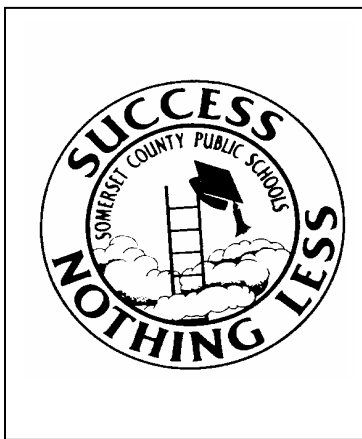


**SOMERSET COUNTY PUBLIC SCHOOLS  
MASTER PLAN**

<b>KEY GOAL STUDENT ACHIEVEMENT</b>	By 2013 – 2014, all students will reach high standards at a minimum attaining proficiency or better in reading/language arts, mathematics and science.
<b>INDICATOR</b>	The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts and math on the state’s assessments.
<b>MEASURE</b>	Maryland School Assessment
<b>STRATEGY 1</b>	<b>STUDENT ENGAGEMENT</b> We will continuously monitor and respond to each student’s individual educational program for educational growth and mastery at all levels of the system.



- I. DESIGN OF CURRICULUM
- II. DELIVERY OF INSTRUCTION PRE K – 12
- III. DELIVERY OF APPLIED LEARNING
- IV. MONITORING AND ACCOUNTABILITY
- V. EQUITY ASSURANCE

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<b>Action Plan 1.1</b>	<b>All students, regardless of race/ethnicity, socioeconomic background, or disability have access to rigorous and appropriate curriculum and instruction.</b>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
<b>Cross – Program Instructional Action Steps</b>					
<b>CURRICULUM DESIGN</b>					
1.1.1 Review, modify, and adopt SCPS policies to guide curriculum development, review, and adoption.  <div style="text-align: right;"><b>IN PROGRESS</b></div>	Implement SCPS curriculum policies and procedures.	Reference SCPS curriculum policies to guide development, review, adoption, and implementation of curriculum.	---- Continuous Practice---->	---- Continuous Practice---->	
1.1.2 Develop a process for on-going curriculum review and revision in all content areas and adopt a curriculum review and revision cycle.  <div style="text-align: right;"><b>IN PROGRESS</b></div>	Develop and initiate a plan for implementing the curriculum review process and informing all stakeholders.	Implement the process for curriculum review and revision in all content areas maximizing teacher, principal, parental involvement in the curriculum review cycle.	---- Continuous Practice---->	---- Continuous Practice---->	
1.1.3 Review and modify the current Pre-K to 12 curricula to assure alignment with Maryland State Content Standards and The Maryland Voluntary State Curriculum in accordance with the curriculum review cycle.  <div style="text-align: right;"><b>IN PROGRESS</b></div>	---- Continuous Practice---->	---- Continuous Practice---->	---- Continuous Practice---->	---- Continuous Practice---->	

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>CURRICULUM DESIGN</b>				
1.1.4	Review and modify K-12 science curriculum to ensure alignment with state content standards and testing schedule.	Revise and implement K-12 science curriculum ensuring alignment with state content standards and testing schedule.	Develop a process for item and area analysis and application of MSA student performance data and other measures.	Revise science curricula as needed based on MSA student performance data analysis and other measures.
1.1.5		Review and modify social studies curriculum to ensure alignment with state content standards and testing schedule.	Implement revised social studies curriculum ensuring alignment with state content standards and testing schedule.	Continue to review and modify social studies curriculum to ensure alignment with state content standards and testing schedule.
1.1.6 Establish criteria for Gr. 3-12 course guides and syllabi development and implementation in alignment with Maryland State Content Standards and The Maryland Voluntary State Curriculum.  <b>UNADDRESSED</b> <u>Move to 2004 - 2005</u>	Review course guides and Syllabi for alignment, system coherency, and user friendliness.  Design simplified format for Pre K-2 parents.	Assess perceptions of effectiveness of course guides and syllabi from teachers, students, and parents.	Develop and distribute a SCPS Pre K-12 course guidelines pamphlet for teachers and parents.	Develop a schedule for updating course guides and syllabi in alignment with Curriculum Review Process.
1.1.7 Review Career and Technology Program for student appeal, applicability, and employer support.  <b>IN PROGRESS</b>	Develop and implement a plan for enhancing and promoting the Career and Technology Programs.	Market the Career and Technology Program design development.	---- Continuous Practice-->	---- Continuous Practice-->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>1.1.8 Develop and implement a vertical teaming structure to ensure rigorous instruction leading up to AP courses.</p>	<p>Review and revise Pre-AP programs based on findings of vertical teaming structure.</p>	<p style="text-align: center;">---- Continuous Practice----&gt;</p>	<p style="text-align: center;">---- Continuous Practice----&gt;</p>	<p style="text-align: center;">---- Continuous Practice----&gt;</p>
<b>DELIVERY: INSTRUCTIONAL IMPLEMENTATION</b>				
<p>1.1.9 Research, study, and disseminate findings on the impact of implementation of differentiated instruction strategies on student achievement.</p> <p style="text-align: center;"><b>UNADDRESSED</b></p> <p><u>Move to 2004 - 2005</u></p>	<p>Implement differentiated instruction professional development plan at all levels.</p> <p>Differentiate professional development according to need and skill of teacher.</p>	<p>Conduct site based skill check of differentiated instruction</p> <p>Provide classroom coaching or other supports as needed.</p> <p>Evaluate assessment tools against other measures.</p>	<p>Conduct classroom and system wide evaluation of differentiated instruction on student achievement.</p>	<p>Monitor impact and adjust delivery of differentiated instruction at classroom and system levels.</p>
<p>1.1.10 Research, study, and disseminate findings on instructional strategies that promote appropriate levels of challenge and acceleration for all students, (i.e. cooperative learning concept attainment, learning styles, attention building).</p> <p style="text-align: center;"><b>UNADDRESSED</b></p> <p><u>Recommendations:</u> <u>Move to 2004 - 2005</u></p>	<p>Implement systematic professional development on specific, selected strategies related to targeted achievement gain.</p> <p>Provide feedback at site level on teacher mastery of selected strategies.</p>	<p>Monitor each teacher's appropriate selection and effective delivery of instructional strategies to promote appropriate levels of challenge and acceleration for all students such as differentiated instruction.</p>	<p style="text-align: center;">---- Continuous Practice----&gt;</p>	<p style="text-align: center;">---- Continuous Practice----&gt;</p>

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1.1.12 Demonstrate advantage of technology integration as an instructional strategy to promote student engagement and achievement.  <div style="background-color: black; color: white; padding: 2px; text-align: center;"><b>IN PROGRESS</b></div>	Require teachers to develop and implement technology integration component(s) for each course.	Require teachers to refine and assess their technology integration components.	Map all technology integration strategies by grade and subject to assess coordinated and articulated impact on students, preK-12.	Adjust based on mapped findings and provide professional development support and resources as needed.
<b>DELIVERY: APPLIED LEARNING – CAREER AND TECHNICAL</b>				
1.1.13 Develop and implement curriculum that integrates identified “best practices” in math and reading for all CTE programs <u>in order to meet student attainment of challenging state-established academic, and career and technology skills proficiencies.</u>  <div style="background-color: black; color: white; padding: 2px; text-align: center;"><b>NEW</b></div> <div style="background-color: black; color: white; padding: 2px; text-align: center;"><b>IN PROGRESS</b></div>	Monitor and evaluate teacher application of integrated “best practices” in math and reading in all CTE programs.	---- Continuous Practice---->	---- Continuous Practice---->	---- Continuous Practice---->
1.1.14 Assess viability of market for new programs and access to instructional expertise. (CTE Program Advisory Committee)	Broaden CTE program with research of proposed programs such as a computer repair.	Monitor and expand new CTE programs supported by market research.	Monitor graduate results of employment and higher education enrollment.	---- Continuous Practice---->

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<b>IN PROGRESS</b>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>1.1.15 Investigate the effective use of time for a 4 x 4 block school day at J.M. Tawes Technology &amp; Career Center.</p> <p style="text-align: center;"><b>COMPLETED</b></p> <p><u>Replace survey with CTE related electives</u></p>	<p>Disseminate, discuss, and apply findings as appropriate.</p>			
<p>1.1.16 Assess HVAC program against industry standards and plan instructional upgrades to obtain program certification.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>				
<p>1.1.17 Strengthen Board of Education knowledge, support and marketing of articulated programs with local community colleges and technical schools.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	--- Continuous Practice--->	---- Continuous Practice---->	----- Continuous Practice----->	----- Continuous Practice----->

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1.1.18	Assess instructional components and exit skills overlap of current Tawes Construction Programs.	Combine current construction programs into one program that is articulated with industry standards.	Upgrade the merged construction program to assure compliance with industry standards.	Evaluate impact of the merged Construction Program on student enrollment and graduate job placement.
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**MONITORING AND ACCOUNTABILITY**

1.1.19 Maintain PSAT testing for ALL 10 <sup>th</sup> grade students.  <b>COMPLETED</b>  <u>All 10<sup>th</sup> graders took the PSAT in October 2003</u>	--- Continuous Practice---> Promote student understanding of PSAT performance and the development of an Upper Level (Grade 11 & 12) Academic and Career Plan.	--- Continuous Practice--->  --- Continuous Practice---> Monitor student implementation of Academic and Career Plan.	--- Continuous Practice--->  --- Continuous Practice---> --- Continuous Practice--->	--- Continuous Practice--->  --- Continuous Practice---> --- Continuous Practice--->
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008

**MONITORING AND ACCOUNTABILITY**

1.1.20 Review and revise current SAT Prep program to increase its effectiveness as indicated by student SAT scores.  <b>INITIATED</b>	Implement revised SAT program in all high schools.	Evaluate SAT program improvements based on student SAT scores.	Continue to monitor and evaluate SAT program improvements.	--- Continuous Practice--->
1.1.21 Reaffirm increased requirement of 24 credits for graduation, including 4 credits for English, social studies, math, and science.	Monitor and support students' acquisition of 24 credits for graduation, including 4 credits for English, social studies, math, and science.	Evaluate impact of additional requirement of 24 credits for graduation, on student performance, course enrollment, course offerings, and drop out rate.	--- Continuous Practice--->	--- Continuous Practice--->

**SOMERSET COUNTY PUBLIC SCHOOLS  
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<b>COMPLETED</b>				
<u>Board Policy</u>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1.1.22	Establish grade 8 core subject readiness indicators that describe what students must know and be able to do in order to be successful in high schools college prep courses, and incorporate these indicators in 8 <sup>th</sup> grade curricula.	--- Continuous Practice--->	--- Continuous Practice--->  Establish grade 10 core subject readiness indicators that describe what students must know and be able to do in order to be successful at work upon high school graduation, and incorporate these indicators in high school curricula.	--- Continuous Practice--->  --- Continuous Practice--->
	1.1.23 Develop common Exit Assessments alignment with Maryland State Content Standards for each transition point in the system: Grades 2, 5, and 8.	Implement common Exit Assessments alignment with Maryland State Content Standards for each transition point in the system: Grades 2, 5, and 8.	Conduct Grade Level analysis of student performance on Exit Assessments for individual teacher application and for curricular improvement.	--- Continuous Practice--->

**EQUITY ASSURANCE**

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<p>1.1.25 Research, study, and disseminate findings concerning homogeneous and heterogeneous grouping practices to ensure that ALL students optimize the development of their academic potential.</p> <p style="text-align: center;"><b>UNADDRESSED</b></p> <p>Move to 2004 - 2005</p>	<p>Implement recommendations regarding grouping practices to ensure that all students optimize the development of their academic potential.</p>	<p>Evaluate the effectiveness of recommendations regarding grouping practices and modify to ensure that all students spend part of the school day in flexible heterogeneous groups.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p style="text-align: center;">2003 – 2004</p>	<p style="text-align: center;">2004 – 2005</p>	<p style="text-align: center;">2005-2006</p>	<p style="text-align: center;">2006-2007</p>	<p style="text-align: center;">2007-2008</p>
<b>EQUITY ASSURANCE</b>				
<p>1.1.26 Review, study and develop recommendations for opportunities for peer tutoring and/or peer coaching at the site level. (SIT Teams)</p> <p style="text-align: center;"><b>INITIATED</b></p>	<p>Implement selected opportunities for peer tutoring and/or peer coaching to increase success of students.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Assess effectiveness of selected peer tutoring opportunities and modify to increase effectiveness.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Monitor and revise program to more fully meet needs</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>1.1.27 Use Learning Support Teams at each site to facilitate strategies and services for struggling students.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Implement Learning Support Process for identifying the appropriate services and strategies for struggling students.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Monitor and analyze referrals and placements by grade, referring adult, gender, age, race, etc.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>

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<p>1.1.28 Research and study computer software programs for diagnosing specific learning disabilities.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p>Design a pilot program using selected program to diagnose learning disabilities and assess accuracy, advantages, and disadvantages.</p>	<p>Implement the use of proven computer software for diagnosing specific learning disabilities.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Monitor and evaluate system effectiveness with the use of the chosen software.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>➤ <u>Access Higher Education partners to research, study, and disseminate findings related to various programs throughout the master plan.</u></p> <p>➤ <u>Review plan for comprehensive monitoring and evaluation.</u></p>				
<p><b>Action Plan 1.1</b></p>	<p><b>All students, regardless of race/ethnicity, socioeconomic background, or disability have access to rigorous and appropriate curriculum and instruction.</b></p>			
<p><b>Reading/Language Arts Instructional Action Steps</b></p>				
<p>2003-2004</p>	<p>2004-2005</p>	<p>2005-2006</p>	<p>2006-2007</p>	<p>2007-2008</p>
<p><b>CURRICULUM DESIGN</b></p>				
<p>1.1.29 Review and modify the reading curriculum to ensure that a balanced, research based program is in place and well articulated through the grades.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p>Informally assess teachers' knowledge and understanding of the reading curriculum.</p>	<p>Promote increased knowledge, understanding, and implementation of balanced, research based reading program through differentiated professional development.</p>	<p>Establish a process for identifying master unit designs, lessons, and assessment practices in effective implementation of curriculum to be posted on shared web site.</p>	<p>Review the reading curriculum to ensure that a balanced, research based program is in place and implemented consistently.</p>
<p>1.1.30 Develop and plan implementation of a required reading list, including a summer reading list, for</p>	<p>Implement Reading List program by marketing and building faculty, student, and parent commitment to</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Assess compliance with and impact of Reading Lists</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Revise Reading Lists program as identified</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>

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<p>each grade level Reading/English/Language Arts course.</p> <p style="text-align: center;"><b>INITIATED</b></p>	Grade Level Reading Lists.	<p>program by reviewing student work.</p> <p>Revise the reading lists for all courses annually.</p>	<p>through the assessment.</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008

**INSTRUCTIONAL DELIVERY**

<p>1.1.31 Observe and evaluate reading instruction to assure consistent and effective implementation of curriculum.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Promote site based walk through of reading instruction with the focus on student results.</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>1.1.32 Review and select an MSDE approved scientifically research based Pre-K – 5 reading series that includes the 5 essential elements of phonemic awareness, phonics, fluency, vocabulary, and comprehension. (Reading First Participant,</p>	<p>Purchase, train, and implement the selected Pre-K – 5 reading series that includes the five essential elements of phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>	<p>Continue to provide targeted professional development for most effective implementation of selected series.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Assess program impact through student reading progress in 5 essential areas as measurements of their individual growth over time and their achievement in</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>

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<p>NCLB) <b>COMPLETED</b> <u>Macmillian McGraw Hill has been selected</u></p>	<p>Initiate basic reading assessment K-3: DIBBLE</p>	<p>--- Continuous Practice--&gt;</p>	<p>comparison with previous classes. --- Continuous Practice--&gt;</p>	<p>--- Continuous Practice--&gt;</p>
<p>1.1.33 Review and analyze impact of elementary reading specialist on students' reading achievement. <b>COMPLETED</b> <u>The Reading First Grant required Reading Coaches in all schools.</u></p>	<p>Maintain or revise staffing of reading specialist based upon impact on student achievement.</p>	<p>--- Continuous Practice--&gt;</p>	<p>--- Continuous Practice--&gt;</p>	<p>--- Continuous Practice--&gt;</p>
<p>2003-2004</p>	<p>2004-2005</p>	<p>2005-2006</p>	<p>2006-2007</p>	<p>2007-2008</p>
<b>INSTRUCTIONAL DELIVERY</b>				
<p>1.1.34 Require middle and high school teachers to incorporate reading strategies in all classes. <b>INITIATED</b></p>	<p>--- Continuous Practice--&gt;  Provide supportive, differentiated professional development as needed.</p>	<p>--- Continuous Practice--&gt; --- Continuous Practice--&gt;  Monitor middle and high school teachers' incorporation of reading strategies into their classes.</p>	<p>--- Continuous Practice--&gt; --- Continuous Practice--&gt; --- Continuous Practice--&gt;</p>	<p>--- Continuous Practice--&gt; --- Continuous Practice--&gt; --- Continuous Practice--&gt;</p>
<p>1.1.35 Affirm full use of the 120 minute reading/language arts block in Pre-K – 5 schools. <b>COMPLETED</b> <u>All schools continue to have 120 minute</u></p>	<p>Monitor effective use of the 120 minute reading/language arts block in Pre-K – 5 schools at the site level and provide specific, targeted professional development</p>	<p>--- Continuous Practice--&gt;</p>	<p>--- Continuous Practice--&gt;</p>	<p>--- Continuous Practice--&gt;</p>

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<u>reading/language arts block</u>	as needed.			
<p>1.1.36 Establish a process for evaluating the effectiveness of the Accelerated Reader program in grades K-5.</p> <p>Evaluate the effectiveness of the Accelerated Reader program.</p> <p style="text-align: right;"><b>COMPLETED</b></p> <p><u>Data indicates that this is one of many activities that encourages reading.</u></p>	<p>Monitor and revise Accelerated Reader program as needed in grades K-5 as a means of motivating students to read quality literature.</p>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>1.1.37 Research effective scientifically researched based middle school reading programs, including traditional models as well as technological models.</p> <p style="text-align: right;"><b>INITIATED</b></p>	<p>Purchase, train teachers, and field test the selected middle school reading program.</p>	<p>Implement, monitor, and evaluate the effectiveness of the middle school reading program.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Apply findings to individual teacher instructional strategies and programmatic adjustments.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Evaluate the scientifically research based middle school reading program.</p>

**MONITORING AND ACCOUNTABILITY**

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<p>1.1.38 Increase the use of self monitoring and collegial observation/reflection tools and practices such as teacher checklists, walkthroughs, and one on one support in order to monitor and assure the effective implementation of reading and writing strategies in all classrooms.</p> <p style="text-align: right;"><b>INITIATED</b></p>	<p>Reflect on the value added to student achievement through monitoring practices.</p>	<p>Imbed the use of teacher checklists, walkthroughs, and one on one support as standard practice for all staff.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>1.1.39 Promote role of Facilitators as providing demonstration lessons and coaching for integrating effective reading into secondary instruction.</p> <p style="text-align: right;"><b>INITIATED</b></p>	<p>Review and analyze impact of facilitator support staff positions on middle and secondary students' reading achievement.</p>	<p>Maintain staffing of facilitators based upon positive impact on student achievement.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p style="text-align: center;">2003-2004</p>	<p style="text-align: center;">2004-2005</p>	<p style="text-align: center;">2005-2006</p>	<p style="text-align: center;">2006-2007</p>	<p style="text-align: center;">2007-2008</p>
<p>1.1.40 Review and purchase a consistent reading measurement for implementation in grades K-9.</p> <p style="text-align: right;"><b>INITIATED</b></p>	<p>Implement a consistent reading measurement tool in grades K-9.</p>	<p>Evaluate the effectiveness of using a consistent measurement tool in grades K-9.</p>	<p>Adjust and maintain the use of a consistent measurement tool in grades K-9 for reading.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p><b>EQUITY ASSURANCE</b></p>				

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<p>1.1.41 Evaluate and reaffirm the effectiveness of the reading intervention program for children reading below grade level in Pre-K – 5.</p> <p style="text-align: center;"><b>COMPLETED</b></p> <p><u>Intervention is a necessary process</u></p>	<p>Track effectiveness of the reading intervention program for children reading below grade level in Pre-K – 5 by groups of children.</p>	<p>Revise the reading intervention program as needed for groups of children reading below grade level in Pre-K – 5.</p>	<p>Monitor and revise reading intervention program as needed for groups of children reading below grade level in Pre-K – 5.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>1.1.42 Review and pilot “Soar to Success”, an intervention program for students reading below grade level in middle schools.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p>Implement the Intervention component of middle school reading program.</p> <p>Monitor and track the effectiveness of “Soar to Success” program.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Monitor the participation of students reading below grade level in middle school intervention reading program.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Track effectiveness of the reading intervention program middle school students as an aggregate measure and by groups of children</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>

<p><b>Action Plan 1.1</b></p>	<p><b>All students, regardless of race/ethnicity, socioeconomic background, or disability have access to rigorous and appropriate curriculum and instruction.</b></p>			
<p><b>Math Instructional Action Steps</b></p>				
<p>2003-2004</p>	<p>2004-2005</p>	<p>2005-2006</p>	<p>2006-2007</p>	<p>2007-2008</p>
<p><b>DESIGN</b></p>				

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<p>1.1.43 Reaffirm mandated 60 minute math block in all Pre-K – 5 classrooms and 90 minute block in grades 6-8.</p> <p style="text-align: center;"><b>COMPLETED</b></p> <p><u>All school schedules now accommodate longer math blocks.</u></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>1.1.44 Design and implement a process for the development of standards based math assessments and data analysis in grades 6-12.</p> <p>Establish a process for the collection of student work as anchor models for assessments.</p> <p style="text-align: center;"><b>INITIATED</b></p>	<p>Modify and revise math curriculum and instruction based on student performance on math assessments.</p> <p>Publish and distribute anchor models for teacher use.</p>	<p>Modify and revise instruction based on student performance on math assessments.</p> <p>Use anchor papers to refine student performance.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p style="text-align: center;">2003-2004</p>	<p style="text-align: center;">2004-2005</p>	<p style="text-align: center;">2005-2006</p>	<p style="text-align: center;">2006-2007</p>	<p style="text-align: center;">2007-2008</p>
<p>1.1.45</p>	<p>Investigate the effectiveness of the 90 minute block schedule for math instruction through the collection and analysis of data. (i.e. controlled study of 45 minute vs. 90 minute classes)</p>	<p>Modify math scheduling based on findings from controlled study of 45 minute vs. 90 minutes of instructional time.</p>	<p>Monitor the effectiveness of implementation, modify and revise as necessary.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>

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<p>1.1.46 Research and design an applied geometry course (Geo-Tech) into the secondary Math Program.</p> <p style="text-align: center;"><b>UNADDRESSED</b></p> <p><u>Move to 2004-2005 school year.</u></p>	<p>Pilot class as a single section and assess proficiency against a traditional math class of students of similar ability and achievement.</p>	<p>Add Applied Geometry as a math elective and monitor its effectiveness in increasing geometry HSA scores.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
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**INSTRUCTIONAL DELIVERY**

<p>1.1.47 Revise and implement Math Portfolio Program (Pre-K – 5) adaptations and modifications from summer workshop 2003.</p> <p style="text-align: center;"><b>COMPLETED</b></p> <p><u>Contents of portfolio have been standardized.</u></p>	<p>Evaluate and revise the use of Math Portfolios in Pre-K through 5.</p> <p>Implement a secondary pilot study of Math Portfolios collecting data implementation benefits and liabilities.</p>	<p>Assess impact of portfolios on math student achievement and informing instruction.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p>Monitor and revise the Math Portfolio Program.</p>
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
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<p>1.1.48 Implement Spiral Review process for math Pre-K – 5 to reduce unnecessary re-teaching.</p> <p style="text-align: center;"><b>COMPLETED</b></p> <p><u>Spiral reviews are part of daily lesson planning.</u></p>	<p>Promote professional dialog on spiral review and monitor implementation.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Assess the impact of spiral review on instructional time and student achievement.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Modify and adjust spiral review process according to assessment findings.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>
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**INSTRUCTIONAL DELIVERY**

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<p>1.1.49 Review instructional practices across common grade levels and courses for student exposure to higher level thinking and problem solving experiences.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p>Provide internal and external professional development for instructional skill building in higher level thinking and problem solving.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Review instructional practices across common grade levels for teacher use of differentiated instruction.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Provide internal and external professional development for instructional practices in differentiated instruction.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>1.1.50 Promote, support and require teacher application of a variety of classroom assessments as instructional tools and a means of informing instruction.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p style="text-align: center;">2003-2004</p>	<p style="text-align: center;">2004-2005</p>	<p style="text-align: center;">2005-2006</p>	<p style="text-align: center;">2006-2007</p>	<p style="text-align: center;">2007-2008</p>
<p>1.1.51 Increase the number of students in grades 6-8 who demonstrate proficiency or better in pre-algebra and algebra.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p>Assess the success of increased student enrollment in pre-algebra and algebra courses in grades 6-8, including evaluating student assessment scores.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>

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<p>1.1.52 Increase effective use of math instructional time (9-12) through varied use of instructional strategies supported by observation, coaching, research, reflection, etc.</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
<b>MONITORING AND ACCOUNTABILITY</b>				
<p>1.1.53 Access math consultants' guidance for fine tuning of the Pre-K-5 math program through on-going observations, coaching, teacher dialogue, reflection, and workshops.</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>1.1.54 Conduct analysis of all assessment data relevant to middle school algebra program, i</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	--- Continuous Practice--->  Implement program	--- Continuous Practice--->  --- Continuous Practice--->	--- Continuous Practice--->  --- Continuous Practice--->	--- Continuous Practice--->  --- Continuous Practice--->

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<p>, including quarterly assessments, MSA, HSA, and functional math scores.</p>	<p>revisions based on data analysis.</p>			
<p>1.1.55 Realign quarterly math assessments in K-5 classrooms to reflect Maryland State Department of Education requirements.</p> <p style="text-align: center;"><b>COMPLETED</b></p> <p><u>Math Assessments have been revised and realigned.</u></p>	<p>Assess the impact of quarterly math assessments on student achievement and make necessary curriculum and instruction revisions.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<b>EQUITY ASSURANCE</b>				
<p>1.1.56 Maintain Math Appropriate Assistance Teachers at all middle schools to support students in passing the Maryland Functional Math Test.</p> <p style="text-align: center;"><b>COMPLETED</b></p> <p><u>Eliminate this strategy since functional tutoring has been eliminated.</u> <u>Maintain Appropriate Assistance Teachers at both middle schools to support students in gaining proficient status on the MSA in Reading and or Math.</u></p>	<p>Evaluate the effectiveness of the Math Appropriate Assistance Teachers based on Maryland Functional Math data.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>

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<p>1.1.57 Research a grade 1-5 math intervention program based on the results of the quarterly math assessments.</p> <p style="text-align: center;"><b>INADDRESSED</b></p> <p>Move to 2005 - 2006</p>	<p>Implement a math intervention program based on the results of the quarterly math assessments.</p>	<p>Evaluate and revise a math intervention program for students not working at grade level.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
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**SOMERSET COUNTY PUBLIC SCHOOLS  
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<b>Action Plan 1.1</b>	<b>All students, regardless of race/ethnicity, socioeconomic background, or disability have access to rigorous and appropriate curriculum and instruction.</b>				
<b>Pre-Kindergarten and Kindergarten Instructional Action Steps</b>					
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
<b>DESIGN</b>					
1.1.58 Require all Pre-K & K teachers to use the <i>MSDE Representative Examples Manual</i> for planning quality instruction for all students. <b>COMPLETED</b> <u>Using manual to plan instruction</u>	Monitor application of MSDE Representative Examples manual in planning.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	
1.1.59 Increase the number of full day kindergarten classes from 9 to 10. <b>COMPLETED</b> An all day Kindergarten class was added at Whittington	Increase the number of full day kindergarten classes from 10 to 11.	Increase the number of full day kindergarten classes from 11 to 12.	Continue to offer full day kindergarten to all children in Somerset County Public Schools.	--- Continuous Practice--->	
<b>DELIVERY</b>					
1.1.60 Maintain reduced primary class sizes to capitalize on individual student attention and instruction. <b>COMPLETED</b> <u>The ratio of one teacher to 18 students has been maintained.</u>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	

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**MONITORING AND ACCOUNTABILITY**

<p>1.1.61 Maintain and validate the use of the <i>MSDE Work Sampling System</i> to monitor student performance in Pre-K and K classrooms.</p> <p style="text-align: center;"><b>COMPLETED</b></p> <p><u>Student progress is monitored using this system.</u></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p style="text-align: center;">2003-2004</p>	<p style="text-align: center;">2004-2005</p>	<p style="text-align: center;">2005-2006</p>	<p style="text-align: center;">2006-2007</p>	<p style="text-align: center;">2007-2008</p>

**EQUITY ASSURANCE**

<p>1.1.62</p>	<p>Review the results of leveling classroom instruction for discrimination or segregation by economic, racial, or ethnic majorities that reduces expectations of student achievement.</p>	<p>Develop, promote, and implemented a plan to eliminate counter-productive results of leveling.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>1.1.63 Design a Primary Summer Visitation Reading program for PreK-2 students to increase language exposure and modeling home reading behaviors.</p> <p style="text-align: center;"><b>UNADDRESSED</b></p> <p><u>Moved to 2004-2005</u></p>	<p>Implement the Primary Summer Reading Program for Pre-K students facing multiple barriers to language exposure and mastery.</p> <p>Evaluate the impact of program participation from the providing teacher, receiving teacher at Fall placement, parent, and student.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>

**SOMERSET COUNTY PUBLIC SCHOOLS  
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<b>Action Plan 1.2</b>	<b>Enrollment in each high achieving learning setting at all levels including advanced placement courses and Certificate of Merit classes, reflects racial/ethnic and socioeconomic background demographics of the full Somerset County Public School's student enrollment.</b>				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DESIGN</b>					
1.2.1 Develop a plan and a process for the active recruitment by principals and guidance counselors of potential AP candidates from underrepresented subgroups. <div style="text-align: right;"><b>INITIATED</b></div>	Implement the recruitment plan.  Analyze enrollment data to evaluate the effectiveness of recruitment practices.	Evaluate and revise recruitment program based on enrollment and success rates.  --- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
<b>DELIVERY</b>					
1.2.2 Enhance teachers' expertise in AP Course instruction by motivating and funding College Board staff development opportunities. <div style="text-align: right;"><b>INITIATED</b></div>	Monitor the impact of AP College Board training through student performance on AP examinations and observations of teacher instruction.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
1.2.3 Expose cohort students to higher education through participation in on-campus activities as supported by the Federally Funded Gear Up initiative. <div style="text-align: right;"><b>IN PROGRESS</b></div>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1.2.3  <div style="background-color: black; color: white; padding: 5px; text-align: center; width: fit-content; margin: 10px auto;">IN PROGRESS</div>	Seek ways and means through grant and/or local funding to expand higher education exposure to new cohort groups.	--- Continuous Practice---	--- Continuous Practice---	--- Continuous Practice---
<b>MONITORING AND ACCOUNTABILITY</b>				
1.2.4	Develop and disseminate an electronic process and template for reporting enrollment and assessment data in high achievement settings..  Track, interpret, and respond to subgroup enrollment in high achieving learning settings at each site. (SIT TEAM)	Monitor use and response to data at site and county level.  ---Continuous Practice---	--- Continuous Practice--->  --- Continuous Practice--->	--- Continuous Practice--->  --- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>EQUITY ASSURANCE</b>				
1.2.5 Establish a task force to examine the options for <ul style="list-style-type: none"> <li>• Increasing Advanced Placement course offerings.</li> <li>• Increasing the number and diversity of students enrolled in AP courses.</li> </ul> <div style="text-align: right; background-color: black; color: white; padding: 2px; width: fit-content; margin: 5px auto;"><b>INITIATED</b></div>	Implement task force recommendations for increasing Advanced Placement course offerings and enrollment.	Expand Advanced Placement offerings to include at least one additional course.  Assess increased numbers and diversity of enrolled students.	--- Continuous Practice--->  --- Continuous Practice--->	--- Continuous Practice--->  --- Continuous Practice--->
1.2.6	Implement School Improvement Team initiatives to assure reflection of school diversity in ALL educational programs.	---Continuous Practice---	Assess School Improvement Team and administrative leadership's progress in setting and meeting expectations that the diversity of the school is reflected in all educational programs.	--- Continuous Practice--->

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<b>Action Plan 1.3</b>	<b>No Achievement gap exists between subgroups of students.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>FAMILY AND COMMUNITY INVOLVEMENT ACTION TEAM: ADDITIONS PROJECTED FROM MASTER PLAN STEERING TEAM UPDATE JANUARY, 2004</b>				
<b>DESIGN</b>				
<p>1.3.1 Establish a school and community task force to research, study, and disseminate findings on the Achievement Gap Elimination and study successful models in similar areas.</p> <p style="text-align: center;"><b>UNADDRESSED</b></p> <p><u>Moved to 2004-2005</u></p>	<p>Report findings to Board of Education and school staff.</p> <p>Develop a plan for the selected Achievement Gap Elimination initiative and merge with Master Plan.</p>	<p>Implement, monitor, and track progress.</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>
<p>1.3.2 Research, study, and disseminate extended day and extended year programs for Pre-K – 10 students who are not at grade level in reading and math.</p> <p style="text-align: center;"><b>INITIATED</b></p>	<p>Develop a plan for extended day and extended school year for struggling students based upon Achievement Gap Elimination Task Force recommendations.</p>	<p>Implement, evaluate the effectiveness of, and revise extended day and extended school year plan in grades Pre-K – 10.</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>1.3.3 Research, study, and disseminate information regarding computer based instructional software systems as a means of eliminating the achievement gap for subgroups of students performing below proficiency in reading and math. (i.e. Compass Learning)</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p>Upgrade and evaluate the primary computer labs in order to accommodate recommended reading and math software.</p> <p>Prioritize subgroups of students performing below proficiency in reading and math assignment to lab.</p>	<p>Purchase software, train teachers, and evaluate the effectiveness of the software purchased.</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p>Evaluate the effectiveness of the entire program Pre-K through 8<sup>th</sup> grade.</p>
<b>DELIVERY</b>				
<p>1.3.4 Continue to increase the extent to which students with IEP's are included in the general curriculum.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p>--- Continuous Practice---&gt;</p>	<p>Evaluate the impact of the plan to increase the extent to which students with IEP's are included in the general curriculum.</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>
<b>MONITORING AND ACCOUNTABILITY</b>				
<p>1.3.5 Identify, endorse, and disseminate grade and subject level Annual Measurable Objectives for <b>'04 tested groups</b> to all building principals and their staffs, to the Board of Education, parents and community.</p> <p style="text-align: center;"><b>COMPLETED</b></p>	<p>Identify, endorse, and disseminate grade and subject level Annual Measurable Objectives for <b>'05 tested groups</b> to all building principals and their staffs, to the Board of Education, parents and community.</p>	<p>Identify, endorse, and disseminate grade and subject level Annual Measurable Objectives for <b>'06 tested groups</b> to all building principals and their staffs, to the Board of Education, parents and community.</p>	<p>Identify, endorse, and disseminate grade and subject level Annual Measurable Objectives for <b>'07 tested groups</b> to all building principals and their staffs, to the Board of Education, parents and community.</p>	<p>Identify, endorse, and disseminate grade and subject level Annual Measurable Objectives for <b>'08 tested groups</b> to all building principals and their staffs, to the Board of Education, parents and community.</p>

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>EQUITY ASSURANCE</b>				
1.3.6 Design, complete, and record quarterly measures and assessments of progress of tested groups of students in achieving AMO. <div style="background-color: black; color: white; padding: 2px; text-align: center; width: fit-content; margin: 5px auto;">UNADDRESSED</div> <u>Moved to 2004-2005</u>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
	1.3.7 Evaluate progress on AMO in comparing goal and actual achievement. Adjust plan of action to correct short comings and enhance progress.	---Continuous Practice---	--- Continuous Practice-->	--- Continuous Practice-->
<b>EQUITY ASSURANCE</b>				
1.3.8 Disaggregate performance data into levels of achievement in assessed standards and apply to instructional planning, ntervention and remediation by grade and subject level for all sub-groups of students. (See AMO goals by subject, grade, and sub-groups at the close of Action Plan 1.3) <div style="background-color: black; color: white; padding: 2px; text-align: center; width: fit-content; margin: 5px auto;">UNADDRESSED</div> <u>Moved to 2004-2005</u>	--- Continuous Practice-->	-- Continuous Practice-->	- Continuous Practice-->	--- Continuous Practice-->

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003 - 2004	2004 – 2005	2005 – 2006	2006 -2007	2007 - 2008
<p>1.3.9 Implement professional development to build SCPS staff’s understanding of the capacities as well as the needs of children from rural low socioeconomic backgrounds.</p> <p>Implement site and central initiatives to impact overt and covert attitudes of staff that lower expectations and set limits.</p> <p style="text-align: right;"><b>INITIATED</b></p>	<p>Develop staff support structures to process and “grow” expectation changes.</p>	<p>Monitor and reflect on site and county impact of expectation changes on student achievement.</p>	<p style="text-align: center;">---Continuous Practice---</p>	<p style="text-align: center;">---Continuous Practice---</p>
<p>1.3.10 Analyze special education student data and apply to development of strategies to meet the needs of special education students.</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	<p style="text-align: center;">--- Continuous Practice---</p> <p>Develop and implement a best practices plan based upon disaggregated data findings for special education subgroups</p>	<p style="text-align: center;">--- Continuous Practice---</p> <p>Implement and evaluate the effectiveness of recommended “best practices” to meet the needs of the special education subgroup.</p>	<p style="text-align: center;">--- Continuous Practice ---</p> <p style="text-align: center;">--- Continuous Practice ---</p>	<p style="text-align: center;">--- Continuous Practice ---</p> <p style="text-align: center;">--- Continuous Practice ---</p>
<p>1.3.11 Analyze trend data and monitor to ensure all subgroups are achieving at equitable levels.</p> <p>Track and compare progress of all subgroups with AMO’s to assure continuous growth. AMO’s follow action Plan 1.3)</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	<p style="text-align: center;">--- Continuous Practice---</p>	<p style="text-align: center;">--- Continuous Practice---</p>	<p style="text-align: center;">--- Continuous Practice---</p>	<p style="text-align: center;">--- Continuous Practice---</p>

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<b>Action Plan 1.4</b>	<b>All English Language Learner students are proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading, language arts, mathematics and science.</b>				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>					
1.4.1 Support current ELL teacher staffing. <b>COMPLETED</b> <u>Currently an ELL teacher on staff.</u>		Increase ELL staff to two people, one for the northern and one for the southern part of the county.	Provide adequate staff consistent with the growing needs of ELL students.	--- Continuous Practice--->	--- Continuous Practice--->
1.4.2 Assign ELL teachers to provide services through: <ul style="list-style-type: none"> <li>• Pull out of special subjects to offer one on one assistance</li> <li>• Direct assistance in the regular classroom</li> <li>• Assistance to parents.</li> </ul> <b>IN PROGRESS</b>	--- Continuous Practice--->		Assess and adjust services.  --- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
1.4.3 Increase teacher participation in Salisbury University collaborative in-services, courses, seminars, and conferences on ELL teaching methodology in order to increase student achievement. <b>IN PROGRESS</b>	--- Continuous Practice--->		Monitor participation and application.  --- Continuous Practice--->  Revise programs to maximize student achievement.	--- Continuous Practice--->	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>1.4.4 Implement Best Practice teaching strategies to increase language acquisition of ELL students.</p>	<p>Evaluate the effectiveness of “best practices” on student achievement.</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>
<b>MONITORING AND ACCOUNTABILITY</b>				
<p>1.4.5 Monitor ELL teachers’ use of content based materials and technology to increase student achievement.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p>--- Continuous Practice---&gt;</p> <p>Assess student progress as individuals and as a group.</p>	<p>--- Continuous Practice---&gt;</p> <p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p> <p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p> <p>--- Continuous Practice---&gt;</p>
<p>1.4.6 Establish an electronic system for tracking and reporting state and local assessment data for ELL students.</p> <p style="text-align: center;"><b>COMPLETED</b></p> <p><u>All data tracked electronically.</u></p>	<p>Maintain and upgrade as necessary, an electronic system for tracking and reporting state and local assessment data for ELL students.</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>1.4.7 Disaggregate performance data into levels of achievement in assessed standards and apply to instructional planning, intervention, and remediation by grade and subject level for all ELL students.</p> <p>Set specific goals and timelines for student intervention in areas of need.</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	<p>Develop, implement, and monitor impact of school day interventions on student growth and achievement.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Develop, implement and monitor the impact of extended school day interventions on student growth and achievement.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>
<b>EQUITY ASSURANCE</b>				
<p>1.4.8 Provide interpreters for non-English speakers as needed.</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	<p>Evaluate the effectiveness of providing interpreters by comparing achievement data.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>

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<b>Action Plan 1.5</b>	<b>Gifted and Talented students are appropriately challenged in their areas of strength and need.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>STUDENT ENGAGEMENT ACTION TEAM: ADDITIONS PROJECTED FOR MASTER PLAN STEERING TEAM UPDATE JANUARY, 2004</b>				
<b>DESIGN</b>				
<p>1.5.1 Verify the need for a gifted and talented program.</p> <p>Identify the expectations county parents and community members hold for a gifted and talented program.</p> <p>Establish the parameters for a program that meets the mission of the county and the expectations of the community.</p> <p style="text-align: center;"><b>INITIATED</b></p> <p><u>Determine the most effective approach to leadership in developing and implementing a program for gifted &amp; talented education. (A Differentiated Instruction Coordinator or a Gifted &amp; Talented Education Coordinator) Must have staff member assigned the specific responsibility to move forward with this strategy.</u></p>	<p>Establish a county Task Force to examine gifted and talented model programs for Pre-K – 8 students.</p> <p>Present recommendations of Task Force to Board of Education and begin to plan implementation for gifted and talented program.</p>	<p>Implement gifted and talented program for grades Pre-K – 5.</p> <p>Convene the Student Engagement Action Team to review and provide feedback on the selected program.</p>	<p>Evaluate and revise Pre- K – 5 program and expand to include grades 6-8.</p> <p>Design a communication tool and process for keeping the community informed of the SCPS Gifted and Talented programming</p>	<p>Evaluate and maintain gifted and talented programs.</p> <p style="text-align: center; color: red;">--- Continuous Practice---&gt;</p>

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1.5.2  <div style="text-align: center;"><b>UNADDRESSED</b></div> <u>Moved to 2005 - 2006</u>	Charge the Gifted and Talented Task Force with reexamining Summer Enrichment Programs to better address needs and interests of students and therefore increase participation.	Report findings and recommendations and plan implementation of a Summer Enrichment Program.	Evaluate and revise Summer Enrichment Program.	--- Continuous Practice--->
1.5.3	Establish a consistent process for mapping skills and content from AP courses back to 6 <sup>th</sup> grade.  Investigate advantages and disadvantages of Pre-AP program.	Review and Revise curricular documents to ensure inclusion of required skills and content.	--- Continuous Practice--->	--- Continuous Practice--->
<b>DELIVERY</b>				
1.5.4 Continue collaboration with University of Maryland Eastern Shore to increase participation of sub-groups in special programs to foster talent development. (MESA, SEMAA)  <div style="text-align: center;"><b>IN PROGRESS</b></div>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>MONITORING AND ACCOUNTABILITY</b>				
1.5.5		Collect hard and soft data on program implementation to document acceleration results and enrichment results	--- Continuous Practice--->	--- Continuous Practice--->
<b>EQUITY ASSURANCE</b>				
1.5.6	Analyze data for discrepancies between subgroups compared to full student body percentages of enrollment identified for Gifted and Talented Programs.	Track student identification for and participation in Gifted and Talented programs by subgroup.	--- Continuous Practice--->  Adjust identification process to decrease percentage gaps.	--- Continuous Practice--->  --- Continuous Practice--->

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<b>Action Plan 1.6</b>	<b>Technology tools and digital content that engage students are seamlessly integrated into all classroom instruction on a regular basis.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DESIGN</b>				
1.6.1 Update the computer hardware in the computer labs of all high schools and 20% of all administrative and classroom computers to ensure maximum student and teacher use of the newest applications and to minimize equipment downtime. <div style="text-align: right;"><b>COMPLETED</b></div>	Update the computer hardware in the computer labs of all elementary schools and 20% of all administrative and classroom computers to ensure maximum student and teacher use of the newest applications and to minimize equipment downtime.	Update the computer hardware in the computer labs of all primary schools and 20% of all administrative and classroom computers to ensure maximum student and teacher use of the newest applications and to minimize equipment downtime.	Update the computer hardware in the computer labs of all the middle schools and 20% of all administrative and classroom computers to ensure maximum student and teacher use of the newest applications and to minimize equipment downtime.	Update the hardware in the computer labs of all the high schools and 20% of all administrative and classroom computers to ensure maximum student and teacher use of the newest applications and to minimize equipment downtime.
Continue to implement				
1.6.2 Update the servers at all the high schools to maximize the efficiency of the school networks and facilitate teacher instructional use. <div style="text-align: right;"><b>IN PROGRESS</b></div>	Update the servers at all the elementary schools to maximize the efficiency of the school networks and facilitate teacher instructional use.	Update the servers at all the primary schools to maximize the efficiency of the school networks and facilitate teacher instructional use.	Update the servers at all the middle schools to maximize the efficiency of the school networks and facilitate teacher instructional use.	Update the servers at all the high schools to maximize the efficiency of the school networks and facilitate teacher instructional use.
1.6.3 Explore the use of handheld computers (PDA's) for supervisors for completing administrative tasks more efficiently. <div style="text-align: right;"><b>INITIATED</b></div>	Purchase handheld computers (PDA's) for all administrators and provide training to improve efficiency in completing administrative tasks.	Evaluate the effectiveness of using PDA's for administrative tasks.	Purchase handheld computers (PDA's) for secondary teachers and provide training to improve efficiency in completing administrative tasks.	Purchase handheld computers (PDA's) for elementary teachers and provide training to improve efficiency in completing administrative tasks.

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DESIGN</b>				
1.6.4 Convert the network environment to Windows at all high schools and middle schools in order to improve operating efficiency. <div style="text-align: right;"><b>IN PROGRESS</b></div>	Convert the network environment to Windows at all elementary schools in order to improve operating efficiency.	Convert the network environment to Windows at all primary schools in order to improve operating efficiency.	Convert the network environment to Windows at the central office in order to improve operating efficiency.	
1.6.5 Establish a committee to research, create, and implement policies and procedures for implementing online courses in order to increase course offerings and decrease low enrollment courses. <div style="text-align: right;"><b>IN PROGRESS</b></div>	Update policies and procedures for implementing online courses and expand offerings at both high schools.	Evaluate effectiveness of online courses, their impact on student achievement and the demographics of student enrollment.	Continue to implement strategies to increase subgroup enrollment and success in online courses.	Continue to implement strategies to increase subgroup enrollment and success in online courses.
1.6.6 Replace the county wide email server and update software to maximize the efficiency of the email system and provide additional email features. <div style="text-align: right;"><b>IN PROGRESS</b></div>				

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1.6.7	Develop a curriculum review process to include the application of technology to lesson planning and instructional delivery.	Orient teachers to the role of technology in revised curriculum and monitor the application.	Monitor and evaluate teacher application of technology integration and its impact on student achievement.	--- Continuous Practice--->
<b>DELIVERY</b>				
1.6.8 Explore the use of PDA's as a means of further integrating technology into instruction and improving the assessment of student achievement. <b>INITIATED</b>	Pilot and evaluate the use of PDA's in a limited number of classrooms.	Further expand and evaluate the use of PDA's in various educational settings.	--- Continuous Practice--->	--- Continuous Practice--->
1.6.9 Implement and train teachers and students to use "World Book Online" in all schools as a reference tool. <b>IN PROGRESS</b>	Evaluate the use and effectiveness of "World Book Online".	Continue to further implement "World Book Online" based on the evaluation study.	--- Continuous Practice--->	--- Continuous Practice--->
1.6.10 Maintain "Assistive Technology" program and staff to facilitate learning and support classroom inclusion. <b>IN PROGRESS</b>	Evaluate the effectiveness of "Assistive Technology" program and its impact on student achievement and update as necessary.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>1.6.11 Evaluate and reaffirm the use of technology leaders at each school as a means of supporting teachers in the integration of technology.</p> <p style="text-align: right;"><b>COMPLETED</b></p> <p><u>Appears to be an excellent support to teachers.</u></p>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
<p>1.6.12 Expand the use of web-based surveys and forms to collect and analyze information.</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	Evaluate the effectiveness of using web-based surveys and forms to collect and analyze information.	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
<b>MONITORING AND ACCOUNTABILITY</b>				
1.6.13	<p>Research and study the feasibility and potential liabilities of Computer Adaptive Tests in order to maximize the capacity of the classroom teacher.</p> <p>Present findings to school staffs and Board of Education.</p> <p>Plan pilot implementation.</p>	<p>Train staff on procedures and applications.</p> <p>Inform parents and community for testing program modifications.</p> <p>Implement, monitor, and assess pilot.</p> <p>Plan full or staggered implementation.</p>	<p>Monitor and support classroom and school use of CAT.</p> <p>Report progress to public</p> <p>Evaluate impact of CAT on student achievement.</p>	<p>--- Continuous Practice--&gt;</p> <p>--- Continuous Practice--&gt;</p> <p>--- Continuous Practice--&gt;</p>

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<b>Action Plan 1.7</b>	<b>Somerset County Public Schools models and promotes the identity of a learner, setting ambitious personal standards for effort and quality educational performance.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>TEACHER ENGAGEMENT ACTION TEAM: ADDITIONS PROJECTED FOR MASTER PLAN STEERING TEAM UPDATE JANUARY, 2004</b>				
<b>DESIGN</b>				
1.7.1. Conduct study groups and discussion groups among administrators on professional learning communities as the vehicle for teachers and leaders working together and focusing on student learning.  <div style="text-align: right; background-color: black; color: white; padding: 2px;"><b>IN PROGRESS</b></div>	Identify the indicators of a “culture of continuous deliberation” and prepare a process for SIT team consideration.  Target selected innovations that require teacher collaboration, have set goals, and add value to the educational process.	Provide daily in-depth opportunities to build knowledge as well as periodic larger group experiences to increase knowledge and command of selected strategies as well as assess progress.	Recognize progress and encourage continued growth and development.  Identify lead teachers and support their teaching and coaching interactions with marginally successful or new teachers.	Assess Somerset County Public Schools’ standing as a professional learning community.
1.7.2	Design initiatives to assure staff belief and practice in recognizing and promoting “student effort as a more important determinant of achievement than natural ability”.	Monitor and provide feedback on evidence of “Effort belief” in action.	--- Continuous Practice--->	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
1.7.3	<p>Provide Somerset County Public School students with a ‘thinking curriculum’ and prepare teachers for effective delivery of that curriculum through:</p> <ul style="list-style-type: none"> <li>• Professional development.</li> <li>• Collegial discussion and reflections.</li> <li>• Clear and specific expectations for instruction.</li> </ul>	<p>Establish expected use of thinking strategies in all classroom instruction such as:</p> <ul style="list-style-type: none"> <li>• The regular use of advance organizer and summarizer activities.</li> <li>• The integration of effective technology practices into instruction.</li> <li>• The encouragement of student questions ideas and opinions in classroom activities.</li> <li>• The connection of learning activities to relevant, authentic real world projects.</li> </ul>	--- Continuous Practice--->	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
<p>1.7.4 Immerse teachers and students in practices to build a success-oriented learning environment in each classroom that models:</p> <ul style="list-style-type: none"> <li>Clear expectations and standards for success.</li> <li>Appropriate challenges for all students.</li> <li>Provides students with appropriate help and assistance.</li> <li>Celebrates successes of students and provides incentives and encouragement to students as they work toward meeting high standards.</li> <li>Motivates student to learn.</li> </ul> <p style="text-align: right; background-color: black; color: white; padding: 2px;"><b>IN PROGRESS</b></p>	--- Continuous Practice--->	--- Continuous Practice--->	<p>Assess status of individual classrooms and school sites in establishing a success oriented learning environment through observation, student and teacher interviews, and walk through activities focusing on student work.</p>	--- Continuous Practice--->
1.7.5	<p>Prepare teachers through training and site leadership to plan and establish practices to assure/require student mastery of concepts taught.</p>	<p>Provide students with multiple opportunities to improve the quality of their work.</p>	--- Continuous Practice--->	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>MONITORING AND ACCOUNTABILITY</b>				
1.7.6	<p>Establish and support student achievement goal setting and monitoring.</p> <p>Develop a plan for including students in the designing of assessments.</p> <p>Introduce student led parent conferences on goals and progress.</p>	<p style="color: red;">--- Continuous Practice---&gt;</p> <p>Implement student participation in designing the assessment process.</p> <p style="color: red;">--- Continuous Practice---&gt;</p>	<p style="color: red;">--- Continuous Practice---&gt;</p> <p style="color: red;">--- Continuous Practice---&gt;</p> <p style="color: red;">--- Continuous Practice---&gt;</p> <p>Incorporate student self assessment and peer assessment.</p>	<p style="color: red;">--- Continuous Practice---&gt;</p> <p style="color: red;">--- Continuous Practice---&gt;</p> <p style="color: red;">--- Continuous Practice---&gt;</p> <p style="color: red;">--- Continuous Practice---&gt;</p>
1.7.7	<p>Establish teacher achievement goal setting for each child as a function of his/her base assessment upon entry in the first weeks of school.</p>	<p>Support teacher analysis of individual students' growth and progress.</p> <p>Support team/collegial discussion and reflection to match strategies with growth.</p>	<p style="color: red;">--- Continuous Practice---&gt;</p> <p style="color: red;">--- Continuous Practice---&gt;</p>	<p style="color: red;">--- Continuous Practice---&gt;</p> <p style="color: red;">--- Continuous Practice---&gt;</p>

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<b>Action Plan 1.8</b>	<b>All students will graduate from high school.</b>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
<b>DESIGN</b>					
<p>1.8.1 Establish a county task force to research best practices for 9<sup>th</sup> grade transition programs regarding:</p> <ul style="list-style-type: none"> <li>• mentoring</li> <li>• guidance</li> <li>• career assessment</li> <li>• study skills</li> <li>• interest inventory</li> <li>• time management</li> <li>• test taking skills.</li> </ul> <p>Develop a site specific implementation plan.</p> <p style="text-align: right;"><b>INITIATED</b></p>	<p>Implement the ninth grade transition program and market its components to the public.</p>	<p>Assess the implementation of the ninth grade transition program at each site and make appropriate adjustments for the next year.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Evaluate the impact of the ninth grade transition program from the perspective of all stakeholders; students, parents, and teachers.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	
<p>1.8.2 Establish a county task force to research best practices for a 6<sup>th</sup> grade transition program regarding:</p> <ul style="list-style-type: none"> <li>• mentoring</li> <li>• guidance</li> <li>• career assessment</li> <li>• study skills</li> <li>• interest inventory</li> <li>• time management</li> <li>• test taking skills.</li> </ul> <p style="text-align: right;"><b>UNADDRESSED</b></p>	<p>Implement a sixth grade transition program and market its components to the public.</p> <p><u>Recommendation</u> <u>Move to 2004 - 2005</u></p>	<p>Assess the implementation of the sixth grade transition program at each site and make appropriate adjustments for the next year.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Evaluate the impact of the sixth grade transition program from the perspective of all stakeholders; students, parents, and teachers.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1.8.2 Develop a site specific implementation plan.				
<b>DELIVERY</b>				
1.8.3	Implement “Guiding the Future”, the Career Development Plan for Maryland using key teachers and counselors from each involved site.	--- Continuous Practice--->  Evaluate and update the program.	--- Continuous Practice--->  --- Continuous Practice--->	--- Continuous Practice--->  --- Continuous Practice--->
1.8.4 Assess current impact of Drop Out Prevention Specialist at all middle and high schools.  Adjust and redefine the responsibilities and expectations at both levels.  <b>IN PROGRESS</b>	Monitor the impact of Drop Out Prevention Specialist on students at risk of not graduating.	Develop individual plans with each 11 <sup>th</sup> grader at risk for graduation.	Monitor progress of 12 <sup>th</sup> grade students with their individual plans.  Develop individual plans for 10 <sup>th</sup> and 11 <sup>th</sup> graders at risk for graduation.	Assess impact of individual development plans.  Monitor the progress of all students with individual plans.
1.8.5 Provide “Appropriate Assistance” in both middle and high schools for students who have not passed the functional tests.  <b>COMPLETED</b>  <u>Eliminate this action strategy since the functional testing has been eliminated.</u>	Evaluate the effectiveness of the Appropriate Assistance Program and make revisions when necessary.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

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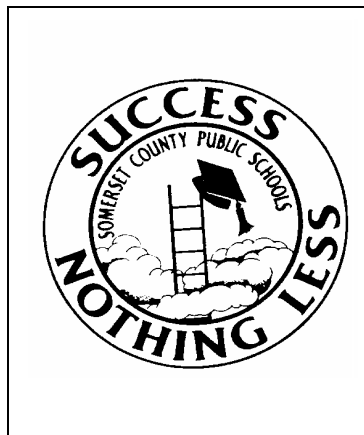
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
1.8.6 Provide summer school opportunities for high school students who need remedial credit for graduation. <div style="text-align: right;"><b>IN PROGRESS</b></div>	--- Continuous Practice--  Develop a plan for summer school for original credit and elective learning opportunities.	--- Continuous Practice-->  Implement original credit summer school and elective learning opportunities.	--- Continuous Practice-->  Evaluate the effectiveness of the program and update as necessary.	--- Continuous Practice-->  --- Continuous Practice-->
1.8.7 Promote summer appropriate assistance classes and tutoring as well as summer testing for functional writing and math tests. <div style="text-align: right;"><b>COMPLETED</b></div> <u>Recommendation: Eliminate this action strategy since the functional testing has been eliminated</u>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
1.8.8 Provide extended school year programs for special education students who would otherwise lose critical and functional life skills during extended breaks. <div style="text-align: right;"><b>IN PROGRESS</b></div>	--- Continuous Practice--.	Evaluate and revise extended year programs.	--- Continuous Practice-->	--- Continuous Practice-->
1.8.9	Investigate and make recommendations on alternative instructional strategies for summer school, including proficiency based programs.	Implement alternative strategies and/or programs designed to improve student achievement in summer school programs.	Evaluate and revise the program based on the analysis of student achievement data.	--- Continuous Practice-->

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1.8.10	<p><u>Provide Academic Tutoring at the Tawes Technology &amp; Career Center to ensure student attainment of a secondary school diploma or its recognized equivalent, proficiency credential in conjunction with a secondary diploma; or a post-secondary degree or credential.</u></p> <p style="text-align: center;"><b>NEW</b></p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	--- Continuous Practice	--- Continuous Practice	--- Continuous Practice
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<b>KEY GOAL STUDENT ACHIEVEMENT</b>	By 2013 – 2014, all students will reach high standards at a minimum attaining proficiency or better in reading/language arts, mathematics, and science.
<b>INDICATOR</b>	The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts and math on the state’s assessments.
<b>MEASURE</b>	Maryland School Assessment
<b>STRATEGY 2</b>	<b>FAMILY AND COMMUNITY INVOLVEMENT</b> We will seek, support, and affirm total family and community collaboration in Somerset County Public School’s educational process in order to resolve all critical issues of student achievement.



- I. **DESIGN FOR FAMILY AND COMMUNITY IMPACT ON STUDENT ACHIEVEMENT**
- II. **DELIVERY OF PRACTICES, PROGRAMS, & ACTIVITIES TO ENHANCE STUDENT ACHIEVEMENT THROUGH FAMILY AND COMMUNITY INVOLVEMENT**
- III. **MONITORING AND ACCOUNTABILITY FOR INVOLVEMENT AND IMPACT**
- IV. **EQUITY ASSURANCE**

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<b>Action Plan 2.1</b>	<b>Families and communities are involved in education.</b>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
<b>FAMILY AND COMMUNITY INVOLVEMENT ACTION TEAM CONVENES EACH FALL FOR ADDITIONS, DELETIONS, AND REVISION RECOMMENDATIONS TO MASTER PLAN STEERING TEAM.</b>					
<b>DESIGN (FOR FAMILY AND COMMUNITY IMPACT ON STUDENT ACHIEVEMENT)</b>					
2.1.1	<p>Institutionalize the annual involvement of the broad-based Somerset County Steering Committee, (composed of community members, business leaders, University faculty, parents, teachers, and administrators) in the planning, implementing, monitoring, evaluating, and continuing Master Plan development.</p> <p>Design a plan and process for rotating membership on the Steering Committee to increase number and variety of people.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">Implement rotating membership plan</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">---Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	
<b>IN PROGRESS</b>					
2.1.2	<p>Plan for maximum participation of Family and Community Action Team to study, research, and further develop strategies in:</p> <ul style="list-style-type: none"> <li>• volunteering</li> <li>• communications</li> <li>• learning at home</li> <li>• decision making</li> <li>• community collaboration</li> <li>• parenting</li> </ul>	<p>Reconvene Family and Community Action Team periodically to assess progress and make recommendations concerning the implementation of the master plan strategies.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<b>COMPLETED</b>					

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>2.1.3</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	<p>Plan for and provide technical assistance and support to all Title I schools in developing and implementing effective parental involvement policies and programs.</p> <p>Assess adequacy of technical assistance and support to all Title I schools in developing and implementing effective parental involvement policies and programs.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Revise and make corrections and adjustments based upon assessment findings.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>2.1.4 (<i>Volunteering</i>)</p> <p>Research and evaluate Volunteer Programs that have proven to be effective in public school systems. <u>Review and update school board policy on volunteers and volunteer practices.</u></p> <p style="text-align: right;"><b>INITIATED</b></p>	<p>Designate and train a coordinator of <u>volunteers</u> at each school. <u>Investigate the positions as a staff assignment of extra duty contract.</u></p> <p><u>Assure countywide coordination among each school's staff.</u></p> <p><u>Provide models of written volunteer recruitment, procedures, and process forms in English and other languages.</u></p> <p><u>Seek support of business community for volunteer programs.</u></p>	<p><u>Implement a volunteer program at all schools including orientation, training, modeling, coaching, and feedback to program and volunteer participants.</u></p> <p><u>Survey and analyze responses of volunteers to their role and level of satisfaction.</u></p>	<p>Evaluate and continue further implementation of volunteer programs.</p> <p><u>Assess the success of the program in meeting the needs of the students and site programs.</u></p> <p><u>Assess the success of the site in meeting the needs of volunteers.</u></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
2.1.5 ( <i>Communicating</i> ) Maintain and promote the “Open House” day in the county calendar for parent, student and community visits. <div style="text-align: right;"><b>COMPLETED</b></div>	--- Continuous Practice--	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
2.1.6 ( <i>Decision Making</i> ) Integrate feedback into the Somerset County Master Plan updates from various community groups concerning the recommendations from the MGT Facilities Management Study. <div style="text-align: right;"><b>COMPLETED</b></div>	Implement recommendations from the Master Plan Steering Committee and Board of Education.	Assess the impact of recommendations implemented as a result of the Master Plan Steering Committee and Board of Education.	--- Continuous Practice-->	--- Continuous Practice-->
2.1.7 ( <i>Decision Making</i> ) Establish a policy and guidelines for required inclusion of parents/guardians on School Improvement Teams. <div style="text-align: right;"><b>IN PROGRESS</b></div>	--- Continuous Practice--	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->

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<p>2.1.8(<i>Communicating and Parenting</i>) Establish a policy and guidelines for mandatory high school scheduling of parent conferences in order to register for courses for the following school year. <b>Moved to 2004-2005</b></p>	<p>Implement policy requiring high schools to schedule parent conferences in order for students to register for courses for the following school year.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Evaluate the impact and role from parent, school, teacher, and student perspectives.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p style="text-align: center;">2003-2004</p>	<p style="text-align: center;">2004-2005</p>	<p style="text-align: center;">2005-2006</p>	<p style="text-align: center;">2006-2007</p>	<p style="text-align: center;">2007-2008</p>
<p>2.1.9 (<i>Decision Making</i>) Establish a policy and guidelines for mandatory organization and support of a Parent – Teacher Organization or Council by each school. <b>Moved to 2004-2005</b></p>	<p>Implement requirement of every school to organize and support a Parent – Teacher Organization.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p><u>Implement and promote value of the “School-Home-Parent Compact” at each preK-5 school initially.</u></p> <p><u>Assess the level of participation in the contract and teachers’ perception of its impact on student progress.</u></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>2.1.10 (<i>Learning at Home</i>) Develop a “School-Home Compact” to establish a parental commitment to supporting education at each PreK-5 school. <b>COMPLETED</b></p>	<p>Implement and promote value of the “School-Home Compact” . <b>IN PROGRESS</b></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>

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<p>2.1.11 (<i>Communicating</i>) Continue the distribution of the Somerset County Public Schools Calendar Handbook.</p> <p style="text-align: center;"><b>COMPLETED</b></p>	<p style="text-align: center;"><b>--- Continuous Practice---</b></p> <p>Solicit feedback on the Somerset County Public Schools Calendar Handbook.</p>	<p style="text-align: center;"><b>--- Continuous Practice--&gt;</b></p> <p>Process feedback and make improvements to the Somerset County Public Schools Calendar Handbook.</p>	<p>Continue the distribution of the revised Somerset County Public Schools Calendar Handbook.</p>	<p style="text-align: center;"><b>-- Continuous Practice--&gt;</b></p>
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>2.1.12 (<i>Collaboration with Community</i>) Investigate the possibility of SCPS and the Somerset County Transportation Department working together to provide transportation for students and parents to and from evening school activities.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p><u>Assess the actual need for transportation.</u></p> <p>Maintain the relationship between SCPS and the Somerset County Transportation Department to facilitate transportation to and from school activities.</p>	<p style="text-align: center;"><b>--- Continuous Practice--&gt;</b></p> <p><u>If needed, request a pilot run and assess use.</u></p>	<p style="text-align: center;"><b>--- Continuous Practice--&gt;</b></p>	<p style="text-align: center;"><b>--- Continuous Practice--&gt;</b></p>
<p>2.1.13 (<i>Learning at Home</i>) Continue to sponsor and promote “Family Math Night” at all primary, elementary and middle schools.</p> <p style="text-align: center;"><b>COMPLETED</b></p>	<p>Collect and analyze participation data.</p> <p><u>Modify and adjust program as indicated.</u></p>	<p style="text-align: center;"><b>--- Continuous Practice--&gt;</b></p>	<p style="text-align: center;"><b>--- Continuous Practice--&gt;</b></p>	<p style="text-align: center;"><b>--- Continuous Practice--&gt;</b></p>
<p>2.1.14 (<i>Learning at Home</i>) Continue to sponsor and promote “Family Math Night” at all primary, elementary and middle</p> <p style="text-align: center;"><b>COMPLETED</b></p>	<p>Collect and analyze participation data.</p> <p><u>Modify and adjust program as indicated.</u></p>	<p style="text-align: center;"><b>--- Continuous Practice--&gt;</b></p>	<p style="text-align: center;"><b>--- Continuous Practice--&gt;</b></p>	<p style="text-align: center;"><b>--- Continuous Practice--&gt;</b></p>

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schools.				
<b>MONITORING AND ACCOUNTABILITY</b>				
2.1.15 Implement strategies for recording and tracking parental involvement within each school by subgroups. Informal <b>IN PROGRESS</b>	Evaluate participation by parents of all sub-groups as identified by ESEA.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
2003 – 2004	2004 – 2005	2005 – 2006	2006 – 2007	2007 - 2008
<b>EQUITY ASSURANCE</b>				
2.1.16	Review all Family and Community activities for participation by subgroup  Develop a plan to Increase involvement in planning and implementation for each subgroup which is found to be inequitably participating.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
2.1.17 Maintain “Partners for Success” program to facilitate special education communication and the sharing of information between the school and the community. <b>COMPLETED</b>	--- Continuous Practice---	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

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school system, families, and communities.				
2.1.18 <i>Parenting</i>	<p><u>*Recognize home commitment and strong parenting skills.</u></p> <p><u>Encourage teachers to develop and implement ways to recognize everyday, consistent parent involvement and commitment to their child's education.</u></p> <p style="text-align: right;"><b>NEW</b></p>	<p><u>Research the possibility of a common letter or recognition generated for parents such as recognizing their child's good attendance; or completion of homework; or written notes, etc.</u></p>	<p><u>Investigate the feasibility of a parent or grandparent of the week or month nominated by children and honored in a class or site event.</u></p> <p><u>Encourage personal calls to thank for parenting help and support.</u></p>	
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
2.1.19 <i>Volunteering</i>	<p><u>Establish site goals (ie. # of hours volunteers in a year) and monitor progress.</u></p> <p style="text-align: right;"><b>NEW</b></p>	<p><u>Research means to resources for coordination, implementation, and evaluation of volunteer programs.</u></p>	<p><u>Assess the short and long term results of volunteer efforts using both hard and soft data.</u></p>	
2.1.20 <i>Volunteering</i>	<p><u>Research and evaluate ways to educate and encourage male volunteers at all sites.</u></p> <p style="text-align: right;"><b>NEW</b></p>	<p><u>Increase male volunteer base at all sites by accessing men's groups, civic organizations and in the faith-based communities.</u></p>	<p><u>Implement male volunteer recruiting programs as supplements to other volunteer programs at all sites.</u></p>	<p><u>Evaluate and continue male volunteer recruitment efforts at all sites.</u></p>
2.1.21	<p><u>Increase involvement of parents and guardians who speak languages other than English by extending written communication, such as newsletters</u></p> <p style="text-align: right;"><b>NEW</b></p>			

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	<u>and fliers in their first language.</u>			
2.1.22 <i>Parenting</i>	<u>Model parent reading involvement through a summer home visitation reading program.</u> <b>NEW</b>			
2.1.23	<u>Investigate the development of summer work packets for students to complete at home in reading, math, etc.</u> <b>NEW</b>	<u>Develop incentive for completing work.</u>		

<b>Action Plan 2.2</b>	<b>Parents and guardians are primary players in the early identification and intervention of the academic needs of their children.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>FAMILY AND COMMUNITY INVOLVEMENT ACTION TEAM CONVENES EACH FALL FOR ADDITIONS, DELETIONS, AND REVISION RECOMMENDATIONS TO MASTER PLAN STEERING TEAM.</b>				
<b>DELIVERY</b>				
2.2.1 ( <i>Learning at Home</i> ) Maintain the “Book Lending Libraries” at all primary schools enabling parents to borrow reading materials for use at home.	<i>--- Continuous Practice---</i> Solicit parent input regarding selection and accessibility of primary	<i>--- Continuous Practice---</i> Implement suggestions from parent feedback on selection and accessibility	<i>--- Continuous Practice---</i> <u>Collect and analyze participation data. Modify and adjust program as</u>	<i>--- Continuous Practice---</i> <i>--- Continuous Practice---</i>

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<b>IN PROGRESS</b>	lending library.	of lending library.	<u>indicated.</u>	
<b>EQUITY ASSURANCE</b>				
2.2.2 <i>(Communication)</i> Maintain the current “Child Find” program to ensure early identification of children with needs.  <b>IN PROGRESS</b>	Assess effectiveness of the “Child Find” program to ensure early identification of children with needs in all subgroups.	Revise, as necessary, the “Child Find” programs to ensure early identification of children with needs in all subgroups.	Promote “Child Find” program to ensure early identification of children with needs in all subgroups.	--- Continuous Practice--->
2.2.3	<u>Encourage employees to offer incentives and flexible schedules so parents can become involved in schools.</u>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>MONITORING AND ACCOUNTABILITY</b>				
2.2.4 <i>(Communication)</i> Maintain the distribution of mid-term progress reports for all students.  <b>IN PROGRESS</b>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

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<p>2.2.5 <i>(Communication and Decision Making)</i> Promote current practice of open parent – teacher conferences at the midpoint of each marking term. Schools will employ strategies to increase parental involvement. <b>COMPLETED</b></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p><u>Encourage student presence and participation as appropriate.</u></p> <p><u>Investigate student led conferences</u> <b>NEW</b></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>2.2.6</p>	<p><i>(Communication)</i> Prepare school and community to utilize Power School to make grades continuously available to parents.</p>	<p>Implement continuous access to student grades through Power School.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p>Monitor impact of continuous access to student grades through “Power School” on student achievement.</p>
<p>2.2.7</p>	<p><u>Encourage business card distribution, email contact, and other methods between home and school as consistent interaction formats across the county.</u> <b>NEW</b></p>	<p><i>(Communication)</i> Investigate the feasibility of activating current phone lines in each classroom in order for teachers and parents to communicate on a regular basis.</p>	<p>Activate phones in each classroom.</p>	<p>Evaluate the impact of having phones in each classroom on parental contacts.</p>

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<b>Action Plan 2.3</b>	<b>Parents, guardians, and community members are primary players in exposing students to the professional and working world and in supporting student development of education and career goals.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>FAMILY AND COMMUNITY INVOLVEMENT ACTION TEAM CONVENES EACH FALL FOR ADDITIONS, DELETIONS, AND REVISION RECOMMENDATIONS TO MASTER PLAN STEERING TEAM.</b>				
<b>DESIGN</b>				
<p>2.3.1 (<i>Volunteering</i>) Investigate ways to maximize involving parents and guardians in individual career planning, implementation, and evaluation.</p> <p style="text-align: right;"><b>INITIATED</b></p>	<p><u>Develop a data base of parent, guardian, business, and employee occupations.</u></p> <p><u>Utilize the data to enhance student career awareness.</u></p> <p>Implement and evaluate recommendations on increasing involvement.</p>	<p>--- Continuous Practice-- →</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>
<b>DELIVERY</b>				
<p>2.3.2 (<i>Collaborating with the Community; Volunteering</i>) Pilot Junior Achievement classes at one grade level in an elementary setting.</p> <p style="text-align: right;"><b>COMPLETED</b></p>	<p>Investigate potential for Junior Achievement programs in the elementary, middle and high schools for all students.</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	<p><u>Implement “Junior Achievement Program” in all middle and high schools.</u></p> <p>Evaluate the effectiveness of Junior Achievement programs and make updates as necessary.</p>	<p><u>Assess impact of “Junior Achievement Program” at the middle school level.</u></p> <p><u>Maintain “Junior Achievement Program” at all middle schools.</u></p>	

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>2.3.3 (<i>Volunteering &amp; Collaborating with the Community</i>)</p>	<p><u>Year 2</u> <u>Establish parent and community member teams at each school to plan and implement a career day/ or week program to expose students to the world of work increasing their awareness, interest and drive.</u></p> <p style="text-align: right;"><b>NEW</b></p>	<p><u>Implement a Career Day or Career Week Program at each school utilizing a community planning team.</u></p> <p><u>Design and implement a short term and long term evaluation o the impact of Career Dan and Career Week.</u></p>		
<p>2.3.4</p>	<p><i>(Volunteering &amp; Collaborating with the Community)</i> Establish parent and community member teams at each school to plan and implement a career day program in order for students to be exposed to the world of work.</p>	<p>Implement a career day program at each school.</p>	<p style="color: red;">--- Continuous Practice---&gt;</p>	<p style="color: red;">--- Continuous Practice---&gt;</p>

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<p>2.3.4.1</p>	<p><u>Continue to develop programs at the Tawes Career and Technology Center that are articulated with post-secondary institutions or that are certificated with occupational areas in order to ensure students placement in, retention in, and completion of a post secondary education or advanced training, placement in military service, or placement</u> <b>NEW</b></p> <p><b>IN PROGRESS</b></p>	<p>- Continuous Practice--&gt;</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>
<p><b>EQUITY ASSURANCE</b></p>				
<p>2.3.5 <i>(Decision Making)</i></p> <p>Provide “transition planning” starting at age 14, for special education students to assist with post secondary education and/ or job placement.</p> <p><b>IN PROGRESS</b></p>	<p><b>IN PROGRESS</b></p>	<p>- Continuous Practice--&gt;</p> <p>Monitor effectiveness of transition planning process and involvement of family and community.</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>

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2.3.6	<p><u>Increase student participation in and completion of C.T.E. programs that lead to non-traditional training and employment by providing more counseling in career development and expanding present offerings.</u></p> <p style="text-align: center;"><b>NEW</b> <b>IN PROGRESS</b></p>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
<b>Action Plan 2.4</b>	<b>Parents and guardians of students attending any Title I school have received information about the qualifications of the students' teachers and understands his or her transfer and supplemental options should their students school be identified as low performing by NCLB.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
2.4.1 Distribute a letter to parents of students in Title I schools explaining the process for requesting the qualifications of their child's teacher.	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
2.4.2	If a school is identified as low performing, parents will receive information about student transfer and supplemental service options.			

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<b>Action Plan 2.5</b>	<b>Parents, guardians, and students monitor and support students' progress through traditional and technological means.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>FAMILY AND COMMUNITY INVOLVEMENT ACTION TEAM CONVENES EACH FALL FOR ADDITIONS, DELETIONS, AND REVISION RECOMMENDATIONS TO MASTER PLAN STEERING TEAM.</b>				
<p>2.5.1 (<i>Communicating and Learning at Home</i>) Investigate ways to maximize involvement of parents and guardians in monitoring student progress.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p><u>Provide individual and or group coaching sessions through mini-workshops, conferences, telephone, class website connection, email for parents and caretakers on homework helping, test preparation, and understanding newly taught concepts.</u></p>	<p><u>Recognize successful "home coaches" at each site.</u></p>		
	<p>2.5.2 (<i>Communicating and Decision Making</i>) Review and revise Pre-K – 2 report card formats to more fully inform parents, coordinate with electronic parameters, and provide meaningful information to students.</p>	<p>Seek community input on revised report card.</p> <p>Make adjustments and seek Board of Education adoption</p> <p>Review and revise 3 – 12 report card. Seek community input on revised 3 -12 report card.</p>	<p>Implement Pre-K – 2 report card format revision and orient parents to changes.</p> <p>Implement 3 – 12 report card format revision and orient parents to changes.</p>	<p>--- Continuous Practice---&gt;</p> <p>--- Continuous Practice---</p>

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
2.5.3 <i>(Communicating)</i> Install, implement, and train staff in the use of “Power School”.	Orient staff to the use of Power School to make report cards and progress reports available electronically to students and parents.	Support staff in making productive use of parental access to report cards and progress reports.	Begin access of parents to weekly progress checks of their student’s academic growth and effort using Power School.	--- Continuous Practice---
<b>MONITORING AND ACCOUNTABILITY</b>				
2.5.4	<i>(Communicating)</i> Install Power School to allow and promote parents and guardians ongoing access to students’ grades electronically.	Orient, build skills, and provide community support for parents and guardians electronic access to their students’ grades.	Utilize Power School to allow parents and guardians ongoing access to students’ grades electronically.	Monitor parents and guardians use of their electronic access to their students’ grades and its academic impact on student performance.
<b>EQUITY ASSURANCE</b>				
2.5.5 <i>(Communicating)</i>  Continue to utilize the IEP progress report card to better communicate the progress of special education students to parents.	--- Continuous Practice---→	--- Continuous Practice---→	--- Continuous Practice---→	--- Continuous Practice---→
<b>COMPLETED</b>		<b>NEW</b>		

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<b>Action Plan 2.6</b>	<b>Parents, guardians and community members select, participate in and evaluate programs of family and community connections designed to assure safe, drug free, and conducive to learning environments in the schools.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
	<b>FAMILY AND COMMUNITY INVOLVEMENT ACTION TEAM CONVENES EACH FALL FOR ADDITIONS, DELETIONS, AND REVISION RECOMMENDATIONS TO MASTER PLAN STEERING TEAM.</b>			
	<b>GOAL #3: ALL STUDENTS WILL BE EDUCATED IN LEARNING ENVIRONMENTS THAT ARE SAFE, DRUG FREE, AND CONDUCTIVE TO LEARNING: STRATEGY 5.3—All Somerset county Public Schools are safe, drug free and conducive to learning.</b>			

**DESIGN**

<p>2.6.1 <i>Parenting</i> Accept recommendations from The “Family and Community Involvement” action team regarding initiatives and procedures to further involve parents, guardians, and community members in programs related to safe, drug free, and conducive to learning schools.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p>Adopt and implement recommendations from the family and community involvement action team regarding safe, drug free, and conducive to learning schools.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p>Assess impact of initiatives and procedures. Make necessary revisions.</p>	<p>Implement revised recommendations.</p>	<p>--- Continuous Practice---</p>
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
2.6.2	<u>Maximize neighborhood involvement in local schools during and beyond school hours through a variety of projects.</u>	<u>Develop projects through home and school meetings and/or Task Force</u>	<u>Implement, at minimum, one project in at least three schools in the county.</u>	<u>Evaluate response to project and impact on perception of school.</u>
2.6.3	<u>Promote beautification projects at schools to increase pride in school.</u>  <u>Form a Beautification Task Force for Greenwood to design plan and submit to county.</u>	<u>Initiate beautification projects cooperatively with the commissioners.</u>		
2.6.4	<u>Demonstrate safety of each school site by constant open door policy to parents and families.</u>	<u>Assess staff and community perception on safety of individual sites. Process findings and share with public. Make appropriate changes as needed.</u>		
2.6.5	<u>Promote school resource officers at each site.</u>	<u>Enter into discussion with Princess Anne and the sheriff's office.</u>	<u>Install 2 Resource Officers at WHS.</u>  <u>Install 2 Resource Officers at Westover.</u>	

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<b>Action Plan 2.7</b>	<b>Somerset County Public School educators, families and communities encourage, affirm, and reward high educational achievement and effort.</b>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
<b>DESIGN</b>					
<p>2.7.1 (<i>Decision Making</i>) Consider the establishment of a FAMILY FOCUS COUNCIL modeled after Maryland State Department of Education recommendations, whose purpose would be to advise on, advocate for, and help to develop programs and policies that encourage effective home-school partnerships.</p> <p style="text-align: right;"><b>INITIATED</b></p>	<p>Establish Council with determined bylaws and rules for interface with Board of Education.</p>	<p>Develop initiatives and procedures</p>	<p>Assess impact of Council's initiatives and procedures on student achievement. Make necessary Revisions.</p>	<p>--- Continuous Practice---&gt;</p>	
<p>2.7.2 (<i>Collaborating with the Community</i>) Expand School Board knowledge, understanding and skill in leadership to promote high quality extended learning opportunities for all students by accessing the NSBA website: <a href="http://www.nsba.org/edlo">www.nsba.org/edlo</a>.</p> <p style="text-align: right;"><b>UNADDRESSED</b></p> <p><u>Recommended to move forward.</u></p>	<p>Develop a plan for school board leadership in opportunities to promote high quality extended learning.</p>	<p>Implement the plan for school board leadership in opportunities to promote high quality extended learning.</p>	<p>Assess impact of implemented plan on student achievement.</p>	<p>--- Continuous Practice---&gt;</p>	

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
2.7.3 ( <i>Communicating</i> ) Maintain Somerset County Student Recognition Night to reward high academic achievement. <b>IN PROGRESS</b>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
2.7.4 ( <i>Communicating</i> ) Affirm high achievement by continuing to publish the names of students who make principals, honor, and credit rolls in the local newspaper. <b>IN PROGRESS</b>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
2.7.5 ( <i>Communicating and Decision Making</i> ) Encourage schools to work with parents to establish and maintain an on-going site-based, academic recognition program. <b>IN PROGRESS</b>	--- Continuous Practice-->	--- Continuous Practice---  Assess the impact of each ongoing site based, academic recognition program.	--- Continuous Practice ---	--- Continuous Practice ---
2.7.6 ( <i>Communicating</i> ) Maintain student performances in which parents and community members are invited to attend. (i.e., chorus, band, drama, and other various student performances) <b>IN PROGRESS</b>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>MONITORING AND ACCOUNTABILITY</b>				
<p>2.7.7 Record and track the number of students eligible to participate in Student Recognition Night by sub-groups.</p> <p>Share information with Administration and Supervision Staff and Board of Education.</p> <p style="text-align: center;"><b>MOVED TO 2004-2005</b></p>	<p>Analyze and compare data from previous year of the number of students eligible to participate in Student Recognition Night by subgroups.</p> <p style="text-align: center;"><b>--- Continuous Practice---</b></p>	<p style="text-align: center;"><b>--- Continuous Practice---</b></p> <p style="text-align: center;"><b>--- Continuous Practice---</b></p>	<p style="text-align: center;"><b>--- Continuous Practice---</b></p> <p style="text-align: center;"><b>--- Continuous Practice---</b></p>	<p style="text-align: center;"><b>--- Continuous Practice---</b></p> <p style="text-align: center;"><b>--- Continuous Practice---</b></p>
<p>2.7.8</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p><u>Initiate and maintain ongoing communication with Faith-Based community organizations for collaborating on meaningful service for youth to increase their academic, social, and emotional well being.</u></p> <p><u>Establish specific, regular and supported public relationships between the SCPS and Faith-based organizations.</u></p> <p><u>Evaluate results and progress.</u></p> <p style="text-align: center;"><b>NEW</b></p>	<p><u>Publicize the results of the SCPS and Faith-Based organizations' collaborations.</u></p> <p><u>Revise as needed and continue</u></p> <p style="text-align: center;"><b>-- Continuous Practice--</b></p> <p><u>Utilize resources and good will of Faith-Based community for supporting students' homework and other out-of-school assignments.</u></p>	<p>Seek to institutionalize the collaboration.</p> <p style="text-align: center;"><b>-- Continuous Practice--</b></p> <p style="text-align: center;"><b>-- Continuous Practice--</b></p>	<p style="text-align: center;"><b>-- Continuous Practice--</b></p>



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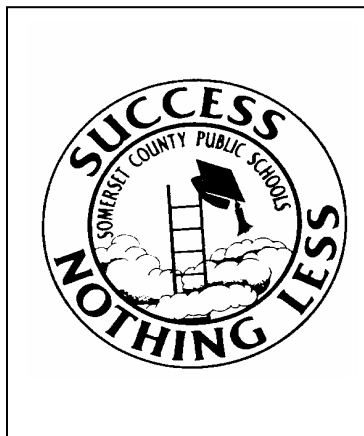
2003 – 2004	2004 – 2005	2005 – 2006	2006 – 2007	2007 - 2008
<p>2.8.2 <i>Partnering</i></p> <p style="text-align: right;"><b>NEW</b></p>	<p><u>Build partnerships for restoring student self worth and community contribution</u></p>	<p><u>Collaborate with local organizations to discern creative and productive interventions with students that make a positive difference</u></p> <p><u>Decrease non-productive and undisciplined behaviors of students</u></p>	<p>--Continuous Practice—</p> <p>--Continuous Practice--</p>	<p>--Continuous Practice—</p> <p>--Continuous Practice—</p>
<p>2.8.3 <i>Partnering</i></p> <p style="text-align: right;"><b>NEW</b></p>	<p><u>Build partnerships for career Education</u></p>	<p><u>Create a master list of career awareness and experience activities.</u></p>	<p>Include partners in career planning, implantation and evaluation.</p>	
<p>2.8.4 <i>Partnering</i></p> <p style="text-align: right;"><b>NEW</b></p>	<p><u>Build partnerships for Enriched Education, Multicultural Activities, Fine Arts, Sports, etc.</u></p>	<p><u>Investigate all potential organizations and their areas of expertise.</u></p> <p><u>Investigate individual partnership with local artists, historians, and role models from a variety of professions and occupations.</u></p> <p><u>Promote partnership and its rewards to participants.</u></p> <p><u>Promote partnership as a county strength.</u></p>		

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2003 – 2004	2004 – 2005	2005 – 2006	2006 – 2007	2007 - 2008
2.8.5 <i>Partnering</i>  <div style="text-align: right;"><b>NEW</b></div>	<u>Build partnerships for Literacy for children and adults.</u>	<u>Access literacy needs of county and develop partnerships to promote a literacy themes.</u>		
2.8.6 <i>Partnering</i>  <div style="text-align: right;"><b>NEW</b></div>	<u>Establish partnerships for tapping the expertise and assistance of the business world in school and county processes</u>			

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<b>KEY GOAL HIGHLY QUALIFIED EDUCATORS</b>	By 2005-2006, all students will be taught by highly qualified teachers.
<b>INDICATOR</b>	The percentage of classes being taught by “highly qualified” teachers, in the aggregate and in each school.
<b>MEASURE</b>	The percentage of courses being taught by “highly qualified teachers” as defined by No Child Left Behind.
<b>STRATEGY 3</b>	<b>HIGHLY QUALIFIED TEACHERS</b> We will maintain, support, and recruit highly qualified, passionate educators who will optimize our student’s engagement in school, their academic growth and achievement, and their healthy social/emotional development.



- I. DESIGN**
- II. DELIVERY**
- III. MONITORING AND ACCOUNTABILITY**
- IV. EQUITY ASSURANCE**

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<b>Action Plan 3.1</b>	<b>Somerset County Public Schools recruits and selects personnel who can deliver high quality instruction and rapidly learn to deploy improved instructional methods and assessment techniques.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>TEACHER ENGAGEMENT ACTION TEAM: ADDITIONS PROJECTED FOR MASTER PLAN STEERING TEAM UPDATE JANUARY, 2004</b>				
<b>DESIGN</b>				
3.1.1	Establish an on-going Personnel Advisory Council focused on recruitment, hiring, and retention of highly qualified staff. <u>Recommendation to stagger experience level of Personnel Advisory Council and maintain a wide diversity of membership.</u> Recommend for implementation promising strategies to administrators and supervisors and the Board of Education.	Implement recruitment, hiring, and retention strategies recommended by the Personnel Advisory Council.	Evaluate and revise recruitment, hiring, and retention strategies recommended by the Personnel Advisory Council.	--- Continuous Practice--->
3.1.2	Design and deploy a wide variety of multimedia advertisements to recruit highly qualified teachers. <u>Recommendation to implement strategies to better target the more recent graduates.</u> <u>Recommendation to utilize technical skills of high school students.</u>	Assess impact of the design and deployment of multimedia advertisements on recruiting highly qualified teachers.	Make revisions based on findings.	--- Continuous Practice--->

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>3.1.3 Continue to develop strategies and seek funding sources for providing signing incentives for new teachers. <u>Seek funding sources for providing retention bonuses to keep good teachers in the county.</u></p> <p>Present strategies to Board of Education.</p> <p><u>Recommendation to implement surveys that will properly identify the factors that are producing attrition and those factors which are appealing to employees.</u></p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	<p>Implement strategies for providing signing incentives for new teachers.</p>	<p>Evaluate and revise strategies for providing signing incentives for new teachers.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<b>DELIVERY</b>				
<p>3.1.4 Reaffirm commitment to the strategy of recruiting, hiring, and retaining employees who are Somerset County residents.</p> <p><u>Recommendation to reaffirm the importance of teacher mentor programs particularly its structure and the efficacy of the mentors.</u></p> <p><u>Recommendation to implement numerous strategies to develop</u> <u>continued</u></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>

**SOMERSET COUNTY PUBLIC SCHOOLS  
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<p><u>3.1.4 continued</u> <u>future educators within the present support staff and student body.</u></p> <p><u>Establish Future Teachers of America Clubs in order to get 6<sup>th</sup>-12<sup>th</sup> grade students interested in teaching.</u></p> <p><u>Teach Practicum course at high school</u></p> <p><u>Research the feasibility of using planning/development as a career choice for students to promote teaching.</u></p>				
<p>3.1.5 Maintain practice of only hiring highly qualified teachers in content areas identified by NCLB and Maryland State Board of Education.</p> <p style="text-align: right;"><b>INITIATED</b></p>	<p>--- Continuous Practice---&gt; <u>Recommendation to continue to implement careful screening procedures prior to hiring.</u></p>	<p>--- Continuous Practice---&gt; <u>Recommendation to continue to structure and implement effective interviewing and hiring practices.</u></p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>
<p>3.1.6 Provide services to current teachers to support their growth toward becoming highly qualified. (i.e., praxis testing and course completion)</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>		

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>3.1.7 Provide more information to personnel through expanded Human Resources website.</p> <p><u>Recommendation to expand information pertaining to certification and NCLB issues on the Human Resources website.</u></p> <p style="text-align: center;"><b>UNADDRESSED</b></p>	<p style="text-align: center;">--- Continuous Practice--&gt;</p> <p>Assess value of Human Resources website and make revisions based on findings.</p>	<p style="text-align: center;">--- Continuous Practice--&gt;</p> <p style="text-align: center;">--- Continuous Practice--&gt;</p>	<p style="text-align: center;">--- Continuous Practice--&gt;</p> <p style="text-align: center;">--- Continuous Practice--&gt;</p>	<p style="text-align: center;">--- Continuous Practice--&gt;</p> <p style="text-align: center;">--- Continuous Practice--&gt;</p>

**MONITORING AND ACCOUNTABILITY**

<p>3.1.8 Create and conduct annual staff survey to gain information pertaining to human resource services and professional staff needs.</p> <p style="text-align: center;"><b>MOVED TO 2004-2005</b></p>	<p>Update and conduct annual staff survey to gain information pertaining to human resource services and professional staff needs.</p> <p>Analyze findings and propose strategies to meet identified needs.</p>	<p style="text-align: center;">--- Continuous Practice--&gt;</p> <p>Implement strategies designed to meet identified needs.</p>	<p style="text-align: center;">--- Continuous Practice--&gt;</p> <p style="text-align: center;">--- Continuous Practice--&gt;</p>	<p style="text-align: center;">--- Continuous Practice--&gt;</p> <p style="text-align: center;">--- Continuous Practice--&gt;</p>
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**SOMERSET COUNTY PUBLIC SCHOOLS  
MASTER PLAN**

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>3.1.9 Conduct annual exit survey of all employees resigning from Somerset County Public Schools and forward to Personnel Advisory Council.</p> <p><u>Recommendation to use Intranet/Formsite to gather pertinent information.</u></p> <p><u>Recommendation to respond to findings from surveys and related communications in order to reduce attrition.</u></p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p>Review Exit Survey information, articulate findings, compare with previous years' data and identify trends.</p> <p>Report findings to A&amp;S, Personnel Advisory Council and to Board of Education.</p> <p>Develop strategies for maintaining highly qualified staff.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Implement strategies for maintaining highly qualified staff.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>3.1.10 Strengthen Professional Development School partnerships with Salisbury University and University of Maryland Eastern Shore to assuring continuing professional development and access to highly qualified interns.</p> <p><u>Recommendation to continue to establish dialogue among all stakeholders for the purpose of helping interns have the most realistic and rigorous experience possible to assist in their initial adjustment.</u></p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>

**SOMERSET COUNTY PUBLIC SCHOOLS  
MASTER PLAN**

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>EQUITY ASSURANCE</b>				
3.1.11	Establish an on-going sub-committee of the Personnel Advisory Council focused on the recruitment, hiring, and retention of minority teachers.	Implement recommendations of sub-committee in order to increase the number of highly qualified minority teachers.	Evaluate and revise the plan for recruitment, hiring, and retention of highly qualified minority teachers.	--- Continuous Practice---

<b>Action Plan 3.2</b>	<b>Somerset County Public Schools retains personnel who deliver high quality instruction and rapidly learn to deploy improved instructional methods and assessment techniques.</b>			
<b>DELIVERY</b>				
3.2.1 Establish a Human Resources Handbook which references personnel policies and establishes expectations and responsibilities.  <b>INITIATED</b>	Evaluate Human Resources Handbook based on its usefulness and effectiveness.  Update the Human Resources Handbook with policy changes and strategies for improved usefulness.	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
		--- Continuous Practice---	--- Continuous Practice---	--- Continuous Practice---
3.2.2 Provide continued support to provisional teachers by: <ul style="list-style-type: none"> <li>• Reimbursement for coursework.</li> <li>• Mentor and coaching.</li> <li>• Reimbursement for Praxis Prep expenses.</li> </ul> <b>INITIATED</b>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
3.2.3 Continue to support incumbent teachers' efforts to achieve highly qualified status through the tuition reimbursement program. <b>IN PROGRESS</b>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
3.2.4 Maintain the current practice of recruiting and hiring only highly qualified paraprofessionals. <b>INITIATED</b>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
3.2.5 Provide incumbent paraprofessionals with tuition assistance and/or preparation for required state tests to meet qualification requirements. <b>IN PROGRESS</b>	--- Continuous Practice-->	--- Continuous Practice-->		
3.2.6	Review assignments of paraprofessionals and make necessary personnel changes to ensure assignments are consistent with qualifications.	--- Continuous Practice---	--- Continuous Practice-->	--- Continuous Practice-->

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>MONITORING AND ACCOUNTABILITY</b>				
3.2.7 Establish a process for monitoring highly qualified status and communicating this expectation to all stakeholders. <div style="text-align: right;"><b>INITIATED</b></div>	Implement process for monitoring highly qualified status and communicating this expectation to all stakeholders.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
<b>MONITORING AND ACCOUNTABILITY</b>				
3.2.8 Continue to work with MSDE to establish a separate set of qualifying and composite scores on Praxis II tests for incumbent middle school teachers. <div style="text-align: right;"><b>INITIATED</b></div>	--- Continuous Practice--->	Utilize established MSDE qualifying scores for Middle School certification.	--- Continuous Practice--->	--- Continuous Practice--->
3.2.9		Evaluate and revise the current Teacher Mentor Program in order to improve teacher performance and reduce teacher attrition rates.	--- Continuous Practice--->	--- Continuous Practice--->
3.2.10 Evaluate the effectiveness of the current new teacher orientation program. <div style="text-align: right;"><b>IN PROGRESS</b></div>	Expand current new teacher orientation program to include a greater emphasis on curriculum, instruction, and assessment.	Evaluate and revise new teacher orientation program.	--- Continuous Practice--->	--- Continuous Practice--->

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
3.2.11 Implement and promote a process for the tracking of and assigning of highly qualified teachers to high poverty schools. <div style="text-align: right;"><b>INITIATED</b></div>	Monitor, evaluate and enhance this process to ensure highly qualified teachers are being assigned where they are most needed.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
3.2.12 Review, analyze, revise and adopt the compensation schedule for paraprofessionals to reflect new qualification requirements.	Implement new compensation schedule for paraprofessionals.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
<b>EQUITY ASSURANCE</b>				
3.2.13 Provide tutorials for Praxis I (Prep2Teach Program) and II to assist provisional teachers in becoming highly qualified. <div style="text-align: right;"><b>INITIATED</b></div>	--- Continuous Practice--->	--- Continuous Practice--->		

**SOMERSET COUNTY PUBLIC SCHOOLS  
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<b>Action Plan 3.3</b>	<b>Highly qualified principals are recruited, hired and retained.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DESIGN</b>				
3.3.1 Maintain and continue to develop a competitive salary and benefits package in order to attract and retain high quality administrators. <b>IN PROGRESS</b>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
3.3.2 Collaborate with local Universities to coordinate efforts to provide quality programs to help potential candidates to successfully transition into administration. <b>IN PROGRESS</b>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
3.3.3	Develop, promote and provide seminars and related activities that offer aspiring administrators opportunities to gain hands-on administrative experience.	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
3.3.4 Assess principals' strengths as instructional leaders and provide differentiated, goal based professional development to strengthen their role as instructional leaders.  <div style="text-align: right;"><b>IN PROGRESS</b></div>	Use assessment results to provide differentiated, goal based staff development to strengthen their role as instructional leaders.	Assess impact of differentiated, goal based staff development on teacher perception and student achievement.	--- Continuous Practice--->	--- Continuous Practice--->
3.3.5 Provide state-of-the-art training, coaching, and on-going support for administrators in data-based decision making to enhance their instructional leadership.  <div style="text-align: right;"><b>IN PROGRESS</b></div>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
3.3.6	Provide appropriate training for administrators in the use of instructional technology.	--- Continuous Practice--->	--- Continuous Practice---	--- Continuous Practice---

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
3.3.7	Provide differentiated, goal based professional development for administrators to strengthen their skills in recognizing and developing effective instruction in the classroom.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice---
<b>MONITORING AND ACCOUNTABILITY</b>				
3.3.8		Monitor and assess principals' application of professional development in <ul style="list-style-type: none"> <li>• Data based decision making.</li> <li>• Using instructional technology.</li> <li>• Recognizing and developing effective instruction in the classroom.</li> </ul>	--- Continuous Practice--->	--- Continuous Practice--->
<b>EQUITY ASSURANCE</b>				
3.3.9	<u>Recommendation to utilize the efforts of the Personnel Advisory Council and the Minority Recruitment Committee.</u>  <u>Use the Personnel Advisory Council to focus retention of effective teachers – listen to them speak about the issues that drive them out of the profession.</u>	Seek role models for instructional leadership positions representative of racial diversity of county.	--- Continuous Practice--->	--- Continuous Practice--->

**SOMERSET COUNTY PUBLIC SCHOOLS  
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<b>Action Plan 3.4</b>	<b>All Somerset County Public Schools educators' demonstrate the skills to improve student achievement.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>TEACHER ENGAGEMENT ACTION TEAM: ADDITIONS PROJECTED FOR MASTER PLAN STEERING TEAM UPDATE JANUARY, 2004</b>				
<b>DESIGN</b>				
3.4.1 Pilot alternative forms of teacher evaluation enabling teachers to take responsibility for their own professional development. <div style="text-align: right; background-color: black; color: white; padding: 2px;"><b>IN PROGRESS</b></div>	Update and fully implement alternative forms of evaluation for highly able teachers.	Review and update alternative forms of teacher evaluation.	--- Continuous Practice--->	--- Continuous Practice--->
3.4.2 School Improvement Teams develop and implement plans for individual teachers to track and report student achievement data in reading, and mathematics. <div style="text-align: right; background-color: black; color: white; padding: 2px;"><b>INITIATED</b></div>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
3.4.3	Establish a Somerset Professional Development Council charged with the task of designing and monitoring a professional development plan to improve student achievement.	Procure Board of Education adoption of Professional Development Plan designed to promote and monitor student achievement.  Implement plan.	--- Continuous Practice--->	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
3.4.4	Utilize school based staff development sessions to review, emphasize, discuss, and reflect upon the application of the “Components of Professional Practice” by Charlotte Danielson to the effective delivery in standards based education.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
<b>MONITORING AND ACCOUNTABILITY</b>				
3.4.5	Through the walk through, observation and evaluation process, teachers demonstrate the use of “best practices” as identified by Charlotte Danielson in the book “Teacher Evaluation”.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

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<b>Action Plan 3.5</b>	<b>All Somerset County Public School educators are trained and successfully demonstrate their use of assessment data to identify the strengths and weaknesses of their collective and individual practices related to student growth and development.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>TEACHER ENGAGEMENT ACTION TEAM: ADDITIONS PROJECTED FOR MASTER PLAN STEERING TEAM UPDATE JANUARY, 2004</b>				
<b>DELIVERY</b>				
3.5.1 Analyze and monitor quarterly reading and math assessment data and apply findings. <b>IN PROGRESS</b>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
<b>MONITORING AND ACCOUNTABILITY</b>				
3.5.2 Assess teacher skill and applications in analyzing and monitoring MSA, HSA, and readiness data as evidenced in planning and instruction. <b>IN PROGRESS</b>	Supply additional training and coaching for teachers to demonstrate confidence in applying learned skills to analysis and monitoring of all MSA, HSA, and readiness data.	--- Continuous Practice--->  Correlate skill of teacher in analysis and monitoring of all MSA, HSA, and readiness data with student achievement growth.	--- Continuous Practice--->  --- Continuous Practice--->	--- Continuous Practice--->  --- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>EQUITY ASSURANCE</b>				
3.5.3 Continue to train all special education teachers in the effective use of assessments and writing assessment reports.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
<div style="background-color: black; color: white; padding: 2px;"><b>IN PROGRESS</b></div>	Evaluate assessments and reports for all special education staff in order to maintain compliance.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

**SOMERSET COUNTY PUBLIC SCHOOLS  
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<b>Action Plan 3.6</b>	<b>All Somerset County Public School educators participate in ongoing professional development to enhance their students' success in the classroom.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>TEACHER ENGAGEMENT ACTION TEAM: ADDITIONS PROJECTED FOR MASTER PLAN STEERING TEAM UPDATE JANUARY, 2004</b>				
<b>DESIGN</b>				
3.6.1 Develop a county wide comprehensive staff development plan that is tied to student achievement which includes a system for monitoring staff development data. <div style="text-align: right; background-color: black; color: white; padding: 2px;"><b>INITIATED</b></div>	Implement strategies for documenting, tracking, and evaluating staff development goals and objectives based on student achievement data.	Monitor and revise the staff development plan.	--- Continuous Practice--->	--- Continuous Practice--->
3.6.2 Plan monthly Pre K -5 lessons integrated with technology through the support of The County Technology Trainer. <div style="text-align: right; background-color: black; color: white; padding: 2px;"><b>IN PROGRESS</b></div>	<div style="text-align: center; color: red;">--- Continuous Practice---&gt;</div> Post on website and trade integrated lessons across the county.	<div style="text-align: center; color: red;">--- Continuous Practice---&gt;</div> <div style="text-align: center; color: red;">--- Continuous Practice---&gt;</div>	<div style="color: red;">--- Continuous Practice---&gt;</div> <div style="color: red;">--- Continuous Practice---&gt;</div>	<div style="color: red;">--- Continuous Practice---&gt;</div> <div style="color: red;">--- Continuous Practice---&gt;</div>
3.6.3 Enhance middle and high school based technology usage through planned 45 minutes technology training sessions. <div style="text-align: right; background-color: black; color: white; padding: 2px;"><b>IN PROGRESS</b></div>	Monitor and assess effectiveness of application of "Tech Day" training.	<div style="color: red;">--- Continuous Practice---&gt;</div>	<div style="color: red;">--- Continuous Practice---&gt;</div>	<div style="color: red;">--- Continuous Practice---&gt;</div>

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
3.6.4 Utilize the Instructional Facilitators as teacher leaders who acquire necessary training and deliver ongoing professional development based upon explicit goals and teacher needs.  <u>Provide Instructional Facilitators at the elementary level to deliver ongoing Professional Development.</u> <b>IN PROGRESS</b>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
3.6.5 Implement a “flex day” in the county calendar in order for teachers to pursue individualized learning within their content areas, skill areas, or identified school wide SIT initiatives.  <b>COMPLETED</b>	--- Continuous Practice--->  Assess value of flex day from teacher and administrator perspective.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
3.6.6 Provide professional development for all teachers 6-12 in strategies for integrating SAT Prep in the regular classroom.  <b>INITIATED</b>	Require all teachers to integrate SAT Prep strategies in the regular classroom.	Evaluate effectiveness of integrated strategies based on SAT scores.	Adjust, monitor and maintain integration of strategies.	--- Continuous Practice--->

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
3.6.7 Train all secondary teachers to write quality assessment items which mirror MSA and HSA.  <div style="text-align: right;"><b>IN PROGRESS</b></div>	Develop and/or revise end-of-course assessments for all courses in grades 6-12.	<i>--- Continuous Practice---</i>	<i>--- Continuous Practice---</i>  Assess impact of end of course assessments on student achievement.	<i>--- Continuous Practice---</i>
3.6.8 Train all elementary teachers to write quality assessment items which mirror MSA.  <div style="text-align: right;"><b>INITIATED</b></div>	Monitor the integration of quality assessment items in everyday instruction. Designate specific assessments as SCPS County Wide Assessments.	<i>--- Continuous Practice---</i>  Assess impact of county wide assessments and banked assessments on student achievement.	<i>--- Continuous Practice---</i>  <i>--- Continuous Practice---</i>	<i>--- Continuous Practice---</i>  <i>--- Continuous Practice---</i>
3.6.9 Provide ongoing MSSR training for all Pre-K and K staff.  <div style="text-align: right;"><b>IN PROGRESS</b></div>	<i>--- Continuous Practice---</i>  Assess impact of MSSR training on student achievement.	<i>--- Continuous Practice---</i>  <i>--- Continuous Practice---</i>	<i>--- Continuous Practice---</i>  <i>--- Continuous Practice---</i>	<i>--- Continuous Practice---</i>  <i>--- Continuous Practice---</i>
3.6.10 Provide ongoing reading and math training based upon annual analysis of program, grade level, and specific teachers' needs for all teachers in Pre-K – 8.  <div style="text-align: right;"><b>IN PROGRESS</b></div>	<i>--- Continuous Practice---</i>	<i>--- Continuous Practice---</i>	<i>--- Continuous Practice---</i>	<i>--- Continuous Practice---</i>

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
3.6.11 Provide orientation and on-going training for all science teachers in grades 2 -5 with adoption of new science series 2 -5.  <div style="text-align: right;"><b>IN PROGRESS</b></div>	Provide ongoing training for all science teachers in grades 2 – 5.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
3.6.12 Provide an opportunity to all staff members for at least 15 hours of technology related staff development per semester.  <div style="text-align: right;"><b>IN PROGRESS</b></div>	--- Continuous Practice--->  Assess impact of technology training on student achievement.	--- Continuous Practice--->  --- Continuous Practice--->	--- Continuous Practice--->  --- Continuous Practice--->	--- Continuous Practice--->  --- Continuous Practice--->
3.6.13 Provide 6 additional site delivered hours per semester of technology professional development based on their individual needs assessment.  <div style="text-align: right;"><b>IN PROGRESS</b></div>	--- Continuous Practice--->  Assess impact of technology training on student achievement.	--- Continuous Practice--->  Assess impact of technology training on student achievement.	--- Continuous Practice--->  --- Continuous Practice--->  Promote cross site sharing of training and results.	--- Continuous Practice--->  --- Continuous Practice--->  --- Continuous Practice--->
3.6.14 Conduct an 8 day summer “Technology Academy” to instruct and support teachers in developing technology integrated lessons, followed by 2 days of reflection and sharing during the following school year.  <div style="text-align: right;"><b>IN PROGRESS</b></div>	Monitor application and impact of “Technology Academy” participation on teacher application of technology to lesson delivery.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>MONITORING AND ACCOUNTABILITY</b>				
3.6.15			Assess value of flex day and other professional development initiatives as correlated with student achievement growth.	---Continuous Practice---
3.6.16		Monitor the impact of technology training on student achievement.	--- Continuous Practice-->	--- Continuous Practice-->
3.6.17 Establish policy and guidelines requiring teachers, principals and other staff who attend workshops, conferences or other professional growth opportunities to demonstrate application and provide follow up presentations to appropriate faculty or staff. <b>INITIATED</b>	Implement policy and guidelines and monitor effectiveness	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
<b>EQUITY ASSURANCE</b>				
3.6.18 Integrate strategies for dealing with diverse student populations into all professional development opportunities. <b>INITIATED</b>	--- Continuous Practice-->	--- Continuous Practice--> Assess impact of training to meet diverse students' needs on student achievement.	--- Continuous Practice-->  --- Continuous Practice-->	--- Continuous Practice-->  --- Continuous Practice-->

**SOMERSET COUNTY PUBLIC SCHOOLS  
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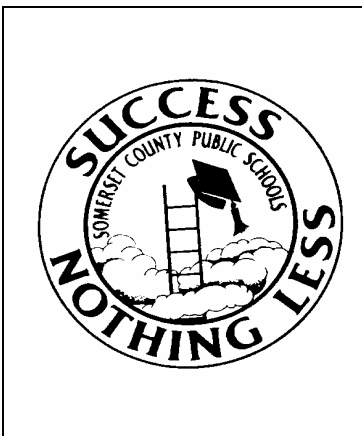
<b>Action Plan 3.7</b>	<b>All Somerset County Public Schools educators participate in ongoing professional development to enhance their success with diverse students in the classroom.</b>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
<b>EQUITY ASSURANCE</b>					
3.7.1	Increase teacher, administrator and full staff understanding and response to diverse cultural and socio economic experiences and expectations of students through planned professional development.	--- Continuous Practice--->	--- Continuous Practice--->  Assess impact of training to meet diverse students' needs on student achievement.	--- Continuous Practice--->  --- Continuous Practice--->	
3.7.2 Incorporate training related to differentiated learning into the Somerset County Professional Development Plan.	Provide on-going support to teachers as they incorporate differentiated learning strategies into their classrooms.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	
<b>MOVED TO 2004-2005</b>					

**SOMERSET COUNTY PUBLIC SCHOOLS  
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<b>Action Plan 3.8</b>	<b>High quality guidance counselors are recruited, hired, and retained.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DESIGN</b>				
3.8.1 Clarify role expectations and responsibilities of the “High quality” guidance counselor through revised job description.  <div style="text-align: right;"><b>INITIATED</b></div>	Implement changes in duties of the guidance counselor.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
3.8.2 Investigate several programs at higher education institutions for guidance counselor training to assess critical educational training areas.  <div style="text-align: right;"><b>INITIATED</b></div>				
<b>DELIVERY</b>				
3.8.3	Conduct county wide assessment of guidance services and report findings to Administrators and Supervisors and the Board.	Adjust guidance program to meet assessed needs and responsibilities based on results of assessment.	--- Continuous Practice--->	--- Continuous Practice--->

**SOMERSET COUNTY PUBLIC SCHOOLS  
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<b>KEY GOAL HIGHLY QUALIFIED EDUCATORS</b>	By 2005-2006, all students will be taught by highly qualified teachers.
<b>INDICATOR</b>	The percentage of classes being taught by “highly qualified” teachers, in the aggregate and in each school. <i>(The perceived climate of the learning classroom and school site as measured by a selected survey administered to teachers, students, and parents in comparison to a 2002 measure on the same survey.)</i>
<b>MEASURE</b>	Growth in positive percentages in community, teacher and student reported perception of school and classroom learning environment.
<b>STRATEGY 4</b>	<b>ENVIRONMENT CONDUCTIVE TO LEARNING</b> We will enhance our school program offerings, delivery, and evaluation in all schools in order to optimize each student’s learning environment and experience.



- I. DESIGN**
- II. DELIVERY**
- III. MONITORING AND ACCOUNTABILITY**
- IV. EQUITY ASSURANCE**

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<b>Action Plan 4.1</b>	<b>Each school and classroom in Somerset County Public Schools provides a Pre-K – 12 coherent and continuous, integrated multicultural and multidisciplinary process for educating all students about diversity and commonality.</b>			
<b>Cross – Program Action Steps</b>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>ENVIRONMENT CONDUCTIVE TO LEARNING ACTION TEAM: ADDITIONS PROJECTED FOR MASTER PLAN STEERING TEAM UPDATE JANUARY, 2004</b>				
<b>DESIGN</b>				
4.1.1 Identify and use curriculum resources that highlight the achievement of minorities. <b>IN PROGRESS</b>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
4.1.2	Research and evaluate programs that meet the needs and strengths of a diverse population.	Provide staff development for teachers to implement strategies for meeting the needs and strengths of a diverse population.	Monitor implementation of strategies designed to meet the needs of a diverse population.	Evaluate the effectiveness of strategies designed to meet the needs of a diverse population.
4.1.3	Research and evaluate sensitivity and diversity training for all employees.	<u>Provide sensitivity and diversity training for all employees.</u>	Monitor implementation of sensitivity and diversity training for all employees.	Evaluate the effectiveness of sensitivity and diversity training for all employees.

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>4.1.4 <u>Research and identify</u> ways to increase opportunities for minority students to display their non-academic strengths and talents in ways that enhance academic learning. (i.e. music, drama, sports, etc.)</p> <p><b>MOVED TO 2004-2005</b></p>	<p>Implement strategies to enhance opportunities for minority students to display their non-academic strengths and talents in ways that enhance academic learning. (i.e. music, drama, sports, etc.)</p> <p><u>Research and identify ways to increase opportunities for all students to display their non-academic strengths and talents through a gifted and talented program and an expanded fine arts program that enhances academic learning.</u></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>4.1.5 <u>Research and develop</u> procedures for review and removal of Pre-K – 12 instructional materials that exclude or <u>are offensive to</u> minorities.</p> <p><b>COMPLETED</b></p>	<p>Implement procedures for review and removal of Pre-K – 12 instructional materials that exclude or <u>are offensive to</u> minorities.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
4.1.6 Review select and integrate materials which are multicultural in all subject areas at all grade levels. <div style="text-align: right;"><b>COMPLETED</b></div>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
4.1.7		Provide all teachers with a basic familiarity of African-American and Hispanic/ Latino history and culture through staff development.	--- Continuous Practice-->	--- Continuous Practice-->
4.1.8 Continue to provide exposure to all students of professional role models representative of all ethnic and racial groups. <div style="text-align: right;"><b>IN PROGRESS</b></div>	Continue to provide exposure to all students of professional role models representative of all ethnic and racial groups.	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
4.1.9 Emphasize through instruction and celebration the cultural aspects that make each student and/or their heritage special. <div style="text-align: right;"><b>INITIATED</b></div>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
<b>EQUITY ASSURANCE</b>				
4.1.10		Provide training for all teachers in strategies for using biased materials in nonbiased ways.	Evaluate the effectiveness of the training and revise based on findings.	--- Continuous Practice-->

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<b>Action Plan 4.2</b>	<b>Somerset County Public Schools provides a quality program of fine arts that enables all students to meet or exceed Maryland’s standards for Fine Arts Education.</b>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
<b>ENVIRONMENT CONDUCTIVE TO LEARNING ACTION TEAM: ADDITIONS PROJECTED FOR MASTER PLAN STEERING TEAM UPDATE JANUARY, 2004</b>					
<b>DESIGN</b>					
4.2.1 Reestablish a fine arts advisory committee including the Somerset County Arts Council and SCPS employees to provide feedback, guidance, and support in the development of a strategic plan for the implementation of a fine arts program.  <b>IN PROGRESS</b>	--- Continuous Practice---	--- Continuous Practice---	--- Continuous Practice---	--- Continuous Practice---	
4.2.2	Develop a plan for the implementation of visual arts and music in Pre-K to 12 that is aligned with Maryland State Standards	Develop or acquire a curriculum for visual arts and music in Pre-K to 12 that is aligned with Maryland State Standards  Develop a plan for the implementation of theater and dance in Pre-K to 12 that are aligned with Maryland State Standards	Implement a visual arts and music program in grades Pre-K – 5 consistent with Maryland State Standards  Develop or acquire a curriculum for theater and dance in Pre-K to 12 that are aligned with Maryland State Standards.	--- Continuous Practice--->  Implement a theater and dance program consistent with Maryland State Standards.	

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DESIGN</b>				
4.2.3 Design a plan for the involvement of the community in the design and delivery of Fine Arts educational experiences for Somerset County children.  <div style="text-align: right;"><b>INITIATED</b></div>	Market the Community Based Fine Arts plan.  <u>Support the use of community based resources in the delivery of fine arts.</u>	Implement the Community Based Fine Arts Plan.	--- Continuous Practice--->	--- Continuous Practice--->
<b>DELIVERY</b>				
4.2.4      <div style="text-align: center;"><b>NEW</b></div> <div style="text-align: center;"><b>IN PROGRESS</b></div>	<u>Provide opportunities for students to attend a fine arts performance to enrich their Fine Arts background.</u>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

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4.2.5	<p><u>Continue to enhance the local budget with resources for instructional materials so that fine arts teachers have the resources to conduct an adequate program.</u></p> <p style="text-align: center;"><b>NEW</b></p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
<b>Action Plan 4.3</b>	<b>Criterion, norm referenced, and daily classroom assessment results are analyzed and acted upon by classroom teachers, building principals and supervisors for the individual student, groups of students, school sites, and the county system in regularly scheduled planning and analysis times.</b>			
<b>DESIGN</b>				
4.3.1 Develop a plan to increase student understanding and command of his/her own assessment data as a measure of growth and development within his/her control.	Promote and implement the plan to increase student understanding and command of his/her own assessment data as a measure of growth and development within his/her control.	--- Continuous Practice-->	--- Continuous Practice-->	Assess impact of plan to increase student understanding and command of his/her own assessment data as a measure of growth and development within his/her control.
4.3.2 Develop a plan to increase individual teacher understanding and command of his/her own class assessment data as a measure of growth and development <u>and a means for improving instructional</u>	Promote and implement the plan to increase teacher understanding and command of his/her own class assessment data as a measure of growth and development within his/her control.	--- Continuous Practice-->	--- Continuous Practice-->	Assess impact of plan to increase teacher understanding and command of his/her own class assessment data as a measure of growth and development within his/her control.

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<u>delivery.</u>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
4.3.3	Implement a “Data Analyst” position to coordinate, train, and supervise the use of data.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
4.3.4 Explore the use of “Power School” and other software applications that will enable tracking and analysis of student data at the system, school, and classroom level.  <b>IN PROGRESS</b>	Develop a plan for tracking, analyzing, and reporting student data at all levels.	Implement plan for tracking, analyzing and reporting student data at all levels.  Update curriculum and instruction practices based on the analysis of assessment data.	--- Continuous Practice--->	--- Continuous Practice--->
4.3.5 Explore the use of CAT (Computer Adaptive Testing) models to enhance teacher application and student/parent comprehension of achievement growth and progress.  <b>INITIATED</b>	Consider implementation of a CAT model within budgetary constraints and facility/equipment capacity.	Implement selected CAT model.	Assess implementation of CAT model.	Assess impact of CAT on student achievement growth and progress.

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<b>Action Plan 4.4</b>	<b>All Somerset County Public Schools Board of Education and administration support high quality education through equitable resource allocation to schools and programs.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DESIGN</b>				
<p>4.4.1 Plan for maximum productivity of accessible resources.</p> <p style="text-align: right; background-color: black; color: white; padding: 2px;"><b>INITIATED</b></p>	<p>Establish and adopt a zero based budgeting policy and process in order to direct resources to the greatest needs in meeting the Master Plan initiatives.</p> <p>Orient principals and staff to zero based budgeting procedures and implement design.</p>	<p>---Continuous Practice---</p>	<p>Assess impact of zero based budgeting on principal and staff perception of available resources to meet the needs of the educational program and the physical site.</p>	<p>---Continuous Practice---</p>
<p>4.4.2 Develop a protocol for grant searches, applications, public relations response, implementation process, and evaluation process that underlies and confines itself to Master Plan initiatives.</p> <p>Seek Board adoption of the protocol.</p> <p style="text-align: right; background-color: black; color: white; padding: 2px;"><b>INITIATED</b></p>	<p>Distribute and discuss the protocol with all Somerset County Public School Staff.</p> <p>Establish a “clearinghouse” for the release of all grant Applications.</p>	<p>Monitor the use of the protocol.</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>
<p>4.4.3 Seek input from the County Commissioners on the means and level of involvement they perceive as productive for their role in providing equitable resources to the school system.</p> <p style="text-align: right; background-color: black; color: white; padding: 2px;"><b>INITIATED</b></p>	<p>Design a process for County Commissioner’s involvement in the budgeting process that enables a fuller understanding of the budgeting process, budget content, and strategies to provide equitable resources to each site.</p>	<p>Implement a process for County Commissioner’s involvement in the budgeting process that enables a fuller understanding of the budgeting process, budget content, and strategies to provide equitable resources to each site.</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>4.4.4 Design a mean to sustain the selected county school configuration that <b>provides optimal educational programs</b> in safe, secure, and healthy facilities.</p> <p align="center"><b>COMPLETED</b></p>	<p>Implement community endorsed and board adopted consolidation plan.</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>
<b>DELIVERY</b>				
<p>4.4.5 Conference with County Commissioners on ways to share resources to increase productivity of the Schools and County Services.</p> <p align="center"><b>IN PROGRESS</b></p>	<p>Develop a plan on ways to share resources between the School and County.</p>	<p>Implement the plan on ways to share resources between the School and County.</p>	<p>Assess advantages and disadvantages of fiscal collaboration of services between the School and County.</p>	
<p>4.4.6 Develop the Capital Improvement Plan and Budget in accordance with the selected county school configuration.</p> <p align="center"><b>COMPLETED</b></p>	<p>Implement Capital Improvement Plan in a staged format that least disrupts educational services.</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>
<b>MONITORING AND ACCOUNTABILITY</b>				
<p>4.4.7</p>	<p>Monitor trends in overall budget categories to assure maximum dollars are equitably devoted to direct services to students.</p>	<p>Adjust budget categories based on findings.</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>MONITORING AND ACCOUNTABILITY</b>				
4.4.8		Monitor grant application and receipt process to assure alignment with Master Plan.	--- Continuous Practice--->	--- Continuous Practice--->
4.4.9 Develop and implement procedures for monitoring each school's activity funds to assure full and appropriate application to student programs.  <b>COMPLETED</b>	--- Continuous Practice---	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
4.4.10 Select a comprehensive fixed assets management system to ensure school system's fixed assets are properly identified, monitored and safeguarded.  <b>IN PROGRESS</b>	Implement Fixed Assets Software to assure capacity of county to meet its needs.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
<b>EQUITY ASSURANCE</b>				
4.4.11 Assess distribution of resources to each site identifying areas of imbalance.  <b>IN PROGRESS</b>	Correct findings of inequitable distribution of resources.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

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2003 – 2004	2004 – 2005	2005 – 2006	2006 – 2007	2007 - 2008
4.4.12	.		Monitor grant application and receipt process to assure equitable distribution throughout the county and alignment with site based School Improvement Plans.	--- Continuous Practice--->
4.4.13 Access and apply researched findings on school size and consolidation plans and fiscal plans that address the distinct needs of Somerset County as an impoverished community.  <b>COMPLETED</b>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
<b>Action Plan 4.5</b>	<b>The School Improvement Process will be comprehensive and consistent throughout Somerset County Schools.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DESIGN</b>				
4.5.1 Review and revise current policies and regulations regarding School Improvement Planning to ensure a clear link from district to school to classroom.  <b>INITIATED</b>	Communicate and monitor implementation of revised policies and regulations on School Improvement Planning.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
4.5.2 Increase the use of teacher checklists, walkthroughs, and one-on-one support from Instructional Facilitators in order to ensure the implementation of all school improvement strategies in all classrooms. <div style="text-align: right;"><b>IN PROGRESS</b></div>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
4.5.3 Ensure that the required “10 School Wide Components” for school improvement are integrated into the School Improvement Plans for all Title I schools. <div style="text-align: right;"><b>IN PROGRESS</b></div>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
4.5.4 Disaggregate and analyze State, county and classroom assessment data and make program changes and modifications to the School Improvement Plans as needed for meeting the needs of students who are not achieving proficiency. <div style="text-align: right;"><b>INITIATED</b></div>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->

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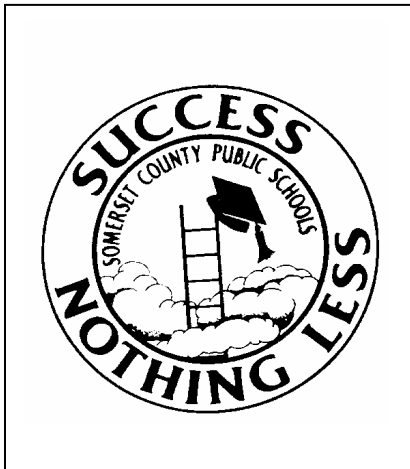
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
4.5.5 Continue “Data Based Decision Making” training for all School Improvement Teams to promote, support and monitor their use of formative and summative data. <div style="text-align: right;"><b>IN PROGRESS</b></div>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
4.5.6 Train all administrators to use technology to complete basic administrative functions. <div style="text-align: right;"><b>IN PROGRESS</b></div>	Train all administrators to expand their use of technology to complete more complex administrative functions.	--- Continuous Practice--->  Individually assess each administrator’s command and application of taught technology skills and strategies  Develop individual technology professional development plans for each administrator.	--- Continuous Practice--->  --- Continuous Practice---	--- Continuous Practice--->  ---Continuous Practice---
<b>MONITORING AND ACCOUNTABILITY</b>				
4.5.7 Develop a process for ongoing and consistent monitoring of School Improvement Plans. <div style="text-align: right;"><b>MOVED TO 2004-2005</b></div>	Implement the process for consistent monitoring of School Improvement Plans	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

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2003 – 2004	2004 – 2005	2005 – 2006	2006 – 2007	2007 - 2008
<p>4.5.8 Maintain and support a central office School Improvement Team liaison to support schools in increasing student achievement.</p> <p style="text-align: right;"><b>COMPLETED</b></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p>Convene all central office liaisons to share successful School Improvement Team strategies for increasing student achievement.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p> <p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>4.5.9 Continue use of the Online Staff Technology Assessment to evaluate technology skills and plan staff development programs.</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p>Implement the Maryland Online Technology Assessment for Administrators and Teachers developed by the Ed-Tech Consortium.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<b>EQUITY ASSURANCE</b>				
<p>4.5.10</p>	<p>Train all administrators to access student data using Power School in order to revise and update their School Improvement Plans.</p>	<p>Continue the use of Power School to access student data for revising School Improvement Plans.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>

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<b>KEY GOAL SAFE, QUALITY ENVIRONMENT</b>	All students will be educated in learning environments that are safe, drug free, and conducive to learning.
<b>INDICATOR</b>	The number of reported disciplinary incidents threatening safe, drug free, environments. The number of persistently dangerous schools, as defined by the State of Maryland.
<b>MEASURE</b>	School Climate Survey; MSDE Violent Incident Reports
<b>STRATEGY 5</b>	<b>DISCIPLINE</b> We will design, implement, monitor, and evaluate an effective and consistently administered county wide disciplinary system.



- I. DESIGN
- II. DELIVERY
- III. MONITORING AND ACCOUNTABILITY
- IV. EQUITY ASSURANCE

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<b>Action Plan 5.1</b>	<b>All Somerset County Public Schools participate in an effective, countywide disciplinary system.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DISCIPLINE ACTION TEAM: ADDITIONS PROJECTED FOR MASTER PLAN STEERING TEAM UPDATE JANUARY, 2004</b>				
<b>DESIGN</b>				
5.1.1 Establish a comprehensive action team <ul style="list-style-type: none"> <li>• To review and study effective disciplinary practices and/or programs.</li> <li>• To review and revise current policy related to Standards of Social Behavior.</li> <li>• To review current data on student suspensions.</li> </ul> <div style="text-align: right; background-color: black; color: white; padding: 2px;"><b>COMPLETED</b></div>	Select and pilot effective disciplinary practices and/or programs.  Adopt revised policy on Standards of Social Behavior.  Implement revised policy on Standards of Social Behavior.	Evaluate and modify the effectiveness of chosen practices and/or programs.  Publicize results to community.	Expand effective programs to all schools and all classrooms.  <div style="text-align: center; color: red;">--- Continuous Practice--&gt;</div>	Evaluate and modify the effectiveness of chosen practices and/or programs.  <div style="text-align: center; color: red;">--- Continuous Practice--&gt;</div>
<b>DELIVERY</b>				
5.1.2 Review current program and implement Positive Behavior Intervention Support (PBIS) in three additional schools. <div style="text-align: right; background-color: black; color: white; padding: 2px;"><b>COMPLETED</b></div>	Expand the scope of PBIS in existing schools and expand to additional schools.	<div style="text-align: center; color: red;">--- Continuous Practice--&gt;</div>	<div style="text-align: center; color: red;">--- Continuous Practice--&gt;</div>	<div style="text-align: center; color: red;">--- Continuous Practice--&gt;</div>

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<p>5.1.3 Hire a Behavior Support Coach and Instructional Assistant to work cooperatively with PBIS teams in each school.</p> <p><b>INITIATED BUT NOT FUNDED</b></p>	<p>Maintain a Behavior Support Coach and Instructional Assistant to work cooperatively with PBIS teams in each school.</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>
<p style="text-align: center;">2003-2004</p>	<p style="text-align: center;">2004-2005</p>	<p style="text-align: center;">2005-2006</p>	<p style="text-align: center;">2006-2007</p>	<p style="text-align: center;">2007-2008</p>
<p><b>DELIVERY</b></p>				
<p>5.1.4 Establish goals for the Alternative to Suspension programs at both elementary schools.</p> <p>Monitor and evaluate effectiveness of Alternative to Suspension programs.</p> <p><b>INITIATED</b></p>	<p>--- Continuous Practice---&gt;</p> <p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p> <p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p> <p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p> <p>--- Continuous Practice---&gt;</p>
<p>5.1.5 Improve administrator, teacher and staff disciplinary effectiveness through internalizing concepts related to “A Framework for Understanding Poverty,” presented as a large group workshop by Ruby Payne and followed by additional staff development throughout</p> <p><b>IN PROGRESS</b></p>	<p>Develop additional strategies related to “Understanding Poverty.”</p> <p>Implement strategies related to “Understanding Poverty.”</p>	<p>Evaluate effectiveness and further implement strategies related to “Understanding Poverty.”</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>

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<p>ut the year.</p>				
<p>5.1.6 Assess effectiveness of In-School Suspension Monitors at all middle and high schools.</p> <p style="text-align: center;"><b>COMPLETED</b></p>	<p>Make adjustments to improve impact of In-School Suspension Monitors' work at all middle and high schools.</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">-- Continuous Practice---&gt;</p>
<p>5.1.6.1</p>	<p><u>Implement peer mediation programs in all schools and establish an advisory committee.</u></p> <p style="text-align: center;"><b>NEW</b> <b>IN PROGRESS</b></p>	<p><u>Monitor and evaluate effectiveness of peer mediation programs.</u></p>	<p style="text-align: center;">---Continuous Practice---</p>	<p style="text-align: center;">---Continuous Practice---</p>
<p>5.1.6.2</p>	<p><u>Establish procedures and reevaluate attendance policies to improve attendance and meet NCLB targets. Utilize learning support teams to address attendance issues.</u></p>	<p><u>Monitor and evaluate effectiveness of policies and procedures.</u></p>	<p style="text-align: center;">---Continuous Practice---</p>	<p style="text-align: center;">---Continuous Practice---</p>

**SOMERSET COUNTY PUBLIC SCHOOLS  
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	<b>IN PROGRESS</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>MONITORING AND ACCOUNTABILITY</b>				
5.1.7 Explore the use of Power School to collect and report student disciplinary data. <div style="text-align: right;"><b>IN PROGRESS</b></div>			Parents have access to Power School data	---Continuous Practice---
5.1.8	Develop a procedure to analyze disciplinary data.	Implement procedure for analyzing disciplinary data.  Report to Administrator and Supervisors and to the Board.	---Continuous Practice---	---Continuous Practice---
<b>EQUITY ASSURANCE</b>				
5.1.9 Ensure that the disciplinary process is applied equally to all subgroups. <div style="text-align: right;"><b>INITIATED</b></div>	---Continuous Practice---	---Continuous Practice---	---Continuous Practice---	---Continuous Practice---

**SOMERSET COUNTY PUBLIC SCHOOLS  
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<b>Action Plan 5.2</b>	<b>All Somerset County Schools are safe, drug free, and conducive to learning.</b>				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DESIGN</b>					
5.2.1 Update and revise the “Standards of Social Behavior” policy and student handbooks.  Design and develop Parent Handbooks.  <b>IN PROGRESS</b>	Distribute Parent Handbooks.  Solicit feedback on value of Parent Handbooks.	---	--- Continuous Practice--->	---	--- Continuous Practice--->
		Revise Parent Handbooks based on feedback.	---	--- Continuous Practice--->	---
5.2.2 Update safe school action plans to include protection from all forms of harassment, bullying, bias and discrimination, including consequences for such behavior.  <b>COMPLETED</b>	Publicize, implement, and orient school community to updated Safe School plans.  Conduct training and orientation as needed.	Assess school community knowledge and response to updated Safe School plans  ---	---	--- Continuous Practice--->	---
5.2.3	Investigate ways of addressing harassment/bias through curriculum and other school-based programs and strategies.  Develop strategies for addressing harassment/bias.	Implement selected strategies.	---	---	---
			---	--- Continuous Practice--->	---

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
5.2.4	Provide in-service training <u>at the county level</u> for all school based administrators and teachers regarding the implementation of all harassment policies.	Provide in-service training <u>at the site level</u> for all school based administrators and teachers regarding the implementation of all harassment policies.	--- Continuous Practice--->	--- Continuous Practice--->
5.2.5 Provide annual professional development training for all school based administrators and teachers regarding Standards of Social Behavior Policy at each site. <b>COMPLETED</b>	---Continuous Practice---	--- Continuous Practice--->	--- Continuous Practice--->	-- Continuous Practice--->
5.2.6 Use Learning Support Team to design site based alternative education classroom to intervene in students' unproductive academic or social behaviors.  Implement and monitor designed pilot. <b>IN PROGRESS</b>	Adjust program as needed and continue implementation.	Expand program to additional sites.	--- Continuous Practice--->	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
5.2.7	<p>Establish an Alternative Education Task Force to research and study effective Alternative Education Programs 5–12 and make recommendations.</p> <p>Research study and disseminate information returning students to the regular education setting.</p>	<p>Implement recommendations from Alternative Education Task force.</p> <p>Implement selected Transition Programs and monitor effectiveness.</p>	<p>Evaluate effectiveness of Alternative Education Programs.</p> <p>Adjust Transition Programs as needed and continue to monitor effectiveness.</p>	<p style="color: red;">--- Continuous Practice---&gt;</p> <p style="color: red;">--- Continuous Practice---&gt;</p>
<p>5.2.8 Continue to promote Character Education through the consistent delivery of lessons by a Character Education Teacher shared by two elementary sites.</p> <p>Participate in Trainer of Trainers in Communities of Character Training.</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	--- Continuous Practice--->	<p>Increase Character Education staff to include a teacher at each elementary school (2) assess program results in correlation with increased staffing.</p>	<p>Maintain 2 Character Education teachers.</p>	--- Continuous Practice--->
<p>5.2.9 Seek funding to acquire school surveillance systems at Washington High School and Greenwood Middle School.</p> <p style="text-align: right;"><b>COMPLETED</b></p>	<p>Seek funding to acquire school surveillance systems at Marion Sarah Peyton and Westover Elementary.</p>	<p>Seek funding to acquire school surveillance systems at Princess Anne Primary School.</p>	<p>Maintain the use of school surveillance systems at all schools.</p>	--- Continuous Practice--->

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
5.2.10 Affirm value added to the school site through the positions of Resource Officers at Woodson and Crisfield High School.  Support the addition of School Resource Officers at Greenwood Middle School and Washington High School. <div style="text-align: right;"><b>IN PROGRESS</b></div>	Affirm value added to the school site through the positions of Resource Officers at Woodson and Crisfield High School; Greenwood Middle School and Washington High School.	Maintain grant funding to support Resource Officers at all middle and high schools.	--- Continuous Practice--->	--- Continuous Practice--->
5.2.10.1	<u>Collaborate with county stakeholders and school crisis intervention teams to provide crisis resources and training.</u> <div style="text-align: center;"><b>NEW</b></div> <div style="text-align: center;"><b>IN PROGRESS</b></div>	<u>Monitor and evaluate effectiveness of school crisis team.</u>	--- Continuous Practice--->	--- Continuous Practice--->
5.2.11 Evaluate the effectiveness and reaffirm programs that encourage students to remain drug and alcohol free, such as SHOP, After-Prom Programs, and Intervening with Teen Tobacco Users, Helping Teens Stop Using Tobacco, and Health Ed. <div style="text-align: right;"><b>IN PROGRESS</b></div>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

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5.2.11.1	<p><u>Maintain the current ratio of one nurse per school in order to promote optimum student health services</u></p> <p style="text-align: center;"><b>NEW</b></p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
<b>MONITORING AND ACCOUNTABILITY</b>				
<p>5..2.12 Conduct a security needs assessment of all buildings, including the interior and exterior of the building.</p> <p>Identify needs and develop recommendations to correct security deficits.</p> <p style="text-align: center;"><b>MOVED TO 2004-2005</b></p>	Implement recommendations to correct security deficit.	--- Continuous Practice-->	--- Continuous Practice-->	--- Continuous Practice-->
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>EQUITY ASSURANCE</b>				
5.2.13		Expand the role of the Learning Support Teams to encompass and address all barriers that may prevent learning.	--- Continuous Practice-->	--- Continuous Practice-->

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5.2.14	Expand Learning Support Specialists assignment to each school site to assist schools in developing functioning, effective Learning Support Teams.	Increase number of Learning Support Specialist until there is one per site.	--- Continuous Practice--->	--- Continuous Practice--->
<b>Action Plan 5.3</b>	<b>Each Somerset County Public School student will adopt the identity of a learner and set ambitious personal standards for effort and quality educational performance.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DESIGN</b>				
5.3.1	Develop initiatives to raise expectations and assure student belief in themselves.  Develop activities to promote the notion that “student effort is a more important determinant of achievement than natural ability”.	Implement and document the impact of higher expectations.	--- Continuous Practice--->  Monitor and provide site and classroom feedback on evidence of “Effort belief” in action.	--- Continuous Practice--->  --- Continuous Practice--->
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DELIVERY</b>				
5.3.2	Immerse students in teacher supported practices to build a success-oriented learning environment in each classroom that: <ul style="list-style-type: none"> <li>• Sets clear</li> </ul>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

**SOMERSET COUNTY PUBLIC SCHOOLS  
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	<p>expectations and standards for success</p> <ul style="list-style-type: none"> <li>• Appropriately challenges all students</li> <li>• Provide students with appropriate help and assistance</li> <li>• Celebrate successes of students and provide incentives and encouragement to students as they work toward meeting high standards</li> <li>• Motivates student to learn</li> </ul>			
2003 – 2004	2004 – 2005	2005 – 2006	2006 – 2007	2007 - 2008
<b>DELIVERY</b>				
5.3.3	<p>Establish and support student achievement goal setting and monitoring.</p>	<p>--- Continuous Practice---&gt;</p> <p>Promote student participation in designing the assessment processes.</p>	<p>--- Continuous Practice---&gt;</p> <p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p> <p>--- Continuous Practice---&gt;</p>

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	Introduce student led parent conferences on goals and progress.	--- Continuous Practice--->	--- Continuous Practice--->  Incorporate student self assessment and peer assessment.	--- Continuous Practice--->  --- Continuous Practice--->
5.3.4	Provide students with multiple opportunities to improve the quality of their work.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

<b>Action Plan 5.4</b>	<b>Class sizes are controlled to promote optimal teacher management and student attention, motivation, and growth.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DESIGN</b>				

**SOMERSET COUNTY PUBLIC SCHOOLS  
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<p>5.4.1 Maintain the current ratio of one teacher to 18 students in all Pre-K – 3<sup>rd</sup> grade classrooms.</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>
<p>5.4.2 Maintain the current ratio of one teacher to 21 students in all 4<sup>th</sup> – 5<sup>th</sup> grade classrooms.</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>	<p style="text-align: center;">--- Continuous Practice---&gt;</p>

<b>Action Plan 5.5</b>	<b>Somerset County Public Schools implements, monitors, and evaluates an effective, consistently administered, county wide disciplinary system.</b>			
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008

**SOMERSET COUNTY PUBLIC SCHOOLS  
MASTER PLAN**

**DISCIPLINE ACTION TEAM: ADDITIONS PROJECTED FOR MASTER PLAN  
STEERING TEAM UPDATE JANUARY, 2004**

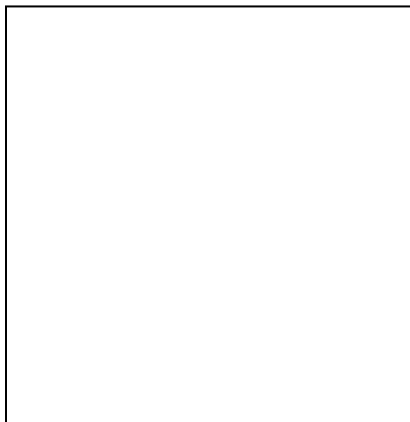
**DESIGN AND DELIVERY**

<p>5.5.1 Continue work as a Discipline Action Team through:</p> <ul style="list-style-type: none"> <li>• Team Discussion</li> <li>• Team Readings</li> <li>• Team Observations</li> <li>• Team Visitations to Highly Successful Schools.</li> </ul>	<p>Initiate staged Discipline System implementation according to Action Team recommendations and Steering Team's endorsement providing</p> <ul style="list-style-type: none"> <li>• Full staff orientation and training</li> <li>• Student orientation</li> <li>• Parent Orientation.</li> </ul>	<p>Implement Discipline System</p>	<p>--- Continuous Practice---&gt;</p>	<p>Evaluate effectiveness of discipline system</p>
<p><b>IN PROGRESS</b></p>				

<p><b>KEY GOAL SAFE, QUALITY ENVIRONMENT</b></p>	<p>All students will be educated in learning environments that are safe, drug free, and conducive to learning.</p>
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**SOMERSET COUNTY PUBLIC SCHOOLS  
MASTER PLAN**

<b>INDICATOR</b>	Somerset County enrollment in public schools and community attitude toward schools.
<b>MEASURE</b>	Enrollment and surveyed opinion as hard and soft data
<b>STRATEGY 6</b>	<b>BUILDING POSITIVE PERCEPTIONS</b> We will build and affirm student, family and community awareness, pride and commitment to Somerset County Public Schools.



- I. DESIGN**
- II. DELIVERY**
- III. MONITORING AND ACCOUNTABILITY**
- IV. EQUITY ASSURANCE**

<b>Action Plan 6.1</b>	<b>Our community knows and supports the Somerset County Public Schools commitment to excellence for all students.</b>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
<b>POSITIVE PERCEPTIONS ACTION TEAM: ADDITIONS PROJECTED FOR MASTER PLAN STEERING TEAM UPDATE JANUARY, 2004</b>					

**SOMERSET COUNTY PUBLIC SCHOOLS  
MASTER PLAN**

<b>DESIGN</b>				
<p>6.1.1 The Positive Perceptions Action Team will research strategies and develop recommendations intended to improve the perceptions of Somerset County Public Schools within and beyond the County.</p>	<p>Present recommendations to full community</p> <p>Phase in implementation of recommendations intended to improve the perceptions of Somerset County Public Schools.</p> <p style="text-align: center;"><u>5 Recommendations</u></p> <ol style="list-style-type: none"> <li><u>1. Hire a full time/part time public relations person.</u></li> <li><u>2. Hire a program coordinator to coordinate a mentor program.</u></li> <li><u>3. Have each school, if they do not have one, establish a Parent, Teacher, student organization or advisory group.</u></li> <li><u>4. Establish a County Parent/Community Advisory Panel.</u></li> <li><u>5. Hire secretaries for guidance departments so guidance counselors would have more time for students.</u></li> </ol>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>	<p>Assess impact of strategies used to increase positive perception of Somerset County Public Schools.</p>
<div style="background-color: black; color: white; display: inline-block; padding: 5px 15px;"><b>IN PROGRESS</b></div>				

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>6.1.2 Investigate the feasibility of developing a community-school supported Middle School or interscholastic sports program.</p> <p style="text-align: right;"><b>COMPLETED</b></p>	<p>Develop a plan for community-school supported Middle School intramural or interscholastic sports program.</p>	<p>Implement the plan for a community-school supported Middle School intramural or interscholastic sports program.</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p> <p>Evaluate impact of community-school supported Middle School intramural or interscholastic sports program.</p>
<b>DELIVERY</b>				
<p>6.1.3</p>	<p>Explore the feasibility of hiring a Public Relations staff member, shared with the local government, to better publicize the county's commitment to and achievement of excellence.</p>	<p>Hire a public relations specialist.</p>	<p>Evaluate the impact of a public relations specialist.</p>	<p>Adjust delivery according to evaluation of effectiveness of position.</p>
<p>6.1.4 Implement existing and new strategies to enhance the community's knowledge of the system's commitment to and achievement of excellence.</p> <p style="text-align: right;"><b>IN PROGRESS</b></p>	<p>--- Continuous Practice---&gt;</p> <p><u>Continue as planned.</u></p> <p><u>Publicize how we do business.</u></p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>
<p>6.1.5</p>	<p>Encourage School Improvement Teams to develop and publicize concrete responses to the question, "Why should my child come to this school."</p>	<p>Collect and publicize student and parent responses to "Why I'm glad I chose this school."</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
6.1.6 Continue prioritizing the use of cutting edge technology for the entire school system.  <div style="text-align: right;"><b>INITIATED</b></div>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
<b>DELIVERY</b>				
6.1.7 Initiate programs of Junior Achievement involving instruction through business and service community volunteers.  <div style="text-align: right;"><b>INITIATED</b></div>	---Continuous Practice---	---Continuous Practice---	---Continuous Practice---	---Continuous Practice---
6.1.8	Initiate programs of Character Education involving instruction through business and service community volunteers.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
6.1.9	Develop a county wide student mentoring program, coordinated by a system employee, to support students and involve the community in various system programs.	Implement plan for a county wide student mentoring project.	Implement county wide student mentoring project.	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
6.1.10	Investigate articulation with Wor-Wic Community College to provide extended adult education opportunities.	Develop community programs for Senior Citizens and young adults that familiarize them with Somerset County Public Schools and meet a learning need of their particular group.	--- Continuous Practice--->	--- Continuous Practice--->
<b>MONITORING AND ACCOUNTABILITY</b>				
6.1.11 All school grounds will be maintained in a clean and aesthetically appealing manner.  <b>IN PROGRESS</b>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
6.1.12 All school buildings will be maintained in an up to date and modern manner in which students, staff and community can take pride.  <b>IN PROGRESS</b>	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

**SOMERSET COUNTY PUBLIC SCHOOLS  
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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>EQUITY ASSURANCE</b>				
6.1.13	<p>Research, study and discuss the concept of “Community Empowered Schools.”</p> <p>Review and revise policies and procedures necessary to support a community and school partnerships.</p>	<p>Develop a plan for school-community partnerships.</p> <p>Empower and train staff for effective community school partnerships.</p> <p>Implement policies and procedures for community and school partnerships.</p>	<p>Begin implementation of school-community partnerships.</p> <p>--- Continuous Practice---&gt;</p> <p>--- Continuous Practice---&gt;</p> <p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p> <p>--- Continuous Practice---&gt;</p> <p>--- Continuous Practice---&gt;</p>
6.1.14			<p>Investigate the concept of “Full Service Community Schools” including integrating such services as:</p> <ul style="list-style-type: none"> <li>• Readiness to Learn Programs</li> <li>• Supportive Adults</li> <li>• Extended Learning Opportunities</li> <li>• Parent Involvement</li> <li>• Lifelong Learning</li> <li>• Community Service Projects</li> <li>• Health Care.</li> </ul>	

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<b>Action Plan 6.2</b>	<b>Somerset County Public Schools employees understand and respond to community support.</b>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
<b>DESIGN AND DELIVERY</b>					
<p>6.2.1 A subcommittee of The Positive Perceptions Action Team will research and make recommendations on strategies for improving employees' understanding and response to community support.</p> <p style="text-align: center;"><b>IN PROGRESS</b></p>	<p>Present recommendations on strategies for improving employees' understanding and responses to community support.</p> <p>A search team will research and recommend a consultant to provide staff development to meet action team's recommendations.</p>	<p>Provide staff development that will equip staff with the skills needed to understand and respond to community support.</p>	<p>Implement and monitor effectiveness of staff development.</p>	<p>--- Continuous Practice---&gt;</p>	
	<p><u>Recommendations</u></p> <ol style="list-style-type: none"> <li>1. <u>Establish relationships with local businesses to elicit support funds for local programs.</u></li> <li>2. <u>On the county's website, include an e-mail address or create a message board where parents and community members can voice concerns.</u></li> <li>3. <u>On the county's website include a button which would link t additional pages to recognize student and teacher accomplishments.</u></li> <li>4. <u>Include funding in the county's budget for schools to make copies of school's paper which could then be included in local newspapers or community businesses.</u></li> </ol>				

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