

CROSS CUTTING THEMES

EDUCATION THAT IS MULTICULTURAL

Discuss the progress toward meeting Education That Is Multicultural (ETM) goals as outlined in the Education That Is Multicultural regulation COMAR 12A.04.05 by responding to the following questions:

1. Identify the major goals that were addressed by the school system during the 2008-2009 academic year. Describe the progress that was made toward meeting these goals, and the programs, practices, strategies, or initiatives that were implemented related to the goals. In your response be sure to address the following areas:
 - **Curriculum**—explain how your curriculum enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society
 - **Instruction**—identify how you ensure that students are not denied access to equally rigorous academic instruction on the basis of cultural background
 - **Staff Development**—include descriptions of EYTM course and workshop offerings and disaggregated enrollment data for these staff development programs
 - **Instructional Resources**—explain your process for reviewing materials that avoid stereotyping, discrimination, bias, and prejudice, as well as materials that reflect the diverse experiences relating to cultural groups and individuals.
 - **School Climate**—explain how your school climate reflects the diversity of your community and encourages respect for different cultures.

Major Education That Is Multicultural Goals

Goal 1: To increase institutional understanding and effectiveness with students and families of diverse cultures

Goal 2: To enrich student multicultural classroom and field experience learning in alignment with the Maryland Voluntary State Curriculum

2. Progress in Meeting the Education That Is Multicultural Goals

a. Professional learning experiences were planned and implemented which represented the first stages in building institutional cultural proficiency.

- Participation and representation in external multicultural trainings was present at the state and local level.
- Consultants were accessed for multicultural trainings of staff and students.

- Community members were engaged in discussions and workshops through Saturday Summits targeted at overcoming barriers to success and raising academic achievement.
- A standing task force of community members of diverse representation has been formed and developed school-community-home action plans to overcome cultural barriers to success.
- An internal task force was formed to specifically address the achievement issues of African American males.
- Parents became more involved and confident in guiding their student's academic success through quarterly parent collaboration sessions with teachers.
- Parents of multiple cultures came together with the Superintendent as members of the Parent Advisory Council as active participants in the decision making process.

b. Learning activities to enhance students' awareness, understanding and appreciation of multiple cultures were conducted within the classroom and through field experiences.

- Elementary sites emphasized students' awareness, understanding and appreciation of multiple cultures through character education classes, character based school wide initiatives, class meetings, and classroom initiatives.
- Secondary sites continued to build students' "Forty Assets".
- Secondary sites implemented leadership training for African American males.
- Secondary sites held student assemblies designed to enhance students' awareness, understanding and appreciation of multiple cultures as well as their own culture.
- Core materials were selected according to criteria which included review for multicultural considerations in the content and presentation which includes checks for bias, stereotyping, and inclusion of role models of a variety of cultures.
- Units emphasizing the contributions of particular cultures (African American, Hispanic, and Indian) were designed and implemented for elementary students with culminating student exhibitions.
- Middle Level students, teachers, and community chaperones travelled to the Reginald Lewis Museum in Baltimore as a culmination to Social Studies lessons.
- Student engagement in learning was dramatically increased at the intermediate level through active learning with technology-a key strategy for breaking cultural barriers.
- Progress was made in closing the achievement gap at the 6th and 7th Grade levels among students of multiple cultures through consistent teacher use the Explicit Instructional Model for reading instruction.

- ✓ 7th Grade African American Students posted a 22 percentage point gain in proficiency on the SRI moving from 48% proficient to 70% proficient
- ✓ 7th Grade African Americans continued a positive increase trend on MSA with that increase being .3%
- ✓ Among 7th Grade Hispanic students, 90% evidenced significant gains on the SRI.
- ✓ Among 6th Grade Hispanic students, 40% evidenced significant gains on the SRI
- ✓ 7th Grade Hispanic students increased their percent proficient by 5 percentage points with 80% scoring proficient or higher.

3. Programs, Practices, Strategies, or Initiatives Implemented to Meet Goals

- a. In order to increase institutional understanding and effectiveness with students and families of diverse cultures (Goal#1) Somerset County Public Schools implemented the following:

<i>CATEGORY</i>	<i>SPECIFIC PROGRAM, PRACTICE, STRATEGY, OR INITIATIVE</i>	<i>FUNDING SOURCE AND COST</i>
PRACTICE Participation in External Multicultural Workshops and Conferences	Maryland NAME Statewide Conference (Saturday April 25, 2008) PBIS Eastern Shore Conference ELL State Task Force Superintendent serves as representative Individual Flex Choices of Staff <ul style="list-style-type: none"> • Boys on the Edge • Hispanic Family Dynamics • Beyond Poverty: Brain -Inspired Ways to Understand and Respond to Poverty • Cultural Sensitivity and Awareness In the Classroom • Beyond the Bake Sale - Communications with Parents • Gentlemen's Club, • Cultural Characteristics of African American Students in Academic 	Source: SS/HS grant Cost:: \$350 Source: SS/HS grant Cost: \$1,151 Source: Staff Time Cost: \$0 Source: Local Cost: \$3,780

CATEGORY	<i>SPECIFIC PROGRAM, PRACTICE, STRATEGY, OR INITIATIVE</i>	<i>FUNDING SOURCE AND COST</i>
<p>PRACTICE</p> <p>Expert Consultants</p>	<p>Secondary Training in strategies for teaching African American Males provided by David Miller</p> <p>Dr. Katy Arnett from St. Mary's College Provided Migrant Program Training</p> <p>Reading First provided a multicultural training during an MSDE Wednesday's Child Workshop</p>	<p>Source: Site Activity Funds</p> <p>Source: Title III Cost: \$5,000</p> <p>Source: Reading First Cost: \$700</p>
<p>INITIATIVE:</p> <p>Internal Multicultural Trainings</p>	<p>A&S Leadership Awareness Training in Classroom Strategies to Overcome Barriers to the Academic Success of Students of Diverse Cultures</p> <p>Training of ELL Staff and Teachers on <i>One Child, Two Languages: A Guide for Early Educators of Children Learning English as a Second Language</i></p> <p>“Use of Language and Culture Questionnaire” Assessment</p> <p>Site Training: Closing the Achievement Gap by Improving the Equity/Safety of the School Environment:</p>	<p>Source: Staff Time Cost: \$0</p> <p>Source: Title III Cost: \$4,800</p> <p>Source: Staff Time Cost: \$0</p> <p>Source: Local Cost: \$8,147</p>
<p>INITIATIVE:</p> <p>Internal Task Force</p>	<p>Study, discuss, and develop an action plan from the “Education of Maryland’s African American Males” Report from MSDE and MHEC</p>	<p>Source: Staff Time Cost: \$0</p>

CATEGORY	SPECIFIC PROGRAM, PRACTICE, STRATEGY, OR INITIATIVE	FUNDING SOURCE AND COST
INITIATIVE: Community Summits Parents of Grade 5 to Grade 12 Students	Summit 1-September 2008 – Together Everyone Accomplishes More <ul style="list-style-type: none"> ○ Sessions: Spoken Word, Keeping Our Children Safe, Creating a Stress Free Home, Raising Sons, Raising Daughters, Financial Literacy 90 participants Summit 2-June 2009 – Are You the Captain Of Your Ship? <ul style="list-style-type: none"> ○ Sessions: Technology in the 21st Century, Strengthening Parent/Child Relationships, Identifying Your Skills and Talents, Developing Goals and How to Obtain Them, Entrepreneurship; Note: Opening Speaker presented on Gang Cultural ○ 100 participants 	Source: SS/HS Cost: \$4,160 Source: SS/HS Cost: \$3,440
STRATEGY: Community Collaboration	Response to Crisis Gathering Somerset Helping Somerset Facilitated by Local Management Board	Source: Staff Time Cost: \$0 Source: LMB Cost: \$0
PROGRAM: Parent Collaboration Sessions	Quarterly Small Group Sessions of Family to Educator collaboration to raise students' academic achievement	Source: Staff Time Cost: \$0
INITIATIVE: Parent Advisory Council-System	Countywide PAC—Multicultural Representation	Source: Staff Time Cost: \$0

- a. **In order to enrich student multicultural classroom and field experience learning in alignment with the Maryland Voluntary State Curriculum,** Somerset County Public Schools implemented the following:

CATEGORY	SPECIFIC PROGRAM, PRACTICE, STRATEGY, OR INTIATIVE	FUNDING SOURCE AND COST
PRACTICE: Multicultural Awareness Embedded in Instruction to Maximize Student Access and Engagement	Intermediate School Reading Coach works with teachers to infuse ETM materials into the reading program	Source: Local Cost: \$58,514
INITIATIVES: Elementary Multicultural Units of Study and Culminating Event	Slavery Unit: <i>Teackletonia</i> an activity to help students understand some of the causes of contemporary conflict and work towards solutions. Unit Study and Student Performances 4-(WES) Unit Study and Student Performances 2-(PAE) Unit Study and Student Performances 2-(GES)	Source: Community Foundation Grant Cost: \$5,000 Source: Somerset Historical Society Partnership Cost: \$2,000
PROGRAM: Field Trip to Reginald Lewis Museum	All 8 th Grade Students; 10 th Grade CHS Students	Source: Gear Up Cost: \$4500
PRACTICE: Technology Embedded in Instruction to Maximize Student Access and Engagement	Intermediate School; Grade 5; and Grade 8: Promethean Board Use for Instruction and Student Engagement 7 th Grade 1 to 1 Lap Top Program	Source: Ed Tech Grant Cost: \$150,000 Source: Local \$240,000
PROGRAM: College Awareness	GEAR UP—Overnight Extended Trip to Nine Southern Colleges	Source: Gear Up Cost: \$11,500

4. Describe where challenges in meeting ETM goals are evident

- African American students and Hispanic students as subgroups are not achieving at the same level as White students implying an absence of cultural proficiency among all staff members and all sites and grade levels
- The majority of staff have not explicitly addressed the question: “Are our underperforming students underserved?”
- Students have not had equitable and continuous opportunities to build positive character traits.

- All sites do not have a structure (such as Parent Advisory Councils) to engage parents who represent multiple cultures in authentic input and decision making.
- Leadership for *Somerset Helping Somerset* has changed and the enthusiasm generated by previous collaboration meetings is threatened.
- Students of multiple cultures throughout all grade levels do not have the same access to college trips and college exposure as the cohort students in GEAR-UP.

5. Describe the changes, adjustments, or revisions that will be made to programs or strategies for 2009-2010 to address the identified challenges.

a. **ADJUSTMENT: Reconvene African American Male Achievement Task Force with Higher Priority and Attention**

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY, SOURCE AND COST
Reconvene Task Force and move from a discussion group mode to an action planning team. Timeline: September, 2009	Leadership Team Planning MSDE Report	Source: Staff Time Cost: \$0
Schedule meetings times in ½ day blocks rather than limit work to shorter after school meetings. Timeline: Sept.-Dec. 2009	Staff Time	Professional Development Source: Staff Time Cost: \$0
Present an action plan to A&S prior to the Second Semester of 09-10. Timeline: January 2010	Staff Time	Source: Staff Time Cost: \$0

b. **CHANGE: Assess the Cultural Proficiency of Somerset County Public School staff at all levels and use findings to develop a required training component.**

CHANGE and TIMELINE	RESOURCE	CATEGORY, SOURCE AND COST
Expand cultural proficiency concerns to all potential disenfranchised groups: poverty, Hispanic, Special Education, and African American Timeline: September – January 2010	Staff Time	Professional Development Source: Staff Time Cost: \$0
Assess SCPS institutional cultural proficiency using Lindsey, Graham, Westphal, and Jew's <i>Culturally Proficient Inquiry</i> and transfer findings to planned action Timeline: September –January 2010	Staff Time Materials: Purchase Eight Books for Group Study and Reference	Professional Development Source: Grant Cost: \$200

c. **CHANGE: Deliver Character Education through regular elementary classroom core instruction in a consistent planned and thematic manner.**

CHANGE and TIMELINE	RESOURCE	CATEGORY, SOURCE AND AMOUNT
Meet with building leadership to determine format and content of integrating Character Education into regular classroom at elementary grades Timeline: August, 2009	Parent and Community Coordinator	Core Instruction Source: ARRA (Stimulus Funds) Cost: ¼ Title I P& C Coordinator Salary \$19,389
Implement and monitor integration of character education in core instruction Timeline: September '09-June '10	Staff Time	Core Instruction Source: Staff Time Cost: \$0

d. CHANGE: Promote the inclusion of Parent Advisory Councils at all sites independent or in conjunction with standing Parent and Teacher Organizations or Parent Booster Clubs for 2009-2010.

CHANGE and TIMELINE	RESOURCE	CATEGORY, SOURCE AND AMOUNT
Cite the advantages of Parent Advisory Councils to principals and provide an incentive for sites with PAC's. Timeline: September '09	Staff Time	Parent Collaboration Source: Staff Time Cost: \$0

e. ADJUSTMENT: Guide Title I Family Nights to explicitly incorporate considerations and activities for parents of diverse cultures.

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY, SOURCE AND AMOUNT
Include planners of Family Nights in Cultural Proficiency study and discussions Timeline: September–October 2009	Staff Time	Professional Development Source: Staff Time Cost: \$0
Review Parent Feedback from Family Nights according to diversity in order to assess any cultural shortfalls Timeline: September 2009	Administrators Instructional Coaches	Planning Source: Staff Time Cost: \$0
Plan Family Nights in consideration of families' cultural differences and needs in most effectively helping their children to succeed in school Timeline: September '09-April '10	SIT Team Title I Parent and Community Coordinator	Staffing Source: ARRA (Stimulus Funds) Cost: 1/2 Title I Parent & Community Coordinator Salary \$38,777

f. **ADJUSTMENT: Engage community in shared efforts to become culturally proficient and positively impact student's academic and social success.**

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY, SOURCE AND AMOUNT
Collaborate with the LMB in validating <i>Somerset Helping Somerset</i> and engaging in action planning to nurture a culturally proficient county/community Timeline: September '09-June '10	Staff Time	Professional Development Source: Staff Time Cost: \$0

g. **ADJUSTMENT: The college visitation field trip will be expanded to non-Gear Up students.**

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY, SOURCE AND AMOUNT
At least one high school will expand the GEAR UP model of college visits beyond the GEAR UP cohort in order to access to a range of students Timeline: April '10	Parent Advisory Council Project	Activity Source: Staff Time Cost: \$0