

I.F. ii.
Cross Cutting Themes
Education That Is Multicultural

The *Bridge to Excellence in Public Schools Act* requires that each school system's *Master Plan and Master Plan Annual Update* include goals and strategies for the cross-cutting theme **Education That Is Multicultural (ETIM)**. The ETIM Regulation⁴ defines Education That Is Multicultural as a "continuous, integrated, multiethnic multidisciplinary process for educating all students about commonality and diversity. It prepares students to live, learn, interact and work creatively in an interdependent global society." Education That is Multicultural supports academic achievement and positive interpersonal and inter-group relations and encompasses five areas – curriculum, instruction, staff development, instructional resources, and school climate. ETIM initiatives rely on parent involvement and community support.

I. Identify the major ETIM goals that were addressed by the school system during the 2007-2008 academic year.

As identified in the 2006-2007 Master Plan Update of Somerset County Public Schools, several challenges and barriers existed related to effectively implementing Education That Is Multicultural throughout the county. Those challenges became the 2007-2008 goals.

Goal 1: To extend and develop the "Building of a Culture of Respect" throughout the county at all levels and sites.

- a. Expand *PBIS* strategies to build the confidence of all students in their capacity to succeed.
(Instructional Resources; Climate; Staff Development)
- b. Develop "*40 Developmental Assets*" fluency among secondary staff in partnership with Local Management Board
(Staff Development & School Climate)
- c. Introduce *Characademics* to staff as a tool to embed ETIM in core classes
(Instruction; Instructional Resources; Staff Development)
- d. Implement Leadership Training for African American Males
(Instruction; Climate; Parent Support; and Community Involvement)
- e. Highlight multicultural role models for students and families
(Instruction; Climate; Parent Support; and Community Involvement)

Goal 2: To enrich curriculum and resource multicultural materials aligned with the Maryland Voluntary State Curriculum for students and staff in order to increase their understanding and appreciation for the contribution of all cultural groups

- a. Promote students' understanding of the limitations of stereotypes and the benefits of diversity
(Instruction, Instructional Resources and School Climate)
 - b. Provide state of the art experiences for students and staff to expand their understanding of slavery in Somerset County
(Instruction, Climate and Staff Development)
 - c. Provide a program of understanding culture through the arts
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- (Instruction, and Staff Development)
- d. Utilize the Intermediate School Reading coach to infuse multicultural reading materials in instruction
(Instruction, and Staff Development)
- e. Purchase new materials that address and reinforce multicultural knowledge and understanding in relevant and meaningful ways
(Instructional Resources)

II. PROGRESS MADE TOWARD THE MAJOR MEETING ETIM GOALS ADDRESSED BY THE SCHOOL SYSTEM:

A. FINDINGS

1. Staff and students are focused on building and nurturing respect for and among all individuals.

Respect remains a highlighted value throughout the school system. It is explicitly taught, recognized and modeled through the programs and activities of PBIS, Character Education and *Lion's Quest*. At the secondary level, a weekly after school professional development period (APD) for all teachers entered year two. All secondary staff met for 75 minutes every Wednesday afternoon in an effort to improve student achievement which includes school climate and teacher student relationships as well as curriculum, instruction, and assessment activities. The *Coalition of Essential Schools* (CES) has been a key player and continues to work with staff on multiple topics including "Tone of Decency". CES describes Tone of Decency as:

"The tone of the school should explicitly and self-consciously stress values of un-anxious ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity, and tolerance). Incentives appropriate to the schools particular students and teachers should be emphasized. Parents should be key collaborators and vital members of the school community."

One secondary site worked on the "Forty Assets" training which identifies strengths that must be nurtured and developed in students so that they can become emotionally and socially well functioning adults. This work, establishing a true culture of respect, sets the stage for meaningful educational experiences that are multicultural.

All secondary administrators, Grade 9 and Grade 9 core area teachers, and key supervisors participated in *Characademics* Training in an effort to learn effective ways to integrate relevant and meaningful character education into core instruction.

2. All selected curriculum and resource materials are required to enable students to demonstrate an understanding and appreciation for the contributions of all cultural groups and be aligned to the Voluntary State Curriculum (VSC).

Somerset County Public Schools is better able in 2008 to provide all students with a rigorous curriculum and related resource materials that enable them to learn about, understand and value a variety of cultures than in previous years. Policies involving curriculum adoption and selection of material that were revised in 2005 to insure that

bias was not present and diversity was addressed are now fully implemented into all core curriculum cycles. World History, Government, and Reading/Language Arts textbooks were adopted for Grades 6 through 10 in 2006 using the new policies and procedures and put into full use in 2007-08. Work continues to assure that all core subjects have been aligned to the VSC and that multicultural components are infused in daily instruction. Within the VSC are opportunities for students to recognize contributions and achievements of individuals and/or cultural groups.

B. PROGRAMS, PRACTICES, STRATEGIES, OR INITIATIVES RELATED TO THE MAJOR ETIM GOALS ADDRESSED BY THE SCHOOL SYSTEM:

1. Building Respect and Multicultural Sensitivity Initiatives through Character Education

Positions in Character Education were maintained in all elementary and intermediate sites in spite of serious funding limitations and the loss of some positions. School system initiatives used to reinforce the skills students need to foster a culture of respect are PBIS (Positive Behavioral Intervention Strategies), Character Education, *Lion's Quest* and the guiding principle of "A Tone of Decency", promoted by the *Coalition of Essential Schools*. Three of these programs have been used successfully in the elementary schools for several years. The After School Professional Development (APD) period provided time to bring these initiatives into the secondary schools. One high school began work in "*Forty Assets*" training with the help of the county's Coordinator of Character Education and Family Involvement. The principle behind *Forty Assets* is that all students must have certain supports in place to be successful. In more than one way, "*Forty Assets*" is character education for teachers and staff as well as students.

2. Expanding Individual Teacher's Awareness, Understanding, and Integration of Education That Is Multicultural

Somerset County Public Schools believes that its impact can only be as strong as its practitioners who, like any organizations' employees, operate at different levels of expertise. To encourage continual learning and development, Somerset has developed an individualized professional development opportunity named Flex Day. Flex Day offers each individual teacher the latitude to study and practice in an area of their choice. Choices during the 2007-2008 year that enhanced individual's skills in Education That Is Multicultural were:

- Multicultural Perspectives
- Sensitivity Training on Understanding Poverty
- Characademics
- The Olweus Bullying Prevention

One Professional Development Day was devoted to Cultural Proficiency and conducted for those individuals who did not elect to participate in approved, individualized professional development by the close of the first quarter. The program

was facilitated by the Local Management Board staff. The need for Cultural Proficiency extends beyond teaching staff to all staff including administrators. Readings on Cultural Proficiency, self assessment with small and large group sharing were a part of two Administrator and Supervisor Meetings. Cultural Proficiency was also a planned topic for Leadership Teams during the 2008 A&S Summer Retreat.

In 2007, elementary students and staff participated in a Maryland State Arts Council partnership program “Expansion of Cultural Meaning.” The program included large group assemblies, professional development for staff, and 24 workshops for students. Students also participated in the Teackletonia Project, geared this year toward helping students to understand some of the causes of contemporary conflict and strategies for reaching solutions.

3. Emphasizing “African American Experience” Curriculum and Resources

The “African American Experience” document provided to school systems as a result of the collaboration between MSDE and the Reginald F. Lewis Museum provided Somerset County teachers with educational lessons and activities that portray African American history as a vital part of American History. Nine of the forty-three lessons were integrated into the Grade 4 Social Studies curriculum on Maryland history in 2006; six more lessons were added this year.

Elementary teachers received new resources particularly relevant to Somerset County and its experience with slavery. These materials were created by the Somerset Historical Society through a state grant.

4. Providing Leadership Training for African American Males

One high school initiated Leadership Training for African American Males intended to engender a stronger cultural sensitivity and respect within the secondary school culture as well as provide excellent training for a small group of students. An introductory orientation was held inviting those interested to apply. Misunderstanding by the community prevented this effort being targeted exclusively to African American Males and the initiative was modified to include any male student.

5. Expanding Student Exposure to Multicultural Role Models

The most powerful exposure to strong role models is through minority staffing. Somerset County Public schools continues to overtly recruit minorities for teaching, service, and administrative positions.

One elementary school hosted two programs designed specifically to increase student exposure to positive role models among the African American community. The programs were “Boys Night Out,” and “Girls Night Out.” In “Boys Night Out,”—an evening when sons and fathers (or grandfathers, uncles, and big brothers) came to school to learn and play together, the lead speaker was an African American male who addressed the importance of males being daily role models for their sons. There were 75 participants. In “Girls Night Out,” mothers and daughters (or grandmothers, aunts, and big sisters) came to learn and play together. On this evening an African American speaker talked about self confidence (“Believing in You”). This evening drew 17% of the girls invited to participate.

Countywide efforts to involve the community were directed through a “Parent Summit” organized and funded through Safe Schools/Healthy Students Grant funding and the Local Management Board.

6. Conducting Rigorous Curriculum and Materials Reviews

The Board of Education adopted a policy in 2005 requiring the establishment of a regular curriculum review cycle. All curriculum documents must be aligned to the Voluntary State Curriculum (VSC) and reflect the goals and objectives of “Education that is Multicultural.” To effect real change, Somerset County Public Schools recognizes that the infusion of “Education That Is Multicultural” must be a continuous process of embedding the objectives across all disciplines and grade levels through the use of curriculum materials and other resources. However, this is an initiative that has taken a “back seat” to other instructional and curricular efforts due to overload. Anywhere from 4% to 30% of the observed classes for walk through purposes at the various school sites revealed any multicultural connection.

Curriculum and textbook review committees are trained to review and revise resources to reflect the goals and objectives of “Education That Is Multicultural.” Criteria that address stereotyping, bias or misrepresentation of ethnic groups is reflected in all material analysis. The “Education That Is Multicultural Resource/Materials Checklist” is used to assist committee members in recognizing and highlighting unbiased materials.

Two core areas received new texts and resources this year chosen for their alignment with the VSC and their rich approach to multiculturalism. These included:

- 1) Elementary Level Social Studies: Harcourt’s *Social Studies 08*
- 2) Secondary English I and English II Texts: Holt’s *Elements of Literature*
- 3) Secondary Social Studies/Government: MacGruders’ *American Government*

7. Providing Explicit Reading Instruction at the Secondary Level

Although a Reading Coach position was put into the Intermediate School in 2006-07, the individual hired was assigned to another school and position after less than one quarter. She was not replaced until August 2007, last year. Consequently, this is the first year that Intermediate Level (Grade 6 and Grade 7) students received explicit reading instruction in their Language Arts classes and integrated Reading instruction throughout their other core and special subjects. A direct responsibility of the Reading Coach was to infuse ETIM materials and concepts into the reading program. Its new series: *Elements of Literature* has a “Holt Multicultural Reader” that accompanies the text and includes literary and informational reading selections to reflect America’s diversity and expand students’ knowledge. These selections are engaging and set the stage for rich, multicultural, classroom dialogue.

8. Understanding Culture through the Arts

One principal noted that although it was not evident in the walkthroughs, the number of multicultural experiences that students had during 2007-2008 had significantly increased over 2006-2007. In fact, at this particular site, the Grade 4 and Grade 5 students had a 300% increase in their exposure to explicit multicultural activities.

- High School Field Trips to the Reginald Lewis Museum
- Community Multicultural Evening—oral student recitations and presentations in character; dance, song, and skit
- Fine Arts Performances: Yojo;
- Holidays Around the World program for Grades PK-2
- Guest Speakers on topic such as: Native Americans and Artifacts, the Sudan; the Underground Railroad (SPAAA Singers)
- Listening, singing and dancing to music from other countries
- Highlighting famous African Americans on morning announcements
- An African American Exhibition at UMES
- Family & Consumer Science Ethnic Food Projects
- Multi-ethnic Art History Projects
- Multicultural Literature Study
- Author Studies representing Various Cultures
- A ‘Drama in the Classroom’ workshop featuring incorporating Multicultural Role Play into Instruction
- Field Trips to the UMES (University of Maryland Eastern Shore) Black History Month Exhibit
- Fourth Grade Field Experience at Teackle Mansion

C. RELATED RESOURCES

RELATED RESOURCES FOR ETIM	
Staffing	
<ul style="list-style-type: none"> • Developed Minority High Quality Staffing 	Cost: \$15,960 Source: MHEC Grant
Core Program	
<ul style="list-style-type: none"> • Used PBIS Strategies to Build SII Students’ Confidence in Their Ability to Learn and Succeed. 	Cost: \$0 – Staff Time Source: Local/State
<ul style="list-style-type: none"> • Maintained the Character Education Program in All Elementary Schools and the Intermediate <i>Lion’s Quest</i> Program. 	Cost: \$228,858 Source: Local/State <i>* Duplicated Reference</i>
<ul style="list-style-type: none"> • Continued Efforts of <i>The Coalition of Essential Schools</i> Guiding Principle of “A Tone of Decency in Elementary Schools. 	Cost: \$24,000 Source: Title IIA and Local Funds <i>* Duplicated Reference</i>
<ul style="list-style-type: none"> • Continued to Pursue “<i>40 Developmental Assets</i>” Training for the Secondary Level 	Cost: \$0 – Staff Time Source: Local & LMB Resource Support
<ul style="list-style-type: none"> • Introduced <i>Characademics</i> to Staff 	Cost : \$5,000 Source: Local/State
<ul style="list-style-type: none"> • Implemented Lessons from the “African American Experience” in Social Studies Classes. 	Cost: \$0 – Staff Time Source: MSDE & Reginald F. Lewis Museum
<ul style="list-style-type: none"> • Applied the Goals of ETIM in Adoption of 	Cost: \$0 – Staff Time

RELATED RESOURCES FOR ETIM	
Curriculum and Textbooks	Source: Local/State
Materials and Equipment	
<ul style="list-style-type: none"> Purchased PBIS Incentives 	Cost: \$10,000 Source: SS/HS
<ul style="list-style-type: none"> Provided Materials and Training for Olweus Bullying Prevention 	Cost: Source: SS/HS
<ul style="list-style-type: none"> Provided “Slavery in Somerset County” Materials 	Cost: \$5,000 Source: SC Historical Society Grant
<ul style="list-style-type: none"> Purchased and Implement New Government Textbooks 	Cost: \$20,625 Source: Local/State <i>* Duplicated Reference</i>
<ul style="list-style-type: none"> Purchased and Implement New English I and II Text 	Cost: \$55,000 Source: Local/State
<ul style="list-style-type: none"> Purchased and Implement a New Elementary Social Studies Text 	Cost: \$45,696 Source: Local/State
Professional Development	
<ul style="list-style-type: none"> Participated in the Secondary Level Multi-County Workshop: “Achievement for African American Males” 	Cost: \$225 Source: Local/State
<ul style="list-style-type: none"> Conducted Secondary Training in Strategies for Teaching African American Males Provided by David Miller 	Cost: \$4000 Source: SS/HS Grant
<ul style="list-style-type: none"> Trained 8th Grade Core Teachers, Counselors, Instructional Facilitators, and Administrators in <i>Characademics</i> 	Cost: \$15,000 Source: Local/State <i>* Duplicated Reference</i>
<ul style="list-style-type: none"> Continued <i>Coalition of Essential Schools</i> Partnerships at All Three Secondary Schools 	Amount Budgeted: \$36,000 Source: Local/State <i>* Duplicated Reference</i>
<ul style="list-style-type: none"> Supported Thirteen Elementary Teachers, Principals, and Supervisors in Attendance at a Five Day National Conference on Differentiating Instruction. 	Cost: \$36,000 Source: Local/State
Community Involvement	
<ul style="list-style-type: none"> Conducted a Girls’ Summit and a Boys’ Summit 	Cost: \$27,754 Source: SS/HS
<ul style="list-style-type: none"> Conducted a Secondary (Middle and High School Levels) Girls’ Summit 	Cost: \$13,808 \$8,307 Source: LMB SS/HS

RELATED RESOURCES FOR ETIM	
<ul style="list-style-type: none"> • Conducted a Secondary Parents’ Summit 	Cost: 19,687 \$702.78 Source: LMB SS/HS
<ul style="list-style-type: none"> • Provided a Program on “Expansion of Cultural Meaning” for All Elementary Schools. 	Cost: : \$12,000 Source: Local match MD State Arts Council

III. CHALLENGES THAT EXIST RELATED TO THE MAJOR ETIM GOALS ADDRESSED BY THE SCHOOL SYSTEM:

A. FINDINGS

1. Programs supporting the *Building a Culture of Respect* initiative need to be extended and developed at all levels.

African American students remain referred to the office and in suspension almost twice as often as their White counterparts. All students need to be in the classroom; we are challenged but committed to reduce the disproportional number of African American student referrals through professional development for teachers and intervention programs for students.

Many initiatives of the past two years are just taking root and will be continued and further developed during the 2008-2009 year. These include the PBIS incentive programs, the Character Education programs at the Elementary and Intermediate Levels, the expansion of Tone of Decency Training to all staff including bus drivers, and renewed efforts with the *40 Developmental Assets* Program at the Secondary Level. Building our staff’s cultural proficiency in safe but fully honest situations is a major strategy for 2008-2009 which will take the initial form of two discussion groups. One discussion group will be a study of the released MSDE and MHEC 2008 Report: “Education of Maryland’s African American Males” for key leaders facilitated by the superintendent. A second effort will be inviting staff to join Maryland’s first community reading program—One Maryland, One Book: *A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League* by Ron Suskind by reading and discussing the book locally as well as attending one of the state’s evening events surrounding the program.

2. Curriculum and resource materials must continue to enable students to demonstrate an understanding and appreciation for the contributions of all cultural groups and be aligned to the Voluntary State Curriculum (VSC).

Curriculum and instructional materials must continue to be aligned to the Voluntary State Curriculum (VSC) and reflect the goals and objectives of “Education That Is Multicultural.” To effect real change, Somerset County Public Schools recognizes that the infusion of “Education That Is Multicultural” must be a continuous process of embedding the objectives across all disciplines and grade levels through the use of curriculum materials and other resources.

All elementary grades in all sites adopted the *Macmillan/McGraw-Hill Treasures 2009* Reading Series. This series makes a commitment to multicultural education and the diverse population of the United States through each grade levels' literature selections and themes. In addition, each grade's materials includes a feature entitled "*Cultural Perspectives*" where further background and information of the particular cultural portrayed in the literature is available to the teacher as well as suggested classroom extension activities designed to give students the opportunity to learn more about various cultures and make connections to deepen their understanding.

During the 2007-2008 school year, elementary principals collected data on the number of times they observed teaches and students engaged in learning where multicultural materials or themes were present. The results were not encouraging:

Greenwood Elementary School:	267 Observations	25 ETM	9%
Princess Anne Elementary School:	190 Observations	8 ETM	4%
Woodson Elementary School:	74 Observations	27 ETM	36%
Deal Island Elementary	180 Observations	55 ETM	30%

Although walk throughs are snap shots and do not represent an accurate base of opportunities for multicultural connections within core instruction, a greater percentage of random observations revealing multicultural activities and discussions is preferred. The Social Studies materials alone promote cultural awareness and appreciation through a sequenced variety of information and planned discussion. This includes an emphasis on African Culture and Slavery in the United States in the primary elementary grades and studies of ethnic diversity throughout America in the Upper Elementary grades. This will be the second year of the use of these materials and text. Therefore, a significant increase in their use is expected and will be monitored.

B. PROGRAMS, PRACTICES, AND STRATEGIES DESIGNED TO ADDRESS CONCERNS AND OVERCOME CHALLENGES AND SUPPORT THE ETIM GOALS

1. We are challenged to *Build a Culture of Respect* that transcends cultural differences and enhances cultural proficiency among students and staff.

Somerset County has an obligation to prepare its students for the larger world not only in their knowledge and understanding but also in their actions and behaviors. Staff needs to examine their own overt and covert behaviors to be certain that they are modeling a culture of respect across all ethnic, racial, and economic divisions.

Somerset's administrators began a self study in 2008 to unpack questions, prejudices, and perceptions that each might knowingly or unknowingly hold. The decision was made to pursue culture proficiency for each leader through the help of consultants, internal expertise, collaboration, and self study. The thinking behind such a commitment is that culturally proficient leadership can and will guide site staff and students.

A Somerset Leadership Task Force to Study the March 2007 “Report of the Task Force on the Education of Maryland’s African-American Males” is scheduled.

2. We are challenged to train teachers in seeing and seizing multicultural opportunities in their teaching and to provide adequate time to develop and deliver these lessons.

There is no question that Somerset’s instructional materials throughout the entire system, elementary and secondary, contain many opportunities for multicultural integration. Most often such instruction is perceived by teachers as enrichment and expendable. It is also at risk of being perceived by students as exceptional rather than continuous. Somerset’s focus has been on core curriculum, instruction, and assessment planning, delivery, and reflection. Time to make multicultural links to develop students’ cultural proficiency and as an intervention for stronger academic achievement has not been available.

3. We are challenged to expand our multicultural efforts to include a wider range of awareness and understanding of such cultures as Hispanic, Asian, Sudanese, and Middle East.

As a small county, Somerset has not experienced the diversity of multiple cultures within its system and tends to focus on the points of diversity between the White and African American cultures as well as the differences between the middle class culture and the culture of poverty. Hispanic students and their families are becoming a larger portion of the student body; the SCPS migrant program is expanding and it is clear that SCPS educators are called to build authentic connections among students and between students and teachers. The University of Maryland Eastern Shore is a part of Somerset County and students of professors and university students who represent African and Middle Eastern cultures are often enrolled in the county’s northern schools.

In order to address these three challenges, we have made the following changes, adjustments and revisions to our program:

C. RELATED RESOURCES

ACTIONS & RESOURCES TO MEET CHALLENGES	
Staffing	
<ul style="list-style-type: none"> Utilize the Intermediate School Reading Coach to Infuse ETM Materials into the Reading Program 	Amount Budgeted: \$46,000 Source: Local/State Timeline: 2008-2009 <i>*Duplicated Reference</i>
Core Programs and Intervention	
<ul style="list-style-type: none"> Increase PBIS Strategies to Build Students' Confidence in Their Ability to Learn and Succeed in All Secondary Schools. 	Amount Budgeted: \$10,000 Source: Local; School Fund Raisers Timeline: 2008-2009
<ul style="list-style-type: none"> Initiate Community Activities that Model Respect Among All Individuals in the Somerset County Regardless of Age, Socioeconomic Status, Race, Academic Achievement, Disability, National Origin, or Gender Factors 	Amount Budgeted: \$0 – Staff Time Source: Local & LMB Coordination Timeline: 2008-2009
<ul style="list-style-type: none"> Continue to Pursue “40 Developmental Assets” Training for the Secondary Level Involving Staff and Community Stakeholders. 	Amount Budgeted: \$0 – Staff Time Source: Local & LMB Support Timeline: 2008-2009
<ul style="list-style-type: none"> Conduct a Task Force on the “Education of Maryland’s African American Males” for Key Leaders Facilitated by the Superintendent and Utilizing the MSDE and MHEC 2008 Report 	Amount Budgeted: \$0 – Staff Time Source: Local/State Timeline: 2008-2009
<ul style="list-style-type: none"> Convene a K-12 Committee to Meet 4 times to <ol style="list-style-type: none"> Evaluate Materials Establish a Scope and Sequence for Infusion Develop and Post Lesson and Unit Plans for Every Grade in at Least Two Subject or Content Areas Pursue Grant Support 	Amount Budgeted: \$5,500 Source: Local/State Timeline: January-June 2009
Implement and Monitor Multicultural Components of MacMillan Reading Series at the Elementary Level	Amount Budgeted: \$0 – Staff Time Source: Local/State Timeline: 2008-2009
<ul style="list-style-type: none"> Implement and Monitor Multicultural Components of Holt Reading Series at the Middle Level 	Amount Budgeted: \$0-Staff Time Source: Local/State Timeline: 2008-2009
<ul style="list-style-type: none"> Implement and Monitor Cultural Connections in Social Studies Instruction at Elementary Level 	Amount Budgeted: \$0-Staff Time Source: Local/State Timeline: 2008-2009
<ul style="list-style-type: none"> Expand Use of Materials Related to Slavery in Somerset County (<i>These materials were created by the Somerset County Historical Society last year</i>) 	Amount Budgeted: \$0-Staff Time Source: SC Historical Society Timeline: Spring 2009
Professional Development	

ACTIONS & RESOURCES TO MEET CHALLENGES	
<ul style="list-style-type: none"> Conduct Summer Training on Cultural Awareness for Migrant Program Staff 	Amount Budgeted: Source: Migrant Program Grant Timeline: June, 2008
<ul style="list-style-type: none"> Provide New Teachers with Training During their Orientation on MSDE's Annotated Multicultural Resource Directory for Educators: "Multicultural Connections". 	Amount Budgeted: \$13,500 Source: Local/State Timeline: August 2008 <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Participate in Summer PBIS Training Workshops at Wor Wic Community College Including Teams from all sites 	Amount Budgeted: Source: SS/HS Grant/LMB Timeline: Summer 2008
<ul style="list-style-type: none"> Promote Community Professional Development: Empowering Parent's Summit 	Amount Budgeted: \$0-Staff Time Source: SS/HS Grant/LMB Timeline: September 20,2008
<ul style="list-style-type: none"> Train of Bus Drivers in Tone of Decency 	Amount Budgeted: Source: Local/State Timeline: Summer 08
<ul style="list-style-type: none"> Promote System and Site Participation in the State's First Community Reading Program: One Maryland One Book: <i>A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League</i> 	Amount Budgeted: \$0-Staff Time Source: Local/State Timeline: Fall, 2008
<ul style="list-style-type: none"> Continue <i>Coalition of Essential Schools</i> Partnerships at All Three Secondary Schools 	Amount Budgeted: \$36,000 Source: Local/State Timeline: 2008-2009 <i>* Duplicated Reference</i>
<ul style="list-style-type: none"> Apply for State and Local Grants for Funding Support of Staff Study and Integration of Cultural Awareness Through the Arts 	Amount Budgeted: \$0 – Staff Time Source: Local/State Timeline: 2008-2009
<ul style="list-style-type: none"> Continue Internal Assessment and Development of Cultural Proficiency 	Amount Budgeted: \$0 – Staff Time Source: Local/State Timeline: 2008-2009
Materials & Supplies	
<ul style="list-style-type: none"> Purchase PBIS Incentives to Use to Build Secondary School Students' Confidence in their Ability to Learn and Succeed. 	Amount Budgeted: \$10,000 Source: SS/HS Timeline: 2008-2009 <i>* Duplicated Reference</i>
Community Partnerships	
<ul style="list-style-type: none"> Work with the Somerset County Chapter of the NAACP to Develop Programs and Strategies to Improve the Educational Experience of African American Students. 	Amount Budgeted: \$0 – Staff Time Source: Local/State Timeline: 2008-2009
<ul style="list-style-type: none"> Convene an Education That Is Multicultural and Achievement Task Force 	Amount Budgeted: \$0 – Staff Time Source: Local/State

ACTIONS & RESOURCES TO MEET CHALLENGES	
	Timeline: 2008-2009

Post Script: Somerset County recognizes ETIM as an area in need of significant growth and development across the county.

D. CORRELATION WITH THE MASTER PLAN EXTENSION 2008-2010

MP EXTENSION STRATEGY

1.2.4.: ETIM: Instructional Activities aligned with ETIM are integrated into all subjects at all Grade levels.

1.7.1: ELEMENTARY SOCIAL STUDIES: All elementary students will meet or exceed the Local standard of proficiency in Social Studies.

1.7.2: INTERMEDIATE SOCIAL STUDIES: All intermediate students will develop skills and knowledge of Social Studies through targeted instruction.

1.7.3: SECONDARY SOCIAL STUDIES: All secondary students will meet or exceed the Local standard of proficiency in Social Studies.

2.4.5: NAACP: Communication and joint activities are nurtured between the NAACP and SCPS for the benefit of all students and staff

3.1.3: MINORITY RECRUITMENT AND HIRING: SCPS recruits and hires minority teachers and staff to reflect the demographics of the student population

4.4.4: DIVERSITY: High quality professional development on meeting the needs of diverse learners is provided in a variety of formats

4.4.5: PERSONALIZING EDUCATION: Staff are

ACTION STEP

1.2.4.1 Convene an Education That Is Multicultural and Achievement Task Force to create a comprehensive ETMA plan that follows MSDE protocol

1.2.4.2 Seek input from A&S throughout the plan's development

1.2.4.3 Complete the plan and align its integration with the PK-12 Scope and Sequences

1.7.1.1 Use new Social Studies materials to plan and deliver instruction aligned with the MVSC for Social Studies

1.7.1.2 Monitor the use of Social Studies resources

1.7.2.5 Review impact and results of critical skill lessons and units on student engagement and achievement in social studies

1.7.3.2 Review impact and results of critical skill lessons and units on student engagement and achievement in social studies

2.4.5.1 Contact the NAACP leadership and establish quarterly meetings

2.4.5.2 Establish goals for collaborative efforts and assign specific tasks

2.4.5.3 Monitor progress of goals

3.1.3.1 Collect data on recruitment fair attendance at historically Black Colleges and Universities and make recommendations for fairs to attend next year.

3.1.3.2 Advertise at HBCUs, minority periodicals and websites

3.1.3.3 Collect data from minority candidates on impact of advertising strategies and make recommendations for next year

4.4.4.1 Train teachers to identify student learning styles and match styles to strategies aligned with instruction

4.4.5.1 Increase teacher knowledge of the value of

trained on classroom tools and techniques to personalize education

4.4.7 CULTURE/CLIMATE PROFICIENCY: High quality professional development on cultural proficiency and its impact on student expectations, achievement, and discipline is provided

5.1.5: CHARACTER EDUCATION: All students develop positive character traits through site based instruction, programs, and activities (PK-12 Coordinator of Programs; 40 Assets; PBIS; Olweus)

developing positive and meaningful relationships with each student

4.4.7.1 Research best practices on building cultural proficiency among staff and students

4.4.7.2 Incorporate Tone of Decency training through CES involving administrators, support staff, and teachers

4.4.7.3 Schedule MSDE course in Multicultural Education as part of the Somerset Continuing Education credit

4.4.7.4 Provide training on responding to the victim and the aggressor in bullying and harassment incidents

5.1.5.1 Assess instructional correlation and development of character education programs among the three levels

5.1.5.2 Develop and implement strategies to reinforce the concepts taught in character education throughout the school environment

