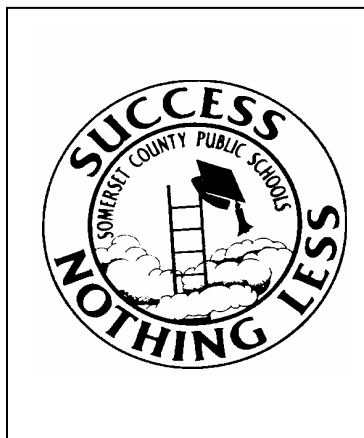


**SOMERSET COUNTY PUBLIC SCHOOLS  
MASTER PLAN**

<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.	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.	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.	---- 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.	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.	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>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>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>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.	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.	Integrate identified “best practices” in all math and reading in all CTE programs and classrooms with coaching, reflection, monitoring, and support.	Monitor and evaluate teacher application of integrated “best practices” in math and reading in all CTE programs.	---- 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-->
1.1.15 Investigate the effective use of time for a 4 x 4 block school day at J.M. Tawes Technology & Career Center.	Disseminate, discuss, and apply findings as appropriate.			

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1.1.16 Assess HVAC program against industry standards and plan instructional upgrades to obtain program certification.	Implement planned upgrade and obtain certification for HVAC Program.	Assess Food Services Program against industry standards and plan instructional upgrades to obtain program certification.	Implement planned upgrades and obtain program certification for Food Service Program	Evaluate impact of program certification on student enrollment and graduate job placement.
1.1.17 Strengthen Board of Education knowledge, support and marketing of articulated programs with local community colleges and technical schools.	--- Continuous Practice--->	---- Continuous Practice---->	---- Continuous Practice---->	---- Continuous Practice---->
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.
<b>MONITORING AND ACCOUNTABILITY</b>				
1.1.19 Maintain PSAT testing for ALL 10 <sup>th</sup> grade students.	--- 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--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>MONITORING AND ACCOUNTABILITY</b>				
1.1.20 Review and revise current SAT Prep program to increase its effectiveness as indicated by student SAT scores.	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--->
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--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
	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--->
1.1.24 Reaffirm the use of the kindergarten screening process to evaluate students entering kindergarten for the purpose of identifying students' readiness to learn.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
<b>EQUITY ASSURANCE</b>				
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.	Implement recommendations regarding grouping practices to ensure that all students optimize the development of their academic potential.	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.	--- Continuous Practice--->	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>EQUITY ASSURANCE</b>				
1.1.26 Review, study and develop recommendations for opportunities for peer tutoring and/or peer coaching at the site level. (SIT Teams)	Implement selected opportunities for peer tutoring and/or peer coaching to increase success of students.	--- Continuous Practice--->  Assess effectiveness of selected peer tutoring opportunities and modify to increase effectiveness.	--- Continuous Practice--->  Monitor and revise program to more fully meet needs	--- Continuous Practice--->  --- Continuous Practice--->
1.1.27 Use Learning Support Teams at each site to facilitate strategies and services for struggling students.	--- Continuous Practice--->  Implement Learning Support Process for identifying the appropriate services and strategies for struggling students.	--- Continuous Practice--->  --- Continuous Practice--->  Monitor and analyze referrals and placements by grade, referring adult, gender, age, race, etc.	--- Continuous Practice--->  --- Continuous Practice--->  --- Continuous Practice--->	--- Continuous Practice--->  --- Continuous Practice--->  --- Continuous Practice--->
1.1.28 Research and study computer software programs for diagnosing specific learning disabilities.	Design a pilot program using selected program to diagnose learning disabilities and assess accuracy, advantages, and disadvantages.	Implement the use of proven computer software for diagnosing specific learning disabilities.	--- Continuous Practice--->  Monitor and evaluate system effectiveness with the use of the chosen software.	--- Continuous Practice--->  --- Continuous Practice--->

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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>Reading/Language Arts Instructional Action Steps</b>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>CURRICULUM DESIGN</b>				
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.	Informally assess teachers' knowledge and understanding of the reading curriculum.	Promote increased knowledge, understanding, and implementation of balanced, research based reading program through differentiated professional development.	Establish a process for identifying master unit designs, lessons, and assessment practices in effective implementation of curriculum to be posted on shared web site.	Review the reading curriculum to ensure that a balanced, research based program is in place and implemented consistently.
1.1.30 Develop and plan implementation of a required reading list, including a summer reading list, for each grade level Reading/English/Language Arts course.	Implement Reading List program by marketing and building faculty, student, and parent commitment to Grade Level Reading Lists.	<p style="text-align: center;">--- Continuous Practice---&gt;</p> Assess compliance with and impact of Reading Lists program by reviewing student work.  Revise the reading lists for all courses annually.	<p style="text-align: center;">--- Continuous Practice---&gt;</p> Revise Reading Lists program as identified through the assessment.  <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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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>INSTRUCTIONAL DELIVERY</b>				
<p>1.1.31 Observe and evaluate reading instruction to assure consistent and effective implementation of curriculum.</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>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, NCLB)</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>Initiate basic reading assessment K-3: DIBBLE</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 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 comparison with previous classes.</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>1.1.33 Review and analyze impact of elementary reading specialist on students’ reading achievement.</p>	<p>Maintain or revise staffing of reading specialist based upon 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;">--- Continuous Practice---&gt;</p>

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>INSTRUCTIONAL DELIVERY</b>				
<p>1.1.34 Require middle and high school teachers to incorporate reading strategies in all classes.</p>	<p style="color: red;">--- Continuous Practice---&gt;</p> <p>Provide supportive, differentiated professional development as needed.</p>	<p style="color: red;">--- Continuous Practice---&gt;</p> <p style="color: red;">--- Continuous Practice---&gt;</p> <p>Monitor middle and high school teachers' incorporation of reading strategies into their classes.</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 style="color: red;">--- Continuous Practice---&gt;</p> <p style="color: red;">--- Continuous Practice---&gt;</p>
<p>1.1.35 Affirm full use of the 120 minute reading/language arts block in Pre-K – 5 schools.</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 as needed.</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>1.1.36 Establish a process for evaluating the effectiveness of the Accelerated Reader program in grades K-5.  Evaluate the effectiveness of the Accelerated Reader program.</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>	<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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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>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>
<b>MONITORING AND ACCOUNTABILITY</b>				
<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>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>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>1.1.40 Review and purchase a consistent reading measurement for implementation in grades K-9.</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>

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>EQUITY ASSURANCE</b>				
<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>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>--- 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>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>

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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>Math Instructional Action Steps</b>				
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>DESIGN</b>				
1.1.43 Reaffirm mandated 60 minute math block in all Pre-K – 5 classrooms and 90 minute block in grades 6-8.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
1.1.44 Design and implement a process for the development of standards based math assessments and data analysis in grades 6-12.  Establish a process for the collection of student work as anchor models for assessments.	Modify and revise math curriculum and instruction based on student performance on math assessments.  Publish and distribute anchor models for teacher use.	Modify and revise instruction based on student performance on math assessments.  Use anchor papers to refine student performance.	--- Continuous Practice--->  --- Continuous Practice--->	--- Continuous Practice--->  --- Continuous Practice--->
1.1.45	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)	Modify math scheduling based on findings from controlled study of 45 minute vs. 90 minutes of instructional time.	Monitor the effectiveness of implementation, modify and revise as necessary.	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>1.1.46 Research and design an applied geometry course (Geo-Tech) into the secondary Math Program.</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>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>
<b>INSTRUCTIONAL DELIVERY</b>				
<p>1.1.47 Revise and implement Math Portfolio Program (Pre-K – 5) adaptations and modifications from summer workshop 2003.</p>	<p>Evaluate and revise the use of Math Portfolios in Pre-K through 5.  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>--- Continuous Practice---&gt;</p>	<p>Monitor and revise the Math Portfolio Program.</p>
<p>1.1.48 Implement Spiral Review process for math Pre-K – 5 to reduce unnecessary re-teaching.</p>	<p>Promote professional dialog on spiral review and monitor implementation.</p>	<p>--- Continuous Practice---&gt;  Assess the impact of spiral review on instructional time and student achievement.</p>	<p>--- Continuous Practice---&gt;  Modify and adjust spiral review process according to assessment findings.</p>	<p>--- Continuous Practice---&gt;  --- Continuous Practice---&gt;</p>

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>INSTRUCTIONAL DELIVERY</b>				
<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>Provide internal and external professional development for instructional skill building in higher level thinking and problem solving.</p>	<p style="color: red;">--- Continuous Practice---&gt;</p> <p>Review instructional practices across common grade levels for teacher use of differentiated instruction.</p>	<p style="color: red;">--- Continuous Practice---&gt;</p> <p>Provide internal and external professional development for instructional practices in differentiated instruction.</p>	<p style="color: red;">--- Continuous Practice---&gt;</p> <p style="color: red;">--- 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="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>1.1.51 Increase the number of students in grades 6-8 who demonstrate proficiency or better in pre-algebra and algebra.</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="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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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<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>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p>
<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>1.1.54 Conduct analysis of all assessment data relevant to middle school algebra program, including quarterly assessments, MSA, HSA, and functional math scores.</p>	<p>Implement program revisions based on data analysis.</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>1.1.55 Realign quarterly math assessments in K-5 classrooms to reflect Maryland State Department of Education requirements.</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 Support Teachers at all middle schools to support students in passing the Maryland Functional Math Test.</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>
<p>1.1.57 Research a grade 1-5 math intervention program based on the results of the quarterly math assessments.</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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<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 and K teachers to use the <i>MSDE Representative Examples Manual</i> for planning quality instruction for all students.	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.	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.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
<b>MONITORING AND ACCOUNTABILITY</b>				
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.	--- 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>				
1.1.62	Review the results of leveling classroom instruction for discrimination or segregation by economic, racial, or ethnic majorities that reduces expectations of student achievement.	Develop, promote, and implemented a plan to eliminate counter-productive results of leveling.	--- Continuous Practice--->	--- Continuous Practice--->
1.1.63 Design a Primary Summer Visitation Reading program for PreK-2 students to increase language exposure and modeling home reading behaviors.	Implement the Primary Summer Reading Program for Pre-K students facing multiple barriers to language exposure and mastery.  Evaluate the impact of program participation from the providing teacher, receiving teacher at Fall placement, parent, and student.	--- Continuous Practice--->  --- Continuous Practice--->	--- Continuous Practice--->  --- Continuous Practice--->	--- Continuous Practice--->  --- Continuous Practice--->

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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.	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.	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.	--- 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	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	<p>Develop and disseminate an electronic process and template for reporting enrollment and assessment data in high achievement settings..</p> <p>Track, interpret, and respond to subgroup enrollment in high achieving learning settings at each site. (SIT TEAM)</p>	<p>Monitor use and response to data at site and county level.</p> <p>---Continuous Practice---</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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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>	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>				
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.	Report findings to Board of Education and school staff.  Develop a plan for the selected Achievement Gap Elimination initiative and merge with Master Plan.	Implement, monitor, and track progress.	--- Continuous Practice--->	--- Continuous Practice--->
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.	Develop a plan for extended day and extended school year for struggling students based upon Achievement Gap Elimination Task Force recommendations.	Implement, evaluate the effectiveness of, and revise extended day and extended school year plan in grades Pre-K – 10.	--- Continuous Practice--->	--- Continuous Practice--->

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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>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>--- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;</p> <p>--- 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>--- 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, and to the parents and community.</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, and to the 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, and to the 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, and to the 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, and to the parents and community</p>

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1.3.6 Design, complete, and record quarterly measures and assessments of progress of tested groups of students in achieving AMO.	--- 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, intervention and remediation by grade and subject level for all subgroups of students. (See AMO goals by subject, grade, and subgroups at the close of Action Plan 1.3)	--- Continuous Practice---	--- Continuous Practice---	--- Continuous Practice---	---Continuous Practice---
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.	Develop staff support structures to process and "grow" expectation changes.	Monitor and reflect on site and county impact of expectation changes on student achievement.	--- Continuous Practice-->	--- Continuous Practice-->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<p>Implement site and central initiatives to impact overt and covert attitudes of staff that lower expectations and set limits.</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: 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--&gt;</p> <p style="text-align: center;">---Continuous Practice---</p>	<p style="text-align: center;">--- Continuous Practice--&gt;</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: center;">--- Continuous Practice--&gt;</p>	<p style="text-align: center;">-- Continuous Practice--&gt;</p>	<p style="text-align: center;">-</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 1.4</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.	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>	--- Continuous Practice--->	Assess and adjust services.	--- 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.	--- Continuous Practice--->	Monitor participation and application.	--- Continuous Practice--->	--- 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>--- Continuous Practice---&gt;  Assess student progress as individuals and as a group.</p>	<p>--- Continuous Practice---&gt;  --- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;  --- Continuous Practice---&gt;</p>	<p>--- Continuous Practice---&gt;  --- 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>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>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>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>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 Somerset County Pubic Schools Gifted and Talented programming</p>	<p>Evaluate and maintain gifted and talented programs.</p> <p style="color: red;">--- Continuous Practice---&gt;</p>
<p>1.5.2</p>	<p>Charge the Gifted and Talented Task Force with reexamining Summer Enrichment Programs to better address needs and interests of students and therefore increase participation.</p>	<p>Report findings and recommendations and plan implementation of a Summer Enrichment Program.</p>	<p>Evaluate and revise Summer Enrichment Program.</p>	<p style="color: red;">--- Continuous Practice---&gt;</p>

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1.5.3	Establish a consistent process for mapping skills and content from AP courses back to 6 <sup>th</sup> grade.	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)	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
<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.	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.
1.6.2 Update the servers at all the high schools to maximize the efficiency of the school networks and facilitate teacher instructional use.	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.	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.	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.	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.				
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--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<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.	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.	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.	Evaluate the effectiveness of "Assistive Technology" program and its impact on student achievement and update as necessary.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->
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.	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->	--- Continuous Practice--->

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2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1.6.12 Expand the use of web-based surveys and forms to collect and analyze information.	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 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 1.7</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.	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>	--- 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 ninth 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>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 sixth 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>Implement a sixth grade transition program and market its components to the public.</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>

**SOMERSET COUNTY PUBLIC SCHOOLS  
MASTER PLAN**

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.	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.	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.	--- 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.	--- 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.	--- 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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