

SOMERSET COUNTY PUBLIC SCHOOLS
Local Goals and Indicators

This section is intended to provide school systems with an opportunity to discuss the progress that they are making toward local goals that have not been addressed in the preceding sections.

1. PROGRESS MADE IN 2005-2006 TOWARD LOCAL GOALS

LOCAL GOAL 1: Reorganize the Somerset County Public School grade and facilities alignment to optimize students' academic, social, and emotional growth while reducing operational expenses. Progress on this goal includes:

A. Grade levels and facilities have been realigned to optimize students' academic, social, and emotional growth while reducing operational expenses.

Prior to 2004, Somerset County students were clustered in facilities divided as Primary Schools (housing Pre-K to Grade 2 students), Elementary Schools (housing Grade 3 to 5 students), Middle Schools (housing Grade 6-8 students) and High Schools (housing Grade 9-12 students.) The grades were reorganized as Elementary Schools (housing Grade PK-5), Intermediate Schools (housing Grades 6 -7 students), Academies (housing grade 8-9 students), and High Schools (housing Grade 10-12 students). The 2005-2006 year was the second year in this arrangement which has yielded: higher achievement at the elementary level, greater parent involvement at the elementary level, the development of cohesive learning communities at the elementary level, and better discipline at the elementary level. Data on each of these result areas, with the exception of Learning Communities, are in this update in previous sections.

B. A fully renovated and remodeled elementary school, the Carter G. Woodson Elementary School has been completed and opened for the 06-07 school year.

The former Carter G. Woodson Middle School was closed in 2004 and fully renovated as Carter G. Woodson Elementary School which opened for the 2006-2007 school year. The facility is inviting, reflective of exciting learning, and designed to promote schools-within-a-school, or two families PK-5. Woodson Elementary has absorbed 2 previous facilities: the Marion Sarah Peyton 3-5 School and the H. Dwayne Whittington Primary School, Grades PK-2. Community support is very strong; there is a new pride in a fine facility. Several private school families have moved their children to public school. The staff is grateful for the improvements and eager to make good use of the advantages, such as the Broadcasting Studio and Science Lab. Our small island school, Ewell, is making periodic full day excursions to Woodson where they take advantage of the computer lab, science lab, art lab, and music lab as well as use the physical education facilities and the media center.

LOCAL GOAL 2: Redesign the management of the Master Plan to maximize impact and focus on results of accelerating student achievement. Progress on this goal includes:

C. The management process of the Master Plan has been redesigned to maximize positive impact and focus the efforts and resources of the county on student results.

The 2003-2008 Master Plan for Somerset County stands as the first implemented strategic plan for the county. Previous efforts had stalled after setting a mission, vision, and goals. Under renewed efforts, a full plan with a large contingency of active participant stakeholders internal and external to the system was developed and implemented. This effort included the completion of a management plan with assigned responsibilities, resources, and a timeline. The Action Team for each strategy and a Steering Team has reconvened each year beginning in 2004 to monitor progress with the plan, develop next steps, and designate priority resources.

In 2005 we became particularly concerned with the full implementation of the Master Plan—the demands were overwhelming, the tasks often too broad, and results minimal. There was much to be done for SCPS students to insure that they reach their full academic potential. However, spreading leadership too thin over too many initiatives decreased the energies and resources available for critical needs in reading and math achievement. It was clear that a more rigorous implementation and monitoring process was needed if we were to make the critical difference necessary to accelerate our students' achievement. The concern was mirrored by the MSDE Master Plan Review Panel in 2005 who concluded that SCPS lacked the capacity to do all that the master plan outlined.

Four critical targets for master plan impact were identified: Reading Achievement, Math Achievement, Positive Environment for Learning, and Safe Schools. Master Plan strategies and action plan steps were prioritized in alignment with these targets in a third document that became the Somerset County BTE (Bridge to Excellence Document). This narrowed each leader's Master Plan area of responsibility and made the targets clear.

However, steps for reaching those targets remained too broad. To address this issue and process of Quarterly Tasks and Progress Reports were designed and implemented. Each action step was broken into four quarterly periods for the year with specific actions identified for the quarters. Evaluation indicators and end of year expectations for data and data analysis were developed for each action step. Collaborative work among the principals at each level sets the quarterly steps and their reported progress on these steps at each quarter's close is reviewed and tracked by the Director of Planning and Technology.

D. The redesigned management process of the Master Plan has been fully implemented.

The Quarterly Task work concludes in an end of year summary Progress Report which provides the results of the Master Plan's implementation during the school year in data tables, narrative analysis of findings, and proposed next steps. This work provided significant support for the Master Plan Update requirement.

The results of this work have been clear. Focused, monitored management of the critical targets of Reading, Mathematics, and Safe Schools in the Somerset County Public Schools' Master Plan has increased elementary student performance in all subjects and all subgroups.

LOCAL GOAL 3: Increase student, family, and community awareness, pride, and commitment to Somerset County Public Schools. Progress on this goal includes:

B. A growing positive attitude of the county regarding its public schools is perceptible.

A difficult burden for Somerset County has been a sense of low esteem regarding its public school system. This had been reinforced by the attitude of our own teachers and staff, various internal county agencies, external agencies, the business community, and parents with and without children in the public schools. Community pride in county schools at both the northern and southern ends of the county is present. Evidence of progress in this goal includes documented volunteer hours in county schools exceeding 8,000 hours for the 2005-2006 year; intense collaboration between the school system and the justice system for Truancy Court and Drug Court; commitment by the County Commissioners to expand the School Resource Officer program through the Sheriff's Department; partnership with the Health Department; increased public relations efforts through multiple strategies; and specific comments and statements by community leaders and members regarding the schools.

2. PROGRAMS, PRACTICES, OR STRATEGIES AND THE RELATED RESOURCE ALLOCATIONS THAT APPEAR RELATED TO THE PROGRESS

A. Optimizing Benefits of PK-5 Organization

Research findings on optimal grade configurations are very clear that including a wider rather than a narrower grade span configuration is a better way to reap the advantages of academic achievement and school community. One immediate benefit is the routine and consistency established for students through the first 7 years of their instruction in a single site rather than having to deal with transitions from Pre School, to Primary School, and to Elementary School. Knowledge among teachers of students' strengths and needs passed from one teacher to the next within the same facility leads to greater individualization and significantly greater flexibility in meeting both remedial needs and acceleration or enrichment needs. Student models of behavior and motivation are very powerful among younger children. The PK-5 arrangement enables peer mediators to help set and promote positive behavioral

expectations. Academically the Pk-5 arrangement promotes a paired reader program of younger children practicing their reading to older children and older children reading to younger students resulting in accelerated student achievement. Lastly, the broader grade span places brothers and sisters in the same site for a number of years increasing family involvement in the school. Data on these realized advantages is interspersed in other goal updates throughout this report.

Specific Implemented Master Plan Action Steps in this area are

- 1.1.58 Monitor the use of Pre K -5 teacher use of VSC for planning quality instruction for all students.(This action step is related to the advantage of PK-5 curriculum and instruction articulation.)
- 1.3.11 Analyze trend data and monitor to ensure all subgroups are achieving at equitable levels. (This action step is related to promoting PreK-5 Leadership Team discussion and application of findings which in turn increased ownership and understanding beyond what was previously confined to primary teams and elementary teams housed at separate sites.)

Master Plan Strategies that are related to student interventions that accelerated progress:

- 1.0 We will continuously monitor and respond to each student's individual educational program for educational growth and mastery at all levels of the system. (This strategy led to Teachers and staff assuming a mentor role with individual students and families for multiple grades and years. Mentors monitor progress, encourage students, and consult with current teachers.)
- 2.0 We will seek, support, and affirm total family and community collaboration in Somerset County Pubic School's educational process in order to maximize student achievement. (This strategy led to each Elementary Site perceiving itself as a community in which all care for each one's academic, physical, and emotional well being. Specifically,, 4th and 5th grade students volunteer their lunch recess time and after school bus wait time to read to and with younger students. Specifically, younger students participate in the MSA "Pep Rallies" to encourage and support those preparing for the assessments. Younger students help to celebrate MSA achievements.)

Additional Master Plan steps that accelerated progress are:

- 5.1.6.1 Implement peer mediation programs in all schools and establish an advisory committee.
- 5.5.3 Orient new students to school environment and promote success through parental tours, counselor on-going checks, welcome packs, and "student buddies."

RELATED RESOURCES FOR LOCAL GOALS	
Staffing	
<ul style="list-style-type: none"> Assign additional responsibilities of managing cross grade planning and interactions among both teachers and students as well as analyzing and applying findings of trend data 	Cost: None Source: Building Principals' Time
Core Program	
<ul style="list-style-type: none"> Continue Peer Mediation student training and support 	Cost: None Source: Counselor Time

B. Securing Local and State Support of Woodson Renovation Project

Significant planning and work was invested by the school system in working with the local stakeholders, local government, MSDE, legislators, and other State government officials toward developing a Facilities Master Plan that had everyone's support. As a county with severe funding restrictions, the endorsement and financial support of all groups was critical. Close communication with MSDE officials in the Public School Construction Program and the Interagency Committee on School Construction was essential to the successful renovation of Woodson. Full involvement of local officials led to maximum fiscal support of the project. Woodson Renovation Project served to increase community collaboration, communication, and common purpose. At the start of the project, all groups agreed that the project should:

- focus on students,
- honor developmental needs through facilities,
- maintain financial feasibility,
- respect the value of community schools,
- meet the necessities and expand opportunities,
- access state support not sanctions, and
- achieve consensus among all and continue to garner support.

The Fiscal Year 2007 Capital Improvement Plan includes: PSC Project 19.005: The Woodson Renovation Project as approved by the Somerset County Board of Education, Somerset County Commissioners, Interagency Committee on School Construction, and Board of Public Works.

RELATED RESOURCES FOR LOCAL GOALS	
Capital Improvement	
<ul style="list-style-type: none"> Renovation of Woodson Elementary School 	Cost: \$10,279,000 (Estimated) Source: Net State Funding- \$8,322,000 with remaining costs locally funded

C. BTE Progress Document and Quarterly Task Monitoring

Somerset County Public School System has little difficulty in defining wants. In 2003, a Master Plan was crafted that identified most, if not all, of the county’s short comings and established strategies to first, design absent programs and process and. to then develop these programs and processes. Some attention was paid to monitoring and assessing what was implemented and all strategies included action steps for equity assurance to make certain that all students have equal opportunities for success. Unfortunately, the expectations exceeded capacity; monitoring and evaluation of programs received limited attention.

To correct this situation, two steps were taken. First, the number of initiatives, the programs, and the processes to be addressed for 2005-2006 were greatly reduced and action steps which focused on Reading, Math, Positive School Culture and School Safety were identified as priorities. Secondly, a quarterly system of reporting progress on each action stem was put into place leading to an annual Summary Progress Report for local direction.

The Quarterly Progress Documents and annual Summary Progress Report require significant administrative planning and follow through. Therefore, position responsibilities were altered and the Supervisor of Technology was advanced to a position of Director of Planning and Technology with a new major responsibility of designing, monitoring, and preparing an analysis of Master Plan progress.

Specific Implemented Master Plan Action Steps in this area are

- 7.6.1 Appoint a staff position to assume responsibility for the planning process and planning documents
- 7.6.2 Establish planning process and product standards
- 7.6.3 Train staff in the planning process and product expectations including development of Quarterly Tasks for Action Steps
- 7.6.4 Provide collaborative work sessions for development of Progress Document Quarterly Tasks and Evaluation Indicators
- 7.6.5 Monitor and document implementation of Quarterly Tasks
- 7.6.6 Collate site progress data into Annual System Progress Report.
- 7.6.7 Organize Central Office administrators and supervisors for Update data collection, analysis, findings, and next step recommendations.
- 7.6.8 Facilitate preparation and presentation of Update Document
- 7.6.9 Debrief staff on Update Document process and final product
- 7.6.10 Apply System Progress Report and Update to Action Team and Steering Team Work Sessions

RELATED RESOURCES FOR LOCAL GOALS	
Staffing	
<ul style="list-style-type: none"> • Expand Supervisor of Technology position to Director of Planning and Technology with new responsibilities 	<p>Cost: Approximately \$56,000 (6/10ths position)</p> <p>Source: Local</p>

RELATED RESOURCES FOR LOCAL GOALS	
<ul style="list-style-type: none"> Assign additional responsibilities to central office staff and building administrators of Quarterly Task Implementation, Progress Report and Update preparation 	Cost: None Source: Extensive Staff Time

D. Principal Collaboration

Although each principal and supervisor has the independence to implement the action steps, collect data, and report that data and findings, an early learning was that collaboration improved the product and eased the burden. The new monitoring and reporting process was introduced at a county wide Administrator and Supervisor Meeting in a workshop during which individuals were put in small groups to work together to “write” their quarterly steps and set their key indicators for data collection. This initial collaboration led to on going meetings set by the participants to work together. Each effort enhances the system’s understanding of program impact and necessary change.

Specific Implemented Master Plan Action Steps in this area are:

- 1.7.7 Support team/collegial discussion and reflection of strategies to enhance student achievement goals
- 7.6.4 Provide collaborative work sessions for development of Progress Document Quarterly Tasks and Evaluation Indicators

Performance Assessment steps related to this strategy are

- 4.3 Decisions made by consensus and made by leader with advice from colleagues
- 4.4 Decisions optimized by collaboration with one or more other divisions
- 10.3 Sharing of personal knowledge and skills with colleagues

RELATED RESOURCES FOR LOCAL GOALS	
Staffing	
<ul style="list-style-type: none"> Provide A&S and other scheduled Work Sessions for group Quarterly Task writing by all principals 	Cost: Pro-rated estimate \$20,000 Source: Local

E. Expanding Volunteer Coordination Program and Attention to Data Collecting Practices for Parent and Community Coordination

The importance of parent and community involvement in the schools was recognized as a critical strategy for accelerating student achievement. One valuable form of involvement is volunteerism. The Somerset County Public Schools have always welcomed volunteers but left contacts, instruction, and use completely at the initiative of the individual employee. Hence, the program was weak and imbalanced. Some schools benefited from a great number of volunteers; others had very few. An important observation was that the system and individual schools had some assumptions about parent and community involvement but little or no facts. Two years

ago, in accord with the Master Plan, a volunteer coordination responsibility was added to the Character Education position in a pilot school. This was found to be extremely effective and the position was expanded the next year to two more sites. These positions have not only added significantly to our students' learning and our teachers' effectiveness, but they have provided an insiders' view of our schools to each volunteer—who in essence becomes a public relations person for the system.

Specific Implemented Master Plan Action Steps in this area are:

- 2.1.4 Implement a volunteer program at all schools including orientation, training, modeling, coaching, and feedback
Designate and train a coordinator of volunteers at each site
- 2.1.14 Collect and analyze participation data (of family nights)
- 2.1.16 Develop a plan to increase involvement in planning and implementation for each subgroup whose participation is inequitable
- 2.2.20 Optimize Project Achieve presence in SCPS by recognition of community mentors
- 5.3. 2 Immerse students in teacher supported practices to build a success-oriented learning environment in each classroom.

RELATED RESOURCES FOR LOCAL GOALS	
Current Staff Additional Responsibility	
<ul style="list-style-type: none"> • Appoint Family and Community Coordinator through <u>extended contract</u> to 11 months 	<p>Cost: +\$6200 Source: Local</p>
<ul style="list-style-type: none"> • Maintain paid position of Volunteer Coordinators at elementary sites 	<p>Cost: \$ 58,455* Source: Local <i>* Duplicated Reference</i></p>

F. Collaboration with External Agencies

In addition to parents' and guardians' opinions and experiences with the Somerset County Public Schools educational program and learning environment, perceptions about the system are also formed by the various agencies throughout the county who interact with the system in behalf of the students and their families. Collaboration with external agencies has included but not been limited to Local Management Board, The Economic Development Council; The Professional Development School Status with local universities; the Drug and Alcohol Council; Core Services; and Local Coordinating Council. In each of these cases, the Board of Education is represented and an active participant. Collaboration was raised to a new level this year with the successful acquisition of a Healthy Students/Safe Schools Grant in which the school system became the host to deliberate, planned and assessed interagency work for the benefit of students. This has provided a new window to many external agencies on the workings of the school system and served to promote a positive image. In addition, Somerset County moved to establish a Truancy Court through legislation enacted the previous year for four Eastern Shore Counties. The Board of Education serves as the coordinator of court ordered interagency work to improve the attendance of chronic absentees. This program has created a stronger bond between the courts and the school

system and served students well. A similarly structured court, Drug Court, has been initiated in the last several months.

Specific Implemented Master Plan Action Steps in this area are:

- 2.6.2 Maximize neighborhood involvement in the local schools during and beyond school hours through a variety of projects.
- 2.6.2.3 Resubmit a Safe Schools/Healthy Students Initiative Grant that links county agencies and institutions to assure safe, drug free, and conducive learning environments in the schools
- 2.6.2.4 Coordinate county partnerships to fulfill goals of Somerset County Safe Schools/Healthy Students Initiative among:
 - Community Services and Research Center
 - Somerset County Early Childhood Committee
 - Enrichment Center
 - St. James U.M. Church
 - Local Management Board
 - Healthy Families Lower Shore
 - Eastern Shore Psychological
 - Maple Shade
 - Three Lower Counties
 - Department of Social Services
 - Department of Juvenile Justice
 - Somerset County Core Services Agency
 - Somerset County's Sheriff's Office
- 5.2.11 Seek grant funding to increase number of Learning Support Specialists
- 5.1.12 Expand the role of Learning Support Teams to encompass and address all barriers that may prevent learning including truancy
- 6.1.6.3 Participate with family services and other agencies to implement a Truancy Reduction Pilot Program

RELATED RESOURCES FOR LOCAL GOALS	
Staffing	
<ul style="list-style-type: none"> • Add four (4) Learning Support Specialists 	Cost: \$114,813* Source: SS/HS Grant <i>* Duplicated Reference</i>
<ul style="list-style-type: none"> • Expand Learning Support Team to include Behavior Intervention Specialists 	Cost: \$86,109* Source: SS/HS Grant <i>* Duplicated Reference</i>
<ul style="list-style-type: none"> • Add responsibility of 2 mornings per/wk of court time by Student Services Supervisor and coordination of agencies' implementation of court ordered services to students & families 	Amount Budgeted: Court Time represents at least \$16,000 of SSS Source: Local Timeline: 2005 -2006

G. Equitable Salary Increase Making SCPS Competitive with Surrounding Systems

In addition to students, parents, guardians, and county agencies, the staff are major players in setting the perception of an educational system. Through careful negotiations including the introduction of performance assessment, sound fiscal management, and local support, Somerset County was able to increase salaries in all units and raise the level of esteem of employees and their pride in their schools.

Specific Implemented Master Plan Action Steps in this area are:

7.1.3 Meet all contractual obligations of bargaining units.

7.1.6 Implement evaluation process for administrators using the performance appraisal tool.

RELATED RESOURCES FOR LOCAL GOALS	
Staffing	
<ul style="list-style-type: none">• Increase teachers' salaries	Cost: \$707,447 Source: Local

3. EVIDENT CHALLENGES IN MAKING PROGRESS TOWARD LOCAL GOALS

A. Maintaining the Construction Schedule for Completion of Reorganization

Although the county was successful in opening Woodson Elementary School on schedule, the project was unexpectedly delayed 60 days and the school opened with several unfinished areas. The Somerset Intermediate School at Tawes Campus has already been delayed one year and students remain temporarily housed in an Elementary School which will be closed at their vacating. The schedule is a 14 month schedule and requires everything to go right from weather to relationships between architects, construction management, and subcontractors.

1. We are challenged to open Somerset Intermediate School for September, 2007.

B. Coordinate Findings of Update Process with Action Planning and Steering Team Work of 07-08 for Fiscal Year 08 Budget

Somerset County's Master Plan is the product of the community and involves annual work by internal and external action teams for each strategy. These action teams review county progress, consider the coming years planned action steps in the master plan, and establish priorities for the Master Plan Steering Team's consideration. The Master Plan Steering Team then sets recommended Budget Priorities for the coming fiscal year. The preparation of the Update has seemed out of step with making adjustments to the master plan and for allocating resources. However, the Progress Report (the system's close of year measure of progress on master plan goals,

strategies and action plans) and the Update 2006 will be used by the action teams this year as key resources in their planning and resource work.

1. We are challenged to create a seamless system of analyzing master plan progress and budgeting adequate resources for needed change and adaptations.

C. Manage Master Plan and Update Process without Exhausting or Discouraging System Leaders

Somerset County Public Schools is one of Maryland's smaller systems and as such has limited staffing. Somerset County Public Schools also has significant work to do to "measure up" to providing quality education successfully to all students at all levels. A comprehensive Master Plan was developed in 2003 acknowledging all of Somerset's needs and dedicating all resources and staff to the achievement of that plan. The result was fragmentation, lack of completed tasks, and minimal progress. The response to this disarray which was acknowledged by the system and by the Update Review Panel of 2005, was a narrowing of strategies and targeting of actions with rigorous planning, monitoring and evaluation work. The work was added to principals' and supervisors' responsibilities and nothing was taken away; each still had his or her building or division to manage and lead.

1. We are challenged to find and articulate explicit value for the student, principal, and site in the Update process.

D. Sustain Services Provided by Grants

Somerset County Public Schools has been the successful recipient of several very large grants which span 3 years of support. These are addressed in other sections of the Update. One is the 21st Century Grant which provides a highly valued and necessary After School and Summer Programs at the Elementary and Intermediate School levels. The other is the Healthy Students/Safe Schools Grant which promotes interagency collaboration and coordination and staffs each site with Learning Support Specialists and Behavioral Intervention Specialists as well as supplying a Program Coordinator. At this point, the system could not provide local support to sustain either program.

1. We are challenged to plan for sustaining the critical elements of direct service grants for academic intervention and behavioral support.

E. Sustain Adequate Salary Increases to Retain and Attract Staff

Somerset County Public Schools was able to compress salary scales for the Professional Staff and stretch a 4% overall increase in total costs to greater step percentages and scale advantages. Similar healthy increases were realized by the administrators as recognition by the Board of the administrators' willingness to move

to performance based evaluation. Neighboring counties pride themselves in acquiring 2 to 3 year well trained Somerset teachers, to their counties through higher salaries and stronger benefits. Somerset has long held the lowest rung on the ladder, a spot which neighboring counties will most likely work to keep Somerset for their own benefit in attracting teachers to their county.

1. We are challenged to build commitment and community in each site which will provides staff with professional satisfaction, engagement, and dedication to Somerset County Public Schools.

4. ADJUSTMENTS OR NECESSARY CHANGES

Challenge 3A1: Implement Tight Monitoring of Construction Schedule and Prepare Internal Contingency Plans

An excellent contract management firm has been retained to oversee the Somerset Intermediate School Project and maintain the projected schedule. The Board will receive bimonthly project progress reports. Plans will be made for a midyear transition should the project be delayed.

ACTIONS & RESOURCES TO MEET CHALLENGE 3A1	
Capital Improvement	
<ul style="list-style-type: none"> • Hire Contract Management Firm to Maintain Schedule and provide monthly schedule update to Board 	Amount Budgeted: \$439,283.00 Source: Local Timeline: 2006-2007
<ul style="list-style-type: none"> • Assign additional responsibilities for planning a midyear transition to existing staff at building and central office level 	Amount Budgeted: None Source: SIS Administration, Secondary Supervisor; Director of Facilities Timeline: 2006-2007

Challenge 3B1: Add Progress Document and Update Document to Active Resources for Action Team Planning

Training for Action Team leaders will be provided on the Progress Document and Update Document for use in Action Team work for 2006-2007. Several Update adjustments or changes have been held for the 2007-2008 year.

ACTIONS & RESOURCES TO MEET CHALLENGE 3B1	
Professional Development and Staffing	
<ul style="list-style-type: none"> • Assign additional responsibilities to Central Office staff for training action team leaders in use of Progress and Update Reports for 06-07 work 	Amount Budgeted: None Source: Central Office Leadership Team Timeline: 2006-2007

Challenge 3C1: Seek Recognition and Relief for Small System Burden

The superintendent will continue to work with the Master Plan Update Committee and MSDE in finding the ways and means for small systems to manage the Update process and product. One possible approach would be a move to 2 year or every other year full narrative Updates but maintain annual Fiscal Updates to meet the legislative requirement. This would not only provide much needed relief to small system, but it would also allow for a more solid evaluation of program and strategy impacts and support reviews of trends.

ACTIONS & RESOURCES TO MEET CHALLENGE 3C1	
Staffing	
<ul style="list-style-type: none"> Assign additional responsibilities to Central Office staff for reducing the Master Plan Update preparation burden 	<p>Amount Budgeted: None Source: Central Office Leadership Team Timeline: 2006-2007</p>

Challenge 3D1: Prepare Locals for Absorption of Critical Grant Positions

Current work has begun in providing for the continued leadership and management of the After School and Summer Programs. More work will be required for the 2008 allocation of resources. Efforts have already begun in gathering community support for School Based Health Centers at the secondary level. This federal and state supported program could continue many of the bridges and efforts built through the Healthy Students/Safe Schools initiatives.

ACTIONS & RESOURCES TO MEET CHALLENGE 3D1	
Staffing	
<ul style="list-style-type: none"> Prepare to absorb cost of critical positions from 21st Century and SS/HS grants 	<p>Amount to be Budgeted: \$380,000 Source: Local Timeline: 2007-2008; 2008-2009</p>
Core Program	
<ul style="list-style-type: none"> Conduct needs assessment and investigate feasibility of SBHC for Somerset County 	<p>Amount to be Budgeted: \$2500 Source: LMB and Community Foundation Timeline: November, 2006</p>

Challenge 3E1: Promote and Support Thornton Extension of Equitable Funding for Future

Somerset County Public Schools has been the grateful recipient of Bridge to Excellence Thornton funding that has provided the resources to accelerate student achievement. Unfortunately, other unforeseen resource demands of rising operational costs, Federal reductions in Title funding, and NCLB demands have prevented true equity of

educational opportunity for all of Maryland's students. As Somerset County seeks continued increasing local support, local philanthropic support, federal grant support to meet exceptional needs, and state grant support for new opportunities, Somerset will also seek an extension of Thornton support to meet the continuing needs.

ACTIONS & RESOURCES TO MEET CHALLENGE 3E1	
Program Resources	
<ul style="list-style-type: none"> Assign additional responsibilities to Central Office staff for acquiring additional philanthropic and grant support 	<p>Amount Budgeted: None Source: Central Office Leadership Team Timeline: 2006-2008</p>