

**SOMERSET COUNTY PUBLIC SCHOOLS
MANAGEMENT PLAN 2003 - 2004**

STRATEGY 1	<p>STUDENT ENGAGEMENT</p> <p>We will continuously monitor and respond to each student’s individual educational program for educational growth and mastery at all levels of the system.</p>
Plan Oversight	<ol style="list-style-type: none"> 1. The coordinator of this action plan is: the <u>Assistant Superintendent</u> 2. Each step of this action plan for 2003-04 has a lead person responsible for overseeing completion on a specified timeline with assigned evaluative indicators. 3. Modifications to the five year Master Plan design, delivery, monitoring, and equity assurances for this action plan will occur at each annual convening of the Steering Team when the <u>Student Engagement Action Team</u> will report on the current years’ progress in the action plans, review the Master Plan’s next steps for this action plan, and present their recommendations which will be acted upon by the Steering Team and prepared for presentation to the Board of Education and the County Commissioners. 4. The steps of this action plan are categorized in four phases: design, delivery, monitoring/accountability, and equity assurance enabling the coordinator to focus on both the specifics and full scale achievement of the goal.
Fiscal Oversight	<ol style="list-style-type: none"> 1. The fiscal impact of this Action Plan will be tracked by the coordinator in assuring representative participation from each school site, grade level, and instructed sub groups of students. 2. In preparing the projected budgetary needs and reviewing actual expenses of implementation, the coordinator and Student Engagement Action Team will consider and report on the tangible and intangible costs as well as the tangible and intangible benefits/results. 3. Budgetary modifications to the management of this action plan will occur through the Coordinator and Business Manager with required approval from the Board of Education. 4. Any modifications will be reported to the County Commissioners.
Program Oversight	<ol style="list-style-type: none"> 1. Communication of this action plan will be accomplished through: <ul style="list-style-type: none"> • an overview of the Master Plan presented to all administrators at the August Administrator and Supervisor Workshop • a brief overview presented to all staff on opening day with building principal follow up at the sites • a thorough overview presented at the September Steering Team and Community Stakeholders’ Opening ‘04 Meeting • the implementation of periodic communications to the parents, community members, and others through newsletters, website information, the Master Plan Update, print and video news articles, Home and School Meeting Presentations, and informal small group county meetings 2. The coordinator of this action plan will prepare quarterly reports of progress for the Superintendent in accord with the evaluation indicators as sited for active steps within this action plan. 3. All timelines for implementing the strategic steps (goals and objectives) of this action plan are sited below.

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Action Plan 1.1	All students, regardless of race/ethnicity, socioeconomic background, or disability have access to rigorous and appropriate curriculum and instruction.			
Cross – Program Instructional Action Steps				
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.1.1 Review, modify, and adopt SCPS policies to guide curriculum development, review, and adoption.	Assistant Superintendent	September, 2003 – December, 2003	Local	Policies approved by the Board of Education.
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.	Assistant Superintendent Supervisor of Secondary Education Supervisor of Elementary Education	September 2003 - December, 2003	Local	Process approved by the Board of Education.
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.	Assistant Superintendent Supervisor of Secondary Education Supervisor of Elementary Education	September, 2003 – July, 2004	Local	Matrix completed and disseminated.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
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.	Instructional Supervisors	October, 2003 – June, 2004	Local	Criteria completed, approved, and disseminated.
1.1.7 Review Career and Technology Program for student appeal, applicability, and employer support.	Supervisor of Career and Technology Education	October, 2003 – June, 2004	Local	Report submitted to the Assistant Superintendent
1.1.8 Develop and implement a vertical teaming structure to ensure rigorous instruction leading up to AP courses.	Supervisor of Secondary Education	October, 2003	Local	Increased enrollment in AP courses
1.1.9 Research, study, and disseminate findings on the impact of implementation of differentiated instruction strategies on student achievement.	Assistant Superintendent Supervisor of Secondary Education Supervisor of Elementary Education Principals	September, 2003 – June, 2004	Local	Support effective staff development based on best practices from study.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
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).	Assistant Superintendent Supervisor of Secondary Education Supervisor of Elementary Education	September, 2003 – June, 2004	Local	Increased high-quality staff development based on best practices from study.
1.1.12 Demonstrate advantage of technology integration as an instructional strategy to promote student engagement and achievement.	Supervisor of Technology	September, 2003 – June, 2004	Local	Increased student achievement on local and state assessments.
1.1.13 Develop and implement curriculum that integrates identified “best practices” in math and reading for all CTE programs.	Supervisor of Career and Technology Education	September, 2003 – June, 2004	Local	Clearly aligned written, taught, and tested CTE curriculum.
1.1.14 Assess viability of market for new programs and access to instructional expertise. (CTE Program Advisory Committee)	Supervisor of Career and Technology Education	September, 2003 – June, 2004	Local	Final report to Superintendent and Board of Education.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.1.15 Investigate the effective use of time for a 4 x 4 block school day at J.M. Tawes Technology & Career Center.	Supervisor of Career and Technology Education	September, 2003 – June, 2004	Local	Final report to Assistant Superintendent.
1.1.16 Assess HVAC program against industry standards and plan instructional upgrades to obtain program certification.	Supervisor of Career and Technology Education	September, 2003 – June, 2004	Local	Clearly aligned written curriculum designed to meet industry standards.
1.1.17 Strengthen Board of Education knowledge, support and marketing of articulated programs with local community colleges and technical schools.	Supervisor of Career and Technology Education	February, 2004	Local	Presentation to the Board of Education.
1.1.19 Maintain PSAT testing for ALL 10 th grade students.	Supervisor of Guidance	October, 2003	Title V	Increased student achievement on SAT's.
1.1.20 Review and revise current SAT Prep program to increase its effectiveness as indicated by student SAT scores.	Supervisor of Secondary Education	September, 2003 – June, 2004	Local	Comprehensive plan for revised SAT Prep Programs.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.1.21 Reaffirm increased requirement of 24 credits for graduation, including 4 credits for English, social studies, math, and science.	Assistant Superintendent	September, 2003 – June, 2004	Local	Analysis a sampling of students' 4 year plan for graduation completion.
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.	Supervisor of Elementary Education	April, 2004 – May, 2004	Local	Comparison of math and reading assessment data based on screening data.
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.	Assistant Superintendent Supervisor of Secondary Education Supervisor of Elementary Education Principals	September, 2003 – June, 2004	Local	Committee recommendations presented to the Board of Education.
1.1.26 Review, study and develop recommendations for opportunities for peer tutoring and/or peer coaching at the site level. (SIT Teams)	Principals School Improvement Teams	September, 2003 – June, 2004	Local	Each school's program plans submitted to the Assistant Superintendent.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.1.27 Use Learning Support Teams at each site to facilitate strategies and services for struggling students.	Supervisor of Pupil Personnel	September, 2003 – June, 2004	Local	Report tracking achievement for students served by Learning Support Teams.

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Reading/Language Arts Instructional Action Steps				
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
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.	Supervisor of Elementary Education Principals Reading Specialists	September, 2003 – June, 2004	Local	Revised reading curriculum reflects a balanced research based program.
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.	Supervisor of Elementary Education Supervisor of Secondary Education	June, 2003 – May, 2004	Local	Completed K-12 reading list reading for dissemination.
1.1.31 Observe and evaluate reading instruction to assure consistent and effective implementation of curriculum.	Supervisor of Elementary Education Principals	September, 2003 – June, 2004	Local	Increased implementation effectiveness based on teacher observations.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
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)	Supervisor of Elementary Education	September, 2003 – June, 2004	Local Reading First Grant	Adoption of Textbook Series
1.1.33 Review and analyze impact of elementary reading specialist on students' reading achievement.	Supervisor of Elementary Education Principals	September, 2003 – June, 2004	Local	Analysis of local reading data as well as MSA.
1.1.34 Require middle and high school teachers to incorporate reading strategies in all classes.	Supervisor of Secondary Education Principals	September, 2003 – June, 2004	Local	Analysis of walkthrough and observation data related to reading implementation.
1.1.35 Affirm full use of the 120 minute reading/language arts block in Pre-K – 5 schools.	Supervisor of Elementary Education Principals	September, 2003 – June, 2004	Local	Analysis of walkthrough and observation data related to reading implementation.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
<p>1.1.36 Establish a process for evaluating the effectiveness of the Accelerated Reader program in grades K-5.</p> <p>Evaluate the effectiveness of the Accelerated Reader program.</p>	<p>Supervisor of Elementary Education Principals</p>	<p>September, 2003 – June, 2004</p>	<p>Local</p>	<p>Process is established and used to determine the impact on local reading data and MSA scores.</p>
<p>1.1.37 Research effective scientifically researched based middle school reading programs, including traditional models as well as technological models.</p>	<p>Supervisor of Secondary Education Instructional Facilitators</p>	<p>September, 2003 – June, 2004</p>	<p>Local</p>	<p>Recommendations for middle school reading program to the Assistant Superintendent</p>
<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>Superintendent Assistant Superintendent Principals</p>	<p>September, 2003 – June, 2004</p>	<p>Local</p>	<p>Principals' report detailing the effective implementation of reading and writing in all classrooms.</p>

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.1.39 Promote role of Facilitators as providing demonstration lessons and coaching for integrating effective reading into secondary instruction.	Supervisor of Secondary Education Principals	September, 2003 – June, 2004	Local	Facilitators Portfolio reflecting reading implementation.
1.1.40 Review and purchase a consistent reading measurement for implementation in grades K-9.	Assistant Superintendent Instructional Supervisors	January, 2004 – May, 2004	Local	Adoption of Reading Assessment Program
1.1.41 Evaluate and reaffirm the effectiveness of the reading intervention program for children reading below grade level in Pre-K – 5.	Supervisor of Elementary Education Principals Reading Specialists	September, 2003 – June, 2004	Local	Decrease in the number of students needing reading intervention.
1.1.42 Review and pilot “Soar to Success”, an intervention program for students reading below grade level in middle schools.	Supervisor of Secondary Education	September, 2003 – June, 2004	Local	Comparison of reading assessment data for pilot group.

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Math Instructional Action Steps				
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.1.43 Reaffirm mandated 60 minute math blocks in all Pre-K – 5 classrooms and 90 minute block in grades 6-8.	Supervisor of Elementary Education Supervisor of Secondary Education	September, 2003 – June, 2004	Local	Analysis of walkthrough and observation data related to math instruction.
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.	Supervisor of Secondary Education	September, 2003 – December, 2003	Local	Multiyear plan to develop county assessments and track student progress.
1.1.46 Research and design an applied geometry course (Geo-Tech) into the secondary Math Program.	Supervisor of Secondary Education	September, 2003 – June, 2004	Local	Adoption of comprehensive curriculum for pilot program.
1.1.47 Revise and implement Math Portfolio Program (Pre-K – 5) adaptations and modifications from summer workshop 2003.	Supervisor of Elementary Education Principals	September, 2003 – June, 2004	Local	Increased student achievement on county level quarterly assessments and MSA.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.1.48 Implement Spiral Review process for math Pre-K – 5 to reduce unnecessary re-teaching.	Supervisor of Elementary Education Principals	September, 2003 – June, 2004	Local	Increased student achievement on county level quarterly assessments and MSA.
1.1.49 Review instructional practices across common grade levels and courses for student exposure to higher level thinking and problem solving experiences.	Assistant Superintendent Supervisor of Elementary Education Supervisor of Secondary Education Principals	September, 2003 – June, 2004	Local	Teacher observations, classroom walkthroughs, portfolio reviews, and principal evaluations.
1.1.50 Promote, support and require teacher application of a variety of classroom assessments as instructional tools and a means of informing instruction.	Assistant Superintendent Supervisor of Elementary Education Supervisor of Secondary Education Principals	September, 2003 – June, 2004	Local	Teacher observations, classroom walkthroughs, portfolio reviews, and principal evaluations.
1.1.51 Increase the number of students in grades 6-8 who demonstrate proficiency or better in pre-algebra and algebra.	Assistant Superintendent Supervisor of Secondary Education	September, 2003 – June, 2004	Local	Analyze the number of students scoring proficient or better on county assessments and MSA.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
<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>Supervisor of Secondary Education Principals Facilitators</p>	<p>September, 2003 – June, 2004</p>	<p>Local</p>	<p>Teacher observations, classroom walkthroughs, portfolio reviews, and principal evaluations.</p>
<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>Assistant Superintendent</p>	<p>September, 2003 – June, 2004</p>	<p>Local</p>	<p>Final year of a multiyear plan to implement standards based math program.</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>Supervisor of Secondary Education</p>	<p>September, 2003 – June, 2004</p>	<p>Local</p>	<p>Report detailing corrective actions to the program based on all relevant math data.</p>

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.1.55 Realign quarterly math assessments in K-5 classrooms to reflect Maryland State Department of Education requirements.	Supervisor of Elementary Education Principals	July, 2003 – August, 2003	Local	Quarterly assessments match state standards at each grade level.
1.1.56 Maintain Math Appropriate Assistance Support Teachers at all middle schools to support students in passing the Maryland Functional Math Test.	Assistant Superintendent	September, 2003 – June, 2004	Local	Increased number of students passing the Maryland Functional Math Test.
1.1.57 Research a grade 1-5 math intervention program based on the results of the quarterly math assessments.	Supervisor of Elementary Education Principals	September, 2003 – June, 2004	Local	Recommended math intervention program for grades 1-5.

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Action Plan 1.1	All students, regardless of race/ethnicity, socioeconomic background, or disability have access to rigorous and appropriate curriculum and instruction.			
Pre-Kindergarten and Kindergarten Instructional Action Steps				
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
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.	Supervisor of Elementary Education Principals	September, 2003 – June, 2004	Local	Teacher observations, classroom walkthroughs, portfolio reviews, and principal evaluations.
1.1.59 Increase the number of full day kindergarten classes from 9 to 10.	Superintendent	July, 2003	Local	Board of Education approval.
1.1.60 Maintain reduced primary class sizes to capitalize on individual student attention and instruction.	Superintendent	July, 2003	Title II	Increased number of students reading at grade level or above.
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.	Supervisor of Elementary Education Principals	September, 2003 – June, 2004	Local	Teacher observations, classroom walkthroughs, portfolio reviews, and principal evaluations.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.1.63 Design a Primary Summer Visitation Reading program for PreK-2 students to increase language exposure and modeling home reading behaviors.	Supervisor of Elementary Education	April, 2004 – May, 2004	Local	Adoption of Summer Visitation Reading Program.

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Action Plan 1.2	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.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
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.	Supervisor of Secondary Schools Principals	January 2004 - February 2004	Local	Adoption of plan to recruit candidates from subgroups.
1.2.2 Enhance teachers' expertise in AP Course instruction by motivating and funding College Board staff development opportunities.	Supervisor of Secondary Schools Principals	June 2003 - August 2004	Local	Improved student achievement on AP test.
1.2.3 Expose cohort students to higher education through participation in on-campus activities as supported by the Federally Funded Gear Up initiative.	Coordinator of Gear Up Program	September 2003- June 2004	Gear UP Grant	Increased and varied activities on college campuses.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.2.5 Establish a task force to examine the options for <ul style="list-style-type: none"> • Increasing Advanced Placement course offerings. • Increasing the number and diversity of students enrolled in AP courses. 	Assistant Superintendent Supervisor of Secondary Schools Principals	September 2003 – June 2004	Local	Completed task force report submitted to Superintendent.

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Action Plan 1.3	No Achievement gap exists between subgroups of students.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
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.	Superintendent	September 2003 – June 2004	Local	Completed task force reports presented to Board of Education.
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.	Superintendent	November 2003 – February 2004	Local	Completed report on extended day and extended year program submitted to Superintendent.
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)	Superintendent	November 2003 – February 2004	Local	Completed report submitted to Superintendent.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.3.4 Continue to increase the extent to which students with IEP's are included in the general curriculum.	Supervisor of Special Education	September 2003 – June 2004	Local	Number of students in least restricted environment will increase as reflected by county LRE data
1.3.5 Identify, endorse, and disseminate grade and subject level Annual Measurable Objectives for '04 tested groups to all building principals and their staffs, to the Board of Education, and to the parents and community.	Principals SIT Chairs	September 2003 - June 2004	Local	Disaggregated data reflected in revised SIT plan strategies.
1.3.6 Design, complete, and record quarterly measures and assessments of progress of tested groups of students in achieving AMO.	Assistant Superintendent	August 2003 – June 2004	Local	Professional development plan will be built upon the direction of Ruby Payne's "Framework for Understanding Poverty."
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)	Supervisor of Special Education	September 2003- June 2004	Local	Data will be used to determine special education programming.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
<p>1.3.9 Implement professional development to build SCPS staff's understanding of the capacities as well as the needs of children from rural, low socioeconomic backgrounds.</p> <p>Implement site and central initiatives to impact overt and covert attitudes of staff that lower expectations and set limits.</p>	<p>Principals SIT Chairs</p>	<p>September 2003 – June 2004</p>	<p>Local</p>	<p>Data reflected in revised SIT plan strategies.</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>Supervisor of Special Education Principals SIT Chairs</p>	<p>September 2003 – January 2004</p>	<p>Local</p>	<p>Strategies included in each school's School Improvement Plan</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>Assistant Superintendent Instructional Supervisors Principals</p>	<p>September 2003 – June 2004</p>	<p>Local</p>	<p>Data reflected in School Improvement Plans</p>

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Action Plan 1.4	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.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicators
1.4.1 Support current ELL teacher staffing.	Assistant Superintendent	July 2003 – June 2004	MSDE ELL Grant	Staffing in place for FY 04
1.4.2 Assign ELL teacher to provide services through: <ul style="list-style-type: none"> • Pull out of special subjects to offer one on one assistance • Direct assistance in the regular classroom • Assistance to parents. 	Assistant Superintendent	September 2003 – June 2004	MSDE ELL Grant	Itinerant teacher master schedule will reflect these services.
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.	Assistant Superintendent ELL teacher	November 2003 – June 2004	MSDE ELL Grant Title III	Principal's observation of ELL strategies being implemented.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.4.4 Implement Best Practice teaching strategies to increase language acquisition of ELL students.	Assistant Superintendent ELL teacher	November 2003 – June 2004	MSDE ELL Grant Title III	Principal’s observation of ELL strategies being implemented.
1.4.5 Monitor ELL teachers’ use of content based materials and technology to increase student achievement.	Assistant Superintendent Principals	September 2003 - June 2004	Local	Principals’ evaluation of ELL teacher.
1.4.6 Establish an electronic system for tracking and reporting state and local assessment data for ELL students.	Assistant Superintendent Data Specialist ELL teacher	April 2004 – May 2004	MSDE ELL Grant	ELL data reported to MSDE.
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. Set specific goals and timelines for student intervention in areas of need.	Assistant Superintendent Principals SIT	September 2003 – June 2004	Local	Data reflected in revised SIT plan strategies.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.4.8 Provide interpreters for non-English speakers as needed.	Assistant Superintendent Principals ELL teacher	September 2003 – June 2004	MSDE ELL Grant Title III	Interpreters hired based on need.

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Action Plan 1.5	Gifted and Talented students are appropriately challenged in their areas of strength and need.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
<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>	Assistant Superintendent Action Team	September 2003 – June 2004	Local	Action Team submits report of findings to Master Plan Steering Committee.
<p>1.5.4 Continue collaboration with University of Maryland Eastern Shore to increase participation of subgroups in special programs to foster talent development. (MESA, SEMAA)</p>	Assistant Superintendent	September 2003 – June 2004	Local	Increased subgroups enrollment in MESA and SEMAA.

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Action Plan 1.6	Technology tools and digital content that engage students are seamlessly integrated into all classroom instruction on a regular basis.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
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.	Supervisor of Technology	July 2003 – October 2003	Local	Hardware purchased and installed.
1.6.2 Update the servers at all the high schools to maximize the efficiency of the school networks and facilitate teacher instructional use.	Supervisor of Technology	July 2003 – October 2003	Local	Hardware purchased and installed.
1.6.3 Explore the use of handheld computers (PDA's) for supervisors for completing administrative tasks more efficiently.	Supervisor of Technology Supervisor of Secondary Education	July 2003 - February 2004	Local	Report submitted to Superintendent for budgetary consideration.
1.6.4 Convert the network environment to Windows at all high schools and middle schools in order to improve operating efficiency.	Network Administrator	September 2003 – June 2004	Local	High schools and middle schools will be using the windows network environment.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
<p>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.</p>	<p>Supervisor of Technology Supervisor of Secondary Education</p>	<p>September 2003 – June 2004</p>	<p>Maryland Student Online Consortium Grant</p>	<p>Policy adopted by Board of Education.</p>
<p>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.</p>	<p>Supervisor of Technology</p>	<p>July 2003 – October 2003</p>	<p>Local</p>	<p>Server will be installed and the updated software will be operative.</p>
<p>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.</p>	<p>Supervisor of Technology</p>	<p>September 2003 – June 2004</p>	<p>Local</p>	<p>Report to Superintendent for budgetary consideration.</p>

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.6.9 Implement and train teachers and students to use “World Book Online” in all schools as a reference tool.	Supervisor of Technology	August 2003 – September 2003	Maryland Digital Content Grant	Usage statistics will show that teachers are using “World Book Online.”
1.6.10 Maintain “Assistive Technology” program and staff to facilitate learning and support classroom inclusion.	Supervisor of Technology Supervisor of Special Education	September 2003 – June 2004	IDEA Assistive Technology Grant Local	Report submitted to the Superintendent analyzing the impact of the program.
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.	Supervisor of Technology	September 2003 – June 2004	Enhancing Education through Technology Grant	Report submitted to Board of Education for inclusion in following year’s grant.
1.6.12 Expand the use of web-based surveys and forms to collect and analyze information.	Supervisor of Technology	September 2003 – June 2004	Local	The number of online surveys in our form site account will increase.

**SOMERSET COUNTY PUBLIC SCHOOLS
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Somerset County Public Schools models and promotes the identity of a learner, setting ambitious personal standards for effort and quality educational performance.					
Action Plan 1.7	Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
	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.	Superintendent Assistant Superintendent Principals SIT Chairs	October 2003 – June 2004	Local	Schools will develop vehicle for implementing professional learning communities.
	1.7.4 Immerse teachers and students in practices to build a success-oriented learning environment in each classroom that models: Clear expectations and standards for success. Appropriate challenges for all students. Provides students with appropriate help and assistance. Celebrates successes of students and provides incentives and encouragement to students as they work toward meeting high standards. Motivates student to learn.	Superintendent Assistant Superintendent Principals SIT Chairs	September 2003 – June 2004	Local	Teacher observations, walkthroughs, reflections, portfolios and principal's expectations.

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Action Plan 1.8	All students will graduate from high school.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.8.1 Establish a county task force to research best practices for ninth grade transition programs regarding: <ul style="list-style-type: none"> • mentoring • guidance • career assessment • study skills • interest inventory • time management • test taking skills. Develop a site specific implementation plan.	Assistant Superintendent Supervisor of Secondary Education Principals	September 2003 – June 2004	Local	Adoption of Ninth Grade Transition Plan
1.8.2 Establish a county task force to research best practices for a sixth grade transition program regarding: <ul style="list-style-type: none"> • mentoring • guidance • career assessment • study skills • interest inventory • time management • test taking skills. Develop a site specific implementation plan.	Assistant Superintendent Supervisor of Secondary Education Principals	September 2003 – June 2004	Local	Adoption of Sixth Grade Transition Plan

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
<p>1.8.4 Assess current impact of Drop Out Prevention Specialist at all middle and high schools.</p> <p>Adjust and redefine the responsibilities and expectations at both levels.</p>	<p>Supervisor of Multi-Service Community Center</p>	<p>September, 2003 – January, 2004</p>	<p>Local</p>	<p>Report to the Superintendent to determine funding for FY 2005.</p>
<p>1.8.5 Provide “Appropriate Assistance” in both middle and high schools for students who have not passed the functional tests.</p>	<p>Assistant Superintendent Supervisor of Secondary Education</p>	<p>September, 2003 – January, 2004</p>	<p>Local</p>	<p>Increase the number of students passing the Maryland Functional Tests.</p>
<p>1.8.6 Provide summer school opportunities for high school students who need remedial credit for graduation.</p>	<p>Supervisor of Multi-Service Community Center</p>	<p>June, 2004 – July, 2004</p>	<p>Local</p>	<p>Increase the number of students receiving remedial credit for graduation.</p>
<p>1.8.7 Promote summer appropriate assistance classes and tutoring as well as summer testing for functional writing and math tests.</p>	<p>Assistant Superintendent Supervisor of Secondary Education</p>	<p>June, 2004 – July, 2004</p>	<p>Local</p>	<p>Increase the number of students who pass the Maryland Functional Writing and Math Tests.</p>

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
1.8.8 Provide Extended School Year programs for special education students who would otherwise lose critical and functional life skills during extended breaks.	Supervisor of Special Education	June, 2004 – July, 2004	Medical Assistance Billing	Students maintain or progress toward meeting their Extended School Year IEP goals.

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STRATEGY 2	<p>FAMILY AND COMMUNITY INVOLVEMENT</p> <p>We will seek, support, and affirm total family and community collaboration in Somerset County Public School's educational process in order to resolve all critical issues of student achievement.</p>
Plan Oversight	<ol style="list-style-type: none"> 1. The coordinator of this action plan is: the <u>Superintendent</u> 2. Each step of this action plan for 2003-04 has a lead person responsible for overseeing completion on a specified timeline with assigned evaluative indicators. 3. Modifications to the five year Master Plan design, delivery, monitoring, and equity assurances for this action plan will occur at each annual convening of the Steering Team when the <u>Family and Community Involvement Action Team</u> will report on the current years' progress in the action plans, review the Master Plan's next steps for this action plan, and present their recommendations which will be acted upon by the Steering Team and prepared for presentation to the Board of Education and the County Commissioners. 4. The steps of this action plan are categorized in four phases: design, delivery, monitoring/accountability, and equity assurance enabling the coordinator to focus on both the specifics and full scale achievement of the goal.
Fiscal Oversight	<ol style="list-style-type: none"> 1. The fiscal impact of this Action Plan will be tracked by the coordinator in assuring representative participation from each school site, grade level, and instructed sub groups of students. 2. In preparing the projected budgetary needs and reviewing actual expenses of implementation, the coordinator and <u>Family and Community Involvement Action Team</u> will consider and report on the tangible and intangible costs as well as the tangible and intangible benefits/results. 3. Budgetary modifications to the management of this action plan will occur through the Coordinator and Business Manager with required approval from the Board of Education. 4. Any modifications will be reported to the County Commissioners.
Program Oversight	<ol style="list-style-type: none"> 1. Communication of this action plan will be accomplished through: <ul style="list-style-type: none"> • an overview of the Master Plan presented to all administrators at the August Administrator and Supervisor Workshop • an brief overview presented to all staff on opening day with building principal follow up at the sites • a thorough overview presented at the September Steering Team and Community Stakeholders' Opening '04 Meeting • the implementation of periodic communications to the parents, community members, and others through newsletters, website information, the Master Plan Update, print and video news articles, Home and School Meeting Presentations, and informal small group county meetings 2. The coordinator of this action plan will prepare quarterly reports of progress for the Superintendent in accord with the evaluation indicators as sited for active steps within this action plan. 3. All timelines for implementing the strategic steps (goals and objectives) of this action plan are sited below.

**SOMERSET COUNTY PUBLIC SCHOOLS
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Action Plan 2.1	Families and communities are involved in education.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
2.1.1 Institutionalize the annual involvement of the broad-based Somerset County Steering Committee, (composed of community members, business leaders, University faculty, parents, teachers, and administrators) in the planning, implementing, monitoring, evaluating, and continuing Master Plan development.	Superintendent	January, 2004 – February, 2004	Local	Absorbing the work of the action teams into the annual update of the Master Plan.
2.1.2 Plan for maximum participation of Family and Community Action Team to study, research, and further develop the strategies in: <ul style="list-style-type: none"> • volunteering • communications • learning at home • decision making • community collaboration parenting. 	Superintendent	September, 2003 – January, 2004	Local	Family and Community Action Team submit report to the Master Plan Steering Team.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
2.1.3 Plan for and provide technical assistance and support to all Title I schools in developing and implementing effective parental involvement programs.	Supervisor of Elementary Education and Title I	September, 2003 – June, 2004	Title I	Increased number of parental involvement programs at each school site.
2.1.4 <i>(Volunteering)</i> Research and evaluate Volunteer Programs that have proven to be effective in public school systems.	Superintendent	November, 2003 – January, 2004	Local	Family and Community Involvement Action Team issues report to the Master Plan Steering Team.
2.1.5 <i>(Communicating)</i> Maintain and promote the “Open House” day in the county calendar for parent, student and community visits.	Assistant Superintendent Principals	August, 2003	Local	Increased number of parents, guardians, and students attending “Open House” day.
2.1.6 <i>(Decision Making)</i> Integrate feedback into the Somerset County Master Plan updates from various community groups concerning the recommendations from the MGT Facilities Management Study.	Superintendent	September, 2003	Local	Community groups input is provided to the Steering Team.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
2.1.7 (<i>Decision Making</i>) Establish a policy and guidelines for required inclusion of parents/guardians on School Improvement Teams.	Assistant Superintendent	October, 2003	Local	Policy adopted by the Board of Education
2.1.8(<i>Communicating and Parenting</i>) Establish a policy and guidelines for mandatory high school scheduling of parent conferences in order to register for courses for the following school year.	Assistant Superintendent Principals	February, 2004	Local	Policy adopted by the Board of Education
2.1.9 (<i>Decision Making</i>) Establish a policy and guidelines for mandatory organization and support of a Parent – Teacher Organization or Council by each school.	Assistant Superintendent	October, 2003	Local	Policy adopted by the Board of Education
2.1.10 (<i>Learning at Home</i>) Develop a “School-Parent Compact” to establish a parental commitment to supporting education at each Title I school.	Supervisor of Elementary Education and Title I Principals SIT Chairs	September, 2003	Title I	Adoption of the School Parent Compact

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
2.1.11 <i>(Communicating)</i> Continue the distribution of the Somerset County Public Schools Calendar Handbook.	Supervisor of Technology	July, 2003 – August, 2003	Local	Calendar Handbook distributed to parents at each school.
2.1.12 <i>(Collaboration with Community)</i> Investigate the possibility of Somerset County Public Schools and the Somerset County Transportation Department working together to provide transportation for students and parents to and from evening school activities.	Supervisor of Transportation	October, 2003	Local	Report findings to the Superintendent.
2.1.13 <i>(Learning at Home)</i> Continue to sponsor and promote “Family Reading Night” at <u>all</u> primary, elementary and middle schools.	Principals	October, 2003 – December, 2003	Title I Local	Increased number of parents and students attending “Family Reading Night”
2.1.14 <i>(Learning at Home)</i> Continue to sponsor and promote “Family Math Night” at all primary, elementary and middle schools.	Principals	November, 2003 – March, 2004	Title I Local	Increased number of parents and students attending “Family Math Night”

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
2.1.15 Implement strategies for recording and tracking parental involvement within each school by subgroups.	Principals SIT Chairs	September, 2003 – June, 2004	Local	Increased number of parents from all subgroups participating in school activities.
2.1.17 Maintain “Partners for Success” program to facilitate special education communication and the sharing of information between the school system, families, and communities.	Supervisor of Special Education	September, 2003 – June, 2004	State Special Education Grants	Documented communication between schools, families, and communities is recorded and analyzed.

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Action Plan 2.2	Parents and guardians are primary players in the early identification and intervention of the academic needs of their children.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
2.2.1 (<i>Learning at Home</i>) Maintain the “Book Lending Libraries” at all primary schools enabling parents to borrow reading materials for use at home.	Supervisor of Elementary Schools Primary Teachers	September, 2003 – June, 2004	Local	Increased parental participation in the Lending Libraries Program.
2.2.2 (<i>Communication</i>) Maintain the current “Child Find” program to ensure early identification of children with needs.	Supervisor of Special Education	September, 2003 – June, 2004	Local	Yearly distribution of Child Find information to community members.
2.2.3 (<i>Communication</i>) Maintain the distribution of mid-term progress reports for all students.	Principals	November, 2003 – May, 2004	Local	Mid-term progress reports are distributed to all parents and guardians.
2.2.4 (<i>Communication and Decision Making</i>) Promote current practice of open parent – teacher conferences at the midpoint of each marking term. Schools will employ strategies to increase parental involvement.	Principals	November, 2003 – May, 2004	Local	Increased number of parents participating in conferences.

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Action Plan 2.3	Parents, guardians, and community members are primary players in exposing students to the professional and working world and in supporting student development of education and career goals.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
2.3.1 <i>(Volunteering)</i> Investigate ways to maximize involving parents and guardians in individual career planning, implementation, and evaluation.	Supervisor of Pupil Services	January, 2004 – March, 2004	Local	Report findings to the Family and Community Involvement Action Team.
2.3.2 <i>(Collaborating with the Community; Volunteering)</i> Pilot Junior Achievement classes at one grade level in an elementary setting.	Supervisor of Elementary Education Principals	January, 2004 – May, 2004	Junior Achievement	Analyze feedback from Junior Achievement Program Director
2.3.5 <i>(Decision Making)</i> Provide “transition planning” starting at age 14, for special education students to assist with post secondary education and/ or job placement.	Supervisor of Special Education	April, 2004 – June, 2004	Local	Increased number of special education students attending post secondary schools.

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Action Plan 2.4	Parents and guardians of students attending any Title I school have received information about the qualifications of the students' teachers and understands his or her transfer and supplemental options should their students school be identified as low performing by NCLB.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
2.4.1 Distribute a letter to parents of students in Title I schools explaining the process for requesting the qualifications of their child's teacher.	Supervisor of Elementary Education Principals	September, 2003	Title I	All parents receive a letter describing the process.

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Action Plan 2.5	Parents, guardians, and students monitor and support students' progress through traditional and technological means.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
2.5.1 <i>(Communicating and Learning at Home)</i> Investigate ways to maximize involvement of parents and guardians in monitoring student progress.	Principals SIT Team	September, 2003 – January, 2004	Local	Report submitted to Master Plan Steering Team.
2.5.3 <i>(Communicating)</i> Install, implement, and train staff in the use of Power School.	Supervisor of Technology	October, 2003 – June, 2004	Title II	Successful use of Power School to do school administrative tasks.
2.5.5 <i>(Communicating)</i> Continue to utilize the IEP progress report card to better communicate the progress of special education students to parents.	Supervisor of Special Education	September, 2003 – June, 2004	Local	Improved communication with parents of special education students.

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Action Plan 2.6	Parents, guardians and community members select, participate in and evaluate programs of family and community connections designed to assure safe, drug free, and conducive to learning environments in the schools.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
2.6.1 Accept recommendations from The “Family and Community Involvement” Action Team regarding initiatives and procedures to further involve parents, guardians, and community members in programs related to safe, drug free, and conducive to learning schools.	Superintendent	September, 2003 – January, 2004	Local	The Action Team will submit its report to the Steering Committee.

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Action Plan 2.7	Somerset County Public School educators, families and communities encourage, affirm, and reward high educational achievement and effort.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
<p>2.7.1 (<i>Decision Making</i>) Consider the establishment of a FAMILY FOCUS COUNCIL modeled after Maryland State Department of Education recommendations, whose purpose would be to advise on, advocate for, and help to develop programs and policies that encourage effective home-school partnerships.</p>	Superintendent	October, 2003 – January, 2004	Local	The Action Team will submit its report to the Steering Committee
<p>2.7.2 (<i>Collaborating with the Community</i>) Expand School Board knowledge, understanding and skill in leadership to promote high quality extended learning opportunities for all students by accessing the NSBA website: www.nsba.org/edlo.</p>	Superintendent	December, 2003 – March, 2004	Local	School Board members will share with the Superintendent their understanding of high quality extended learning as gleaned from the NSBA website.
<p>2.7.3 (<i>Communicating</i>) Maintain Somerset County Student Recognition Night to reward high academic achievement.</p>	Supervisor of Multi-Service Community Center	March, 2004 – May, 2004	Local	The recognition program is conducted in May.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
2.7.4 <i>(Communicating)</i> Affirm high achievement by continuing to publish the names of students who make principals, honor, and credit rolls in the local newspaper.	Principals	November, 2003 – June, 2004	Local	Students' names are published in local newspaper.
2.7.5 <i>(Communicating and Decision Making)</i> Encourage schools to work with parents to establish and maintain an on-going site-based, academic recognition program.	Principals SIT	September, 2003 – April, 2004	School Funds	Increased number of site based academic recognition programs.
2.7.6 <i>(Communicating)</i> Maintain student performances in which parents and community members are invited to attend. (i.e., chorus, band, drama, and other various student performances)	Principals	September, 2003 – June, 2004	Local	Increased number of student performances.
2.7.7 Record and track the number of students eligible to participate in Student Recognition Night by sub-groups. Share information with Administration and Supervision Staff and Board of Education.	Principals	April, 200 – May, 2004	Local	Report is submitted to Superintendent

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STRATEGY 3	<p>HIGHLY QUALIFIED TEACHERS We will maintain, support, and recruit highly qualified, passionate educators who will optimize our student’s engagement in school, their academic growth and achievement, and their healthy social/emotional development.</p>
Plan Oversight	<ol style="list-style-type: none"> 1. The coordinator of this action plan is: the <u>Supervisor of Human Resources</u>. 2. Each step of this action plan for 2003-04 has a lead person responsible for overseeing completion on a specified timeline with assigned evaluative indicators. 3. Modifications to the five year Master Plan design, delivery, monitoring, and equity assurances for this action plan will occur at each annual convening of the Steering Team when the <u>Teacher Engagement Action Team</u> will report on the current years’ progress in the action plans, review the Master Plan’s next steps for this action plan, and present their recommendations which will be acted upon by the Steering Team and prepared for presentation to the Board of Education and the County Commissioners. 4. The steps of this action plan are categorized in four phases: design, delivery, monitoring/accountability, and equity assurance enabling the coordinator to focus on both the specifics and full scale achievement of the goal.
Fiscal Oversight	<ol style="list-style-type: none"> 1. The fiscal impact of this Action Plan will be tracked by the coordinator in assuring representative participation from each school site, grade level, and instructed sub groups of students. 2. In preparing the projected budgetary needs and reviewing actual expenses of implementation, the coordinator and <u>Highly Qualified Teachers Action Team</u> will consider and report on the tangible and intangible costs as well as the tangible and intangible benefits/results. 3. Budgetary modifications to the management of this action plan will occur through the Coordinator and Business Manager with required approval from the Board of Education. 4. Any modifications will be reported to the County Commissioners.
Program Oversight	<ol style="list-style-type: none"> 1. Communication of this action plan will be accomplished through: <ul style="list-style-type: none"> • an overview of the Master Plan presented to all administrators at the August Administrator and Supervisor Workshop • an brief overview presented to all staff on opening day with building principal follow up at the sites • a thorough overview presented at the September Steering Team and Community Stakeholders’ Opening ‘04 Meeting • the implementation of periodic communications to the parents, community members, and others through newsletters, website information, the Master Plan Update, print and video news articles, Home and School Meeting Presentations, and informal small group county meetings 2. The coordinator of this action plan will prepare quarterly reports of progress for the Superintendent in accord with the evaluation indicators as sited for active steps within this action plan. 3. All timelines for implementing the strategic steps (goals and objectives) of this action plan are sited below.

**SOMERSET COUNTY PUBLIC SCHOOLS
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Action Plan 3.1	Somerset County Public Schools recruits and selects personnel who can deliver high quality instruction and rapidly learn to deploy improved instructional methods and assessment techniques.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
<p>3.1.3 Continue to develop strategies and seek funding sources for providing signing incentives for new teachers.</p> <p>Present strategies to Board of Education.</p>	Supervisor of Human Resources	September, 2003 – February, 2004	Title VI Local	Recommended strategies presented to Superintendent for budgetary considerations.
<p>3.1.4 Reaffirm commitment to the strategy of recruiting, hiring, and retaining employees who are Somerset County residents.</p>	Supervisor of Human Resources	November, 2003 – June, 2004	Title VI Local	Increased numbers of highly qualified Somerset County residents are hired and retained.
<p>3.1.5 Maintain practice of only hiring highly qualified teachers in content areas identified by NCLB and Maryland State Board of Education.</p>	Supervisor of Human Resources	November, 2003 – June, 2004	Title VI Local	The number of not highly qualified teachers will decrease.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
3.1.6 Provide services to current teachers to support their growth toward becoming highly qualified. (i.e., praxis testing and course completion)	Supervisor of Human Resources	September, 2003 - June, 2004	Title VI Local	The number of not highly qualified teachers will decrease.
3.1.7 Provide more information to personnel through expanded Human Resources website.	Supervisor of Human Resources	September, 2003 – October, 2003	Local	Expanded Human Resource website.
3.1.8 Create and conduct annual staff survey to gain information pertaining to human resource services and professional staff needs.	Supervisor of Human Resources	October, 2003	Local	Services provided by personnel office are improved as a result of the staff survey.
3.1.9 Conduct annual exit survey of all employees resigning from Somerset County Public Schools and forward to Personnel Advisory Council.	Supervisor of Human Resources	May, 2004 – July, 2004	Local	Report finding to Master Plan Steering Team.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
<p>3.1.10 Strengthen Professional Development School partnerships with Salisbury University and University of Maryland Eastern Shore to assuring continuing professional development and access to highly qualified interns.</p>	<p>Assistant Superintendent</p>	<p>September, 2003 – June, 2004</p>	<p>Local</p>	<p>Increased number of highly qualified student interns placed in the system.</p>

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Action Plan 3.2	Somerset County Public Schools retains personnel who deliver high quality instruction and rapidly learn to deploy improved instructional methods and assessment techniques.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
3.2.1 Establish a Human Resources Handbook which references personnel policies and establishes expectations and responsibilities.	Supervisor of Human Resources	July, 2003	Local	Handbooks are distributed to staff.
3.2.2 Provide continued support to provisional teachers by: <ul style="list-style-type: none"> • Reimbursement for coursework. • Mentor and coaching. • Reimbursement for Praxis Prep expenses. 	Supervisor of Human Resources	September, 2003 - June, 2004	Local	The number of not highly qualified teachers will decrease.
3.2.3 Continue to support incumbent teachers' efforts to achieve highly qualified status through the tuition reimbursement program.	Supervisor of Human Resources	September, 2003 - June, 2004	Local	The number of not highly qualified teachers will decrease.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
3.2.4 Maintain the current practice of recruiting and hiring only highly qualified paraprofessionals.	Supervisor of Human Resources	September, 2003 - June, 2004	Title I Local	The number of not highly qualified paraprofessionals will decrease.
3.2.5 Provide incumbent paraprofessionals with tuition assistance and/or preparation for required state tests to meet qualification requirements.	Supervisor of Human Resources	September, 2003 - June, 2004	Title I Local	The number of not highly qualified paraprofessionals will decrease.
3.2.7 Establish a process for monitoring highly qualified status and communicating this expectation to all stakeholders.	Supervisor of Human Resources	September, 2003 – January, 2004	Local	Data from State Report is presented to Master Plan Steering Team.
3.2.8 Continue to work with MSDE to establish a separate set of qualifying and composite scores on Praxis II tests for incumbent middle school teachers.	Supervisor of Human Resources	July, 2003 – December, 2003	Local	The number of not highly qualified middle school teachers will decrease.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
3.2.10 Evaluate the effectiveness of the current new teacher orientation program.	Supervisor of Human Resources	August, 2003 – October, 2003	Local	Evaluation results will be used to improve program.
3.2.11 Implement and promote a process for the tracking of and assigning of highly qualified teachers to high poverty schools.	Supervisor of Human Resources	May, 2004 – July, 2004	Local	The number of not highly qualified teachers will be decreased in all high poverty schools.
3.2.12 Review, analyze, revise and adopt the compensation schedule for paraprofessionals to reflect new qualification requirements.	Supervisor of Human Resources Supervisor of Finance	November, 2003 – March, 2004	Local Title I	Negotiated agreement with paraprofessionals.
3.2.13 Provide tutorials for Praxis I (Prep2Teach Program) and II to assist provisional teachers in becoming highly qualified.	Supervisor of Human Resources	September, 2003 - June, 2004	Local	The number of not highly qualified teachers will decrease.

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Action Plan 3.3	Highly qualified principals are recruited, hired and retained.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
3.3.1 Maintain and continue to develop a competitive salary and benefits package in order to attract and retain high quality administrators.	Superintendent	November, 2003 – March, 2004	Local	Negotiated agreement approved by Board of Education.
3.3.2 Collaborate with local Universities to coordinate efforts to provide quality programs to help potential candidates to successfully transition into administration.	Assistant Superintendent	September, 2003 – June, 2004	Local	The number of prospective administrators provided high quality training is increased.
3.3.4 Assess principals' strengths as instructional leaders and provide differentiated, goal based professional development to strengthen their role as instructional leaders.	Superintendent	September, 2003 – June, 2004	Local	Principal's evaluation reflects goal setting instructional priorities.
3.3.5 Provide state-of-the-art training, coaching, and on-going support for administrators in data-based decision making to enhance their instructional leadership.	Assistant Superintendent Supervisor of Secondary Education Instructional Facilitators	September, 2003 – June, 2004	Maryland Higher Education Commission Grant	Instructional leadership is enhanced as a result of principal's understanding of data-based decision making.

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Action Plan 3.4	All Somerset County Public Schools educators' demonstrate the skills to improve student achievement.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
3.4.1 Pilot alternative forms of teacher evaluation enabling teachers to take responsibility for their own professional development.	Superintendent	September, 2003 – June, 2004	Local	The number of high quality teachers comfortable with an alternative form of evaluation is increased.
3.4.2 School Improvement Teams develop and implement plans for individual teachers to track and report student achievement data in reading, and mathematics.	Assistant Superintendent Principals SIT	September, 2003 – June, 2004	Local	Plan for tracking student data is implemented at each school site.

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Action Plan 3.5	All Somerset County Public School educators are trained and successfully demonstrate their use of assessment data to identify the strengths and weaknesses of their collective and individual practices related to student growth and development.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
3.5.1 Analyze and monitor quarterly reading and math assessment data and apply findings.	Principals SIT	September, 2003 – June, 2004	Local	The number of students performing at or above grade level is increased.
3.5.2 Assess teacher skill and applications in analyzing and monitoring MSA, HSA, and readiness data as evidenced in planning and instruction.	Assistant Superintendent Supervisor of Secondary Education Supervisor of Elementary Education Principals	September, 2003 – June, 2004	Local	The number of students scoring at proficient on MSA and HAS will increase.
3.5.3 Continue to train all special education teachers in the effective use of assessments and writing assessment reports.	Supervisor of Special Education	September, 2003 – June, 2004	Local	Assessment reports monitored and reviewed by Supervisor.

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Action Plan 3.6	All Somerset County Public School educators participate in ongoing professional development to enhance their students' success in the classroom.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
3.6.1 Develop a county wide comprehensive staff development plan that is tied to student achievement which includes a system for monitoring staff development data.	Assistant Superintendent	November, 2003 – June, 2004	Local	Adoption of system wide staff development plan.
3.6.2 Plan monthly Pre-K – 5 lessons integrated with technology through the support of The County Technology Trainer.	Supervisor of Elementary Education Supervisor of Technology Technology Trainer	September, 2003 – June, 2004	Enhancing Education Through Technology Grant	Implemented lessons which integrate technology in instruction.
3.6.3 Enhance middle and high school based technology usage through planned 45 minutes technology training sessions.	Supervisor of Secondary Education Supervisor of Technology	September, 2003 – June, 2004	Enhancing Education Through Technology Grant	Implemented lessons which integrate technology in instruction.
3.6.4 Utilize the Instructional Facilitators as teacher leaders who acquire necessary training and deliver ongoing professional development based upon explicit goals and teacher needs.	Supervisor of Secondary Education Principals Facilitators	September, 2003 – June, 2004	Local	Increased teacher effectiveness as evidenced in observation reports.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
3.6.5 Implement a “flex day” in the county calendar in order for teachers to pursue individualized learning within their content areas, skill areas, or identified school wide SIT initiatives.	Superintendent	July, 2003 – June, 2004	Local	Increased teacher effectiveness as evidenced in observation reports.
3.6.6 Provide professional development for all teachers 6-12 in strategies for integrating SAT Prep in the regular classroom.	Supervisor of Secondary Education Principals	November, 2003 – June, 2004	Local	Increased SAT scores for all students including subgroups.
3.6.7 Train all secondary teachers to write quality assessment items which mirror MSA and HSA.	Supervisor of Secondary Education	July, 2003 – June, 2004	Local	Increased MSA and HSA scores for all students including subgroups.
3.6.9 Provide ongoing MSSR training for all Pre-K and K staff.	Supervisor of Elementary Education	October, 2003 – June, 2004	MSSR Grant	Increased teacher effectiveness as evidenced in observation reports.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
3.6.10 Provide ongoing reading and math training based upon annual analysis of program, grade level, and specific teachers' needs for all teachers in Pre-K – 8.	Assistant Superintendent Supervisor of Elementary Education Supervisor of Secondary Education	September, 2003 – June, 2004	Local	Increased student achievement as evidenced on county assessments and MSA.
3.6.11 Provide orientation and on-going training for all science teachers in grades 2 -5 with adoption of new science series.	Supervisor of Elementary Education	August, 2003 – June, 2004	Local	Improved student achievement as evidenced by county assessments.
3.6.12 Provide an opportunity to all staff members for at least 15 hours of technology related staff development per semester.	Supervisor of Technology	September, 2003 – June, 2004	Enhancing Education Through Technology Grant	Implemented lessons which integrate technology in instruction.
3.6.13 Provide 6 additional site delivered hours per semester of technology professional development based on their individual needs assessment.	Supervisor of Technology	September, 2003 – June, 2004	Enhancing Education Through Technology Grant	Implemented lessons which integrate technology in instruction.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
<p>3.6.14 Conduct an 8 day summer “Technology Academy” to instruct and support teachers in developing technology integrated lessons, followed by 2 days of reflection and sharing during the following school year.</p>	<p>Supervisor of Technology</p>	<p>July, 2003 – April, 2004</p>	<p>Enhancing Education Through Technology Grant</p>	<p>Implemented lessons which integrate technology in instruction.</p>
<p>3.6.17 Establish policy and guidelines requiring teachers, principals and other staff who attend workshops, conferences or other professional growth opportunities to demonstrate application and provide follow up presentations to appropriate faculty or staff.</p>	<p>Superintendent</p>	<p>July, 2003 – September, 2004</p>	<p>Local</p>	<p>Adoption of policy.</p>
<p>3.6.18 Integrate strategies for dealing with diverse student populations into all professional development opportunities.</p>	<p>Assistant Superintendent</p>	<p>September, 2003 – June, 2004</p>	<p>Local</p>	<p>Increased student achievement on county assessments and MSA for all students including subgroups.</p>

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Action Plan 3.7	All Somerset County Public Schools educators participate in ongoing professional development to enhance their success with diverse students in the classroom.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
3.7.2 Incorporate training related to differentiated learning into the Somerset County Professional Development Plan.	Assistant Superintendent Supervisor of Secondary Education Supervisor of Elementary Education	September, 2003 – June, 2004	Local	Adopted Professional Development Plan including training in differentiated instruction.

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Action Plan 3.8	High quality guidance counselors are recruited, hired, and retained.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
3.8.1 Clarify role expectations and responsibilities of the “High quality” guidance counselor through revised job description.	Supervisor of Pupil Services	November, 2003 – December, 2003	Local	Adoption of revised job description.
3.8.2 Investigate several programs at higher education institutions for guidance counselor training to assess critical educational training areas.	Supervisor of Pupil Services	October, 2003 – December, 2003	Local	Documentation of training available at local higher education institutions.

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STRATEGY 4	<p>ENVIRONMENT CONDUCTIVE TO LEARNING We will enhance our school program offerings, delivery, and evaluation in all schools in order to optimize each student’s learning environment and experience.</p>
Plan Oversight	<ol style="list-style-type: none"> 1. The coordinator of this action plan is: the <u>Supervisor of Pupil Services</u> 2. Each step of this action plan for 2003-04 has a lead person responsible for overseeing completion on a specified timeline with assigned evaluative indicators. 3. Modifications to the five year Master Plan design, delivery, monitoring, and equity assurances for this action plan will occur at each annual convening of the Steering Team when the <u>Environment Conducive to Learning Action Team</u> will report on the current years’ progress in the action plans, review the Master Plan’s next steps for this action plan, and present their recommendations which will be acted upon by the Steering Team and prepared for presentation to the Board of Education and the County Commissioners. 4. The steps of this action plan are categorized in four phases: design, delivery, monitoring/accountability, and equity assurance enabling the coordinator to focus on both the specifics and full scale achievement of the goal.
Fiscal Oversight	<ol style="list-style-type: none"> 1. The fiscal impact of this Action Plan will be tracked by the coordinator in assuring representative participation from each school site, grade level, and instructed sub groups of students. 2. In preparing the projected budgetary needs and reviewing actual expenses of implementation, the coordinator and <u>Environment Conducive to Learning Action Team</u> will consider and report on the tangible and intangible costs as well as the tangible and intangible benefits/results. 3. Budgetary modifications to the management of this action plan will occur through the Coordinator and Business Manager with required approval from the Board of Education. 4. Any modifications will be reported to the County Commissioners.
Program Oversight	<ol style="list-style-type: none"> 1. Communication of this action plan will be accomplished through: <ul style="list-style-type: none"> • an overview of the Master Plan presented to all administrators at the August Administrator and Supervisor Workshop • an brief overview presented to all staff on opening day with building principal follow up at the sites • a thorough overview presented at the September Steering Team and Community Stakeholders’ Opening ‘04 Meeting • the implementation of periodic communications to the parents, community members, and others through newsletters, website information, the Master Plan Update, print and video news articles, Home and School Meeting Presentations, and informal small group county meetings 2. The coordinator of this action plan will prepare quarterly reports of progress for the Superintendent in accord with the evaluation indicators as sited for active steps within this action plan. 3. All timelines for implementing the strategic steps (goals and objectives) of this action plan are sited below.

**SOMERSET COUNTY PUBLIC SCHOOLS
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Action Plan 4.1	Each school and classroom in Somerset County Public Schools provides a Pre-K – 12 coherent and continuous, integrated multicultural and multidisciplinary process for educating all students about diversity and commonality.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
4.1.1 Identify and use curriculum resources that highlight the achievement of minorities.	Assistant Superintendent Supervisor of Secondary Education Supervisor of Elementary Education Principals	September, 2003 – June, 2004	Local	Increased curriculum resources highlighting minority achievements.
4.1.4 Study ways to increase opportunities for minority students to display their non-academic strengths and talents in ways that enhance academic learning. (i.e. music, drama, sports, etc.)	Assistant Superintendent Supervisor of Secondary Education Supervisor of Elementary Education Principals	September, 2003 – June, 2004	Local	Report submitted to the superintendent.
4.1.5 Develop procedures for review and removal of Pre-K – 12 instructional materials that belittle, exclude or stereotype minorities.	Assistant Superintendent Supervisor of Secondary Education Supervisor of Elementary Education Principals	October, 2003 – November, 2004	Local	Procedures and report adopted.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
4.1.6 Review select and integrate materials which are multicultural in all subject areas at all grade levels.	Assistant Superintendent Supervisor of Secondary Education Supervisor of Elementary Education Principals	September, 2003 – June, 2004	Local	Increased curriculum resources highlighting minority achievements.
4.1.8 Continue to provide African American professionals as guests to provide role models for African American students and Hispanic/Latino guest as role models for Hispanic/Latino students.	Principals SIT	September, 2003 – June, 2004	Local	Documentation of guest speakers provided.
4.1.9 Emphasize through instruction and celebration the cultural aspects that make each student and/or their heritage special.	Principals SIT	September, 2003 – June, 2004	Local	Increased focus on culture as evidenced by teacher observations.

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Action Plan 4.2	Somerset County Public Schools provides a quality program of fine arts that enables all students to meet or exceed Maryland's standards for Fine Arts Education.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
4.2.1 Reestablish a fine arts advisory committee to provide feedback, guidance, and support in the development of a strategic plan for the implementation of a fine arts program.	Assistant Superintendent Supervisor of Secondary Education Supervisor of Elementary Education	October, 2003	State Fine Arts Formula Grant	Committee Established
4.2.3 Design a plan for the involvement of the community in the design and delivery of Fine Arts educational experiences for Somerset County children.	Assistant Superintendent Supervisor of Secondary Education Supervisor of Elementary Education	October, 2003	State Fine Arts Formula Grant	Plan submitted to the Fine Arts Advisory Committee

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Action Plan 4.3	Criterion, norm referenced, and daily classroom assessment results are analyzed and acted upon by classroom teachers, building principals and supervisors for the individual student, groups of students, school sites, and the county system in regularly scheduled planning and analysis times.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
4.3.1 Develop a plan to increase student understanding and command of his/her own assessment data as a measure of growth and development within his/her control.	Superintendent	September, 2003 – January, 2004	Local	Plan developed and adopted.
4.3.2 Develop a plan to increase individual teacher understanding and command of his/her own class assessment data as a measure of growth and development within his/her control.	Superintendent	September, 2003 – January, 2004	Local	Plan developed and adopted.
4.3.4 Explore the use of Power School and other software applications that will enable tracking and analysis of student data at the system, school, and classroom level.	Supervisor of Technology	January, 2004 – June, 2004	Local	Report submitted to Principals and School Improvement Teams.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
4.3.5 Explore the use of CAT (Computer Adaptive Testing) models to enhance teacher application and student/parent comprehension of achievement growth and progress.	Superintendent	September, 2003 – June, 2004	Local	Report submitted.

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Action Plan 4.4	All Somerset County Public Schools Board of Education and administration support high quality education through equitable resource allocation to schools and programs.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
4.4.1 Plan for maximum productivity of accessible resources.	Superintendent Supervisor of Finance	October, 2003 – February, 2004	Local	Plan submitted to the Board of Education.
4.4.2 Develop a protocol for grant searches, applications, public relations response, implementation process, and evaluation process that underlies and confines itself to Master Plan initiatives. Seek Board adoption of the protocol.	Superintendent Supervisor of Finance	October, 2003 – February, 2004	Local	Plan submitted to the Board of Education.
4.4.3 Seek input from the County Commissioners on the means and level of involvement they perceive as productive for their role in providing equitable resources to the school system.	Superintendent Supervisor of Finance	April, 2004 – June, 2004	Local	Meeting held with County Commissioners

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
4.4.4 Design a mean to sustain the selected county school configuration that provides optimal educational programs in safe, secure, and healthy facilities.	Superintendent	October, 2003 – June, 2004	Local	Plan submitted to the Board of Education.
4.4.5 Conference with County Commissioners on ways to share resources to increase productivity of the Schools and County Services.	Superintendent Supervisor of Finance	April, 2004 – June, 2004	Local	Meeting held with County Commissioners
4.4.6 Develop the Capital Improvement Plan and Budget in accordance with the selected county school configuration.	Director of Facilities and Transportation	May, 2003 – June, 2004	Local	Plan submitted to the Superintendent.
4.4.9 Develop and implement procedures for monitoring each school's activity funds to assure full and appropriate application to student programs.	Supervisor of Finance	July, 2003 – December, 2003	Local	Plan presented to the Principals for implementation.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
4.4.10 Select a comprehensive fixed assets management system to ensure school system's fixed assets are properly identified, monitored and safeguarded.	Supervisor of Finance Business Manager	September, 2003 – June, 2004	Local	Selection and purchase of program.
4.4.11 Assess distribution of resources to each site identifying areas of imbalance.	Supervisor of Finance	September, 2003 – June, 2004	Local	Report submitted to the Superintendent.
4.4.13 Access and apply researched findings on school size and consolidation plans and fiscal plans that address the distinct needs of Somerset County as an impoverished community.	Superintendent Director of Facilities and Transportation	August, 2003 – September, 2003	Local	Report submitted to the Master Plan Steering Team.

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Action Plan 4.5		The School Improvement Process will be comprehensive and consistent throughout Somerset County Schools.		
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
4.5.1 Review and revise current policies and regulations regarding School Improvement Planning to ensure a clear link from district to school to classroom.	Assistant Superintendent	November, 2003 – January, 2004	Local	Policies adopted.
4.5.2 Increase the use of teacher checklists, walkthroughs, and one-on-one support from Instructional Facilitators in order to ensure the implementation of all school improvement strategies in all classrooms.	Principals	September, 2003 – June, 2004	Local	Documented increased use of Instructional Facilitators as evidenced by observations.
4.5.3 Ensure that the required “10 School Wide Components” for school improvement are integrated into the School Improvement Plans for all Title I schools.	Assistant Superintendent Supervisor of Elementary Education	September, 2003	Local	Evaluation of School Improvement Plans

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
4.5.4 Disaggregate and analyze State, county and classroom assessment data and make program changes and modifications to the School Improvement Plans as needed for meeting the needs of students who are not achieving proficiency.	Principals SIT	September, 2003 – June, 2004	Local	School Improvement Plans reflect modifications based on data.
4.5.5 Continue “Data Based Decision Making” training for all School Improvement Teams to promote, support and monitor their use of formative and summative data.	Assistant Superintendent Supervisor of Secondary Education	September, 2003 – June, 2004	Local	Evaluation of School Improvement Plans
4.5.6 Train all administrators to use technology to complete basic administrative functions.	Supervisor of Technology Technology Trainer	September, 2003 – June, 2004	Local	Increased use of technology as evidenced by administrator evaluations.
4.5.7 Develop a process for ongoing and consistent monitoring of School Improvement Plans.	Assistant Superintendent	September, 2003 – October, 2003	Local	Rubric developed for evaluation school improvement plans.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
4.5.8 Maintain and support a central office School Improvement Team liaison to support schools in increasing student achievement.	Assistant Superintendent	August, 2003	Local	Central Office assignments completed for all county schools.
4.5.9 Continue use of the Online Staff Technology Assessment to evaluate technology skills and plan staff development programs.	Supervisor of Technology	September, 2003 – June, 2004	Local	Completed analysis of technology data.

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STRATEGY 5	<p>SAFE, QUALITY ENVIRONMENT</p> <p>We will design, implement, monitor, and evaluate an effective and consistently administered county wide disciplinary system.</p>
Plan Oversight	<ol style="list-style-type: none"> 1. The coordinator of this action plan is: the <u>Supervisor of Career and Technology Education</u> 2. Each step of this action plan for 2003-04 has a lead person responsible for overseeing completion on a specified timeline with assigned evaluative indicators. 3. Modifications to the five year Master Plan design, delivery, monitoring, and equity assurances for this action plan will occur at each annual convening of the Steering Team when the <u>Discipline Action Team</u> will report on the current years' progress in the action plans, review the Master Plan's next steps for this action plan, and present their recommendations which will be acted upon by the Steering Team and prepared for presentation to the Board of Education and the County Commissioners. 4. The steps of this action plan are categorized in four phases: design, delivery, monitoring/accountability, and equity assurance enabling the coordinator to focus on both the specifics and full scale achievement of the goal.
Fiscal Oversight	<ol style="list-style-type: none"> 1. The fiscal impact of this Action Plan will be tracked by the coordinator in assuring representative participation from each school site, grade level, and instructed sub groups of students. 2. In preparing the projected budgetary needs and reviewing actual expenses of implementation, the coordinator and Discipline Action Team will consider and report on the tangible and intangible costs as well as the tangible and intangible benefits/results. 3. Budgetary modifications to the management of this action plan will occur through the Coordinator and Business Manager with required approval from the Board of Education. 4. Any modifications will be reported to the County Commissioners.
Program Oversight	<ol style="list-style-type: none"> 1. Communication of this action plan will be accomplished through: <ul style="list-style-type: none"> • an overview of the Master Plan presented to all administrators at the August Administrator and Supervisor Workshop • an brief overview presented to all staff on opening day with building principal follow up at the sites • a thorough overview presented at the September Steering Team and Community Stakeholders' Opening '04 Meeting • the implementation of periodic communications to the parents, community members, and others through newsletters, website information, the Master Plan Update, print and video news articles, Home and School Meeting Presentations, and informal small group county meetings 2. The coordinator of this action plan will prepare quarterly reports of progress for the Superintendent in accord with the evaluation indicators as sited for active steps within this action plan. 3. All timelines for implementing the strategic steps (goals and objectives) of this action plan are sited below.

**SOMERSET COUNTY PUBLIC SCHOOLS
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Action Plan 5.1	All Somerset County Public Schools participate in an effective, countywide disciplinary system.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
5.1.1 Establish a comprehensive action team <ul style="list-style-type: none"> • To review and study effective disciplinary practices and/or programs. • To review and revise current policy related to Standards of Social Behavior. • To review current data on student suspensions. 	Supervisor of Career and Technology Education	September, 2003 – January, 2004	Local	Report submitted to the Master Plan Steering Team
5.1.2 Implement Positive Behavior Intervention Support (PBIS) in three additional schools.	Supervisor of Pupil Services	September, 2003 – June, 2004	Maryland State Improvement Grant	Decrease in the number referrals and suspensions.
5.1.3 Hire a Behavior Support Coach and Instructional Assistant to work cooperatively with PBIS teams in each targeted school. (grant supported)	Supervisor of Pupil Services	September, 2003 – June, 2004	MSDE Discretionary Grant	Decrease in the number referrals and suspensions.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
<p>5.1.4 Establish goals for the Alternative to Suspension programs at both elementary schools.</p> <p>Monitor and evaluate effectiveness of Alternative to Suspension programs.</p>	<p>Supervisor of Career and Technology Education</p>	<p>September, 2003 – February, 2004</p>	<p>Local</p>	<p>Decreased number of referrals and suspensions.</p>
<p>5.1.5 Improve administrator, teacher and staff disciplinary effectiveness through internalizing concepts related to “A Framework for Understanding Poverty,” presented as a large group workshop by Ruby Payne and followed by additional staff development throughout the year.</p>	<p>Assistant Superintendent</p>	<p>August, 2003 – June, 2004</p>	<p>Local</p>	<p>Decreased number of referrals and suspensions for all children.</p>
<p>5.1.6 Assess effectiveness of In-School Suspension Monitors at all middle and high schools.</p>	<p>Supervisor of Career and Technology Education</p>	<p>September, 2003 – February, 2004</p>	<p>Local</p>	<p>Decreased number of suspensions.</p>

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
5.1.7 Explore the use of Power School to collect and report student disciplinary data.	Supervisor of Technology	January, 2004	Local	Report submitted to Superintendent.
5.1.9 Ensure that the disciplinary process is applied equally to all subgroups.	Principals	September, 2003 – February, 2004	Local	Disaggregated data reported to School Improvement Teams.

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Action Plan 5.2	All Somerset County Schools are safe, drug free, and conducive to learning.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
5.2.1 Update and revise the “Standards of Social Behavior” policy and student handbooks. Design and develop Parent Handbooks.	Supervisor of Pupil Services	February, 2003 – June, 2004	Local	Adoption of revised policy and dissemination of parent handbook.
5.2.2 Update safe school action plans to include protection from all forms of harassment, bullying, bias and discrimination, including consequences for such behavior.	Supervisor of Pupil Services	February, 2003 – June, 2004	Local	Adoption of action plans.
5.2.5 Provide annual professional development training for all school based administrators and teachers regarding Standards of Social Behavior Policy at each site.	Supervisor of Pupil Services Principals	August, 2003 – September, 2003	Local	Training conducted for all administrators and teachers.

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
<p>5.2.6 Use Learning Support Team to design site based alternative strategies to intervene in students' unproductive academic or social behaviors.</p> <p>Implement and monitor designed pilot.</p>	<p>Supervisor of Pupil Services Learning Support Specialist</p>	<p>August, 2003 – November, 2003</p>	<p>Local</p>	<p>Office referrals will be reduced.</p>
<p>5.2.7 Continue to Promote Grades 3-5 Character Education through the consistent delivery of lessons by a Character Education Teacher shared by two elementary sites</p> <p>Participate in Trainer of Trainers in Communities of Character Training.</p>	<p>Principals Character Education Teacher</p>	<p>September, 2003 – June, 2004</p>	<p>Local</p>	<p>Decreased number of referrals and suspensions.</p>
<p>5.2.8 Seek grant funding to acquire school surveillance systems at Washington High School and Greenwood Middle School.</p>	<p>Principals</p>	<p>July, 2003 – June, 2004</p>	<p>Local Aging School Money Local Law Enforcement Block Grant</p>	<p>Grants received and equipment installed.</p>

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
<p>5.2.9 Affirm value added to the school site through the positions of Resource Officers at Woodson and Crisfield High School.</p> <p>Support the addition of School Resource Officers at Greenwood Middle School and Washington High School.</p>	<p>Supervisor of Pupil Services Principals</p>	<p>September, 2003 – June, 2004</p>	<p>Local Law Enforcement Block Grant</p>	<p>Value is affirmed to seek renewal funding.</p>
<p>5.2.10 Evaluate the effectiveness and reaffirm programs that encourage students to remain drug and alcohol free, such as SHOP, After-Prom Programs, Intervening with Teen Tobacco Users, Helping Teens Stop Using Tobacco, and Health Education.</p>	<p>Supervisor of Pupil Services School Nurses</p>	<p>September, 2003 – June, 2004</p>	<p>Local</p>	<p>Increased number of students participating in programs, and decreased number of students using drugs and alcohol.</p>
<p>5.2.11 Conduct a security needs assessment of all buildings, including the interior and exterior of the building. Identify needs and develop recommendations to correct security deficits.</p>	<p>Director of Facilities and Transportation</p>	<p>October, 2003 – November, 2003</p>	<p>Local</p>	<p>Report submitted to Master Plan Steering Team.</p>

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Action Plan 5.4	Class sizes are controlled to promote optimal teacher management and student attention, motivation, and growth.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
5.4.1 Maintain the current ratio of one teacher to 18 students in all Pre-K – 3 rd grade classrooms.	Assistant Superintendent	September, 2003 – June, 2004	Title II	Increased student achievement on MSA.
5.4.2 Maintain the current ratio of one teacher to 21 students in all 4 th – 5 th grade classrooms.	Assistant Superintendent	September, 2003 – June, 2004	Local	Increased student achievement on MSA.

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Action Plan 5.5	Somerset County Public Schools implements, monitors, and evaluates an effective, consistently administered, county wide disciplinary system.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
5.5.1 Continue work as a Discipline Action Team through: <ul style="list-style-type: none"> • Team Discussion • Team Readings • Team Observations • Team Visitations to Highly Successful Schools 	Supervisor of Career and Technology	July, 2003 – January, 2004	Local	Report submitted to the Master Plan Steering Team.

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STRATEGY 6	<p>BUILDING POSITIVE PERCEPTIONS We will build and affirm student, family and community awareness, pride and commitment to Somerset County Public Schools.</p>
Plan Oversight	<ol style="list-style-type: none"> 1. The coordinator of this action plan is: the <u>Supervisor of Multi-Service Community Center</u> 2. Each step of this action plan for 2003-04 has a lead person responsible for overseeing completion on a specified timeline with assigned evaluative indicators. 3. Modifications to the five year Master Plan design, delivery, monitoring, and equity assurances for this action plan will occur at each annual convening of the Steering Team when the <u>Building Positive Perceptions Action Team</u> will report on the current years' progress in the action plans, review the Master Plan's next steps for this action plan, and present their recommendations which will be acted upon by the Steering Team and prepared for presentation to the Board of Education and the County Commissioners. 4. The steps of this action plan are categorized in four phases: design, delivery, monitoring/accountability, and equity assurance enabling the coordinator to focus on both the specifics and full scale achievement of the goal.
Fiscal Oversight	<ol style="list-style-type: none"> 1. The fiscal impact of this Action Plan will be tracked by the coordinator in assuring representative participation from each school site, grade level, and instructed sub groups of students. 2. In preparing the projected budgetary needs and reviewing actual expenses of implementation, the coordinator and <u>Building Positive Perceptions Action Team</u> will consider and report on the tangible and intangible costs as well as the tangible and intangible benefits/results. 3. Budgetary modifications to the management of this action plan will occur through the Coordinator and Business Manager with required approval from the Board of Education. 4. Any modifications will be reported to the County Commissioners.
Program Oversight	<ol style="list-style-type: none"> 1. Communication of this action plan will be accomplished through: <ul style="list-style-type: none"> • an overview of the Master Plan presented to all administrators at the August Administrator and Supervisor Workshop • an brief overview presented to all staff on opening day with building principal follow up at the sites • a thorough overview presented at the September Steering Team and Community Stakeholders' Opening '04 Meeting • the implementation of periodic communications to the parents, community members, and others through newsletters, website information, the Master Plan Update, print and video news articles, Home and School Meeting Presentations, and informal small group county meetings 2. The coordinator of this action plan will prepare quarterly reports of progress for the Superintendent in accord with the evaluation indicators as sited for active steps within this action plan. 3. All timelines for implementing the strategic steps (goals and objectives) of this action plan are sited below.

**SOMERSET COUNTY PUBLIC SCHOOLS
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Action Plan 6.1		Our community knows and supports the Somerset County Public Schools commitment to excellence for all students.		
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
6.1.1 The Positive Perceptions Action Team will research strategies and develop recommendations intended to improve the perceptions of Somerset County Public Schools within and beyond the County.	Supervisor of Multi-Service Community Center	July, 2003 – January, 2004	Local	Report submitted to the Master Plan Steering Team
6.1.2 Investigate the feasibility of developing a community-school supported Middle School interscholastic sports program.	Middle School Principals	July, 2003 – August, 2003	Local	Report presented to the Board of Education.
6.1.4 Implement existing and new strategies to enhance the community's knowledge of the system's commitment to and achievement of excellence.	Superintendent	September, 2003 – June, 2004	Local	Increased positive responses on the "Positive Perceptions Survey".
6.1.6 Continue prioritizing the use of cutting edge technology for the entire school system.	Supervisor of Technology	September, 2003 – June, 2004	Local	Increased use of technology as evidenced on the "Somerset County Technology Survey".

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Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
6.1.7 Initiate programs of Junior Achievement involving instruction through business and service community volunteers.	Assistant Superintendent Supervisor of Elementary Education Supervisor of Secondary Education	January, 2004 – June, 2004	Junior Achievement	Analyze feedback from Junior Achievement Program Director
6.1.11 All school grounds will be maintained in a clean and aesthetically appealing manner.	Director of Facilities and Transportation	September, 2003 – June, 2004	Local	Increased scores on Somerset County “Clean School Checklist”.
6.1.12 All school buildings will be maintained in an up to date and modern manner in which students, staff and community can take pride.	Director of Facilities and Transportation	September, 2003 – June, 2004	Local	Increased scores on Somerset County “Clean School Checklist”.

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Action Plan 6.2	Somerset County Public Schools employees understand and respond to community support.			
Action Steps	Person(s) Responsible	Timeline	Funding Source	Evaluation Indicator
6.2.1 A subcommittee of The Positive Perceptions Action Team will research and make recommendations on strategies for improving employees' understanding and response to community support.	Supervisor of Multi-service Community Center	September, 2003 – January, 2004	Local	Report submitted to the Master Plan Steering Committee.