at elementary, middle and high school levels
- Changes in relevant data on district Data Dashboard

Should an outside party work with the district and/or RIDE to evaluate part or all of this effort? (Program Evaluation)

- [School Accountability for Learning and Teaching](#) (SALT) Fellows and Mentor Coordinators from [RI Department of Education](#)
- External consultant to facilitate evaluation of "Professional Partners" Program

BUILDING A TOWN LEARNING COMMUNITY

Strategy: Leading the Focus on Learning and Achievement Engaging Families and the Community

By the end of three [3]years, the following policies, practices, and other capacities will be established:

1. Flexible learning opportunities that support student learning outcomes will be implemented by interested individuals, organizations, and/or agencies.

By the end of the 2008-2009 school year, the following results will be achieved:

1. Before school, in-school, after-school programs and extended learning opportunities supporting student learning outcomes will be established based on a Memorandum of Understanding between the Cumberland Public Schools and the individual, organization and/or agency sponsoring the program.

By the end of the 2009-2010 school year, the following results will be achieved:

1. Dual enrollment programs supporting student learning outcomes will be established as demonstrated by a Memorandum of Understanding between the Cumberland Public Schools and the individual, organization and/or agency sponsoring the program. As defined in the Cumberland Policy on High School Graduation Requirements, "Dual enrollment is a mechanism that enables students to accelerate their transition to a postsecondary institution through dual credit and is a mechanism for proficiency-based learning."

<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step.</i>	<i>Resources (time, people, and money) dedicated to each major step.</i>	<i>Completion date for each major step.</i>
3.1 Establish Community Involvement Committee to identify and value all stakeholders input and convey vision of Cumberland schools to build a town learning community.	Superintendent	Establish Community Involvement Committee Meetings with key stakeholders including, Mayor, Cumberland Town Council , and targeted youth agencies	October 2008
3.2 Draft template for Memorandum of Understanding.	Superintendent Curriculum Sub-committee	Curriculum Sub-committee meetings School Committee approval	November 2008
3.3 Identify funds to support school improvement efforts by the community.	Superintendent Business Manager	Time School improvement funds	November 2008
3.4 Sign Memoranda with individuals, organizations and/or agencies interested in providing before school, in-school, and/or after school programs that support student learning outcomes.	Superintendent Cumberland School Committee	Time School Improvement funds	Ongoing

BUILDING A TOWN LEARNING COMMUNITY (continued)

Strategy: Leading the Focus on Learning and Achievement Engaging Families and the Community

By the end of three [3]years, the following policies, practices, and other capacities will be established:

1. Flexible learning opportunities that support student learning outcomes will be implemented by interested individuals, organizations, and/or agencies.

By the end of the 2008-2009 school year, the following results will be achieved:

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What evidence will we use to evaluate the progress we are making towards this result? (Formative Evaluation)

- Memoranda of Understanding signed between Cumberland Public Schools and the individual, organization and/or agency sponsoring programs.

What evidence will we use to evaluate the progress we will have made at the end of our timeline? (Summative Evaluation)

- Increase on [NECAP](#) scores at elementary, middle and high school levels
- Increased support of the mission and vision of the Cumberland Public Schools as measured by [SALT Survey Reports](#)

Should an outside party work with the district and/or RIDE to evaluate part or all of this effort? (Program Evaluation)

- Not applicable at this time

CONSISTENCY OF CURRICULUM

Strategy: Leading the Focus on Learning and Achievement
Guiding the Selection and Implementation of Curriculum/Instruction/Assessment

By the end of three [3] years, the following policies, practices, and other capacities will be established:

1. There will be consistent delivery of a standards-based curriculum in the core content areas across the preschool, elementary, middle and high school levels.

<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step.</i>	<i>Resources (time, people, money) dedicated to each major step.</i>	<i>Completion date for each major step.</i>
4.1 Establish a calendar and agenda that reflects monthly curriculum meetings that alternate between school-based meetings and grade level meetings for PK-5 and Grades 6-12.	Assistant Superintendent Principals	Dedicated monthly curriculum meeting time	Math 2008-09 ELA 2008-09 Science 2009-10 Social Studies 2010-11
4.2 Publish and communicate PK-12 English Language Arts Curriculum Mapping Guides, including Reading and Writing, across district.	Assistant Superintendent Curriculum Coordinators Department Chairpersons Principals Teachers	Technology resources	Ongoing from January 2009
4.3 Publish and communicate PK-12 Mathematics Curriculum Mapping Guides across district.	Assistant Superintendent Curriculum Coordinators Department Chairpersons Principals Teachers	Technology resources	Ongoing from January 2009
4.4 Publish and communicate PK-12 Science Curriculum Mapping Guides across district.	Assistant Superintendent Curriculum Coordinators Department Chairpersons Principals Teachers	Technology resources	Ongoing from January 2010

CONSISTENCY OF CURRICULUM (continued)

Strategy: Leading the Focus on Learning and Achievement
Guiding the Selection and Implementation of Curriculum/Instruction/Assessment

By the end of three [3] years, the following policies, practices, and other capacities will be established:

1. There will be consistent delivery of a standards-based curriculum in the core content areas across the preschool, elementary, middle and high school levels.

<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step.</i>	<i>Resources (time, people, money) dedicated to each major step.</i>	<i>Completion date for each major step.</i>
4.5 Publish and communicate PK-12 Social Studies Curriculum Mapping Guides across district.	Assistant Superintendent Curriculum Coordinators Department Chairpersons Principals Teachers	Technology resources	Ongoing from January 2011

What evidence will we use to evaluate the progress we are making towards this result? (Formative Evaluation)

- Curriculum Mapping Guide for content areas in Reading, Writing, Mathematics, Science and Social Studies
- Parent and teacher knowledge of curriculum on surveys
- PK-12 teachers self-reports of delivery of curriculum at monthly curriculum meetings

What evidence will we use to evaluate the progress we will have made at the end of our timeline? (Summative Evaluation)

- Improved student achievement in core academic areas

Should an outside party work with the district and/or RIDE to evaluate part or all of this effort?(Program Evaluation)

- [Dunn Institute](#) and [Hanson Initiative for Language and Literacy \(HILL\)](#)

INTEGRATION OF TECHNOLOGY FOR INSTRUCTION

Strategy: Leading the Focus on Learning and Achievement Guiding the Selection and Implementation of Curriculum/Instruction/Assessment

By the end of three [3] years, the following policies, practices, and other capacities will be established:

1. Cumberland teachers, support staff and administrators will integrate the effective use of technology into all facets of their professional practice, both academic and administrative.
2. Students will demonstrate grade level proficiency in technology as defined by the [Profiles for Technology Literate Students in the *National Education Technology Standards \(NETS\) for Students*](#).
3. Grade 8 students will demonstrate technology literacy proficiency as measured by the [Tech Literacy Assessment](#) sponsored by the RI Department of Education.

By the end of the 2008-2009 school year, the following results will be achieved:

1. The district-wide Technology Plan will be revised to meet the requirements of the RI Department of Education, including but not limited to, Diploma System portfolio requirements for graduation.
2. The responsibility for Educational Technology programming and budgeting will be defined and assigned to specific personnel.
3. The Curriculum Development Process will articulate the effective integration of technology into teaching and learning across all content areas.

By the end of the 2009-2010 school year, the following policies, practices, and other capacities will be established:

1. Schools will obtain and maintain a Student to Computer ratio as outlined in the *NETS for Students*.
2. There will be staff positions established to support faculty in the integration of technology into their professional practice.

<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step.</i>	<i>Resources (time, people, and money) dedicated to each major step.</i>	<i>Completion date for each major step.</i>
5.1 Identify professional development trainers and establish approach for implementation.	Assistant Superintendent Director of Information Technology Technology Advisory Board	Time Professional Development funds	November 2008
5.2 Provide training and support for digital portfolio system.	Assistant Superintendent Director of Information Technology CHS/Middle School Principals	Time Professional Development funds Technology Resources including licenses	January 2009
5.3 Provide training and support for current/new technologies (i.e., SchoolMax, Assessment Systems, iParent, First Class)	Assistant Superintendent Director of Information Technology	Time Professional Development funds Technology Resources including licenses	January 2009

INTEGRATION OF TECHNOLOGY FOR INSTRUCTION (continued)

Strategy: Leading the Focus on Learning and Achievement
Guiding the Selection and Implementation of Curriculum/Instruction/Assessment

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5.4 Identify alternative funding strategies for equipment replacement and maintenance (i.e., grants, partnerships)	Superintendent Director of Information Technology Business Manager	Time	June 2009
5.5 Establish process for use of technology to develop and share lesson plans developed by Cumberland faculty	Assistant Superintendent Director of Information Technology Network Manager	Time Funds Professional Development	Fall 2009
5.6 Explore new technologies to support and enhance curriculum	Assistant Superintendent Director of Information Technology Technology Advisory Board Principals	Time Technology Resources (including, but not limited to, software, site licenses, subscriptions, distance learning, video, web and pod casts) Professional Development funds	June 2010

INTEGRATION OF TECHNOLOGY FOR INSTRUCTION (continued)

Strategy: Leading the Focus on Learning and Achievement
Guiding the Selection and Implementation of Curriculum/Instruction/Assessment

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By the end of the 2009-2010 school year, the following policies, practices, and other capacities will be established:

1. Schools will obtain and maintain a Student to Computer ratio as outlined in the *NETS for Students*.
2. There will be staff positions established to support faculty in the integration of technology into their professional practice.

<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step.</i>	<i>Resources (time, people, and money) dedicated to each major step.</i>	<i>Completion date for each major step.</i>
5.7 Establish technology support for diverse student needs (including, but not limited to, learning styles, non-traditional subjects, enrichment and remediation).	Assistant Superintendent, Director of Information Technology Technology Advisory Board Principals	Time Technology Resources Professional Development funds	June 2010
5.8 All teachers will have professional development and support for technology integration.	Assistant Superintendent, Director of Information Technology Technology Advisory Board Principals	Time Professional Development funds	June 2011

INTEGRATION OF TECHNOLOGY FOR INSTRUCTION (continued)

Strategy: Leading the Focus on Learning and Achievement

Guiding the Selection and Implementation of Curriculum/Instruction/Assessment

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3. The Curriculum Development Process will articulate the effective integration of technology into teaching and learning across all content areas.

By the end of the 2009-2010 school year, the following policies, practices, and other capacities will be established:

1. Schools will obtain and maintain a Student to Computer ratio as outlined in the *NETS for Students*.
2. There will be staff positions established to support faculty in the integration of technology into their professional practice.

What evidence will we use to evaluate the progress we are making towards this result? (Formative Evaluation)

- Award of bid(s) to purchase district communication system
- School Committee appointment of personnel responsible for integration of educational technologies
- Updated Technology Plan approved by School Committee and RIDE

What evidence will we use to evaluate the progress we will have made at the end of our timeline? (Summative Evaluation)

- Effective use of district technology systems, including but not limited to, [AimsWeb](#), digital portfolio, *SchoolMAX*, *First Class* and [Aesop](#)
- Effective incorporation of digital portfolio as a measure of proficiency for graduation from the Cumberland Public Schools

Should an outside party work with the district and/or RIDE to evaluate part or all of this effort? (Program Evaluation)

- [Ideas Consulting, Inc.](#)
- RINET

INTEGRATION OF TECHNOLOGY FOR ACCOUNTABILITY

Strategy: Using Information for Planning and Accountability

By the end of three [3] years, the following policies, practices, and other capacities will be established:

1. District personnel will use longitudinal data for all students in order to allocate resources and evaluate student progress.

By the end of the 2008-2009 school year, the following results will be achieved:

1. School and district administrators will be knowledgeable about the [RI Department of Education \(RIDE\) Data Warehouse](#).

By the end of the 2009-2010 school year, the following results will be achieved:

1. School and district administrators will incorporate the use of student information technologies into their professional practice including, but not limited to, SchoolMAX and the RIDE Data Warehouse.

<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step.</i>	<i>Resources (time, people, and money) dedicated to each major step.</i>	<i>Completion date for each major step.</i>
6.1 Student data will be maintained in SchoolMax to the extent of the software capabilities.	Assistant Superintendent Staff from Student Registration Information Center	Time Professional development	Ongoing from Fall 2008
6.2 District personnel will participate in professional development opportunities for RIDE Data Warehouse.	Superintendent Assistant Superintendent	Time Professional development	June 2009
6.3 The district will provide training on the use of technology to access and interpret longitudinal data regarding student achievement.	Assistant Superintendent Director of Information Technology	Technology staff	September 2009
6.4 Train district personnel on use of the RIDE Data Warehouse.	Assistant Superintendent Director of Special Education Director of Technology	Time Professional Development	September 2009

What evidence will we use to evaluate the progress we are making towards this result? (Formative Evaluation)

- Utilization of data services by staff

What evidence will we use to evaluate the progress we will have made at the end of our timeline? (Summative Evaluation)

- Recommendations for planning and accountability are data-driven

Should an outside party work with the district and/or RIDE to evaluate part or all of this effort? (Program Evaluation)

- Not applicable at this time

INTEGRATION OF TECHNOLOGY FOR COMMUNICATION

Strategy: Engage Families and the Community

By the end of three [3] years, the following policies, practices, and other capacities will be established:

1. District communication will be consistent and responsive to the needs of the community.

By the end of the 2008-2009 school year, the following results will be achieved:

1. The district website (www.cumberlandschools.org) will be revised and updated.
2. A Parent Communication and Emergency Response System(s) will be effectively implemented.
3. Technology will be utilized to improve communications between school, home and the community.

<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step.</i>	<i>Resources (time, people, and money) dedicated to each major step.</i>	<i>Completion date for each major step.</i>
7.1 Implement Parent Communication and Emergency Response System (i.e., Connect-ED)	Director of Information Technology Clerical Staff	Funds Time Training for clerical staff	Fall 2008
7.2 Utilize list serves and online newsletters for communication between school, home and community.	Technology Staff Superintendent Principals	Staff	Fall 2008
7.3 Revise the district website (www.cumberlandschools.org).	Director of Information Technology Technology Advisory Board	Time Funds	Winter 2009
7.4 Maintain current updates to the web site.	Technology Staff	Technology Staff	Ongoing from Winter 2009

What evidence will we use to evaluate the progress we are making towards this result? (Formative Evaluation)

- Utilization reports from Parent Communication and Emergency Response System(s) and website

What evidence will we use to evaluate the progress we have made at the end of our timeline?(Summative Evaluation)

- Evidence of ongoing maintenance and update of www.cumberlandschools.org
- Feedback solicited about updated web site and communication systems.

Should an outside party work with the district and/or RIDE to evaluate part or all of this effort? (Program Evaluation)

- Not applicable at this time

INTEGRATION OF TECHNOLOGY FOR SAFE SCHOOLS

Strategy: Ensure Safe and Supportive Environments for Students

By the end of three [3] years, the following policies, practices, and other capacities will be established:

1. School Committee policies will support and enable the effective use of technology in the district.

By the end of the 2008-2009 school year, the following policies, practices, and capacities will be established:

1. Approval of revisions of the current Acceptable Use Policy (AUP) for students.
2. Adoption and implementation of an Acceptable Use Policy (AUP) for staff.
3. Approval and implementation of Cyber Bullying Policy.

<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step.</i>	<i>Resources (time, people, and money) dedicated to each major step.</i>	<i>Completion date for each major step.</i>
8.1 Modify and/or develop Cyber Bullying policy for adoption by Cumberland School Committee.	Cumberland School Committee Technology Director	Time	January 2008
8.2 Modify and/or develop Acceptable Use Policies for students and staff for adoption by Cumberland School Committee.	Cumberland School Committee Technology Director	Time	June 2009
8.3 Maintain Internet filtering	Technology Staff	Technology Staff	Ongoing

What evidence will we use to evaluate the progress we are making towards this result? (Formative Evaluation)

- Adoption and communication of School Committee policies including, but not limited to, AUP and Cyber Bullying policies

What evidence will we use to evaluate the progress we have made at the end of our timeline? (Summative Evaluation)

- Incident reports related to the Acceptable Use Policies and Cyber Bullying Policy

Should an outside party work with the district and/or RIDE to evaluate part or all of this effort? (Program Evaluation)

- Not applicable at this time

Appendix B:
Curriculum Development Process

Adopted by the Cumberland School Committee October 23, 2003
Revised May 13, 2004
Revised May 25, 2006
Revised October 9, 2008

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.

Curriculum Development Cycle
Revised October 2008

YEAR	Year 1 Research & Review	Year 2 Curriculum Development and Adoption	Year 3 Implementation and Professional Development	Year 4 Assessment of Program Impact	Year 5 Evaluation of Program Implementation & Student Progress
2008-2009	English Language Arts/Reading	World Language Guidance Fine, Applied & Technical Arts (FATA)	Science Health/Physical Education	Social Studies Library/Media	Mathematics
2009-2010	Mathematics	English Language Arts/Reading	World Language Guidance Fine, Applied & Technical Arts (FATA)	Science Health/Physical Education	Social Studies Library/Media
2010-2011	Social Studies Library/Media	Mathematics	English Language Arts/Reading	World Language Guidance Fine, Applied & Technical Arts (FATA)	Science Health/Physical Education
2011-2012	Science Health/Physical Education	Social Studies Library/Media	Mathematics	English Language Arts/Reading	World Language Guidance Fine, Applied & Technical Arts (FATA)
2012-2013	World Language Guidance Fine, Applied & Technical Arts	Science Health/Physical Education	Social Studies Library/Media	Mathematics	English Language Arts/Reading

Year 1= Research and Curriculum Review

Year 2= Curriculum Development and Adoption

Year 3= Implementation and Professional Development

Year 4= Ongoing Implementation & Assessment of Program Impact

Year 5= Evaluation of Program Implementation and of Student Progress

ACHIEVEMENT MATTERS. COLLABORATION MATTERS. EQUITY MATTERS.

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. Year 1 is characterized by the participation of a PK – 12 team in relevant professional activities immersed in the state of best practice in the content area under review. 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.

❑ Year 2: Curriculum Development and Adoption

The PK-12 team of curriculum developers defines the results of the curriculum. Their work is answering the question: *What do we want our students to know and be able to do?* 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 this year of the curriculum development process, district staff participates in a pilot of the newly adopted curriculum. Professional development will be provided to staff to increase the necessary conditions for successful implementation of the newly adopted curriculum and help implementers understand the context and limitations of the curriculum.

❑ Year 4: Ongoing Implementation & Assessment of Program Impact

A formative evaluation of the curriculum occurs 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.

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

Year 5 concludes the five-year curriculum development process and includes a formal review of the impact of the curriculum through an analysis of data that is indicative of student progress. 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 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 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 participates 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

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)

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 as well as other local defined assessments.

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?

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
- ☑ By June, dissemination of findings to key audiences (Superintendent, District Improvement Team, School Improvement Teams, Strategic Planning Committee, Northern Rhode Island Collaborative, RIDE)