Exhibit K

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 11, 2009

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **MASTER PLAN UPDATE**

ORIGINATOR: Thomas Rhoades, Executive Director, Research, Accountability, and Assessment

RESOURCE PERSONS:

INFORMATION

That the Board of Education receives the updates to the Master Plan.

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Attachment – *Blueprint for Progress* Update

THE BALTIMORE COUNTY PUBLIC SCHOOLS

MASTER PLAN 2009-2010

FOCUSED ON QUALITY: COMMITTED TO EXCELLENCE

REALIZING THE VISION

Originally Approved by Baltimore County Board of Education—July 8, 2003

Revised August 11, 2009

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	SYSTEM **Curriculum and Instruction**		
a) Develop a plan for phasing in prekindergarten programs for eligible students. b) Develop a plan for phasing in full-day kindergarten in all elementary schools. c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students. d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement. e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.	Continue to implement a curriculum management plan that produces high quality curriculum guides to promote alignment and content rigor, provides a consistent format for guides to focus and normalize systemwide use, and provides review and evaluation procedures to determine its usefulness in supporting the achievement of all students including ethnic groups, special education, English language learners, free and reduced meals (FARMS), and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement a comprehensive professional development plan, which provides central control and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of needed knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10
	Continue to build the Articulated Instruction Module (AIM) as curriculum is written, rewritten, or developed by inputting objectives, activities, and assessment items and providing professional development on AIM's use in the classroom and by parents/guardians and students	Assoc Supt C & I	Jul 09-Jun 10
	Continue professional development on effective strategies to ensure differentiation of instruction/assessments and opportunities for acceleration for all students	Assoc Supt C & I Exec Dir PD	Jun 09-Jun 10
	Provide instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10
	Coordinate and implement the College Board Strategic Professional Development Plan to improve the depth of teachers' instructional skills	Assoc Supt C & I	Jul 09-Jun 10
	Continue to offer school-based and systemwide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10

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f) Develop and implement instructional strategies that include multiculturalism and differentiation. g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities. h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies. i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement. j) Integrate technology in the teaching/learning process. k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	Provide professional development and require the use of academic English in all oral and written communications by students, teachers, and other staff to provide the foundation for academic excellence	Assoc Supt C & I	Jul 09-Jun 10
	Continue to integrate Web-based digital content resources (databases, evaluated Internet resources, Safari Montage videos, and Web 2.0 tools) into curriculum and instruction to enhance and differentiate instruction to meet the needs of all learners	Assoc Supt C & I	Jul 09-Jun 10
	Incorporate grammar, mechanics, and language usage into all instruction	Assoc Supt C & I	Jul 09-Jun 10
	Continue to intensify instructional focus on the components of reading and effective written language use and provide professional development to support reading and written language instruction across content areas to improve student achievement on the MSA and HSA	Assoc Supt C & I	Jul 09-Jun 10
	Continue to update the Strive for 25 Web site of recommended K-12 book lists and use Destiny Library Manager to track student reading participation	Assoc Supt C & I	Jul 09-Jun 10
	Provide opportunities for students to demonstrate their acquisition and processing of knowledge through writing, products, and performance	Assoc Supt C & I	Jul 09-Jun 10
	Continue parent/guardian outreach through the *Parent School Library Card* program to promote family involvement in literacy achievement	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement recommendations of the Middle School Task Force as appropriate	Assoc Supt C & I	Jul 09-Jun 10
	Revisit the HSA courses to determine the sequence most likely to provide necessary supports for students and to result in students passing the HSA on their first attempt	Assoc Supt C & I	Jul 09-Jun 10
	Continue to monitor and support best practices using the *Guide for Inclusive Education*	Assoc Supt C & I	Jul 09-Jun 10

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l) Encourage reading by establishing a minimum goal of 25 books from the recommended list that will be read by/to each student during the academic school year. m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics. n) Use standardized testing results to encourage all students to enroll in challenging course work. o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students. p) Work with the Community College of Baltimore County (CCBC) to study present participation rates and national standards for the high school administration of the Accuplacer and to identify standards for countywide participation.	Continue to conduct demonstration lessons and coaching for teachers to share research-based instructional practices and to enable teachers to provide differentiated instruction in reading, English, mathematics, science, and social studies	Assoc Supt C & I	Jul 09-Jun 10
	Continue to design, deliver, and manage a dynamic repository/library of rigorous digital curricula that provide a “click away” access to multimedia, print, and interactive resources; best practices and demonstration lessons; research-based professional development; assessments; and a collaborative workspace for teacher feedback	Assoc Supt C & I	Jul 09-Jun 10
	Continue to distribute documents that provide the educational philosophy of BCPS and grade-level expectations	Assoc Supt C & I	Sep 09-Jun 10
	Ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment	Assoc Supt C & I	Aug 09-Jun 10
	Provide collaborative professional development for general and special education teachers in the implementation of the Voluntary State Curriculum (VSC) and the Core Learning Goals (CLG) with embedded strategies and knowledge to assist in meeting the needs of all students	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10
	Continue to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10
	Continue to implement, as appropriate, the special education external evaluation recommendations and monitor the overrepresentation of minority students in special education with specific disabilities	Assoc Supt C & I	Jul 09-Jun 10
	Provide parents/guardians with 24/7 anytime/anywhere access to school library media collections, evaluated Web sites, and digital content via the Destiny Library Manager public access catalog and the library information services digital content portal in order to promote independent reading and to support homework assignments	Assoc Supt C & I	Jul 09-Jun 10

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q) Provide parents/guardians and community stakeholder groups with strategies that can be implemented with children to enhance student learning. r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards. s) Enlist parents/guardians and community members in reading efforts at the schools and at home. t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population. u) Provide staff with access to technology essential to collecting, analyzing, and reporting student achievement data.	Apply research-based methodologies and interventions to meet the needs of diverse learners	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement a staff development program for paraprofessionals addressing roles/responsibilities to promote student learning	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10
	Improve reading achievement of students with disabilities in the general education classroom in all grades using the *Response to Intervention (RTI)* model and reading instruction aligned with the VSC	Assoc Supt C & I	Jul 09-Jun 10
	Utilize collaboration and co-teaching models to provide differentiated instruction in all content areas	Assoc Supt C & I	Jul 09-Jun 10
	Monitor the implementation of the Individualized Education Plans (IEPs) through the Program Review and Support Process	Assoc Supt C & I	Jul 09-Jun 10
	Implement the Web-based IEP format mandated by Maryland State Department of Education	Assoc Supt C & I	Sep 09-Jun 10
	Continue to implement assistive technology to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Aug 09-Jun 10
	Provide access to school library media resources by Lexile reading and interest levels via the Destiny Library Manager online public access catalog	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement Kurzweil 3000 for increased curricular access and to support the achievement of students with disabilities in the four core content areas	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide support to schools on the use of Promethean Board interactive technology and provide professional development opportunities for monitoring and measuring the impact on instruction and performance of students with disabilities	Assoc Supt C & I	Jul 09-Jun 10

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v) Continue to develop the data warehouse for the purposes of disaggregating student achievement data, tracking teacher certification and professional development, and reporting on teacher participation in professional development opportunities. w) Support teachers in the implementation of reading techniques through professional development opportunities. x) Provide ongoing support to new and veteran teachers through professional development opportunities. y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.	Continue to provide disability awareness training to ensure that all staff are aware of the needs and supports necessary for students with IEPs	Assoc Supt C & I	Jul 09-Jun 10
	Continue to develop, refine, and monitor countywide short-cycle and benchmark assessments in grades 3-10	Assoc Supt C & I	Jul 09-Jun 10
	Maximize access to professional development opportunities by offering 24/7 anytime/anywhere access to Web-based learning modules, videos, distance learning, and online learning communities	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide curriculum and instructional services and support to BCPS-designated priority schools	Assoc Supt C & I Area Asst Supt	Jul 09-Jun 10
	Continue to provide professional development to teachers and administrators in the effective use of digital content to support instruction and professional learning; e.g., Professional ProQuest Education database that provides access to 800 academic journals	Assoc Supt C & I	Jul 09-Jun 10
	Implement systemwide technical assistance to ensure compliance with the No Child Left Behind (NCLB) Act of 2001 requirements for schools identified for improvement	Area Asst Supt Exec Dir RAA	Jul 09-Jun 10
	Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP)	Area Asst Supt	Jul 09-Oct 10
	Provide support to schools as needed, particularly to low-performing schools	Area Asst Supt	Jul 09-Jun 10
	Continue to provide Title I transfer options and/or supplemental education services for eligible students as required by NCLB	Assoc Supt C & I	Jul 09-Jun 10
	Continue to institute a cabinet-level review of any school that fails to make AYP	Superintendent's Cabinet	Aug 09- Feb 10
	Implement a systemwide independent reading component in language arts in all eligible Title I schools including continuing the implementation of the Reading Research Laboratories	Exec Dir Spec Prog	Jul 09-Jun 10

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	Continue to implement extended-day/extended-year services that provide acceleration and enrichment opportunities for students in all eligible Title I schools	Exec Dir Spec Prog	Jul 09-Jun 10
	Continue to provide site-based comprehensive professional development services to assist teachers in making data-driven instructional decisions via the Title I instructional coaches	Exec Dir Spec Prog	Jul 09-Jun 10
	Continue to provide site-based professional development services to assist teachers in differentiating instruction to meet the needs of highly able/gifted students attending Title I schools via the gifted and talented CATALYST resource teachers	Exec Dir Spec Prog	Jul 09-Jun 10
	Continue to implement family involvement outreach programs through coordinated efforts among the offices of Title I, Alternative Education, and Early Childhood Education to facilitate preschool transitions for students attending Title I schools	Exec Dir Spec Prog	Jul 09-Jun 10
	Continue to provide ongoing professional development opportunities for Title I instructional coaches and gifted and talented CATALYST resource teachers	Exec Dir Spec Prog	Jul 09-Jun 10
	Continue to provide information to parents/guardians about access to MSA and HSA facts, strategies, score explanations, and test samples through mailings, publications, the BCPS Web site, and Education Channel programming	CCO Exec Dir RAA	Jul 09- Jun 10
	Continue to provide technical assistance to administrators and teachers on measurement, analysis of disaggregated student data results from the MSA, and the application of the findings to student learning in the classroom	Assoc Supt C & I Exec Dir RAA	Jun 09-Dec 10
	Continue to publish and update grade-level curriculum and instructional expectations for Web-based and/or print distribution by schools to parents/guardians	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the articulation between elementary and middle schools and between middle and high schools	Assoc Supt C & I Area Asst Supt	Aug 09-Mar 10

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	Monitor the implementation of the scope and sequence of information literacy skills aligned with the Maryland Library Media Voluntary State Curriculum, the Maryland Technology Literacy Standards for Students, and the Standards for the 21st Century Learner	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the Maryland Measure of Student Technology Literacy to assess student literacy skills in alignment with the Maryland Technology Literacy Standards for Students and the Voluntary State Curriculum and as required by the No Child Left Behind Act of 2001	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide professional development for teachers and administrators in the use of the Maryland Technology Standards for Teachers and the Maryland Technology Standards for School Administrators to assist them in understanding the standards and how they relate to their professional growth and contribute to increased student learning	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10
	Develop and implement a data-based plan to address gaps in student technology literacy through integration of technology into the curriculum, changes in daily instruction, and professional development	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the Maryland Teacher Technology Inventory and the Maryland School Administrator Technology Inventory to determine technology literacy as required by the No Child Left Behind Act of 2001	Assoc Supt C & I	Jul 09-Jun 10
	Develop and implement a data-based plan to address gaps in teacher and administrator technology literacy through professional development aligned with the Maryland Technology Standards for Teachers and the Maryland Technology Standards for School Administrators to effect change in instructional practice	Assoc Supt C & I	Jul 09-Jun 10
	Revise and implement the plan for providing a keyboarding program for students in Grade 4 in order to build motor patterns and efficiency in keyboarding and to increase productivity	Assoc Supt C & I	Jul 09-Jun 10

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	Note: Performance Indicator 1.12 further addresses preparing students to be successful on the HSAs		
	Early Childhood and Elementary English/Language Arts, Reading, and Writing		
	Continue professional development on the research-based components of the comprehensive early literacy program including phonemic awareness, phonics, fluency, vocabulary, and comprehension	Assoc Supt C & I	Jun 09-Jun 10
	Ensure the implementation of a PreK-12 written language program	Assoc Supt C & I	Jul 09-Jun 10
	Develop and phase in implementation of a comprehensive grammar curriculum in grades 1-5	Assoc Supt C & I	Aug 09-Jun 10
	Provide professional development to support the implementation of the grammar components of the language arts curriculum for all elementary teachers	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10
	Continue to provide professional development to elementary teachers and administrators to connect the implementation of rigorous, engaging English/language arts, reading, and writing instruction with preparation of students for success on the English HSA	Assoc Supt C & I	Jun 09-Jun 10
	Continue to expand inclusive service options for students in early childhood programs, such as community-based services and inclusive early childhood classrooms for three-, four-, and five-year old children through collaborative planning and programming	Assoc Supt C & I	Jun 09-Jun 10
	Complete implementation of the Early Childhood Accountability System to measure results for preschool, prekindergarten, and kindergarten children who have IEPs and utilize results to develop strategies for improving services and instruction to improve child outcomes	Assoc Supt C & I	Jun 09-Jun 10
	Ensure the provision of Child Find and related services as documented by the BCPS Notice of Services for parent/guardian placed students in approved private/parochial schools located in Baltimore County	Assoc Supt C & I	Jun 09-Jun 10

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	Continue the use of the Dynamic Indicators of Basic Early Literacy Skills as an early childhood screening and progress monitoring tool to adjust instruction and provide appropriate support and interventions in order to prevent early reading failure	Assoc Supt C & I	Jun 09-Jun 10
	Maintain the student-teacher ratios for kindergarten to Grade 2 at 21:1 for allocating positions to schools	Assoc Supt C & I	Jun 09-Aug 10
	Continue to implement the comprehensive *Response to Intervention* model (*RTI*) to promote the research-based strategies embodied in *Reading First* to provide ongoing assessment, early identification, and support for students who are at risk of reading failure in all elementary schools	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide professional development in *Reading First* and *RTI* to library media, PreK-5 special educators, and English language learners' teachers to assist in the implementation of these programs to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10
	Continue to use research-based interventions such as *Language!* and *Fast Track* to provide accelerated reading/English/language arts instruction at identified schools for students in grades 4 and 5, implement short-cycle and benchmark assessments, monitor the instructional program, and make adjustments as needed	Assoc Supt C & I	Jul 09-Jun 10
	Continue to produce model lessons demonstrating instructional best practices on Safari Montage	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10
	Elementary Mathematics		
	Continue to monitor the implementation of a rigorous core curriculum and instructional materials from Scott Foresman-Addison Wesley and *Investigations* emphasizing algebraic concepts aligned with the VSC to support the mathematics achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10

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	Continue to provide school-based professional development to support the effective implementation of the mathematics curriculum for all elementary teachers of mathematics by continuing to develop video resources exemplifying best practices accessible via Safari Montage	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10
	Continue to provide professional development for mathematics teachers in the use of technology to include training on calculators, *SuccessNet*, Safari Montage, and technology integration to support the achievement of all students including ethnic groups, special education, English language learner, FARMS, and gifted and talented	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10
	Continue to provide professional development for administrators, support personnel, and new and veteran teachers on the effective implementation of the elementary mathematics curriculum aligned to the VSC to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10
	Identify student needs and refine and pilot a prekindergarten elementary mathematics program	Assoc Supt C & I	Jul 09-Jun 10
	Provide support to Title I schools through professional development for instructional coaches, gifted and talented CATALYST resource teachers, and mentors and assistance in selecting and implementing intervention programs	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement Project SEED to provide professional development, modeling, and coaching to teachers in incorporating higher-level mathematics into their instructional program at Hawthorne Elementary, Halstead Academy, Featherbed Lane Elementary, Woodmoor Elementary, Powhatan Elementary, and Milbrook Elementary and to continue to work with other elementary schools to introduce Project SEED through fourteen-week and three-week modeling plans	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the 24 Challenge Math Competition and expand school participation	Assoc Supt C & I	Sep 09-Mar 10

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	Continue to integrate the best practices of mathematics into the curriculum and provide teachers with professional development that includes mathematics content and modeling and coaching of these effective research-based instructional practices	Assoc Supt C & I	Jul 09-Jun 10
	Continue to offer and expand the Maryland State Department of Education approved course offerings for Developing Mathematics Ideas	Assoc Supt C & I	Jul 09-Jun 10
	Continue to work with local colleges and universities to support the Master's degree programs in education for the teaching of mathematics at the elementary level	Assoc Supt C & I	Jul 09-Jun 10
	Continue to work with Channel 73 to produce the mathematics programming for Homework Helpers and to produce mathematics training videos for use on Safari Montage	Assoc Supt C & I	Jul 09-Jun 10
	Integrate mathematics projects and applications into the elementary STEM Fair	Assoc Supt C & I	Jul 09-Jun 10
	Elementary Science		
	Continue to implement departmentalization of science instruction at grades 3-5	Assoc Supt C & I	Jul 09-Jun 10
	Incorporate expository reading materials and instructional strategies for writing in PreK through Grade 5 to supplement problem-based science units	Assoc Supt C & I	Jul 09-Jun 10
	Integrate language arts and mathematics strategies into science instruction	Assoc Supt C & I	Jul 09-Jun 10
	Continue implementation of the Starlab traveling planetarium program	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the elementary science, technology, engineering, and mathematics (STEM) Fair for students in grades 3-5	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide science and technology professional development for the STEM science resource teachers to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10

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	Continue to design and implement problem-based learning units for PreK through Grade 5 that incorporate design and technology concepts and electronic data acquisition activities aligned with the VSC	Assoc Supt C & I	Jul 09-Jun 10
	Provide professional development to elementary science teachers to connect the implementation of rigorous, hands-on, engaging science instruction with preparation of students for success on the MSA and Biology HSA	Assoc Supt C & I	Jul 09-Jun 10
	Implement end-of-year science assessments in grades 3-5	Assoc Supt C & I	Jul 09-Jun 10
	Provide consultation services and professional development for all non-Title I schools choosing to design and utilize science labs	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide outdoor, hands-on experiences for grades 1-5 aligned with the VSC at Camp Puh'tok, Days Cove, Oregon Ridge, and community streams to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the Grade 5 Eco-Trekkers outdoor science program at Marshy Point and Miami Beach Parks for all Grade 5 students and provide professional development for teachers on implementing the program to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the Grade 4 outdoor science unit, Eco-Scouts, which is aligned with the VSC and involves a schoolyard habitat component to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Embed the Grade l Primary Talent Development (PTD) modules within the revised Grade 1 science curriculum and implement these, as designed, to include portfolio review. Explore additional opportunities to embed PTD modules within the Grade 2 science curriculum	Assoc Supt C & I	Jul 09-Jun 10

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	Develop and pilot a PreK science component to the existing K-2 Primary Talent Development Program	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the Grade 2 Eco-Detectives unit that is aligned with the VSC that will contain a field study component to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to expand upon the course offerings for the Elementary Summer Science Institute with increased emphasis on Maryland Technology Standards, in partnership with the Community College of Baltimore County (CCBC)	Assoc Supt C & I	Jul 09-Jun 10
	Continue to support the implementation of a Master's degree program or certificate with the University of Maryland Baltimore County (UMBC)	Assoc Supt C & I	Jul 09-Jun 10
	Continue to support the implementation of the course, Using Technology to Teach Science, to be offered to all elementary science cohorts and the Elementary Summer Science Institute (ESSI)	Assoc Supt C & I	Jul 09-Jun 10
	Continue to offer the Maryland State Department of Education approved course, The Active Science Classroom: Teaching Science Content Through Information, Technology, and Visual Literacies, a collaborative professional development through BCPS, CCBC, and UMBC	Assoc Supt C & I	Jul 09-Jun 10
	Continue to develop and implement science STEM unit differentiation for students enrolled in gifted and talented programs in grades 1-5	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the plan for building and replenishing elementary science kits to ensure effective delivery of hands-on curriculum activities in elementary science classrooms	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the BioEYES Science Outreach Program in Grade 5 science classrooms and investigate the possibility of expansion to middle and high school science classrooms	Assoc Supt C & I	Jul 09-Jun 10

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	Elementary Social Studies		
	Expand the annual Black Saga program through partnerships with local museums and historic sites such as the Reginald F. Lewis Museum of African American History and Culture and the Benjamin Banneker Historic Park and through the use of technology to enhance the competition	Assoc Supt C & I	Aug 09-Feb 10
	Implement a plan to provide professional development to elementary teachers to develop understanding of the core elementary social studies concepts that lead to students' success on the benchmark assessments	Assoc Supt C & I	Aug 09-May 10
	In partnership with UMBC, plan and implement a *Teaching American History in Maryland* grant project that incorporates inquiry-based history instruction at the elementary level	Assoc Supt C & I	Oct 09-Jun 10
	Integrate language arts strategies into social studies instruction	Assoc Supt C & I	Jul 09-Jun 10
	Middle School English/Language Arts, Reading, and Writing		
	Support the Lansdowne Middle, Southwest Academy Middle, and Dundalk and Woodlawn high schools restructuring plans to improve student achievement in English/language arts, reading, and writing; to prepare students to pass the English HSA; to monitor and assess Advancement Via Individual Determination (AVID) program implementation for rigorous instruction; and to increase participation and pass rates in rigorous courses such as honors and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Expand AVID program implementation for rigorous instruction to Deep Creek, Golden Ring, Holabird, and Old Court Middle schools to improve student achievement in English/language arts, reading, and writing; to prepare students to pass the English HSA; and to increase participation and pass rates in rigorous courses such as honors and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Provide professional development focused on reading, writing, and language usage strategies for use across content areas to improve student achievement on the MSA	Assoc Supt C & I Area Asst Supt	Jul 09-Jun 10

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

	Provide professional development to middle school teachers and administrators to connect the implementation of rigorous, engaging English/language arts, reading, and writing instruction with preparation of students for success on the MSA	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement a professional development program for all middle school reading and language arts teachers that focuses on increasing their knowledge of research-based reading and writing strategies and appropriate implementation of curriculum to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to offer middle and high school vertical teams pre-Advanced Placement (AP) professional development workshops in writing, language, analytical reading, and argumentation	Assoc Supt C & I	Oct 09-Dec 10
	Assess identified students in grades 5-8 to determine students' needs for an accelerated reading/English/language arts program	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide teachers and administrators with professional development to support the implementation of *Language!*	Assoc Supt C & I	Jul 09-Jun 10
	Implement the *Language!* curriculum interventions as needed for identified students and regularly monitor students' progress through the use of both internal and external assessments	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide in-school modeling of instruction and coaching for middle school teachers to ensure quality of implementation of the *Language!* curriculum	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide accelerated instruction for middle school students in grades 7 and 8 who are experiencing a one- to two-year delay in the development of reading/English/language arts skills and monitor the instructional program and make adjustments as needed	Assoc Supt C & I	Jul 09-Jun 10

Performance Indicator for Goal 1
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

	Continue to refine the implementation of the Grade 6 reading program for all students countywide to include differentiation for readers to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I Area Asst Supt	Jul 09-Jun 10
	Continue to refine and compact the Grade 6 gifted and talented reading curriculum and add enrichment activities and materials	Assoc Supt C & I	Jul 09-Jun 10
	Continue to ensure that appropriate VSC and CLG indicators are addressed in English/language arts and reading curricula	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement short-cycle and benchmark assessments in reading and language arts and analyze the results to determine implications for instruction	Assoc Supt C & I	Aug 09-Jun 10
	Continue to develop, refine, and monitor countywide short-cycle and benchmark assessments in grades 6-8	Assoc Supt C & I	Jul 09-Jun 10
	Develop and phase in implementation of a comprehensive grammar curriculum in grades 6-8	Assoc Supt C & I	Aug 09-Jun 10
	Provide professional development to support the implementation of the grammar components of the language arts curriculum for all secondary teachers	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10
	Continue to refine and ensure the implementation of a K-12 written language program	Assoc Supt C & I	Jul 09-Jun 10
	Produce model lessons demonstrating best practices in reading and language arts instruction for use on Safari Montage	Assoc Supt C & I	Jul 09-Jun 10
	Middle School Mathematics		
	Monitor the Lansdowne Middle School and Southwest Academy Middle School restructuring plans to improve student achievement in mathematics to prepare students for success on the MSA, to pass the Algebra/Data Analysis HSA, to monitor and assess AVID program implementation for rigorous instruction, and to prepare students for successful	Assoc Supt C & I	Jul 09-Jun 10

Performance Indicator for Goal 1
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

	participation in AP, honors, and gifted and talented courses		
	Expand AVID program implementation for rigorous instruction to Deep Creek, Golden Ring, Holabird, and Old Court Middle schools to improve student achievement in mathematics to prepare students for success on the MSA, to pass the Algebra/Data Analysis HSA, and to prepare students for successful participation in AP, honors, and gifted and talented courses	Assoc Supt C & I	Jul 09-Jun 10
	Analyze data from the 2009 MSA in grades 6-8 in order to determine the best professional development in MSA content standards and scoring of MSA test items	Assoc Supt C & I Area Asst Supt Exec Dir PD Exec Dir RAA	Jul 09-Jun 10
	Continue to review the middle school mathematics curriculum to align with the VSC and prepare students for Algebra I	Assoc Supt C & I	Jun 09-Jun 10
	Continue to develop, refine, and monitor countywide short-cycle and benchmark assessments in grades 6-8	Assoc Supt C & I	Jun 09-Jun 10
	Continue to provide professional development to middle school teachers and administrators to connect the implementation of rigorous, hands-on, engaging mathematics instruction with preparation of students for success on the Algebra/Data Analysis HSA such as Algebraic Thinking booster sessions and Algebraic Thinking coaches	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement Algebraic Thinking mathematics curriculum in grades 6-8 in all middle schools to prepare students for success in Algebra I and to pass the Algebra/Data Analysis HSA	Assoc Supt C & I	Jul 09-Jun 10
	Continue the Algebra with Assistance course in middle schools as needed based upon the 2008-2009 evaluation of state performance	Assoc Supt C & I	Jul 09-Jun 10
	Continue to develop continuing professional development courses that focus on a variety of instructional strategies for teaching middle school mathematics concepts	Assoc Supt C & I	Jul 09-Jun 10
	Integrate language arts strategies into mathematics instruction	Assoc Supt C & I	Jul 09-Jun 10

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to implement Cognitive Tutor mathematics intervention at targeted middle schools to prepare students for success in Algebra I and to pass the Algebra I/Data Analysis HSA	Assoc Supt C & I	Jul 09-Jun 10
	Continue to support teachers in the use of the Maryland State Department of Education online HSA course aligned with the VSC through the use of e-Learning	Assoc Supt C & I	Jul 09-Jun 10
	Support the use of the online tutoring program, Apangea Learning, in Lansdowne Middle, Southwest Academy Middle, and Deep Creek Middle, and expand to other middle schools eligible for use of State School Improvement Grant funds to support the improvement of student achievement in mathematics	Assoc Supt C & I	Jul 09-Jun 10
	Continue to monitor and support teachers in the use of electronic mathematics resources such as Safari Montage, Gizmos, Geometer Sketchpad, Fathom, etc.	Assoc Supt C & I	Jul 09-Jun 10
	Continue to monitor and support teachers in the use of technology to include training on graphing calculators, TI Navigator System, tablet technology, and computer integration to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to support programs such as Math Counts and the 24 Challenge in all schools	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the summer math program to accelerate students who are at the proficient level in math to prepare them for pre-Algebra and Algebra I courses	Assoc Supt C & I Exec Dir SSS	Jul 09-Jun 10
	Continue to work with Channel 73 to produce the mathematics programming for Homework Helpers and produce mathematics training videos for use with Safari Montage	Assoc Supt C & I	Jul 09-Jun 10
	Continue to integrate STEM into grades 6-8	Assoc Supt C & I	Jul 09-Jun 10
	Continue to integrate mathematics projects and applications into the STEM Fair	Assoc Supt C & I	Jul 09-Jun 10

Performance Indicator for Goal 1
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

	Middle School Science		
	Continue to design problem-based science units for grades 6-8 that are aligned with the VSC to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide professional development to middle school teachers and administrators to connect the implementation of rigorous, hands-on, engaging science instruction with preparation of students for success on the MSA and Biology HSA	Assoc Supt C & I	Jul 09-Jun 10
	Continue to support the implementation of whiteboard/tablet and other types of instructional technology in middle school science classrooms by creating exemplary science lessons for each middle school unit	Assoc Supt C & I	Jul 09-Jun 10
	Continue to incorporate reading and written language strategies into all problem-based science units in grades 6-8	Assoc Supt C & I	Jul 09-Jun 10
	Implement end-of-unit benchmark assessments for all problem-based science units in grades 6-8 to monitor students' progress in preparation for the MSA and Biology HSA and to determine instructional modifications	Assoc Supt C & I	Jul 09-Jun 10
	Continue to work with the offices of Mathematics and Career and Technology Education (CTE) to integrate STEM in grades 6-8	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement a Secondary STEM Fair in all middle schools	Assoc Supt C & I	Jul 09-Jun 10
	Continue to add electronic data acquisition activities to units in grades 6-8	Assoc Supt C & I	Jul 09-Jun 10
	Continue the Master's degree and certificate programs with Towson University and Goucher College leading to highly qualified status	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement student summer enrichment programs in science and technology as a component of the STEM Grant	Assoc Supt C & I	Jul 09-Jun 10

Performance Indicator for Goal 1
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

	Continue to implement a professional development program that is individualized and differentiated for middle school science teachers as part of the STEM Grant	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement a summer science leadership program for middle school science department chairs	Assoc Supt C & I	Jul 09-Jun 10
	Middle School Social Studies		
	Continue to review existing social studies programs and curricula to determine their effect on accelerating academics and eliminating achievement gaps. Continue to adjust the curricula, as needed	Assoc Supt C & I	Jul 09-Jun 10
	Revise the middle school social studies program to ensure that students are prepared to the pass the Government HSA	Assoc Supt C & I	Jul 09-Jun 10
	Develop and revise the Grade 7 World Cultures curriculum guide to align with the VSC	Assoc Supt C & I	Jul 09-Jun 10
	Continue to sponsor student enrichment programs such as Black Saga, Quiz Bowl, and History Day	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement a Maryland State Department of Education credit course on social studies content to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Sep 09-Jun 10
	Plan and implement a *Teaching American History in Maryland* grant project in partnership with UMBC	Assoc Supt C & I	Sep 09-Jun 10
	Continue to integrate reading strategies that support the comprehension of informational text and components of writing instruction within the social studies curriculum to enhance the achievement of all students on MSA including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Sep 09-Jun 10

Performance Indicator for Goal 1
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

	Administer countywide final examinations for middle school social studies courses and use the resulting data to determine strengths and weaknesses of the instructional program and to modify instruction	Assoc Supt C & I	Sep 09-Jun 10
	Design and implement short-cycle and benchmark assessments for all social studies programs of study, using resulting data to evaluate student achievement, to determine successes of instructional programs, and to modify instruction	Assoc Supt C & I	Jul 09-Jun 10
	Provide professional development on the essential core concepts and skills that must be incorporated within instruction and assessment and use this framework to determine social studies prerequisites	Assoc Supt C & I	Jul 09-Jun 10
	Support the pre-AP College Board social studies workshops	Assoc Supt C & I	Sep 09-Jun 10
	Support AP vertical teaming by implementing the suggestions within the *Social Studies Gifted and Talent Progression of Skills Grades 6-12*	Assoc Supt C & I	Sep 09-Jun 10
	Embed AVID and strategies of similar and higher rigor within all programs of study, with special focus on analysis, synthesis, and evaluation	Assoc Supt C & I	Sep 09-Jun 10
	High School English, Reading, and Writing		
	Continue to provide professional development to high school English teachers with focused attention on beginning teachers to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Aug 09-Jun 10
	Revise high school English curriculum to align with the VSC and CLG to integrate differentiation of instructional strategies, attention to learning styles, and AVID strategies. Include updated short-cycle and benchmark assessments and final exams in the revisions	Assoc Supt C & I	Aug 09-Jun 10
	Assess identified students in grades 8-10 to determine students' need for an accelerated reading/English/language arts program	Assoc Supt C & I	Jul 09-Jun 10

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Performance Indicator for Goal 1

1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

	Continue to provide teachers and administrators with extensive professional development to support the implementation of *Language!*	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the *Language!* curriculum and regularly monitor students' progress through the use of both internal and external assessments	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide in-school modeling of instruction and coaching for teachers to ensure quality of implementation of the *Language!* curriculum	Assoc Supt C & I	Jul 09-Jun 10
	Develop and phase in implementation of a comprehensive grammar curriculum in grades 9-12	Assoc Supt C & I	Aug 09-Jun 10
	Provide professional development to support the implementation of the grammar components of the language arts curriculum for all secondary teachers	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10
	Continue to encourage the formation of speech and debate teams to motivate students to read, research, and orate	Assoc Supt C & I	Jul 09-Jun 10
	Continue to develop and implement a professional development program for all high school reading teachers that focuses on increasing their knowledge and use of research-based reading strategies to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the summer school reading and writing program for students who are entering Grade 9 and are performing at the basic level	Assoc Supt C & I	Jun 09-Aug 10
	Review and refine high school English and reading courses listed in the *Course Registration Guide* to ensure that all high school English and reading courses are supported by rigorous curricula	Assoc Supt C & I	Jun 09-Aug 10
	Produce model lessons demonstrating best practices in reading and language arts instruction on Safari Montage	Assoc Supt C & I	Jul 09-Jun 10

Performance Indicator for Goal 1
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

	High School Mathematics		
	Provide staff development for algebra teachers in instructional strategies that support student achievement on BCPS short-cycle and benchmark assessments and final exams	Assoc Supt C & I	Jul 09-Jun 10
	Provide staff development for algebra teachers instructional strategies featured in the Algebraic Thinking courses	Assoc Supt C & I	Jul 09-Jun 10
	Provide staff development for Algebra and Data Analysis Adapted and Algebraic Functions Adapted teachers in strategies that support student achievement	Assoc Supt C & I	Jul 09-Jun 10
	Develop instructional materials to support the delivery of HSA courses in all schools including evening school and summer school	Assoc Supt C & I	Jul 09-Jun 10
	Monitor the implementation of the Algebra and Data Analysis Adapted and Algebraic Functions Adapted courses for students identified through the IEP team process and ESOL recommendations	Assoc Supt C & I	Aug 09-Jun 10
	Incorporate the use of college preparatory strategies by integrating them into curriculum development and professional development opportunities	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement vocabulary strategies for Algebra/Data Analysis HSA courses	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments	Assoc Supt C & I	Jul 09-Jun 10
	Continue to assist schools in making course recommendations to ensure that students scoring basic acquire the skills and content needed to pass the Algebra/Data Analysis HSA	Assoc Supt C & I	Jul 09-Jun 10
	Continue to support the attainment of skills and knowledge in algebra/data analysis through the use of e-Learning, including an online student course and an online professional development course for mathematics teachers to use in instruction including acceleration for students	Assoc Supt C & I	Jul 09-Jun 10

Performance Indicator for Goal 1
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

	Provide support and professional development to Chesapeake STEM Academy with the implementation of the Mathematics Pathway, STEM integration, and Virtual Learning integration into the mathematics program	Assoc Supt C & I	Jul 09-Jun 10
	NOTE: Performance Indicator 1.10 further addresses preparing students to pass the Algebra/Data Analysis HSA		
	High School Science		
	Continue to design inquiry-based science lessons that are aligned with the Maryland High School Core Learning Goals and support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide individualized professional development for high school teachers and administrators in order to connect the implementation of rigorous, relevant, hands-on, engaging science instruction with the preparation of students for success on the Biology HSA and lifelong experiences following high school	Assoc Supt C & I	Jul 09-Jun 10
	Continue to support the implementation of instructional technology, including e-Learning, virtual learning, and other types of innovative strategies, in high school science classrooms by creating exemplary science lessons for each high school science unit	Assoc Supt C & I	Jul 09-Jun 10
	Implement short-cycle, benchmark, and end-of-unit assessments in the high school core subject areas (biology, chemistry, physics, earth/space science, environmental science) in order to monitor students' progress, make instructional decisions, and prepare students for success on the Biology HSA	Assoc Supt C & I	Jul 09-Jun 10
	Continue to work with the Offices of Mathematics and Career and Technology Education to integrate STEM into the high school science curricula	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement a Secondary STEM Fair for all high schools	Assoc Supt C & I	Jul 09-Jun 10

Performance Indicator for Goal 1
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

	Continue the Master's degree and certificate programs with Towson University, UMBC, and Goucher College leading to dual certification, certificate endorsements, and/or highly qualified status	Assoc Supt C & I	Jul 09-Jun 10
	Continue to foster partnerships with universities and the business community leading to rich and sustainable relationships that support instruction, provide opportunities for students and teachers, and clarify understanding of the 21st century learning skills necessary to compete in a dynamic global economy	Assoc Supt C & I	Jul 09-Jun 10
	Develop instructional materials to support the delivery of Biology HSA courses in all schools including the Evening High School and Summer School programs	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement vocabulary strategies in all science subjects and particularly for the Biology HSA	Assoc Supt C & I	Jul 09-Jun 10
	Provide support and professional development to Chesapeake STEM Academy to support virtual learning and continued integration of STEM	Assoc Supt C & I	Jul 09-Jun 10
	High School Social Studies		
	Maintain professional development for American Government teachers with focused attention toward Grade 9 teachers	Assoc Supt C & I	Aug 09-Jun 10
	Review and refine high school social studies courses listed in the *Course Registration Guide* to ensure that all high school social studies courses are supported by rigorous instruction	Assoc Supt C & I	Aug 09-Jun 10
	Provide professional development on the curricular framework of essential core concepts and skills that must be incorporated within instruction and assessment and use this framework to determine prerequisites	Assoc Supt C & I	Sep 09-Jun 10
	Continue to implement the Government short-cycle and benchmark assessments	Assoc Supt C & I	Jul 09-Jun 10

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

	Embed AVID and strategies of similar and higher rigor within all programs of study, with special focus on analysis, synthesis, and evaluation	Assoc Supt C & I	Sep 09-Jun 10
	Continue to sponsor student enrichment programs such as Mock Trial, Model United Nations (Grade 10), Live Your Dreams (Grade 9), Government Awareness Program (Grade 12), and Model Congress	Assoc Supt C & I	Aug 09-Jun 10
	Continue to offer the pre-AP College Board social studies workshops	Assoc Supt C & I	Aug 09-Jun 10
	Implement the suggestions within the *Social Studies Gifted and Talented Progression of Skills Grades 6-12*	Assoc Supt C & I	Aug 09-Jun 10
	Continue to use community resources and activities	Assoc Supt C & I	Aug 09-Jun 10
	Implement a *Teaching American History in Maryland* grant program in partnership with UMBC	Assoc Supt C & I	Jul 09-Jun 10
	Implement the use of resources from the Reginald F. Lewis Museum of Maryland African American History and Culture to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the *Re-teaching Manual for American Government* for students who require additional support to pass the HSA	Assoc Supt C & I	Aug 09-Jun 10
	Revise and develop curriculum guides for social studies elective courses	Assoc Supt C & I	Aug 09-Jun 10
	Provide guidance and support to schools regarding successful completion of Bridge Plan for Academic Validation Projects for eligible students	Assoc Supt C & I Exec Dir RAA	Jul 09-Jun 10
	Continue to implement an accurate and timely process for the evaluation of Bridge Plan for Academic Validation Projects	Assoc Supt C & I Exec Dir RAA	Jul 09-Jun 10

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

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	Department of Special Programs, PreK-12 Gifted & Talented Education and Magnet Program		
	Continue to analyze the implementation of board policy, rule, and procedures for the gifted and talented (GT) program for monitoring and reporting of student participation and retention	Assoc Supt C & I	Sep 09-Jun 10
	Continue to implement graduate-level cohort programs for teachers to develop competencies in GT education	Assoc Supt C & I	Sep 09-Jun 10
	Continue to provide systemwide professional development in the effective use of differentiated instruction to meet the needs of students enrolled in gifted and talented programs	Assoc Supt C & I	Aug 09-Jun 10
	Continue to implement and support the GT articulation between elementary and middle schools and between middle and high schools	Assoc Supt C & I	Aug 09-Jun 10
	Continue to implement and support comprehensive GT services at the elementary, middle, and high school levels	Assoc Supt C & I	Aug 09-Jun 10
	Continue to review, eliminate, and refine high school special program courses listed in the *Course Registration Guide* to ensure that all high school special program courses are supported by rigorous curricula	Assoc Supt C & I	Aug 09-Jun 10
	Continue to implement the *Gifted and Talented Education Program Handbook of Procedures for Implementing the Gifted and Talented Program in Elementary Schools, Middle Schools, and High Schools*	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide systemwide professional development in the effective use of the school referral and review process in order to improve the identification of GT students	Assoc Supt C & I	Jul 09-Jun 10
	Continue to collaborate with offices to provide GT services to address the needs of English language learners and twice exceptional learners	Assoc Supt C & I	Jul 09-Jun 10

Performance Indicator for Goal 1
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

	Continue to provide professional development resources and support for the CATALYST gifted and talented education resource teachers in all schoolwide Title I elementary schools	Assoc Supt C & I	Aug 09-Jun 10
	Continue and expand the MESA (Math Engineering Science Achievement) program in the following elementary, middle, and high schools: Chadwick, Featherbed Lane, Hebbville, Powhatan, Seneca, and Winands elementary schools; Catonsville, Deer Park, Golden Ring, Southwest Academy, and Windsor Mill middle schools; and Eastern Technical, Milford Mill Academy, Sollers Point, and Woodlawn high schools	Assoc Supt C & I	Aug 09-Jun 10
	Continue to provide support for Primary Talent Development (PTD) programming for all children PreK-2 to support access to and achievement in GT education	Assoc Supt C & I	Aug 09-Jan 10
	Continue to provide ongoing, differentiated professional development to PreK-2 teachers to facilitate systemwide implementation of the PreK component of the existing K-2 PTD Program	Assoc Supt C & I	Aug 09-Jun 10
	Continue to analyze implementation of and access to magnet programs	Assoc Supt C & I	Aug 09-Jun 10
	Department of Special Programs, PreK-12 Health, Physical Education, Dance, and Athletics		
	Continue to offer after-school and countywide professional development on research-based instructional strategies for teachers in health education, physical education, and dance to support the participation and achievement of all students	Assoc Supt C & I	Aug 09-Jun 10
	Continue to promote and enhance a comprehensive interscholastic athletic program as an extension of the classroom, which is inviting to all students and supports increased student achievement	Assoc Supt C & I	Aug 09-Jun 10
	Continue to promote and enhance the interscholastic athletic experience for students with or without disabilities through participation in the Allied Sports Program	Assoc Supt C & I	Aug 09-Jun 10

Performance Indicator for Goal 1
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

	Continue to analyze the participation data of students involved with extra-curricular activities to develop programs to increase student involvement	Assoc Supt C & I	Aug 09-Jun 10
	Library Information Services		
	Continue to use client feedback and user statistics to provide data for updating the Web portal OnLINE: The Librarians Network for the Essential Curriculum of evaluated Internet resources, to directly support the PreK-12 Essential Curriculum for a diverse population and learning styles	Assoc Supt C & I	Jul 09-Jun 10
	Provide 24/7 access to school library media collections for staff, students, and their families through a Web-based Online Public Access Catalog (OPAC) and database portal to resources that support achievement in all content areas	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide professional development to all school and office personnel in the effective and efficient instructional uses of Web-based digital content (databases, Internet resources, Safari Montage, Web conferencing, podcasting, and Web 2.0 tools)	Assoc Supt C & I	Jul 09-Jun 10
	Continue to monitor COMAR 13A.04.05.01 to ensure quality instructional resources for diverse populations and learning preferences	Asst to Supt E & A	Jul 09-Jun 10
	Maintain the “Strive for 25” Web site as a resource to support the systemic initiative to increase student independent reading of 25 books per student by developing recommended reading lists based on the Education That is Multicultural guidelines and to meet the needs of a diverse student population	Assoc Supt C & I	Jul 09-Jun 10
	Continue to develop and revise K-12 Online Research Models to promote best practices in engaging student problem solving by integrating information and technology literacies with curriculum content standards in reading, English, science, mathematics, language arts, and social studies	Assoc Supt C & I	Jul 09-Jun 10
	Produce model lessons on Safari Montage demonstrating best practices in information and technology literacies integration and instruction	Assoc Supt C & I	Jul 09-Jun 10

Performance Indicator for Goal 1
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

	Facilitate virtual field trips and collaboration with experts using SafariLive Web conferencing to support teaching and learning	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide information and research services through the Professional Research Library in order to support staff and teacher knowledge acquisition through their use of educational resources and professional literature	Assoc Supt C & I	Jul 09-Jun 10
	Instructional Technology		
	Continue to provide support to school-based technology integration teachers who instruct students and support teachers in the implementation of effective strategies for integrating technology into teaching and learning	Assoc Supt C & I	Jul 09-Jun 10
	Provide for the integration of technology into the written curriculum through the alignment of the VSC with the Maryland Technology Literacy Standards	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide online AP and general education courses for students as outlined in the *BCPS Guidelines and Procedures Manual for Online Courses*	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide an online database of Curriculum-Based Technology Integration Activities as models of best practices in integrating technology into existing and new BCPS curricula	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide online collaborative communication tools for all staff through the use of Desire2Learn, Elluminate, and other Web 2.0 tools	Assoc Supt C & I	Jul 09-Jun 10
	Continue to facilitate the BCPS Instructional Software and Web-based Resources Evaluation Process to provide quality resources for improving both student achievement and instruction while providing equity and standardization of resources	Assoc Supt C & I	Jul 09-Jun 10

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)

Measurement: On the 2002-2003 baseline MSA assessment, the BCPS system-level performance was 64.3% of students achieving at the proficient or advanced level in reading and 50.1% in mathematics. This performance exceeded the MSDE Annual Measurable Objectives (AMO) in both reading and mathematics for 2002-2003. On the 2003-2004 MSA, BCPS system-level performance was 70.7% of students achieving at the proficient or advanced level in reading; and 56.7% in mathematics. On the 2004-2005 MSA, BCPS system-level performance was 73.7% of students achieving at the proficient or advanced level in reading; and 62.0% in mathematics. On the 2005-2006 MSA, BCPS system-level performance was 77.6% of students achieving at the proficient or advanced level in reading; and 68.7% in mathematics. On the 2006-2007 MSA, BCPS system-level performance was 76.9% of students achieving at the proficient or advanced level in reading; and 71.0% in mathematics. On the 2007-2008 MSA, BCPS system-level performance was 82.7% of students achieving at the proficient or advanced level in reading; and 75.7% in mathematics. Overall, BCPS system-level performance of students achieving at the proficient or advanced level has increased in reading when compared to the 2002-2003 baseline data and consistently has increased in mathematics since the 2002-2003 baseline year.

NOTE: English 10 and Algebra I MSA serve dual purposes as the HSA for graduation requirements and the MSA for AYP purposes.

Resources: Annual Budget Process

Temporary annexation of students from Rodgers Forge Elementary School to Dumbarton Middle School, $50,352 (ongoing) and $121,908 (one time); Principal and secretary for new elementary school in the west Towson area, $113,319; Start-up costs for new elementary school in the west Towson area, $730,727 (one time); 2.0% increase to non-salary school budgets, $352,781; Positions for schools in restructuring, $708,725; Imagine Discovery Charter School, $1,625,378; Instructional materials, $5,992,000 (one time); Elementary microscopes, $142,485 (one time)

Sources: Operating Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1
1.2 All Grade 10 diploma-bound students will participate in the PSAT. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to pay registration fees for all students in grades 9 and 10 to take the PSAT	Exec Dir RAA	Jul 09-Nov 10
	Continue to identify and implement strategies to increase the number of students in grades 9 and 10 who take the PSAT	Assoc Supt C & I Exec Dir SSS	Aug 09-Jun 10
	Identify students in grades 9 and 10 who did not take the PSAT and monitor them for follow up and participation in grades 10 and 11	Assoc Supt C & I Exec Dir SSS	Aug 09-Jun 10
	Continue to communicate the importance and benefits of participation in PSAT to students in grades 8 and 9 and their parents/guardians through school counselor meetings	Assoc Supt C & I Exec Dir SSS	Aug 09-Jun 10
	Continue to analyze data to determine specific subgroup populations of students that are underrepresented in participating in the PSAT. Implement intervention strategies for these subgroups	Assoc Supt C & I Exec Dir RAA	Sep 09-Jan 10
	Continue to provide CollegeEd to students in Grade 7 to inform them about PSAT and about career opportunities and appropriate course selections needed to attend college	Assoc Supt C & I Exec Dir SSS	Aug 09-Jun 10
	Continue to provide professional development for English and mathematics department chairs using PSAT/NMOST: Summary of Answers and Skills (SOAS) in identification of AP potential students and instructional alignment for improving students' performances	Assoc Supt C & I	Mar 09-Apr 10

Measurement: In 2001-2002, 81.2% of all Grade 10 diploma-bound students participated in the PSAT. In 2002-2003, 82.1% of all Grade 10 diploma-bound students participated in the PSAT. In 2003-2004, 83.4% of all Grade 10 diploma-bound students participated in the PSAT. In 2004-2005 86.8% of all Grade 10 diploma-bound students participated in the PSAT. In 2005-2006, 86.0% of all diploma-bound Grade 10 students participated in the PSAT. In 2006-2007, 85.0% of all diploma-bound Grade 10 students participated in the PSAT. In 2007-2008, 83.8% of all diploma-bound Grade 10 students participated in the PSAT. The percentage of all diploma-bound Grade 10 students participating in the PSAT has increased overall when compared to the percentage of students from the 2001-2002 baseline year.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1
1.3 All students scoring a 55 or above on verbal/mathematics PSAT will enroll in honors or gifted and talented level courses. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to review course offerings, master schedules, and staffing to increase the number of honors, gifted and talented, and regular and online AP courses	Assoc Supt C & I Area Asst Supt	Jul 09-Jun 10
	Continue to review, evaluate, and adjust the master schedules to implement rigorous course offerings and to provide academic support in HSA core content areas	Area Asst Supt	Jul 09-Jun 10
	Continue to conduct workshops for staff to use and interpret AP potential in order to identify students for honors, gifted and talented, and AP level courses	Assoc Supt C & I Exec Dir SSS	Apr 09-Nov 09
	Identify students who are not enrolled in AP level courses for assignment to AP level courses for 2009-2010 using the Fall 2008 and Fall 2009 PSAT/AP Potential Roster	Assoc Supt C & I Exec Dir SSS	Apr 09-Nov 09
	Communicate with parents/guardians, staff, and the community to enhance understanding of the academic opportunities for all students to be successful	Exec Dir SSS CCO Area Asst Supt	Jul 09-Jun 10
	Continue to identify middle school students who require more time to learn the content in reading, writing, mathematics, and science and, based on funding, provide tutoring/small group instruction through an extended school day	Assoc Supt C & I Area Asst Supt	Aug 09-Jun 10
	Continue to implement a random sampling of 10 secondary schools and approximately 100 students per school to review and evaluate students' transcripts/schedules to ensure student participation in rigorous courses. Report results of the sampling with recommendations for improvements	Assoc Supt C & I Area Asst Supt	Sep 09-Dec 10
	Continue to review and evaluate student participation, report cards, and schedules to support and encourage student movement into and success in rigorous courses	Area Asst Supt	Jul 09-Jun 10
	Ensure diverse course offerings by differentiating curricula	Assoc Supt C & I Area Asst Supt	Jul 09-Jun 10

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1 1.3 All students scoring a 55 or above on verbal/mathematics PSAT will enroll in honors or gifted and talented level courses. (BCPS standard)
Measurement: In 2004-2005, 96.2% of the students who scored 55 or higher on the fall 2004 Verbal PSAT were enrolled in honors or GT courses; and 89.8% of the students who scored 55 or higher on the fall 2004 Mathematics PSAT were enrolled in honors or GT courses. In 2005-2006, 95.5% of the students who scored 55 or higher on the fall 2005 Verbal PSAT were enrolled in honors or GT courses; and 90.1% of the students who scored 55 or higher on the fall 2005 Mathematics PSAT were enrolled in honors or GT courses. In 2006-2007, 95.0% of the students who scored 55 or higher on the Verbal PSAT were enrolled in honors or GT courses; and 88.8% of the students who scored 55 or higher on the Mathematics PSAT were enrolled in honors or GT courses. In 2007-2008, 96.6% of the students who scored 55 or higher on the Verbal PSAT were enrolled in honors or GT courses; and 90.7% of the students who scored 55 or higher on the Mathematics PSAT were enrolled in honors or GT courses. The percentage of students who scored 55 or higher on the Verbal and Mathematics PSAT and were enrolled in honors or GT courses increased in comparison to the 2004-2005 baseline data.
Resources: Annual Budget Process
Sources: Operating Budget and Capital Budget

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1
1.4 All students who earn a Certificate of Attendance will have documented evidence of their attainment of knowledge and skills within their prescribed programs. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide professional development and school-based technical assistance for administrators, teachers, paraprofessionals, related-service providers, school counselors, and other mental health professionals in identifying appropriate curriculum-based assessment options that align with instruction and IEP goals	Assoc Supt C & I	Aug 09-Mar 10
	Continue to implement professional development for school system administrators and aspiring leaders to understand the Alternate Maryland School Assessment (Alt-MSA)	Assoc Supt C & I	Sep 09-Mar 10
	Continue to provide professional development and school-based technical assistance for new administrators, special and general educators, special area teachers, paraprofessionals, related-service providers, school counselors, and other mental health professionals in using the IEP to drive instruction based on the VSC	Assoc Supt C & I	Sep 09-Mar 10
	Continue to provide workshops and professional development opportunities on effective baseline and ongoing data collection techniques and methods to support the understanding of this data for parents/guardians and professionals who work with students who participate in the Alt-MSA	Assoc Supt C & I	Aug 09-Jun 10
	Continue to provide professional development in the effective implementation and monitoring of accommodations in the classroom on a daily basis, as well as on mandated assessments	Assoc Supt C & I	Aug 09-Jun 10
	Continue to utilize quarterly report card/progress reports to document observable and measurable progress on IEP goals	Assoc Supt C & I	Aug 09-Jun 10
	Provide professional development in the use of functional life skills (functional academics) that support the VSC in order to increase student achievement in the least restrictive environment	Assoc Supt C & I	Aug 09-Jun 10
	Continue to assess and access additional post-secondary options for students attaining Certificates of Attendance	Assoc Supt C & I	Jul 09-Jun 10
	Produce model lessons demonstrating best practices in the co-teaching model and differentiated instruction on Safari Montage	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1 1.4 All students who earn a Certificate of Attendance will have documented evidence of their attainment of knowledge and skills within their prescribed programs. (State standard)
Measurement: In 2004-2005, 12.8% of the 47 Alt-MSA test takers who attained a Certificate of Attendance scored proficient or advanced in reading on the Alt-MSA; and 14.9% of the students scored proficient or advanced in mathematics on the Alt-MSA. The 2005-2006 percentage of the 749 Alt-MSA test takers, earning a Certificate of Attendance, who scored proficient or advanced in reading on the Alt-MSA, was 83.04%. The 2005-2006 percentage of the 749 Alt-MSA test takers, earning a Certificate of Attendance, who scored proficient or advanced in math on the Alt-MSA was, 81.44%. The 2006-2007 percentage of the 58 Alt-MSA test takers, earning a Certificate of Attendance, who scored proficient or advanced in reading on the Alt-MSA was, 56.9%. The 2006-2007 percentage of the 58 Alt-MSA test takers, earning a Certificate of Attendance, who scored proficient or advanced in mathematics on the Alt-MSA was, 58.6%. The 2007-2008 percentage of the 43 Alt-MSA test takers earning a Certificate of Attendance, who scored proficient or advanced in reading on the Alt-MSA, was 55.8%; and 51.2% of the students scored proficient or advanced in mathematics on the Alt-MSA. When compared to the baseline data in 2004-2005, the 2007-2008 data represent an increase in the percentage of the Alt-MSA test takers earning a Certificate of Attendance and scoring proficient or advanced in both reading and mathematics.
Resources: Annual Budget Process
Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1
1.5 All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA). (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Establish school partnerships for the purposes of collaborative planning, sharing of best practices, exchange of methods of data collection, and documentation techniques to monitor student progress	Assoc Supt C & I	Aug 09-Jun 10
	Continue to conduct periodic meetings for general and special education staff, paraprofessionals, parents/guardians, and community stakeholders to share strategies and best practices to enhance achievement for students who are working toward a Certificate of Attendance	Assoc Supt C & I	Aug 09-Jun 10
	Collect and evaluate the data on Alt-MSA participation to identify schools which do not meet the state standards	Assoc Supt C & I	Aug 09-Jun 10
	Provide training and support to all school testing coordinators on online and traditional aspects of the administration of the Alt-MSA	Exec Dir RAA	Jul 09-Jun 10
	Continue to collaborate with the Citizens' Advisory Council for Special Education to provide frequent and meaningful formats for parent/guardian involvement, input, and information regarding topics such as the Special Education Staffing Plan, early childhood services, the IEP team process, and the transitions to middle and high school	Assoc Supt C & I	Aug 09-Jun 10

Measurement: The 2003-2004 baseline percentages of participating special education students who met or exceeded the state standards for Alt-MSA were 87.6% in reading and 86.5% in mathematics. The 2004-2005 percentages of participating special education students who met or exceeded the state standards for Alt-MSA were 87.5% in reading and 83.6% in mathematics. The 2005-2006 percentages of participating special education students who met or exceeded the state standards for Alt-MSA were 81.4% in reading and 83.0% in mathematics. The 2006-2007 percentages of participating special education students who met or exceeded the state standards for Alt-MSA were 91.2% in reading and 91.8% in mathematics. The 2007-2008 percentages of participating special education students who met or exceeded the state standards for Alt-MSA increased to 93.8% in reading and 93.5% in mathematics, which reflect an overall increase when compared to the 2003-2004 baseline data.

Resources: Annual Budget Process
Central Individualized Education Program (CIEP), $76,865; Salaries for instructional assistants previously funded by Third Party Billing, $280,000.

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1
1.6 All eligible prekindergarten students will have access to a prekindergarten program by the 2007–2008 school year. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Ensure that all eligible students have access to prekindergarten	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement criteria for eligibility in all prekindergarten programs and develop and implement a plan to ensure that parents/guardians and community members are aware of these new eligibility criteria	Assoc Supt C & I Area Asst Supt	Jul 09-Jun 10
	Support schools as they recruit students and communicate with parents/guardians regarding the purpose and philosophy of the prekindergarten program	Assoc Supt C & I Area Asst Supt	Jul 09-Jun 10
	Provide professional development on the components of an effective prekindergarten program to administrators and teachers	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the early entrance to prekindergarten guidelines	Assoc Supt C & I	Sep 09-Jun 10

Measurement: In 2004-2005, 100% of eligible prekindergarten students had access to BCPS prekindergarten programs. All eligible prekindergarten students will continue to have access to BCPS prekindergarten programs.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1
1.7 All elementary schools will have full-day kindergarten by the 2007–2008 school year. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to support the implementation of full-day kindergarten for both regular and special education students	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide year-long, one-on-one professional development to teachers new to full-day kindergarten to assist with effective room environment, model lessons, planning, and co-teaching	Assoc Supt C & I	Sep 09-Jun 10
	Continue to support schools in the implementation of the early entrance to kindergarten guidelines	Assoc Supt C & I	Jul 09-Jun 10
	Develop and implement professional development for paid kindergarten helpers	Assoc Supt C & I	Jul 09-Jun 10

Measurement: All elementary schools have full-day kindergarten.

Resources: Annual Budget Process

Sources: Operating Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1
1.8 Students in grades 2–6 will achieve grade level standards on reading assessments. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Monitor students meeting grade level reading standards on MSA and short-cycle and benchmark assessments	Area Asst Supt	Aug 09-Jun 10
	Continue to provide countywide professional development on reading and language arts and written language assessments for principals, assistant principals, mentors, special educators, reading specialists, related-service providers, and classroom reading teachers to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Aug 09-Mar 10
	Continue to analyze disaggregated assessment data to identify students not meeting grade level standards and apply instructional adjustments	Area Asst Supt Principals	Jul 09-Jun 10
	Continue the use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a diagnostic component for the identification of student strengths and needs in basic early reading skills in kindergarten to Grade 3	Assoc Supt C & I	Aug 09-Jun 10
	Assess identified students in Grade 5 to determine students' needs for an accelerated reading/English/language arts program in Grade 6	Assoc Supt C & I	Jul 09-Jun 10
	Continue to refine and implement the Grade 6 Scott Foresman reading program in all middle schools	Assoc Supt C & I	Apr 09-Jun 10
	Implement centralized Title I extended-day/year program at schoolwide Title I schools	Assoc Supt C & I Exec Dir SSS	Jul 09-Aug 09

Measurement: Baseline data for student achievement on system benchmark assessments will be available in July 2009.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1
1.9 Each middle school will meet or exceed the county benchmark measure for the student participation rate in Algebra I. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to offer pre-Algebra as a summer school intervention for rising Grade 8 students who have not yet taken Algebra I and who need to refine their skills in preparation for Algebra I	Assoc Supt C & I Exec Dir SSS	Jul 09-Jun 10
	Continue to review the middle school mathematics curriculum and design new, rigorous middle school curricula to align with the VSC and prepare students for Algebra I	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement Algebraic Thinking mathematics curriculum in grades 6-8 in all middle schools to prepare students for success in Algebra I and to pass the Algebra/Data Analysis HSA	Assoc Supt C & I	Jul 09-Jun 10
	Continue to refine countywide short-cycle and benchmark assessments for all middle school mathematics courses	Assoc Supt C & I	Jul 09-Jun 10
	Continue to monitor short-cycle and benchmark assessments and MSA results for students in grades 6 and 7 to identify students for Algebra I in Grade 8	Assoc Supt C & I Area Asst Supt	Sep 09-Jun 10
	Continue to maintain business partnerships to encourage community support and student participation in mathematical competitions (e.g., 24 Challenge, Math Counts)	Assoc Supt C & I	Nov 09-Jun 10
	Disseminate the Algebra informational brochure for distribution to parents/guardians at school events on the importance of taking Algebra I	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide professional development in mathematics content, conceptual understanding, and pedagogy to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Aug 09-Jun 10

Measurement: In 2002-2003, 47.3% of BCPS middle school students were enrolled in an Algebra I course. In 2003-2004, 46.3% of middle school students were enrolled in an Algebra I course. In 2004-2005, 49.0% of middle school students were enrolled in an Algebra I course. In 2005-2006, 52.2% of middle school students were enrolled in an Algebra I course. In 2006-2007, 52.1% of middle school students were enrolled in an Algebra I course. In 2007-2008, the percentage of middle school students enrolled in an Algebra I course increased to 54.9%, which reflects an overall increase when compared to the 2002-2003 baseline data.

Resources: Annual Budget Process
Assistant Principal for Sparrows Point Middle School, $47,099.

Sources: Operating Budget and Capital Budget

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1
1.10 All students will pass the Algebra/Data Analysis Maryland High School Assessment (HSA) by the end of Grade 9. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Provide support to high schools in analyzing assessment data and provide professional development in using results to improve student achievement and target instruction	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement the Algebra I curriculum in all secondary schools to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide countywide professional development on the revised Algebra I curriculum to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Provide staff development for algebra teachers in support of using instructional strategies that build upon techniques now featured in the Algebraic Thinking courses	Assoc Supt C & I	Jul 09-Jun 10
	Provide staff development for teachers of Algebra and Data Analysis Adapted and Algebraic Functions Adapted in instructional strategies that support student achievement	Assoc Supt C & I	Jul 09-Jun 10
	Continue to support and monitor schools using the Carnegie Learning Cognitive Tutor Algebra I program to improve student achievement at Deep Creek Middle School, Dundalk Middle School, Chesapeake STEM Academy, Parkville High School, Lansdowne High School, Kenwood High School, Crossroads, and Sollers Point Technical High School	Assoc Supt C & I	Jul 09-Jun 10
	Continue to monitor and support teachers in the use of electronic mathematics resources such as Safari Montage, Gizmos, Geometer Sketchpad, Fathom, etc.	Assoc Supt C & I	Jul 09-Jun 10
	Continue to develop review materials for HSA courses to provide intervention strategies for students performing at the basic level	Assoc Supt C & I	Jul 09-Jun 10
	Support teachers in the use of e-Learning and the Maryland State Department of Education online HSA Algebra course aligned with the VSC	Assoc Supt C & I	Jul 09-Jun 10
	Continue to assist less experienced teachers to improve instructional practices by having them observe a master teacher's class in place of a duty assignment	Assoc Supt C & I Area Asst Supt	Jul 09-Jun 10

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1
1.10 All students will pass the Algebra/Data Analysis Maryland High School Assessment (HSA) by the end of Grade 9. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to monitor the implementation of the two high school mathematics courses, Algebra/Data Analysis Adapted and Algebraic Functions Adapted, to support the achievement of students recommended through the IEP team process and recommended ELL students as they progress through Algebra I and prepare for the Algebra/Data Analysis HSA	Assoc Supt C & I	Jul 09-Jun 10
	Continue to support schools as they implement collaborative planning time for teams of Algebra I teachers to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I Principals	Jul 09-Jun 10
	Continue to collaborate with the Office of Science PreK-12 and the Office of Career and Technology Education to implement the G9 STEM program in all high schools	Assoc Supt C & I	Jul 09-Jun 10
	Develop and pilot an electronic learning community to support algebra teachers in the implementation of the curriculum	Assoc Supt C & I	Jul 09-Jun 10

Measurement: In 2002-2003, by the end of Grade 9, 56.8% of students who completed Algebra I passed the Algebra/Data Analysis HSA. In 2003-2004, by the end of Grade 9, 54.3% of students who completed Algebra I passed the Algebra/Data Analysis HSA. In 2004-2005, by the end of Grade 9, 53.0% of students who completed Algebra I passed the Algebra/Data Analysis HSA. In 2005-2006, by the end of Grade 9, 66.3% of students who completed Algebra I passed the Algebra/Data Analysis HSA. In 2006-2007, by the end of Grade 9, 69.2% of students who completed Algebra I passed the Algebra/Data Analysis HSA. In 2007-2008, the percentage of students who completed Algebra I and passed the Algebra/Data Analysis HSA by the end of Grade 9 increased to 69.7%, which reflects an overall increase when compared to the 2002-2003 baseline data.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

Performance Indicator for Goal 1
1.11 All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide experiences for all students in fine arts by allocating teaching positions to schools to deliver these programs to support child development	Assoc Supt C & I	Aug 09-Jun 10
	Continue to develop, refine, and assess fine arts curricula aligned with the K-8 VSC and CLG to meet high school graduation requirements	Assoc Supt C & I Exec Dir Spec Prog	Jul 09-Jun 10
	Continue to conduct fine arts professional development experiences for teachers in art, theatre, music, and dance to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, AVID, and gifted and talented	Assoc Supt C & I Exec Dir Spec Prog	Aug 09-Apr 10
	Provide professional development in differentiated instruction in the fine arts and arts integration in core subjects to assist in meeting the learning needs of all students	Assoc Supt C & I Exec Dir Spec Prog	Jul 09-Jun 10
	Continue to implement and update the BCPS Fine Arts Initiative Strategic Plan and explore additional opportunities to enhance teaching and learning in the arts at all levels of instruction	Assoc Supt C & I Exec Dir Spec Prog	Jun 09-Jun 10
	Continue to provide enrichment programs in art, music, theatre, and dance	Assoc Supt C & I Exec Dir Spec Prog	Jul 09-Jun 10
	Continue to repair and replace instructional equipment for fine arts; e.g., music instruments, dance floors, kilns	Exec Dir Spec Prog	Jul 09-Jun 10
	Continue to partner with business, community, and professional organizations to provide opportunities for public display of students' work and opportunities to perform publicly in art, music, theatre, and dance; e.g., Walters Art Museum, Baltimore Symphony Orchestra, Baltimore County government events	Assoc Supt C & I Exec Dir Spec Prog	Jul 09-Jun 10
	Continue to partner with business, community, and professional organizations (e.g., Dance Educators Training Institute, Baltimore Museum of Art, Walter's Arts Museum) to provide professional opportunities for fine arts teachers	Assoc Supt C & I Exec Dir Spec Prog	Jul 09-Jun 10
	Continue to provide fine arts magnet programs at Deer Park Middle, Loch Raven Academy, Parkville Middle, Southwest Academy, Sudbrook Middle, Halstead Academy, Carver Center for the Arts and Technology, Chesapeake High, Lansdowne High, and Patapsco High and Center for the Arts	Assoc Supt C & I Exec Dir Spec Prog	Jul 09-Jun 10

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1 1.11 All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards. (State standard)
Measurement: The 2003-2004 baseline percentage of students acquiring one fine arts credit by passing a course that is driven by the Voluntary State Curriculum and Core Learning Goals was 93.2%. The 2004-2005 percentage of students acquiring one fine arts credit was 93.9%. The 2005-2006 percentage of students acquiring one fine arts credit was 93.3%. The 2006-2007 percentage of students acquiring one fine arts credit was 92.9%. The 2007-2008 percentage of students acquiring one fine arts credit was 91.9%.
Resources: Annual Budget Process Instrumental music teachers, $330,674.
Sources: Operating Budget

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

1.12 All students successfully completing the Algebra I, Biology, English 10, and Government courses will pass the Maryland High School Assessments on their first attempt. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to align BCPS final exams to reflect the content assessed on the HSAs	Assoc Supt C & I	Jul 09-Dec 10
	Continue to identify underperforming secondary schools in need of support to increase student performance on final exams by providing site-based professional development and modeling best practices	Area Asst Supt	Jul 09-May 10
	Continue to collaborate with institutions of higher education to establish cohort graduate classes for science and mathematics teachers to develop content knowledge and pedagogy	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement short-cycle and benchmark assessments in HSA courses and analyze results for instructional and curricular implications	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide professional development for general and special educators in content knowledge and strategies for HSA courses	Assoc Supt C & I	Jul 09-Jun 10
	Continue to revise and implement curricula to align with HSA Core Learning Goals and integrate differentiation of instructional strategies and attention to learning styles	Assoc Supt C & I	Jul 09-Jun 10
	Continue to participate with Maryland State Department of Education in range finding and in the development of HSA	Assoc Supt C & I	Aug 09-Mar 10
	Continue to implement review packets for HSA courses where student performance did not meet standards	Assoc Supt C & I	Jun 09-Jun 10
	Pilot and assess support programs designed to enhance student knowledge of Core Learning Goals	Assoc Supt C & I	Jul 09-Jun 10
	High School English, Reading, and Writing		
	Continue to implement and monitor English 9 and 10 short-cycle and benchmark assessments	Assoc Supt C & I	Aug 09-Jun 10
	Continue to implement and refine high school English and reading courses listed in the *Course Registration Guide* to ensure that all high school English, reading, and writing courses are supported by rigorous curricula	Assoc Supt C & I	Sep 09-Jun 10

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

1.12 All students successfully completing the Algebra I, Biology, English 10, and Government courses will pass the Maryland High School Assessments on their first attempt. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Analyze short-cycle and benchmark assessment data for English for instructional and curricular implications	Assoc Supt C & I	Jul 09-Jun 10
	Provide professional development to English 10 teachers with focused attention toward beginning teachers to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Aug 09-Jun 10
	Continue to revise the high school English curriculum to align with Core Learning Goals and to integrate differentiation of instructional strategies, attention to learning styles, and strategies recommended by the AVID program	Assoc Supt C & I	Jul 09-Jun 10
	Continue to offer College Board pre-AP English professional development workshops for teachers, guidance counselors, and building principals focused on reading, writing, and language instruction to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Sep 09-Jun 10
	Continue to update grades 9 and 10 English final exams to reflect changes to Core Learning Goals and HSA	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement reading/English/written language intervention and support courses in grades 9 and 10	Assoc Supt C & I	Aug 09-Jun 10
	Continue to assess identified students in grades 5-10 to determine students' needs for an accelerated reading/English/language arts program	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide *Language!* interventions for identified students and monitor student progress regularly	Assoc Supt C & I	Jul 09-Jun 10
	Incorporate grammar, mechanics, and usage into all instruction	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide professional development to the teachers of the *Language!* intervention to ensure effective implementation	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide in-school modeling of instruction, coaching, and support to teachers to ensure quality of implementation of the acceleration program	Assoc Supt C & I	Jul 09-Jun 10

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

1.12 All students successfully completing the Algebra I, Biology, English 10, and Government courses will pass the Maryland High School Assessments on their first attempt. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Produce model lessons demonstrating best practices in reading and language arts instruction posted on Safari Montage	Assoc Supt C & I	Jul 09-Jun 10
	Continue to use *Fast Track* or *Language!* intervention to provide accelerated instruction for identified students in grades 7 and 8 who are experiencing a one- to two-year delay in the development of reading/English/language arts skills. Monitor the instructional program and make adjustments as needed	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP)	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement a professional development program for all high school reading and English teachers that focuses on increasing their knowledge and use of research-based reading and English/written language strategies to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Apr 10
	High School Algebra		
	Continue to develop, refine, and monitor countywide short-cycle and benchmark assessments and final exams in grades 9-12	Assoc Supt C & I	Aug 09-Jun 10
	Continue to develop review materials for HSA courses to provide intervention strategies for students performing at the basic level	Assoc Supt C & I	Jul 09-Jun 10
	Continue to develop instructional materials to support the delivery of HSA courses in all schools including evening school and summer school	Assoc Supt C & I	Jul 09-Jun 10
	Monitor the implementation of the Algebra and Data Analysis Adapted and Algebraic Functions Adapted courses for students identified through the IEP team process and ESOL recommendations	Assoc Supt C & I	Jul 09-Jun 10
	Conduct range-finding activities on student responses to BCPS short-cycle and benchmark assessments and final exams	Assoc Supt C & I	Jul 09-Jun 10
	Continue to assist schools in restructuring algebra classes to include assistance	Assoc Supt C & I	Jul 09-Jun 10

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

1.12 All students successfully completing the Algebra I, Biology, English 10, and Government courses will pass the Maryland High School Assessments on their first attempt. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Pilot and assess supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide staff development for algebra teachers in instructional strategies that support student achievement on BCPS short-cycle and benchmark assessments and final exams	Assoc Supt C & I	Jul 09-Jun 10
	Provide staff development for Algebra and Data Analysis Adapted and Algebraic Functions Adapted teachers in instructional strategies that support student achievement	Assoc Supt C & I	Jul 09-Jun 10
	Continue to use college preparatory strategies by integrating into curriculum development and professional development opportunities	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement Algebraic Thinking mathematics curriculum in grades 6-8 in all middle schools to prepare students to pass the Algebra/Data Analysis HSA	Assoc Supt C & I	Jul 09-Jun 10
	Continue to offer Preparing for Algebra as a summer school intervention for rising Grade 9 students who have completed middle school without taking algebra and who need to refine their skills in preparation for Algebra I	Assoc Supt C & I Exec Dir SSS	Jul 09-Aug 10
	Continue to offer the pre-AP College Board mathematics workshops	Assoc Supt C & I	Jul 09-Jun 10
	High School Social Studies		
	Maintain professional development of American Government teachers with focused attention toward beginning Grade 9 teachers and infusing reading and the components of writing into instruction	Assoc Supt C & I	Aug 09-Jun 10
	Monitor departmental use of short-cycle and benchmark assessments and final examination data to analyze and modify instruction and determine applications of the HSA Test Review Packet of Grade 9 American Government as a re-teaching tool	Assoc Supt C & I	Aug 09-Jun 10
	Continue to implement the Government short-cycle and benchmark assessments to alter instruction to meet the needs of each student to ensure success on the HSA	Assoc Supt C & I	Aug 09-Jun 10

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

1.12 All students successfully completing the Algebra I, Biology, English 10, and Government courses will pass the Maryland High School Assessments on their first attempt. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to sponsor student enrichment programs such as Mock Trial (grades 9-12), Model United Nations (UN) (Grade 10), Live Your Dreams (Grade 9), Government Awareness Program (Grade 12), and Model Congress (Grade 9)	Assoc Supt C & I	Aug 09-Jun 10
	Continue to offer the pre-AP College Board social studies workshops	Assoc Supt C & I	Aug 09-Jun 10
	Continue to implement the suggestions within the *Social Studies Gifted and Talented Progression of Skills Grades 6-12* manuals/guides	Assoc Supt C & I	Aug 09-Jun 10
	Continue to use community resources and activities	Assoc Supt C & I	Jul 09-Jun 10
	Implement the *Teaching American History in Maryland Institute* in partnership with UMBC	Assoc Supt C & I	Jul 09-Jun 10
	Implement resources from the Reginald F. Lewis Museum of Maryland African American History and Culture to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to use the *Re-teaching Manual for American Government* to assist students who require additional support to pass the HSA	Assoc Supt C & I	Jul 09-Jun 10
	Complete a resource and instructional strategy analysis of social studies curriculum documents	Assoc Supt C & I	Jul 09-Jun 10
	High School Science		
	Continue to administer BCPS short-cycle and benchmark assessments	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement review packets for biology	Assoc Supt C & I	Jul 09-Jun 10
	Refine the newly revised high school Earth/Space Science, GT Biology, and Physics curricula based on input from pilot teachers and content area study committees	Assoc Supt C & I	Jul 09-Jun 10
	Continue to require the use of vocabulary strategies for MSA and HSA courses	Assoc Supt C & I	Jul 09-Jun 10

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

1.12 All students successfully completing the Algebra I, Biology, English 10, and Government courses will pass the Maryland High School Assessments on their first attempt. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to refine Contemporary Problems in Biology, a theme-based biology course that employs problem-based learning, to provide appropriate assistance to students who need to pass the Biology HSA	Assoc Supt C & I	Jul 09-Jun 10
	Develop a re-teaching guide for biology teachers in order to provide additional lessons and strategies for students who require additional support to pass the HSA	Assoc Supt C & I	Jul 09-Jun 10
	Continue to conduct item analysis of student responses on the short-cycle and benchmark assessments and utilize data from item analysis to target instruction	Assoc Supt C & I	Jul 09-Jun 10
	Continue to design problem-based science units aligned with the Maryland VSC for biology, chemistry, and environmental science	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement professional development opportunities for teachers to expand the application of the whiteboard/tablet and other types of instructional technology in order to support achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement a Secondary STEM Fair in all high schools	Assoc Supt C & I	Jul 09-Jun 10
	Provide a comprehensive K-12 science scope and sequence to prepare students to pursue four credits of science	Assoc Supt C & I	Jul 09-Jun 10
	Continue to develop electronic data acquisition and other types of electronic activities for all science units	Assoc Supt C & I	Jul 09-Jun 10
	Provide a summer high school science institute for content training in teaching high school science to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to develop, pilot, and refine end-of-year exams in all required science courses and all science elective courses	Assoc Supt C & I	Jul 09-Jun 10
	Provide professional development to enable teachers to include reading and writing strategies in instruction	Assoc Supt C & I	Jul 09-Jun 10

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

1.12 All students successfully completing the Algebra I, Biology, English 10, and Government courses will pass the Maryland High School Assessments on their first attempt. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement electronic curricula (e-Curricula) in chemistry and physics to expand the application of interactive instructional technology to support achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10

Measurement: In 2004-2005, 53.5% of students passed the Biology HSA, 63.4% of students passed the Government HSA, 50.2% of students passed the Algebra/Data Analysis HSA, and 52.6% passed the English HSA. In 2005-2006, 67.0% of students passed the Biology HSA, 72.5% of students passed the Government HSA, 63.3% of students passed the Algebra/Data Analysis HSA, and 58.2% passed the English HSA. In 2006-2007, 58.0% of students in the class of 2009 passed the Biology HSA, 69.5% of students in the class of 2009 passed the Government HSA, 63.9% of students in the class of 2009 passed the Algebra/Data Analysis HSA, and 67.0% of students in the class of 2009 passed the English HSA. In 2007-2008, at the end of Grade 11, 80.5% of students in the class of 2009 passed the Biology HSA, 88.5% of students in the class of 2009 passed the Government HSA, 83.8% of students in the class of 2009 passed the Algebra/Data Analysis HSA, and 80.2% of students in the class of 2009 passed the English HSA. The percentage of students who passed the Biology and Government HSA on the first attempt has increased overall since the 2004-2005 baseline year. The percentage of students who passed the English and Algebra/Data Analysis HSA on their first attempt consistently has increased since the 2004-2005 baseline year.

Resources: Annual Budget Process

Virtual classroom at Chesapeake High School, $80,000 (one time) and $371,927 (one time); STEM program at Chesapeake High School, previously grant funded, $96,300 (ongoing) and $100,000 (one time).

Sources: Operating Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1
1.13 All high schools will meet or exceed the national average of a 7.0% participation rate on the Advanced Placement (AP) examinations. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to use AP Potential data to identify and counsel students into AP courses	Assoc Supt C & I	Aug 09-Mar 10
	Continue to provide parents/guardians and students with information to promote AP enrollment	Assoc Supt C & I CCO Area Asst Supt	Aug 09-Apr 10
	Develop and implement a plan to increase AP course participation in high schools	Assoc Supt C & I	Feb 09-Jun 10
	Continue to increase the number of AP course offerings in all high schools. Establish a minimum of 12 AP offerings in all high schools. Utilize online AP courses as appropriate	Assoc Supt C & I	Sep 09-Jun 10
	Increase AP instructional materials to schools striving to reach the AP course offering standard of a minimum of 12 courses per school	Assoc Supt C & I	Sep 09-Oct 09
	Coordinate links among gifted and talented, honors, and AP courses in middle school and early high school years	Assoc Supt C & I	Aug 09-Jun 10
	Coordinate AP Summer Institute to train new and continuing AP teachers. Increase opportunities for AP professional development	Assoc Supt C & I	Aug 09-Jun 10
	Expand Advancement Via Individual Determination (AVID) implementation to Dundalk, Lansdowne, Southwest Academy, Woodlawn, Deep Creek, Golden Ring, Holabird, and Old Court Middle schools	Assoc Supt C & I	Aug 09-Jun 10
	Continue to integrate instructional strategies recommended by AVID into the curriculum guides	Assoc Supt C & I	Jul 09-Jun 10
	Maintain existing partnership with College Board to provide professional development in AP content, AP mentoring cadres, higher-level thinking strategies, scoring, and parent/guardian outreach	Assoc Supt C & I	Sep 09-May 10
	Monitor secondary school master schedules and staffing to ensure AP courses are being offered in all schools	Area Asst Supt	Aug 09-Sep 10
	Support the implementation of AP Calculus and AP Statistics courses at all high schools	Assoc Supt C & I	Jul 09-Jun 10

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1 1.13 All high schools will meet or exceed the national average of a 7.0% participation rate on the Advanced Placement (AP) examinations. (BCPS standard)
Measurement: In 2002-2003, 47.8% of BCPS high schools had Advanced Placement (AP) examination participation rates of at least 7.0%. In 2003-2004, 50.0% of BCPS high schools had AP participation rates of at least 7.0%. In 2004-2005, 54.2% of BCPS high schools had AP participation rates of at least 7.0%. In 2005-2006, 58.3% of BCPS high schools had AP participation rates of at least 7.0%. In 2006-2007, 62.5% of BCPS high schools had AP participation rates of at least 7.0%. In 2007-2008, 66.7% of BCPS high schools had AP participation rates of at least 7.0%. Since the 2002-3003 baseline year, there has been a consistent increase in the percentage of BCPS high schools meeting or exceeding the national average of a 7.0% participation rate on the AP examinations.
Resources: Annual Budget Process AVID program expansion, $176,000.
Sources: Operating Budget

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1
1.14 All high schools will have at least 70.0% of their students who take Advanced Placement (AP) examinations achieve passing scores. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue vertical teaming to support skills, expectations, and activities supporting success on AP examinations	Assoc Supt C & I	Aug 09-Mar 10
	Continue to recruit teachers to serve as readers for AP examinations	Assoc Supt C & I	Aug 09-Mar 10
	Continue to organize student and teacher participation in conferences sponsored by the College Board	Assoc Supt C & I	Aug 09-Mar 10
	Continue to organize parent/guardian groups for disseminating information and providing home support for AP students	Assoc Supt C & I Exec Dir SSS	Aug 09-Mar 10
	Continue to collaborate with local institutions of higher education to provide graduate-level professional development for teachers of all AP courses	Assoc Supt C & I	Jul 09-Jun 10
	Continue to recruit AP teachers and provide professional development to teach AP courses to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Asst Supt HR Assoc Supt C & I	Jul 09-Jun 10
	Coordinate and facilitate increased professional development opportunities for AP teachers to share AP best teaching practices and student support strategies	Assoc Supt C & I	Oct 09-Mar 10
	Continue to offer pre-AP and AP professional development workshops focused on writing, rhetoric, argumentation, analytical reading, and grammar via the College Board partnership and the College Board Professional Development Strategic Plan	Assoc Supt C & I	Sep 09-Apr 10
	Continue to offer pre-AP and AP interdisciplinary workshops focused on argumentation and the writing process for social studies and English teachers to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Sep 09-Apr 10
	Continue the support network program for new Advanced Placement mathematics teachers to enhance the implementation of the Advanced Placement curricula and tests	Assoc Supt C & I	Aug 09-Jun 10
	Increase AP student support sessions for all students enrolled in AP courses	Assoc Supt C & I	Mar 09-Apr 10

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1 1.14 All high schools will have at least 70.0% of their students who take Advanced Placement (AP) examinations achieve passing scores. (BCPS standard)
Measurement: In 2002-2003, 43.5% of BCPS high schools had at least 70.0% of students who took AP examinations achieve passing scores. In 2003-2004, 47.8% of BCPS high schools had at least 70.0% of students who took AP examinations achieve passing scores. In 2004-2005, 45.8% of BCPS high schools had at least 70.0% of students who took AP examinations achieve passing scores. In 2005-2006, 41.7% of BCPS high schools had at least 70.0% of students who took AP examinations achieve passing scores. In 2006-2007, 37.5% of BCPS high schools had at least 70.0% of students who took AP examinations achieve passing scores. In 2007-2008, 41.7% of BCPS high schools had at least 70.0% of students who took AP examinations achieve passing scores.
Resources: Annual Budget Process
Sources: Operating Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1
1.15 All students who participate in the International Baccalaureate (IB) program will complete the IB diploma requirements. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Refine and continue to implement an action plan to address IB initiatives in magnet programs	Assoc Supt C & I	Jul 09-Jun 10
	Continue to analyze the effectiveness of the efforts to recruit and retain students in the IB diploma program	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement activities for grades 9 and 10 pre-IB students and their parents/guardians that provide exposure to rigorous coursework and 24/7 online information resources in order to recruit participation in the diploma program	Assoc Supt C & I	Aug 09-Jun 10
	Continue to implement activities for grades 11 and 12 IB diploma students and parents/guardians for retention in the IB diploma program	Assoc Supt C & I	Aug 09-Jun 10

Measurement: In 2003-2004, 45.8% of students who participated in the IB program completed the IB diploma requirements. In 2004-2005, 56.0% of students who participated in the IB program completed the IB diploma requirements. In 2005-2006, 44.4% of students who participate in the IB program completed the IB diploma requirements. In 2006-2007, 23.8% of students who participated in the IB program completed the IB diploma requirements. In 2007-2008, 31.8% of students who participated in the IB program completed the IB diploma requirements.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

1.16 Seventy-five percent of students participating in the International Baccalaureate (IB) program will meet or exceed the passing score for all IB examinations. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to analyze the effectiveness of activities designed to improve student performance on individual IB exams, modify, as needed, and continue to research additional strategies for improvement of student performance	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide professional development for new IB teachers and professional development updates for current IB teachers and coordinators in accordance with rules of the International Baccalaureate Organization (IBO) to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Aug 09-Jun 10
	Continue to review data reports to determine increase or decrease from previous year's baseline pass rate for each IB subject exam. Continue to utilize data reports for exam pass rates, exam evaluator feedback reports, system data, and school walk-throughs to evaluate root causes for performance below the standard and below anticipated increases; and continue to identify best practices	Assoc Supt C & I	Jul 09-Dec 09
	Continue to implement recommendations from the five-year external evaluation by IBO evaluators conducted in 2005-2006 and make adjustments accordingly	Assoc Supt C & I	Jul 09-Jun 10

Measurement: In 2002-2003, 50.0% of students participating in the IB program passed the IB examinations. In 2003-2004, 64.0% of students participating in the IB program passed the IB examinations. In 2004-2005, 63.0% of students participating in the IB program passed the IB examinations. In 2005-2006, 61.8% of students participating in the IB program passed the IB examinations. In 2006-2007, 44.2% of students participating in the IB program passed the IB examinations. In 2007-2008, 44.1% of students participating in the IB program passed the IB examinations.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicators for Goal 1
1.17 All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)
1.18 All high schools will meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue College Ed, a l2-week College Board course, that will provide all Grade 7 students and their families with college information to enable them to make informed post-secondary decisions	Assoc Supt C & I	Sep 09-Mar 10
	Continue training of middle school counselors and identified staff to assist in the delivery of the College Ed program to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue the College Board partnership agreement and professional development plan to promote achievement and enable all students to meet their maximum potential in standardized testing such as the PSAT, SAT, and Advanced Placement exams	Assoc Supt C & I	Sep 09-May 10
	Continue to identify and promote instructional practices that lead to student success on formal assessments such as PSAT/SAT or ACT, AP, MSA, HSA, and countywide final exams	Assoc Supt C & I	Jul 09-Jun 10
	Update and use the district PSAT/SAT/AP Manual to use the SAT Planning Guide as a tool to improve student achievement and participation on the PSAT, SAT, and AP exams to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Aug 09-May 10
	Pilot the PSAT/SAT English preparatory course	Assoc Supt C & I	Aug 09-Jun 10
	Pilot the PSAT/SAT mathematics preparatory course	Assoc Supt C & I	Aug 09-Jun 10
	Continue to identify, disseminate, and implement best practices to eliminate the achievement gaps	Assoc Supt C & I	Jul 09-Jun 10
	Continue professional development to enhance the integration of SAT skills into daily instruction	Assoc Supt C & I	Aug 09-Mar 10
	Provide the *SAT Official Study Guide* and the *Preparation for SAT Guide* to all high schools to improve the delivery of instruction and to increase student performance on the SAT	Assoc Supt C & I	Aug 09

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 1*

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicators for Goal 1
1.17 All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)
1.18 All high schools will meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Expand college partnerships to include Accuplacer PSAT, SAT, and AP support and to increase curricular collaboration as students transition from high school to college	Assoc Supt C & I	Aug 09-Jun 10
	Continue to offer the practice SAT online for all students	Assoc Supt C & I	Oct 09-Jul 10
	Continue to offer the SAT online preparation course for all high school students	Assoc Supt C & I	Jun 09-Jul 10

Measurement: The 2002-2003 percentage of BCPS high schools that met or exceeded the national SAT participation rate was 47.8%. The 2003-2004 percentage of BCPS high schools that met or exceeded the national SAT participation rate was 52.2%. The 2004-2005 percentage of BCPS high schools that met or exceeded the national SAT percentage rate was 56.5%. The 2005-2006 percentage of BCPS high schools that met or exceeded the national SAT percentage rate was 66.7%. The 2006-2007 percentage of BCPS high schools that met or exceeded the national SAT percentage rate was 70.8%. The 2007-2008 percentage of BCPS high schools that met or exceeded the national SAT percentage rate was maintained at 70.8%. In addition, the overall percentage of BCPS high schools that met or exceeded the national SAT participation rate has increased since 2002-2003.

In 2004-2005, the percentage of BCPS high schools that met or exceeded the national SAT combined verbal and mathematics score was 43.5%. In 2005-2006, the percentage of BCPS high schools that met or exceeded the national SAT combined verbal and mathematics score was 45.8%. In 2006-2007, the percentage of BCPS high schools that met or exceeded the national SAT combined verbal and mathematics score was 41.7%. The percentage of BCPS high schools that met or exceeded the national SAT combined verbal and mathematics score was maintained in 2007-2008 at 41.7%.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

1.19 All high schools whose students take the placement test will meet or exceed scores on the Accuplacer that enable students to enroll in college-level courses at two-year colleges. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to partner with CCBC to assist students in pursuing post-secondary education	Exec Dir SSS	Jul 09-Jun 10
	Continue to purchase Accuplacer to promote career/college counseling and parallel enrollment	Exec Dir SSS	Aug 09-Dec 10
	Continue to coordinate with the College Board to provide professional development for English and mathematics department chairs and reading contacts on reading, grammar/writing, and mathematics as measured on Accuplacer	Assoc Supt C & I	Jul 09-Jun 10
	Collaborate with CCBC to implement the courses College Readiness: Reading, Writing, and Mathematics	Assoc Supt C & I	Jul 09-Jun 10
	Continue to coordinate with the Tech Prep Consortium and CCBC to support the implementation of Accuplacer exams to assist Career and Technology Education (CTE) students in pursuing post-secondary education	Assoc Supt C & I	Jul 09-Apr 10
	Continue to provide staff development for CTE teachers to integrate reading, writing, and mathematics strategies into CTE curricula to increase academic achievement	Assoc Supt C & I	Jul 09-Jun 10

Measurement: In 2004-2005, results of the Accuplacer test showed that 28.6% of BCPS graduates were eligible to take college-level mathematics; 73.2%, college-level English; and 53.6% required no remediation in reading at CCBC institutions. In 2005-2006, results of the Accuplacer test showed that 20.8% of BCPS graduates were eligible to take college-level mathematics; 72.6%, college-level English; and 56.1% required no remediation in reading at CCBC institutions. In 2006-2007, results of the Accuplacer test showed that 14.6% of BCPS graduates were eligible to take college-level mathematics; 77.0%, college-level English; and 50.7% required no remediation in reading at CCBC institutions. In 2007-2008, results of the Accuplacer test showed that 13.1% of BCPS graduates were eligible to take college-level mathematics; 85.7%, college-level English; and 45.9% required no remediation in reading at CCBC institutions. The percentage of BCPS graduates eligible to take college-level English has increased overall since 2004-2005; and overall, the percentage of BCPS graduates requiring no remediation in reading at CCBC institutions has decreased.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1

1.20 All high school students identified as Career and Technology Education concentrators will meet or exceed state standards for both cumulative and technical grade point averages (GPA). (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to disaggregate and analyze achievement data and to assist schools to identify and meet the needs of students and align CTE programs with established goals and standards to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Continue to revise CTE program proposals for career completer programs to meet Maryland State Department of Education requirements, to upgrade low performing CTE programs, and to align programs with career clusters	Assoc Supt C & I	Jul 09-Jun 10
	Continue to infuse business and industry technical skill standards into curriculum content, competency profile development, and instructional activities for all CTE programs	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement strategies to support student success on industry certification exams and AP exams related to CTE programs	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide and upgrade equipment, technology, and instructional resources for CTE programs using local and federal funds	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide technical support to maintain or expand work-based learning opportunities, particularly for schools restructuring to smaller learning communities and magnet programs	Assoc Supt C & I	Jul 09-Jun 10
	Continue to implement components of CTE courses that involve students in online collaboration and resource sharing	Assoc Supt C & I	Jul 09-Jun 10

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1 1.20 All high school students identified as Career and Technology Education concentrators will meet or exceed state standards for both cumulative and technical grade point averages (GPA). (State standard)
Measurement: In 2002-2003, 68.7% of BCPS high school students who were identified as career and technology education concentrators had an overall GPA that met or exceeded the state standard of 2.0; and 78.8% had a technical GPA that met or exceeded the standard. In 2003-2004, 69.0% of BCPS high school students who were identified as career and technology education concentrators had an overall GPA that met or exceeded the state standard of 2.0; and 78.4% had a technical GPA that met or exceeded the standards. In 2004-2005, 60.9% of BCPS high school students who were identified as career and technology education concentrators had an overall GPA that met or exceeded the state standard of 2.0; and 71.7% had a technical GPA that met or exceeded the standards. In 2005-2006, 61.6% of BCPS high school students who were identified as career and technology education concentrators had an overall GPA that met or exceeded the state standard of 2.0; and 71.3% had a technical GPA that met or exceeded the standards. In 2006-2007, 62.5% of BCPS high school students who were identified as career and technology education concentrators had an overall GPA that met or exceeded the state standard of 2.0; and 71.8% had a technical GPA that met or exceeded the standards. In 2007-2008, 77.8% of BCPS high school students who were identified as career and technology education concentrators had an overall GPA that met or exceeded the state standard of 2.0; and 84.0% had a technical GPA that met or exceeded the standards. Since 2002-2003, there has been an overall increase in the percentage of BCPS high school students identified as Career and Technology Education concentrators who met or exceeded state standards for both cumulative and technical GPAs.
Resources: Annual Budget Process
Sources: Operating Budget and Capital Budget

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1
1.21 All schools will achieve an attendance rate of at least 94.0%. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to communicate attendance expectations to parents/guardians and students to ensure regular, on-time attendance of students	Exec Dir SSS	Aug 09-Jun 10
	Continue to utilize the attendance manual to assist school personnel with developing and implementing systematic approaches to improve student attendance by providing a foundation for good attendance patterns that will follow students throughout their educational career	Exec Dir SSS	Aug 09-Jun 10
	Continue to facilitate access to appropriate educational and community resources for families, including homeless and immigrant families	Exec Dir SSS	Aug 09-Jun 10
	Continue to strengthen communications and mutual support between families and school personnel through home visits; student, parent/guardian, or team conferences; and other strategies to use at home so that children may succeed in school	Exec Dir SSS	Aug 09-Jun 10
	Continue to implement programs based on need, such as Project Attend, and attendance committees to improve student attendance	Exec Dir SSS	Aug 09-Jun 10
	Continue to intervene and refer chronic absentee cases to the local school Student Support Team (SST), Project Attend, District Court, or the State's Attorney's office	Exec Dir SSS	Aug 09-Jun 10
	Continue to build Project Attend as an inter-agency team approach to improve student attendance which includes Baltimore County Public Schools, Baltimore County Police Department, Department of Juvenile Services, Department of Aging, and Department of Social Services	Exec Dir SSS	Aug 09-Jun 10
	Continue to provide staff with updated technology through STARS to collect, analyze, and report student attendance and achievement data	Exec Dir SSS	Aug 09-Jun 10
	Continue to review the 20.0% list with school administrators and other school personnel in order to develop and implement school plans for proactive attendance strategies	Exec Dir SSS	Aug 09-Jun 10
	Continue to identify and implement strategies to address barriers to student attendance through the Attendance Work Group	Exec Dir SSS	Aug 09-Jun 10
	Continue to assist and monitor schools that did not meet AYP due to attendance	Exec Dir SSS	Aug 09-Jun 10

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 1 1.21 All schools will achieve an attendance rate of at least 94.0%. (State standard)
Measurement: In 2002-2003, 78.8% of all schools achieved the state attendance standard of 94.0%. In 2003-2004, 76.4% of all schools achieved the state attendance standard of 94.0%. In 2004-2005, 78.8% of all BCPS schools achieved the state attendance standard of 94.0%. In 2005-2006, 83.0% of all BCPS schools achieved the state attendance standard of 94.0%. In 2006-2007, 81.9% of all BCPS schools achieved the state attendance standard of 94.0%. In 2007-2008, 81.0% of all BCPS schools achieved the state attendance standard of 94.0%. Overall, there has been an increase in the percentage of schools achieving an attendance rate of at least 94.0% as compared to the percentage of schools in 2002-2003.
Resources: Annual Budget Process
Sources: Operating Budget and Capital Budget

By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 2
2.1 All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Continue to diagnose English proficiency for English language learners to ensure proper placement.	Continue to purchase and administer the Language Assessment System Links state-mandated English Language Proficiency assessments. Prioritize support and professional development to schools with the highest percentage of English language learners not meeting AYP goals	Assoc Supt C & I	Jul 09-Mar 10
b) Provide ESOL services for all English language learners not meeting English proficiency levels.	Continue to hire certified English for Speakers of Other Languages (ESOL) teachers as the English language learners' (ELL) student population grows	Asst Supt HR	Jul 09-Jun 10
c) Facilitate access to appropriate educational and community resources for immigrant families.	Implement the protocol for translating, publishing, and distributing key system documents	Assoc Supt C & I Area Asst Supt	Sep 09-Jun 10
	Develop the ESOL Service Center Model for Secondary ESOL Centers to standardize services for ELL students	Assoc Supt C & I	Jul 09-Jun 10
d) Facilitate interpretation and translation services for parents/guardians and families who speak a language other than English to strengthen communication among homes, schools, and the community.	Enhance professional development for non-ESOL staff to include building administrators, content teachers, and special educators	Assoc Supt C & I	Jul 09-Jun 10
	Implement training sessions for ESOL staff to increase knowledge of federal regulations pertaining to services for ESOL students	Assoc Supt C & I	Jul 09-Jun 10
e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.	Continue to facilitate home school communication by publishing key system documents in other languages	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide services for newcomer families at intake conferences in ESOL intake centers and regional locations during peak registration periods	Assoc Supt C & I	Jul 09-Jun 10
f) Provide parent/guardian orientations on how to access services from the school system.	Continue to review projected ESOL enrollment to accommodate students in their home schools when appropriate	Assoc Supt C & I Exec Dir Plan & Support Op	Jul 09-Oct 09
	Continue to collaborate with local graduate programs in Teachers of English for Students of Other Languages (TESOL) to provide professional development	Assoc Supt C & I	Jul 09-Jun 10

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 2*

By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 2

2.1 All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to develop and revise content-based curricula for PreK-12 English language learners	Assoc Supt C & I	Jul 09- Aug 10
	Continue to evaluate annually the ESOL program and services based upon program guidelines and student achievement	Assoc Supt C & I	Sep 09-Dec 10
	Continue to implement recruiting strategies, professional development, and training to aid in interpretation and translation for family members of English language learners	Assoc Supt C & I	Jul 09- Jun 10
	Facilitate access to English courses at CCBC for parents/guardians so they may continue to support their children's academic performance through improved skills in conversational English	Assoc Supt C & I	Jul 09- Jun 10
	Align ESOL curriculum with state and national standards	Assoc Supt C & I	Jul 09-Jun 10

Measurement: In 2005-2006, 79.5% of English language learners (ELL) who received English for Speakers of Other Languages (ESOL) services achieved English proficiency on the Language Assessment System (LAS) Links test of English Proficiency by the end of their fourth year of ESOL services. In 2006-2007, 78.8% of ELL who received ESOL services achieved English proficiency on the LAS Links test by the end of their fourth year of ESOL services. In 2007-2008, 80.0% of ELL who received ESOL services achieved English proficiency on the LAS Links test by the end of their fourth year of ESOL services.

Resources: Annual Budget Process
ESOL teachers, $278,442.

Sources: Operating Budget

By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 2
2.2 All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	NOTE: Performance Goals 1 and 2, in accordance with the No Child Left Behind Act 2001, further address the academic needs of English language learners		
	Continue to implement reading intervention curricula for English language learners and monitor student progress	Assoc Supt C & I Exec Dir SSS	Jul 09-Jun 10
	Continue to include ESOL teachers with general education teachers in systemwide professional development initiatives in core subject areas	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide professional development for ESOL teachers in collaboration with resource personnel from English, language arts, science, mathematics, and social studies to align ESOL instruction with best practices to support the achievement of English language learners on MSA and HSA	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide professional development for all BCPS personnel, including administrators and teachers, speech language pathologists, school psychologists, IEP chairs, school-based clericals, and paraprofessionals on second language acquisition and differentiation strategies	Assoc Supt C & I	Jul 09-Jun 10
	Continue school-based and regional bilingual parent/guardian information sessions for families	Assoc Supt C & I	Jul 09-Jun 10
	Continue to recruit and train interpreters/translators	Assoc Supt C & I	Jul 09-Jun 10
	Continue course offerings for all staff on strategies for working with English language learners and their families	Assoc Supt C & I	Jul 09-Jun 10
	Continue to identify and purchase bilingual reading materials for lending libraries in resource centers for families of English language learners	Assoc Supt C & I Exec Dir PD	Jul 09-Jun 10

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 2*

By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

Performance Indicator for Goal 2 2.2 All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)
Measurement: In 2004-2005, 42.4% of English language learners (ELL) achieved at the proficient level on MSA reading; and 52.6% achieved at the proficient level on MSA mathematics. In 2005-2006, 51.8% of ELL achieved at the proficient level on MSA reading; and 56.0% achieved at the proficient level on MSA mathematics. In 2006-2007, 57.2% of ELL achieved at the proficient level on MSA reading; and 65.6% achieved at the proficient level on MSA mathematics. In 2007-2008, 58.3% of ELL achieved at the proficient level on MSA reading; and 64.6% achieved at the proficient level on MSA mathematics. Since 2004-2005, there has been a consistent increase each year in the percentage of ELL achieving at the proficient level on MSA reading and an overall increase in the percentage of ELL achieving at the proficient level on MSA mathematics.
Resources: Annual Budget Process
Sources: Operating Budget

Performance Indicator for Goal 3
3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds. b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers. c) Establish a plan to measure Adequate Yearly Progress (AYP) with regard to staffing all schools for all children with highly qualified teachers. d) Continue to monitor progress and communicate with parents/guardians about Baltimore County Public Schools having all students taught by highly qualified teachers and paraprofessionals.	Continue to utilize the data warehouse to review and analyze teacher status to equitably assign staff throughout the school system by doing the following: • Identifying the percentage of non-tenured or conditionally certified teachers in schools that are more than twice the system average • Reporting teacher transfers, and showing tenure status and certification of the teachers transferring into and out of each school • Reporting data on the panels of candidates for each teacher vacancy in each school and showing the tenure status, certification, and highly qualified status of each candidate referred to each school • Developing action plans that include recruitment and retention strategies for any school or area with a percentage of non-tenured or conditionally certified teachers more than twice the school system average	Asst Supt HR	Jul 09-Jun 10
	Continue Maryland Approved Alternative Preparation Program partnerships	Asst Supt HR	Jul 09-Jun 10
	Continue to provide signing bonuses to professionally certificated teachers in critical shortage areas who accept assignments in targeted schools	Asst Supt HR	Jul 09-Jun 10
	Provide and maintain competitive salaries	Asst Supt HR	Jul 09-Jun 10
	Conduct timely and focused reviews in targeted schools, assisting them in achieving professional certification standards	Asst Supt HR	Jul 09-Jun 10
	Continue to implement the staffing plan for ensuring that all teachers and paraprofessionals meet the highly qualified standards	Asst Supt HR	Jul 09-Jun 10
	Continue to monitor progress of teachers and paraprofessionals in meeting highly qualified standards using an automated tracking system	Asst Supt HR	Jul 09-Jun 10
	Continue to conduct an annual review of guidelines and timelines with teachers and paraprofessionals working to become highly qualified	Asst Supt HR	Jul 09-Jun 10

Performance Indicator for Goal 3
3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
e) Partner with local universities to design and implement a professional development model for middle school mathematics teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics. f) Provide a variety of high quality professional development opportunities that focus on teachers' and paraprofessionals' assessed needs to ensure that they meet highly qualified status by 2005-2006. g) Continue a systematic process for the selection of highly qualified teachers. h) Optimize the use of all technology resources to attract and retain highly qualified teachers and paraprofessionals. i) Provide comprehensive information and professional development opportunities to support identified paraprofessionals in meeting academic and Maryland ParaPro Test requirements.	Continue to collaborate with employee organizations and representatives of higher education to provide opportunities for paraprofessionals and teachers to meet highly qualified standards	Asst Supt HR Exec Dir PD	Jul 09-Jun 10
	Continue to recruit and support a high quality instructional staff who meet recognized teaching and certification standards	Asst Supt HR	Jul 09-Jun 10
	Continue to develop partnerships with science and engineering, trade, and industry groups to provide new technical certification opportunities for teachers	Assoc Supt C & I	Jul 09-Jun 10
	Continue to offer initial certification and/or advanced coursework opportunities through the Maryland Center for Career and Technology Education Studies, Community Colleges of Baltimore County, Maryland State Department of Education, University of Maryland Eastern Shore, and Towson University	Assoc Supt C & I	Jul 09-Jun 10
	Continue to identify and monitor critical shortage areas (e.g., ESOL, mathematics, reading, science, special education, and world languages)	Asst Supt HR	Jul 09- Jun 10
	Continue utilizing Quality Teacher Incentive Act elements to recruit and retain highly qualified teachers	Asst Supt HR	Jul 09-Jun 10
	Continue to use the staffing model for Title I schools	Asst Supt HR	Jul 09-Jun 10

Performance Indicator for Goal 3
3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
j) Provide comprehensive information, access to hardware and software, and professional development opportunities to assist identified teachers in meeting the Elementary Secondary Education Act (ESEA) requirements to be highly qualified. k) Provide staff development opportunities that focus on principals' assessed needs and system priorities.			

Measurement: The 2002-2003 baseline BCPS system-level percentage of teachers meeting the requirements for highly qualified was 89.4%; and paraprofessionals, 45.1%. In 2003-2004, BCPS system-level percentage of teachers meeting the requirements for highly qualified was 89.9%; and paraprofessionals, 61.0%. In 2004-2005, BCPS system-level percentage of teachers meeting the requirements for highly qualified was 87.0%; and paraprofessionals, 80.6%. In 2005-2006, 93.9% of BCPS teachers met the requirements for highly qualified; and paraprofessionals, 88.6%. In 2006-2007, 95.2% of BCPS teachers met the requirements for highly qualified; and paraprofessionals, 92.3%. In 2007-2008, 95.6% of BCPS teachers met the requirements for highly qualified; and paraprofessionals, 94.6%. Overall, the percentage of teachers meeting the requirements for highly qualified has increased since the 2002-2003 baseline year; and the percentage of paraprofessionals meeting the requirements for highly qualified has increased consistently each year.

Resources: Annual Budget Process
Salary increments per union agreement, $11,625,056 (step increases); Salary restructuring for full-time employees, $11,529,714; Salary restructuring for hourly temporary employees, $200,461; Cost increase for benefits for full-time employees and retirees, $8,985,790.

Sources: Operating Budget

Performance Indicator for Goal 3
3.2 All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Implement, monitor, and report on a comprehensive systemwide professional development plan that includes assessing staff development needs and providing a coordinated systemic delivery of professional development to improve student achievement	Exec Dir PD	Jul 09-Jun 10
	Develop, implement, and monitor evaluation procedures to measure the effectiveness of professional development activities in relation to planned teacher and student outcomes using multiple sources of information	Exec Dir PD	Jul 09-Jun 10
	Continue to plan and implement professional development sessions for all school-based personnel on topics directly related to assessed needs and system priorities	Exec Dir PD	Jul 09-Jun 10
	Continue to refine and implement professional development and networking opportunities for principals, both formally and informally, through the Principals' Professional Development Program	Exec Dir PD Area Asst Supt	Jul 09-Jun 10
	Continue to offer the Education That is Multicultural (ETM) course to all school-based ETM liaisons and expand professional development opportunities to administrators and teachers based on a trainer-of-trainers model	Asst to Supt E & A	Jul 09-Jun 10

Measurement: Multiple data sources, including participation in high quality professional development, questionnaires, implementation logs and journals, student work samples, classroom observation, and student achievement data, to measure the effectiveness of professional development in terms of impact on student learning outcomes

Resources: Annual Budget Process
Fulbright Hays teacher summer exchange, $3,000; Chinese leadership conference, $24,970.

Sources: Operating Budget

Performance Indicator for Goal 3
3.3 All mathematics teachers in middle schools will demonstrate content mastery through comprehensive testing or will possess a Maryland State Department of Education teaching certificate with an endorsement in secondary mathematics. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to collaborate with universities, colleges, and community colleges to implement programs that prepare teachers to meet the requirements of highly qualified in mathematics and that may lead to a Master's degree or equivalent	Assoc Supt C & I	Jul 09-Jun 10
	Continue to offer professional development courses for graduate credit in mathematics in order to meet the requirements for highly qualified teachers in mathematics	Assoc Supt C & I	Jul 09-Jun 10
	Continue to update teachers with information regarding programs that result in highly qualified status	Asst Supt HR	Jul 09-Jun 10
	Continue to offer preparatory courses and review sessions for the tests required to obtain highly qualified status in mathematics	Assoc Supt C & I	Jul 09-Jun 10
	Use content coaches to provide professional development for middle school teachers who are implementing Algebraic Thinking	Assoc Supt C & I	Jul 09-Jun 10

Measurement: In 2002-2003, 31.9% of middle school mathematics teachers met the requirements for highly qualified. In 2003-2004, 57.8% of middle school mathematics teachers met the requirements for highly qualified. In 2004-2005, 79.4% of middle school mathematics teachers met the requirements for highly qualified. In 2005-2006, 83.5% of middle school mathematics teachers met the requirements for highly qualified. In 2006-2007, 94.4% of middle school mathematics teachers met the requirements for highly qualified. In 2007-2008, 97.4% of middle school mathematics teachers met the requirements for highly qualified, which reflects increases each year since 2002-2003.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

Performance Indicator for Goal 3
3.4 All new teachers in Title I schools will meet the standard of highly qualified when hired. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to advertise and update weekly all teacher vacancies on the BCPS Web site to reach a wide audience of highly qualified teachers to meet the specific staffing needs of Baltimore County's schools	Asst Supt HR	Jul 09-Jun 10
	Continue to partner with local universities and Maryland State Department of Education to establish Maryland Approved Alternative Preparation Programs in critical need subjects (e.g., mathematics, science, English, world languages, and special education)	Asst Supt HR	Jul 09-Jun 10
	Continue to develop a process to allow applicants to electronically file the BCPS application for professional employment	Asst Supt HR	Jul 09-Jun 10
	Continue to utilize online recruitment tools to attract highly qualified teachers from around the country	Asst Supt HR	Jul 09-Jun 10
	Continue to implement the Great Beginnings Program, which facilitates early hiring of December graduates and provides for long-term co-teaching with an experienced teacher	Asst Supt HR	Dec 09-May 10

Measurement: In 2002-2003, 71.4% of Title I teachers met the requirements for highly qualified. In 2003-2004, 100% of newly hired teachers in Title I schools met the requirements for highly qualified. In 2004-2005, 84.2% of newly hired teachers in Title I schools met the requirements for highly qualified. In 2005-2006, 97.4% of newly hired teachers in Title I schools met the requirements for highly qualified. In 2006-2007, 97.0% of newly hired teachers in Title I schools met the requirements for highly qualified. In 2007-2008, 98.9% of newly hired teachers in Title I schools met the requirements for highly qualified, which reflects an overall increase since 2002-2003.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

Performance Indicator for Goal 3
3.5 All parents/guardians will be advised of the qualifications of their child's teacher at the beginning of each school year or upon request if there are changes to a teacher's qualifications during the school year. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Provide data-entry services for teacher credential analysis and reporting	Asst Supt HR	Jul 09-Jun 10
	Continue to disseminate and communicate appropriate educational background and certification information to parents/guardians and principals in the Title I schools	Asst Supt HR	Jul 09-Jun 10
	Continue to make the Maryland School Performance Program report which includes teacher certification and highly qualified status data available to all parents/guardians and the community	Asst Supt HR Exec Dir RAA	Jul 09-Jun 10

Measurement: In 2002-2003 through 2007-2008, 100% of parents/guardians of students in Title I schools were notified of the qualifications of their child's teacher. In succeeding years, 100% of parents/guardians of students in all schools will be notified of the qualifications of their child's teacher.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 4*

All students will be educated in school environments that are safe and conducive to learning.

Performance Indicator for Goal 4

4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Provide attractive, clean, caring, and secure learning environments. b) Implement active character ethics education. c) Utilize the Student Support Services Team to address the needs of students. d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, and law enforcement. e) Continue inter-department and inter-agency teams to implement schoolwide Safety and Emergency Plans and the countywide Critical Response Plan and Emergency Safety Management Guide. f) Provide a continuum of services through alternative education programs. g) Continue fingerprinting and criminal background checks for all employees.	Continue to provide scheduled site improvements and grounds maintenance activities	Exec Dir Phy Fac	Jul 09-Jun 10
	Continue to implement the five-year turf repair program to improve safety of athletic fields	Exec Dir Phy Fac	Jul 09-Jun 10
	Ensure appropriate staffing, supplies, and materials to maintain a healthy educational environment	Exec Dir Phy Fac	Jul 09-Jun 10
	Provide for the safe delivery of services of the physical plant and execute minor preventive maintenance of mechanical equipment	Exec Dir Phy Fac	Jul 09-Jun 10
	Continue to evaluate and coordinate the School Resource Officer Program in secondary schools	Exec Dir SSS	Jul 09-Jun 10
	Continue to partner with the Baltimore County Police Department to implement the safety, drug awareness, and resistance programs, including gang awareness and prevention, in grades K-12	Exec Dir SSS	Jul 09-Jun 10
	Continue to provide violence and substance abuse awareness and prevention within the health education program	Assoc Supt C & I Exec Dir SSS	Jul 09-Jun 10
	Continue to provide the *How To Establish a Character Education Program in your School: A Handbook for School Administrators* and other resources to develop and implement a character-building process as an integral component of the school improvement plan and extra-curricular programs	Exec Dir SSS	Jul 09-Jun 10
	Continue to provide professional development and assistance to Student Support Team chairpersons and school staff on the Student Support Team process and the development, implementation, and monitoring of Student Support Plans and 504 Plans	Exec Dir SSS	Jul 09-Jun 10
	Continue to develop, implement, and monitor academic and behavioral interventions through the Student Support Team and instructional support teachers	Exec Dir SSS	Jul 09-Jun 10

Performance Indicator for Goal 4
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
h) Continue the Annual Safe Schools Conference. i) Establish an action plan in the School Improvement Plan (SIP) for increasing parental/guardian awareness of their responsibilities and knowledge of behavior expectations identified in the *Student Handbook* and school code of conduct. j) Communicate to all students and parents/guardians the behavioral expectations identified in the *Student Handbook* and school code of conduct. k) Identify and train all staff in the implementation of effective student behavior management programs and the *Student Handbook* requirements.	Continue to monitor individual student 504 Plans for eligible students through the Student Support Team	Exec Dir SSS	Jul 09-Jun 10
	Continue to update and provide the *Positive Behavior Planning Guide* (to include bullying and harassment) to school administrators and school staff to develop and implement positive behavior planning in each school, center, and program	Exec Dir SSS	Jul 09-Jun 10
	Continue to provide professional development and assistance for implementation of the Positive Behavioral Interventions and Supports process	Exec Dir SSS	Jul 09-Jun 10
	Continue to provide psychological consultation, assessment, and intervention services to address student behavior and learning needs for all students	Exec Dir SSS	Jul 09-Jun 10
	Continue to provide support at the Bridge Center for new students enrolling in schools in the Southwest and Northwest areas to help ensure a smooth transition into a comprehensive community school	Exec Dir SSS	Jul 09-Jun 10
	Continue support of the Spring Grove Hospital Center to provide services to students who reside within Baltimore County	Exec Dir SSS	Jul 09-Jun 10
	Continue support of the Crossroads Center to provide services to students that will focus on appropriate school behaviors as well as academic and other appropriate supports. Continue to develop a plan for an additional center	Exec Dir SSS	Jul 09-Jun 10
	Continue to provide school-based wellness centers in schools with identified need for enhanced health services in partnership with the Baltimore County Department of Health	Exec Dir SSS	Jul 09-Jun 10
	Continue to provide site-based mental health services in partnership with community mental health providers	Exec Dir SSS	Jul 09-Jun 10
	Continue to provide and evaluate the services of full-time Department of Social Services' social workers in schools to assist students and families in accessing mental health care and other social services programs	Exec Dir SSS	Jul 09-Jun 10

Performance Indicator for Goal 4
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide a full-time baccalaureate school health nurse in each school to ensure students' and families' health screening, health maintenance, management of chronic health conditions, referral for health services, and provide emergency care, health counseling, education, and staff wellness programs	Exec Dir SSS	Jul 09-Jun 10
	Continue to provide orientation and training to school health services personnel to ensure the delivery of a safe, comprehensive school health services program that reflects current best practices and is in compliance with Board of Nursing requirements	Exec Dir SSS	Jul 09-Jun 10
	Continue to provide services and health screenings that prevent communicable diseases, including immunizations and targeted health screenings in partnership with the Baltimore County Department of Health	Exec Dir SSS	Jul 09-Jun 10
	Continue to provide training in cardiopulmonary resuscitation (CPR), first aid, and bloodborne pathogens to employees as required by state law	Exec Dir SSS	Jul 09-Jun 10
	Continue to provide and maintain Automated External Defibrillators (AED) in each school and designated offices and to provide required CPR/AED training for staff at each site	Exec Dir SSS	Jul 09-Jun 10
	Continue to work through the Baltimore County Multidisciplinary Team to ensure compliance with all Child Protective Services mandates	Exec Dir SSS	Jul 09-Jun 10
	Continue to provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, mental health services, and law enforcement	Exec Dir SSS	Jul 09-Jun 10
	Continue the operation of the Safety and Emergency Planning Steering Committee composed of BCPS and Baltimore County inter-agency partners	Exec Dir SSS	Jul 09-Jun 10
	Continue to have all schools and identified facilities develop and post to the system's Intranet their annual safety/emergency plans	Exec Dir SSS	Jul 09-Jun 10

Performance Indicator for Goal 4
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Provide professional development for teachers of students in grades 6-12 about the safe and ethical use of information, technologies, and Web 2.0 tools that are aligned with both the VSC and Core Learning Goals and the BCPS Telecommunications Policy and Rule (6202)	Assoc Supt C & I	Jul 09-Jun 10
	Continue to revise, publish, and train staff in all new procedures added to the *Critical Response and Emergency Safety Management Guide* at the annual Safe Schools Conference and when required	Exec Dir SSS	Jul 09-Jun 10
	Continue to train all members of the four Critical Incident Response Teams each year	Exec Dir SSS	Oct 09-Mar 10
	Continue to maintain alternative schools at the middle and high school levels, Home and Hospital programs, Home Teaching programs for students in grades K-12, Afternoon Middle School Group Learning Centers, Evening/Saturday High School programs, and Summer School programs	Exec Dir SSS	Aug 09-Jun 10
	Continue to provide in-school alternative programs, such as Maryland's Tomorrow, Life Works, and AdvancePath Academy	Exec Dir SSS	Sep 09-Jun 10
	Continue to issue identification cards to support staff and increase the number of classified employees who are issued identification cards	Exec Dir Phy Fac	Jul 09-Jun 10
	Continue to fingerprint and initiate required pre-employment background checks, in accordance with current policy and procedures, for all new applicants to BCPS, volunteers, contractors, and others who may be required to undergo the background check process and be cleared before beginning employment in accordance with applicable law	Asst Supt HR	Jul 09-Jun 10
	Continue to utilize the Safe Schools Conference Planning Committee to organize, develop, and evaluate the Safe Schools Conference annually and initiate a teacher-parent/guardian component of the Safe Schools Conference	Exec Dir SSS	Jul 09-Jun 10
	Conduct asbestos surveys in all school buildings on a three-year cycle	Exec Dir Phy Fac	Jul 09-Jun 10

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 4*

All students will be educated in school environments that are safe and conducive to learning.

Performance Indicator for Goal 4

4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide onsite safety inspections and maintain and repair physical education facilities and equipment	Assoc Supt C & I Exec Dir Phy Fac	Jul 09-Jun 10
	Continue to implement the indoor air quality program, *Tools for Schools*	Exec Dir Phy Fac	Jul 09-Jun 10

Measurement: In 2004-2005, 100% of the schools participated in the Safe Schools Conference; 100% of the schools and offices had emergency plans; and 83.0% of the schools had security systems in place. In 2005-2006, 99.0% of the schools participated in the Safe Schools Conference; 100% of the schools and offices had emergency plans; and 88.0% of the schools had security systems in place. In 2006-2007, 99.0% of the schools participated in the Safe Schools Conference; 100% of the schools and offices had emergency plans; and 92.0% of the schools had security systems in place. In 2007-2008, 99.0% of the schools participated in the Safe Schools Conference; 100% of the schools and offices had emergency plans; and 96.0% of the schools had security systems in place. Overall, schools have maintained attendance at the Safe Schools Conference, maintained emergency plans, and increased the number of security systems in place since 2004-2005.

Resources: Annual Budget Process

Staff development for school resource officers, $22,500; Funding for Baltimore County Health Department, previously funded by Third Party Billing, $149,849; Building service workers class upgrade, $334,994; Aerial platform lift replacement program, $45,000 (one time).

Sources: Operating Budget and Capital Budget

Performance Indicator for Goal 4
4.2 All schools will have published expectations of student behavior and parental/guardian responsibilities and involvement. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to include parents/guardians, students, and community members on the School Improvement Planning Committee and countywide Student Handbook Committee	Exec Dir SSS	Aug 09-Jun 10
	Continue to communicate and collaborate with students, parents/guardians, PTAs, advisory groups, and community members regarding behavior expectations and parental/guardian responsibilities and involvement in maintaining a positive learning environment	Exec Dir SSS	Jul 09-Jun 10
	Continue to seek strategies for reducing long-term suspension/expulsion rates for any of the nine offenses identified as major offenses by Maryland State Department of Education	Exec Dir SSS	Jul 09-Jun 10
	Continue to provide training for teachers and administrators to ensure student compliance with the discipline code, specifically bullying, harassment, and intimidation offenses	Exec Dir SSS	Jul 09-Jun 10
	Provide ongoing professional development for teachers and support staff, including paraprofessionals and bus drivers, in establishing and maintaining a positive, orderly, and nurturing environment	Exec Dir SSS Exec Dir PD Exec Dir Plan & Support Op	Jul 09-Jun 10
	Provide professional development on classroom management at the New Teacher Induction program	Exec Dir PD	Jul 09-Jun 10
	Continue to provide workshops on positive disciplinary interventions including conflict resolution, peer mediation, and crisis intervention for administrators, teachers, and paraprofessionals	Exec Dir SSS	Jul 09-Jun 10

Measurement: In 2002-2003 through 2007-2008, 100% of BCPS parents/guardians received published expectations and notification of the responsibilities for students and parents/guardians. Published notification of expectations will continue to be provided to 100% of parents/guardians annually.

Resources: Annual Budget Process

Sources: Operating Budget

Performance Indicator for Goal 4
4.3 Staff, students, parents/guardians, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue implementation of a school-to-home telephone notification system and continue to support schools' use of that system to help support and promote a safe and conducive learning environment	CCO	Jul 09-Jun 10
	Continue to provide opportunities at the local school level for stakeholders to express satisfaction and receive information	Area Asst Supt	Jul 09-Jun 10
	Continue to implement parent/guardian support services in all communities, and internally evaluate their effectiveness	Assoc Supt C & I Area Asst Supt	Jul 09-Jun 10
	Continue to provide air quality investigation and reporting when air quality emergencies occur	Exec Dir Phy Fac	Jul 09-Jun 10
	Administer an online stakeholders' satisfaction survey in the spring of each year	CCO	Jan 10-May 10
	Continue to provide assistance to parents/guardians, students, and staff to ensure a smooth transition when students who had been home schooled return to BCPS	Exec Dir SSS	Jul 09-Jun 10

Measurement: A baseline BCPS stakeholders' satisfaction survey was administered online during April and May 2005. Of the nearly 2,000 stakeholders (parents/guardians, employees, students, and community people) who responded, 79.4% were satisfied with the BCPS academic program, 77.4% were satisfied with the safe and orderly BCPS school environments, and 76.2% were satisfied with the amount of parent/guardian involvement in BCPS schools. In 2005-2006, 77.2% of the stakeholders (parents/guardians, employees, students, and community people) who responded to the survey were satisfied with the BCPS academic program, 75.3% were satisfied with the safe and orderly BCPS school environments, and 74.2% of the stakeholders who responded to the survey were satisfied with the amount of parent/guardian involvement in BCPS schools. In 2006-2007, 77.0% of the stakeholders (parents/guardians, employees, students, and community people) who responded to the survey were satisfied with the BCPS academic program, 71.5% were satisfied with the safe and orderly BCPS school environments, and 71.1% of the stakeholders who responded to the survey were satisfied with the amount of parent/guardian involvement in BCPS schools. In 2007-2008, of the 2,500 stakeholders (parents/guardians, employees, students, and community people) who responded, 81.7% were satisfied with the BCPS academic program, 77.2% were satisfied with the safe and orderly BCPS school environments, and 77.8% were satisfied with the amount of parent/guardian involvement in BCPS schools. In 2009, and again in 2010, the annual online stakeholder survey will be administered. Since the administration of the annual online survey in 2004-2005, the percentage of stakeholders satisfied with both the academic program and parent/guardian involvement in BCPS schools has increased overall.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

Performance Indicator for Goal 5
5.1 All high schools will meet the graduation rate established by the state. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Educate all students with disabilities in accordance with the objectives defined in the students' Individualized Education Programs (IEP) so that they learn the body of knowledge presented in the general education environment to the maximum extent possible. b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs. c) Increase participation in gifted and talented programs in all schools. d) Develop, in collaboration with students and parents/guardians, a Career Planning Profile of a four-year plan of studies for all Grade 8 students. e) Provide and implement 504 Plans which clearly outline goals, objectives, and accommodations to ensure that students will maximize their educational opportunities.	Continue to communicate to secondary students and parents/guardians the graduation and testing requirements (including HSA) for receiving a diploma	Area Asst Supt Exec Dir SSS	Jul 09-Jun 10
	Provide academic supports for students who need to pass the English, Algebra/Data Analysis, Government, and Biology HSAs	Assoc Supt C & I Area Asst Supt	Jul 09-Jun 10
	Implement, evaluate, and update the Career Planning Profile/Four-Year Plan with students throughout the high school experience	Exec Dir SSS	Aug 09-Jun 10
	Continue to monitor secondary course enrollment, credit completion, and testing requirements to ensure that students meet graduation requirements	Area Asst Supt Exec Dir SSS	Sep 09-Jun 10
	Continue to communicate graduation requirements and coursework expectations to parents/guardians of secondary students	Assoc Supt C & I Asst Supt HR Exec Dir SSS	Aug 09-Jun 10
	Continue to offer professional development to elementary, middle, and high school principals based on the needs identified and ideas generated from the 2005 High School Summit	Assoc Supt C & I Area Asst Supt	Jul 09-Jun 10
	Ensure rigorous course offerings by differentiating and eliminating low-level courses	Assoc Supt C & I	Jul 09-Jun 10
	Continue to distribute the *Course Registration Guide* to all students and families in grades 8-11	Assoc Supt C & I	Dec 09
	Continue to provide counseling in graduation and career development to secondary students in individual and group settings at least annually	Exec Dir SSS	Aug 09-Jun 10
	Continue to provide a quality physical education program and comprehensive health education program that supports appropriate student development	Assoc Supt C & I	Aug 09-Jun 10
	Continue to plan and implement professional development for teachers to assist them in providing the specified accommodations so that students with 504 Plans meet the state standards for the MSA	Exec Dir SSS	Jul 09-Mar 10

Performance Indicator for Goal 5
5.1 All high schools will meet the graduation rate established by the state. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.	Continue to provide professional development activities to support general and special educators and paraprofessionals in the use of inclusive practices as detailed in the *Guide for Inclusive Education*	Assoc Supt C & I	Jul 09-Jun 10
	Support schools in using the State of Special Education Web-based tool for analyzing data to address critical questions and subsequent planning for improved achievement and performance of students with disabilities in the least restrictive environment	Assoc Supt C & I	Jul 09-Jun 10
	Continue to monitor all students' transcripts to ensure that students take and pass the HSAs and meet all other graduation requirements	Exec Dir SSS	Jul 09-Jun 10
	Continue to monitor graduating student cohorts to ensure that all graduating students will meet the graduation requirements	Exec Dir SSS	Jul 09-Jun 10
	Continue the Co-Teaching Initiative at specified schools to plan and implement professional development for staff to ensure greater access of students with IEPs to the general education classroom	Assoc Supt C & I	Aug 09-Jun 10

Measurement: In 2004-2005, the system level graduation rate was 84.8%. In 2005-2006, the system level graduation rate was 82.6%. In 2006-2007, the system level graduation rate was 83.3%. In 2007-2008, the system level graduation rate was 81.9%.

Resources: Annual Budget Process
Department of Corrections teacher, previously grant funded, $55,358; Homeless liaison, previously grant funded, $94,549.

Sources: Operating Budget and Capital Budget

Performance Indicator for Goal 5
5.2 All high schools will have annual dropout rates of less than 3.0%. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to use the data warehouse to access information on attendance, suspensions, course selection, grades, standardized tests, and retention to develop appropriate intervention strategies	Exec Dir SSS	Jul 09-Jun 10
	Continue to implement professional development initiatives (PreK-12) based on the understanding of different learning preferences, multiple intelligences, and differentiating instruction, and utilize instructional technology to engage all students	Assoc Supt C & I Asst to Supt E & A	Jul 09-Jun 10
	Continue to provide summer school courses and programs to support increased and accelerated student achievement	Exec Dir SSS	Jul 09-Aug 10
	Provide HSA assistance and Bridge Plan project support to high school students enrolled in summer school	Exec Dir SSS	Jul 09-Aug 10
	Continue to provide a range of educational opportunities for students to obtain a Maryland High School Diploma; e.g., Maryland's Tomorrow, Evening High School, Saturday School, alternative programs, Elementary Extended-Year Program Initiative, Home and Hospital, and CTE programs	Assoc Supt C & I Exec Dir SSS	Jul 09-Aug 10
	Continue to develop the partnership with CCBC to change the learning environment and provide classes on campus for transitioning from high school to higher education	Exec Dir SSS	Aug 09-Jun 10
	Continue the collaboration with CCBC to implement the Gateway Partnership for middle schools	Exec Dir SSS	Aug 09-Jun 10
	Continue to provide staffing for the Maryland's Tomorrow program in the five high schools with greater than 3.0% dropout rate (Kenwood, Chesapeake - AdvancePath Academy sites - Patapsco, Dundalk, and Sparrows Point)	Exec Dir SSS	Aug 09-Jun 10
	Continue to monitor each high school's placement of students in alternative and evening high school programs	Exec Dir SSS Area Asst Supt	Aug 09-Jun 10
	Continue to validate a predictive model for identifying students who are at risk of dropping out and develop individual and school plans through the use of Student Support Teams	Exec Dir SSS Area Asst Supt Exec Dir RAA	Aug 09-Jun 10

Performance Indicator for Goal 5
5.2 All high schools will have annual dropout rates of less than 3.0%. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Develop and implement strategies to encourage students to remain in school as a result of recommendations from the Dropout Work Group	Exec Dir SSS	Jun 09-Aug 10
	Revise and promote the use of the exit interviews with students planning to withdraw prior to graduation in order to reduce the dropout rate, direct students to other educational opportunities, and gather data on why students exit BCPS schools	Exec Dir SSS	Jun 09-Aug 10
	Continue to develop and disseminate an informational packet of resources on how students who withdraw prior to graduation can continue to access educational services	Exec Dir SSS	Jun 09-Aug 10

Measurement: In 2005-2006, the annual dropout rate was 4.1%. In 2006-2007, the annual dropout rate decreased to 3.4%. In 2007-2008, the annual dropout rate was 4.3%.

Resources: Annual Budget Process

Sources: Operating Budget

Performance Indicator for Goal 5
5.3 All graduates will meet the college course entrance requirements for the University System of Maryland or the Maryland Career and Technology Education Career Completer Requirements or both. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Develop a competency profile related to each technical program of study for all students, including those with disabilities and special needs, enrolled in CTE career-completer programs	Assoc Supt C & I	Aug 09
	Continue to implement strategies to encourage students with disabilities to pursue two- and four-year college options	Assoc Supt C & I	Jul 09-Jun 10
	Implement CTE programs to assist students in meeting college entrance and/or CTE completer requirements to increase the number of dual completers	Assoc Supt C & I	Aug 09-Jun 10
	Continue to evaluate enrollment data to determine student participation in and completion of CTE programs	Assoc Supt C & I	Sep 09
	Target CTE programs with low enrollment and implement strategies to increase enrollment in these programs	Assoc Supt C & I	Jun 09-Aug 09
	Continue to facilitate partnerships with the community colleges and universities to refine and increase articulation opportunities to increase student achievement and pathways to college and employment	Assoc Supt C & I	Jan 09-Jun 09
	Continue to assist teachers in identifying and employing strategies that impact positively on enhancing achievement of minority, under represented, and special needs populations that address the diversity of the Baltimore County community to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I Area Asst Supt Asst to Supt E & A Exec Dir PD	Jul 09-Jun 10
	Monitor students participating in AVID to ensure that they are meeting college course entrance requirements and accessing available scholarships	Assoc Supt C & I Area Asst Supt	Jul 09-Jun 10

Performance Indicator for Goal 5 5.3 All graduates will meet the college course entrance requirements for the University System of Maryland or the Maryland Career and Technology Education Career Completer Requirements or both. (State standard)
Measurement: In 2002-2003, 80.4% of students met the University of Maryland entrance requirements and/or the Maryland Career and Technology Education Completer Requirements. In 2003-2004, 76.3% of students met the University of Maryland entrance requirements and/or the Maryland Career and Technology Education Completer Requirements. In 2004-2005, 87.1% of students met the University of Maryland entrance requirements and/or the Maryland Career and Technology Education Completer Requirements. In 2005-2006, 86.9% of students met the University of Maryland entrance requirements and/or the Maryland Career and Technology Education Completer Requirements. In 2006-2007, 83.4% of students met the University of Maryland entrance requirements and/or the Maryland Career and Technology Education Completer Requirements. In 2007-2008, 83.9% of students met the University of Maryland entrance requirements and/or the Maryland Career and Technology Education Completer Requirements, which represents an overall increase in the percentage of students since 2002-2003.
Resources: Annual Budget Process
Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 6*

Engage parents/guardians, business, and community members in the educational process.

Performance Indicators for Goal 6
6.1 All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)
6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals. b) Educate all new teachers about how to conduct parent/guardian-teacher conferences. c) Provide guidelines and strategies for student-parent/guardian-teacher conferences. d) Provide media and planning services to schools to promote back-to-school night and American Education Week. e) Expand recognition opportunities for students, parents/guardians, community, and business partners. f) Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships.	Continue to implement Board Policy 1270 which states that schools, parents/guardians, and families have a mutual responsibility to work together in order to increase student achievement	Exec Dir PD	Aug 09-Jun 10
	Continue to implement the Parental Outreach, Attendance Notification, and Emergency Communication System to deliver messages to parents/guardians through automated telephone and e-mail communication	CCO	Jul 09-Jun 10
	Further explore the use of technology to facilitate additional means of communication with parents/guardians	CCO CIO	Jul 09-Feb 10
	Continue to implement requirements in NCLB for informing and involving parents/guardians in the education of children attending Title I schools by notifying families of their right to inquire about the qualifications of their children's teachers; informing families whenever their children are taught for more than four weeks by a teacher who is not yet highly qualified; and meeting NCLB requirements for parent/guardian compacts and involving families in an annual review of the Parent/Guardian Family Involvement Policy 1270	Area Asst Supt Asst Supt HR Exec Dir PD	Jul 09-Jun 10
	Continue to implement requirements in NCLB by providing prompt notification to parents/guardians of students enrolled in schools identified for improvement	Area Asst Supt Exec Dir RAA	Jul 09-Jun 10
	Continue to publish the *Message to Community*, *Classroom to Community Express* and other publications as appropriate to communicate the goals and accomplishments of the school system and the superintendent's budget priorities to parents/guardians and stakeholders	CFO CCO	Nov 09-Jan 10
	Facilitate home-school communication by publishing key system documents in other languages	Asst to Supt E & A	Jul 09-Jun 10
	All schools will continue to embed in their school improvement plans specific strategies for home-school communication	Area Asst Supt	Aug 09-Jun 10
	Continue to implement student-parent/guardian-teacher-led conferences	Area Asst Supt	Aug 09-Jun 10

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 6*

Engage parents/guardians, business, and community members in the educational process.

Performance Indicators for Goal 6
6.1 All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)
6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library. h) Encourage business partnerships that support and complement the educational program.	Continue to provide parents/guardians with updated guidelines and strategies for successful student-parent/guardian-teacher conferences and communication	Exec Dir PD	Aug 09-Jan 10
	Continue to provide professional development and technical support to new and current teachers to conduct effective student-parent/guardian-teacher conferences including addressing student achievement relative to established standards	Exec Dir PD	Aug 09-Jan 10
	Continue to provide administrators with information about multicultural infusion, diversity, and cultural sensitivity to promote positive relationships among students, parents/guardians, and professional staff in schools	Asst to Supt E & A Exec Dir PD	Jul 09-Jun 10
	Continue to provide interpersonal skills training for all clerical staff to facilitate positive home-school interactions and a welcoming school environment	Exec Dir PD	Jul 09-Mar 10
	Continue to communicate graduation requirements and coursework expectations to parents/guardians	Assoc Supt C & I	Aug 09-Jun 10
	Continue to communicate and collaborate with students, parents/guardians, PTAs, advisory groups, and community members regarding behavior expectations and parental/guardian responsibilities and involvement in maintaining a positive learning environment	Exec Dir SSS	Jul 09-Jun 10
	Continue to implement college awareness programs directed toward all students, especially first generation, economically disadvantaged, and those enrolled in gifted and talented programs, and their parents/guardians	Assoc Supt C & I Exec Dir SSS	Jul 09-Jun 10

Measurement: The percentage of schools that include strategies for home-school communication in their school improvement plans. In 2007-2008, 100% of schools provided home-school communication to all parents/guardians. Also, in 2007-2008, 100% of schools increased the number of student, parent/guardian, and teacher conferences.

Resources: Annual Budget Process

Sources: Operating Budget

Performance Indicator for Goal 6
6.3 Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Plan and conduct workshops for parents/guardians and interested community members to provide opportunities to collaborate with each other and staff to learn ways to support school programs and strategies for student achievement and to improve school-to-home communications	Exec Dir PD CCO	Sep 09-May 10
	Plan and implement additional opportunities to provide content area learning experiences for parents/guardians and interested community members to assist in acquiring the content knowledge required to support students' academic achievement	Assoc Supt C & I	Jul 09-Apr 10
	Provide the Style to Content Learning Preferences Inventory, a survey for students that is designed to assist parents/guardians and teachers with identifying the specific ways in which individual students learn; and assist teachers, administrators, and curriculum staff with developing and evaluating differentiated curriculum and instruction	Asst to Supt E & A Exec Dir PD	Jul 09-Jun 10
	Continue to collaborate with PTAs, advisory groups, community, and businesses to ensure diverse stakeholder involvement	Area Asst Supt CCO	Sep 09-May 10
	Explore offering English classes for parents/guardians who are English language learners so that they may continue to support their children's academic performance	Assoc Supt C & I	Jul 09-Dec 09
	Continue to use the resource centers to provide support and materials to parents/guardians, teachers, and community members in helping their children achieve academically	Exec Dir PD	Aug 09-Jun 10
	Continue to implement parent/guardian support services in all communities and internally evaluate their effectiveness	Assoc Supt C & I Area Asst Supt	Jul 09-Jun 10
	Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g., AVID, National Honor Society, National Merit Scholars, Science Fair, Black Saga, Mock Trial, Destination Imagination, 24 Challenge, and CTE Student Recognition Dinner)	Assoc Supt C & I Area Asst Supt	Sep 09-Jun 10
	Continue to provide training through the Aspiring Leaders and Leadership Enhancement programs to assist school-based administrators with developing effective home-school communication	Exec Dir PD	Aug 09-May 10

Performance Indicator for Goal 6
6.3 Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide training for pupil personnel workers, social workers, and school counselors to prepare them to participate in non-traditional outreach to parents/guardians through activities such as home visits and community-based partnerships and outreach programs	Exec Dir SSS	Jul 09-May 10

Measurement: The baseline number of countywide learning opportunities provided to staff, parents/guardians, and community members. In 2007-2008, 100% of schools increased learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

Performance Indicator for Goal 6
6.4 Increase parent/guardian attendance at school-based events and activities such as back-to-school nights and school improvement teams. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Implement school improvement process guidelines for site-based selection of parents/guardians on school improvement teams and parent/guardian involvement in decision-making processes	Area Asst Supt	Sep 09-Jun 10
	Continue to invite parents/guardians, teachers, and community members to serve on school improvement teams	Area Asst Supt	Sep 09-Jun 10
	Continue to share best practices at countywide principals' meetings focusing on the National Standards for Family-School Partnerships adopted by the National PTA and implement appropriate strategies through school improvement plans	Area Asst Supt	Sep 09-Jun 10
	Continue to use the National Standards for Family-School Partnerships to structure and monitor parent/guardian involvement goals in school improvement plans (SIP) and to enhance effective home-school partnerships to improve student achievement	Area Asst Supt	Jul 09-Jun 10
	Continue to include parents/guardians, students, and community members on the School Improvement Planning Committee and countywide *Student Handbook* committee	Exec Dir SSS	Jul 09-Jun 10
	Continue to schedule school events including athletic contests to allow more parents/guardians to attend	Area Asst Supt	Sep 09-Jun 10
	Continue to coordinate by geographic area and according to feeder schools within a cluster a schedule for back-to-school nights to optimize parent/guardian opportunities to attend	Area Asst Supt	Jul 09-Aug 09
	Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g., AVID, National Honor Society, National Merit Scholars, Science Fair, Black Saga, Mock Trial, Destination Imagination, 24 Challenge, and CTE Student Recognition Dinner)	Area Asst Supt	Sep 09-Jun 10
	Continue to offer family services to assist schools in developing meaningful involvement strategies for parents/guardians and community, including families from other countries, through the Early Intervention and Family Literacy Program	Assoc Supt C & I Exec Dir SSS	Jul 09-Jun 10

Performance Indicator for Goal 6
6.4 Increase parent/guardian attendance at school-based events and activities such as back-to-school nights and school improvement teams. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide workshops for staff to increase awareness of and sensitivity to the needs of stakeholders in order to increase parent/guardian and community participation at school events and programs	Area Asst Supt Exec Dir PD	Aug 09-Nov 09

Measurement: Percentage of schools with parent/guardian representation on school improvement teams; participation data. In 2007-2008, 100% of schools increased parent/guardian attendance at school-based events.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

Performance Indicator for Goal 6
6.5 Increase parent/guardian, school, business, and community partnerships. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Plan, implement, and monitor outreach to parents/guardians, community leaders, and organizations to develop and maintain partnerships; promote partnerships to staff	CCO Exec Dir PD	Jul 09-Jun 10
	Continue to solicit business and community partnerships through chambers of commerce, rotary clubs, etc., to support student achievement	CCO	Jul 09-Jun 10
	Continue to collaborate with PTAs and advisory groups to conduct countywide parent/guardian education meetings	Assoc Supt C & I Area Asst Supt CCO	Jul 09-Jun 10
	Continue to recruit and retain volunteers to support the instructional program and student achievement. Communicate the variety of opportunities available to prospective and current volunteers	CCO	Jul 09-Jun 10
	Provide schools and business/community partners with an opportunity to create and promote their partnerships through distribution of a directory listing of organizations with an interest in helping schools, as well as those organizations that are non-traditional school contacts	CCO	Jul 09-Jun 10
	Develop an online resource to promote school and business/community partnerships	CCO	Jul 09-Jun 10
	Continue to partner with business and community organizations to provide opportunities for public display of students' work and opportunities to perform publicly in art, music, theater, and dance, (e.g., Walters Art Museum, BSO, Baltimore County government events)	Assoc Supt C & I	Jul 09-Jun 10
	Continue the partnership with the Baltimore County Department of Recreation and Parks so students have productive after-school activities	Assoc Supt C & I	Jul 09-Jun 10
	Continue a partnership with the Baltimore County Public Library to promote student use of community resources to support reading achievement, reading motivation, and information literacy	Assoc Supt C & I	Sep 09-Jun 10
	Continue collaboration with the Baltimore County Public Library to promote student independent reading	Assoc Supt C & I	Mar 09-Jun 10

Performance Indicator for Goal 6
6.5 Increase parent/guardian, school, business, and community partnerships. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to facilitate the students' and families' use of Baltimore County Public Library's 24/7 Web-based reference service, digital content, and other public library resources and services	Assoc Supt C & I	Jul 09-Jun 10
	Continue Internet safety awareness initiatives for both student and families through partnerships with local community resources and services	Assoc Supt C & I	Jul 09-Jun 10
	Continue the award-winning First Library Card Campaign to build parent/guardian connections with public and school library resources that foster early literacy achievement for kindergarten children	Assoc Supt C & I	Jul 09-Jun 10
	Support social services such as before- and after-school programs, health services, adult education, and counseling	Assoc Supt C & I	Jul 09-Jun 10
	Support academic enrichment programs sponsored and administered by community-based organizations	Assoc Supt C & I	Jul 09-Jun 10

Measurement: Number of school, business, community partnerships. The percentage of schools with a PTA. In 2007-2008, 100% of schools increased parent/guardian, school, business, and community partnerships.

Resources: Annual Budget Process

Sources: Operating Budget

Performance Indicator for Goal 6
6.6 Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Establish key communications (individuals and groups who can cultivate and share school-based and systemwide information and accomplishments) within and outside the organization	CCO	Jul 09-Jun 10
	Develop formal requirements, vehicles, and protocols for communication including establishing key system messages to communicate specific information (e.g., special initiatives, program, and policy changes) to all stakeholder groups	CCO	Jul 09-Jun 10
	Collaborate with business community members to disseminate to the public information about student successes	CCO	Jul 09-Jun 10
	Team with the BCPS Education Foundation to create opportunities for philanthropic promotion and support of school system initiatives and successes	CCO	Jul 09-Jun 10
	Develop and implement a systemwide marketing, communications, and public relations plan to strengthen two-way communication with internal and external stakeholders and build awareness and advocacy for the school system	CCO	Jul 09-Jun 10
	Continue to provide recognition opportunities for teachers, volunteers, retirees, and others in collaboration with employee groups, businesses, and community members	CCO	Jul 09-Jun 10
	Publish biannually an AVID/College Board Newsletter	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g. AVID, National Honor Society, National Merit Scholars, Science Fair, Mock Trial, Destination Imagination, Black Saga, 24 Challenge, and CTE Student Recognition Dinner)	Assoc Supt C & I Area Asst Supt CCO	Jul 09-Jun 10

Performance Indicator for Goal 6
6.6 Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide training through the Aspiring Leaders and Leadership Enhancement programs to assist school-based administrators with developing effective home-school and community-wide communication about school and student successes	Area Asst Supt Exec Dir PD	Sep 09-Jun 10

Measurement: Percentage of schools increasing communications and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. In 2007-2008, 100% of schools increased communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes.

Resources: Annual Budget Process

Sources: Operating Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 7*

Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.

Performance Indicator for Goal 7
7.1 All schools will develop a results review report that is aligned with the system's annual results report. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Train school leadership to help parents/guardians, teachers, and students serve as advocates for educational issues. b) Utilize key stakeholders to assist in training parents/guardians about educational issues. c) Provide information and support to principals in the alignment of the *Blueprint for Progress* with school improvement plans (SIP), the allocation of positions, and the allocation of other resources. d) Encourage parents/guardians and community members to participate on the school improvement team. e) Encourage teachers to be leaders in the school and community. f) Provide professional development opportunities to school administrators, teachers, and other staff on the roles of parents/guardians, staff, and community members in the school improvement process.	Continue to publish the *Maryland School Performance Program Report*, which includes state, local, and individual schools' information	Exec Dir RAA	Jul 09-Jun 10
	Continue to communicate individual school results of the *Maryland School Performance Program Report* to parents/guardians and stakeholders	Area Asst Supt	Jul 09-Jun 10
	Continue to communicate the individual school results report to stakeholders based on the BCPS *Blueprint for Progress Report on Results*	Area Asst Supt	Jan 10
	Continue to develop and implement processes to expand stakeholder input into the school improvement plans, and communicate the school results reports	Area Asst Supt	Jul 09-Jun 10
	Continue to provide professional development for principals in the alignment of all resources to support achievement of the goals in the *Blueprint for Progress*	Area Asst Supt Exec Dir PD	Jul 09-Jun 10
	Continue to invite parents/guardians, teachers, and community members to serve on school improvement teams	Area Asst Supt	Sep 09-Jun 10
	Continue to monitor that all schools have school improvement teams and monitor their effectiveness	Area Asst Supt	Sep 09-Jun 10
	Continue to provide professional development to assist parents/guardians, students, teachers, administrators, and community members in becoming active advocates for Baltimore County Public Schools	Area Asst Supt CCO	Jul 09-Dec 09
	Continue to provide schools with site-specific data from the data warehouse for analysis and development of school improvement plans	Exec Dir RAA CIO	Oct 09-Jun 10
	Administer an online stakeholders' satisfaction survey in the spring of each year	CCO	Jan 10-May 10
	Continue to integrate Positive Behavioral Interventions and Supports (PBIS) and Character Education into the School Improvement Plan (SIP)	Exec Dir SSS	Jul 09-Jun 10

Performance Indicator for Goal 7
7.1 All schools will develop a results review report that is aligned with the system's annual results report. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
g) Publish an annual educational performance report designed to increase community-wide awareness and advocacy.	Implement an International Organization for Standardization (ISO) 9001:2000 certified quality management system to continually improve the operational effectiveness and the delivery of the quality of services provided by the divisions of curriculum and instruction and business services	Exec Dir RAA	Jul 09-Jun 10
h) Assist schools' PTAs, school improvement teams, faculty councils, and student councils in the process of developing leadership skills to improve involvement in decision making. i) Provide school leadership training in group processes that encourages teachers, staff, parents/guardians, and community members to improve involvement in decision making. j) Present the results report, which includes the alignment of the results in the SIP, financial information, and student achievement to the parents/ guardians and community members of all schools.			

Measurement: In 2004-2005, school-level results reports that were aligned with the system's annual results report were provided to all schools; and those reports were used to develop 2005-2006 school improvement plans. All schools communicated student level achievement results to their communities. This process will continue annually.

Resources: Annual Budget Process

Sources: Operating Budget

Performance Indicator for Goal 8
8.1 All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction. b) Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software. c) Allocate positions to schools in an equitable and adequate manner. d) Allocate non-salary and grant funds to schools in an equitable manner based on rational formulas and approved qualifications. e) Develop systemwide 5-, 10-, and 15-year comprehensive maintenance plans based on the condition of the individual facility's profile and establish short-, mid-, and long-range solutions. f) Establish benchmarks for on-board time and on-time service for students eligible for transportation services.	Continue to assess and modify the role of the instructional technology resource teachers in providing support to administrators, liaisons, technology integration teachers, and other instructional staff as they continue to integrate technology into teaching and learning based on the *Maryland Technology Standards for School Administrators*, the *Maryland Technology Standards for Teachers*, and the *Maryland Teacher Professional Development Standards*	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide regularly scheduled professional development and support at the school and system level for elementary technology integration teachers and technology liaisons and alternates so they can better serve the needs of their schools' staff and students	Assoc Supt C & I	Jul 09-Jun 10
	Continue to offer differing levels of professional development at the system level to meet the basic, application, and integration skills of teachers in integrating technology into instruction to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I	Jul 09-Jun 10
	Revise and continue to offer technology integration institutes for both elementary and secondary teachers which focus on using technology in the teaching of science and mathematics	Assoc Supt C & I	Jul 09-Jun 10
	Revise and continue to offer the online institute Using Technology to Teach Reading and Writing Across the Curriculum for elementary and secondary teachers to improve instruction and meet the needs of diverse learners	Assoc Supt C & I	Jul 09-Jun 10
	Use the Maryland Teacher Technology Inventory and the Maryland School Administrator Technology Inventory to assist teachers and administrators in planning professional growth activities related to the use of instructional technology and to assist central office staff in the planning of systemwide professional development in the integration of instructional technology	Assoc Supt C & I	Jul 09-Jun 10
	Continue to offer graduate-level cohort programs for teachers to develop as leaders in instructional technology and library media, and provide an online graduate-level cohort program in instructional technology	Assoc Supt C & I	Jul 09-Jun 10

Performance Indicator for Goal 8
8.1 All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
g) Establish benchmarks for food service operations and copy, print, and distribution services. h) Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers. i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.	Work collaboratively with the 21st Century Learning Work Group to develop a process for the evaluation, selection, and implementation of Web 2.0 tools and other emerging technologies in the context of Internet filtering compliance, technology and information literacy standards, and the 21st Century Skills Framework in alignment with VSC	Assoc Supt C & I CIO	Jul 09-Jun 10
	Continue to implement a graduate Certificate Program in School Leadership in Technology, in collaboration with the Johns Hopkins University, for school-based teachers and administrators who will work together to build capacity within a school for the effective use of technology	Assoc Supt C & I	Jul 09-Jun 10
	Continue to generate, interpret, and use data (library collection analysis, digital content, and Web site usage statistics, etc.) to guide library information systems and support to teachers, students, and their families	Assoc Supt C & I CIO	Sep 09-Jun 10
	Continue to develop, pilot, and implement e-Learning initiatives that provide online alternatives for professional growth in the effective use of technology for teachers, paraprofessionals, and other instructional staff	Assoc Supt C & I CIO Exec Dir PD	Jul 09-Jun 10
	Continue to provide 24/7 access to school library media collections and digital content for staff, students, and their families	Assoc Supt C & I	Jul 09-Jun 10
	Continue to increase teacher access to digital content for technology integration for daily classroom instruction through the use of digital content (Safari Montage, databases, Internet sources, and Web 2.0 tools), the Internet, and the Intranet connections	Assoc Supt C & I	Sep 09-Jun 10
	Continue to provide professional development and support to school-based technology liaisons in maintaining hardware and software inventories	Assoc Supt C & I	Jul 09-Jun 10
	Continue to provide resources and professional development activities for specific technology, equipment, and software programs in CTE and special education	Assoc Supt C & I	Jul 09-Jun 10

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 8*

All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

Performance Indicator for Goal 8

8.1 All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Review with the 21st Century Learning Work Group the implementation of the *Framework for Technology Implementation 2008-2011* to meet the new guidelines in the Maryland Technology Plan 2007-2012	Assoc Supt C & I CIO	Jul 09-Jun 10
	Continue the development of a professional development Web application that tracks and reports professional development activities for all school-based personnel	CIO	Jul 09-Jun 10
	Investigate the feasibility of using the current enterprise Human Resources system to track and report professional development activities	CIO	Jul 09-Jun 10
	Upgrade Human Resources system to version 3.8	CIO	Jul 09-Jun 10
	Complete the implementation of the Allen Systems Group (ASG) product suite to provide automated computer inventory tracking, network and application performance monitoring, and management level dashboards for all technology services	CIO	Jul 09-Jun 10

Measurement: The 2004-2005 inventory indicated that the ratio of students to computer was 3.5 to 1; teacher to computer was 1 to 0.95; administrator to computer was 1 to 0.99; and clerical to computer was 1 to 0.99. The 2005-2006 inventory indicated that the ratio of students to computer was 3.3 to 1; teacher to computer was 1 to 0.95; administrator to computer was 1 to 1; and clerical to computer was 1 to 1. The 2006-2007 inventory indicated that the ratio of students to computer was 3.3 to 1; teacher to computer was 1 to 0.95; administrator to computer was 1 to 0.99; and clerical to computer was 1 to 0.99. The 2007-2008 inventory indicated that the ratio of students to computer was 3.1 to 1; teacher to computer was 1 to 1; administrator to computer was 1 to 1; and clerical to computer was 1 to 1. The 2008-2009 inventory indicated that the ratio of students to computer was 3.4 to 1; teacher to computer was 1 to 1; administrator to computer was 1 to 1; and clerical to computer was 1 to 1.

Resources: Annual Budget Process
System upgrades for Advantage HR, $2,000,000 (one time); Safari Montage school server and WAN server replacements, $612,230 (one time)

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 8*

All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

Performance Indicator for Goal 8

8.2 All schools and offices will have high-capacity computers at the ratio of: one computer per five students by 2005; one computer per school-based teacher, administrator, and clerical by 2006; and one computer per central office administrative/supervisory and clerical staff by 2007. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Seek funding to continue the four-year replacement cycle for one computer per five students	CIO	Sep 09-Dec 09
	Continue to provide professional development to all school and office personnel in the effective and efficient instructional uses of Web-based digital content (databases, Internet resources, Safari Montage, Web conferencing, podcasting, and Web 2.0 tools)	Assoc Supt C & I	Jul 09-Jun 10

Measurement: The 2003-2004 inventory indicated that 91.0% of schools met the 5 to 1 ratio of students to computer, 95.0% of teachers met the 1 to 1 ratio of teacher to computer; 99.0% of administrators met the 1 to 1 ratio of administrator to computer, and 99.0% of clericals met the 1 to 1 ratio of clerical to computer. In 2004-2005, the students to computer ratio was 3.5 to 1. The ratios for the other groups remained the same or improved in subsequent years.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

Performance Indicator for Goal 8
8.3 The annual operating and capital budgets will be developed and administered in a timely and accurate manner. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement and communicate the process for development of the annual budget process that involves staff and stakeholders	CFO	Jul 09-Jun 10
	Continue to provide opportunities for public review and input in the proposed budget prior to board adoption	CFO	Sep 09-Jun 10
	Continue to use the feedback forms in the published budget books	CFO	Jul 09-Jun 10
	Review and adjust budget materials related to required criteria for the Association of School Business Officials (ASBO) and the Government Finance Officers Association's (GFOA) Meritorious Budget Awards programs	CFO	Jan 10-Jun 10
	Review and analyze budget data, and develop procedures to increase accuracy of budget forecasts	CFO	Jul 09-Jun 10
	Adjust the budget development and decision-making processes to increase connections to curriculum goals and strategic priorities by using various assessment tools including ranking, cost-benefit analysis, and other measures of effectiveness	CFO	Jul 09-Jun 10

Measurement: In 2003-2004, the operating and capital budgets were submitted for board approval by the dates required by statute; and the budget to actual variance was 0.69%. In 2004-2005, the budgets were submitted for board approval by the dates required by statute; and the budget to actual variance was 0.3% for the expected budget. This standard of timeliness and a budget to actual variance of 1.0% or less will be maintained annually.

In 2004-2005, BCPS received the Association of School Business Officials (ASBO) Meritorious Budget Award for the *FY2005 Adopted Budget Book*. In 2005-2006, the budgets were submitted for board approval by the dates required by statute; and the budget to actual variance was 1.17% for the expected budget, slightly higher than last year due to unanticipated swings in expenditures in non-public placement, utilities, and salaries. In 2005-2006, BCPS received the ASBO and Government Finance Officers' Association (GFOA) Meritorious Budget awards for the *FY2006 Adopted Budget Book*. In 2006-2007, the budgets were submitted for board approval by the dates required by statute; and the budget to actual variance was 0.43%. In 2006-2007, BCPS received the ASBO and GFOA Meritorious Budget awards for the *FY2007 Adopted Budget Book*. In 2007-2008, the budgets were submitted for board approval by the dates required by statute; and the budget to actual variance was 0.8%. In 2007-2008, BCPS received the ASBO and GFOA Meritorious Budget awards for the *FY2008 Adopted Budget Book*. In 2008-2009, the budgets were submitted for board approval by the dates required by statute. In 2008-2009, BCPS received the ASBO and GFOA Meritorious Budget awards for the *FY2009 Adopted Budget Book*.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

Performance Indicator for Goal 8
8.4 The Department of Fiscal Services' staff will effectively and efficiently provide timely access to functional information. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Assist in the development of and access to the financial, human resources, and data warehouse to access system data for development of financial documents	CFO	Jul 09-Jun 10
	Prepare the Comprehensive Annual Financial Report (CAFR) within criteria for the Government Finance Officers Association's (GFOA) and the Association of School Business Officials' (ASBO) Certificates of Excellence	CFO	Jul 09-Sep 09
	Continue to use feedback forms from all CAFR users	CFO	Jul 09-Jun 10
	Continue to implement processes and software to increase electronic purchasing, electronic submission of payroll data, and electronic access to financial reports	CFO	Jul 09-Jun 10
	Continue to provide professional development and technical assistance to school-based personnel on the Medicaid encounter data forms	CFO	Jul 09-Jun 10

Measurement: The 2003-2004 baseline percentage of end users that were satisfied with the content of the Comprehensive Annual Financial Resources (CAFR) was 78.0%. This rate of end user satisfaction will be maintained or will increase annually. In 2004-2005 the percentage of end users that were satisfied with the content of the CAFR was 82.0%. In 2005-2006 and 2006-2007, 100% of end users were satisfied with the content of the CAFR. In 2007-2008, the percentage of end users that were satisfied with the content of the CAFR was 97.0%. In 2008-2009, the percentage of end users that were satisfied with the content of the CAFR was 95.0%. Overall, the percentage has increased annually when compared to the 2002-2003 baseline percentage.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 8*

All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

Performance Indicators for Goal 8

8.5 The student enrollment projections will have a 99.0% accuracy rate. (BCPS standard)
8.6 Ninety percent of buses will arrive each day within the established opening/closing window. (BCPS standard)
8.7 All students will have total ride times of less than three hours per day. (BCPS standard)
8.8 Each school will provide meal service at optimal capacity. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to update methodologies for student enrollment projections and demographic trends consistent with state and national standards	Exec Dir Plan & Support Op	Jul 09-Apr 10
	Support the full-day kindergarten initiative with necessary transportation services	Exec Dir Plan & Support Op	Jul 09-Jun 10
	Continue to monitor the on-board time and on-time school bus service	Exec Dir Plan & Support Op	Aug 09-Jun 10
	Continue to provide meal service at the optimal level for each school	Exec Dir Plan & Support Op	Jul 09-Jun 10

Measurement: The BCPS September 30 projected enrollments will be within 1.0% of the actual enrollments. The accuracy for September 30, 2007, was 99.4%. The accuracy for September 30, 2008, was 99.75%. Overall, the 99.0% accuracy rate has been maintained based on the September 30 projected enrollments. The established opening/closing window for 90.0% of buses will be maintained. In 2005-2006, 96.2% of morning arrivals were on time. In 2006-2007, 96.3% of morning arrivals were on time. In 2007-2008, 96.1% of morning arrivals were on time. The standard of 90.0% of buses arriving each day within the established opening/closing window has been met consistently since 2005-2006. All students will have total ride times of less than three hours per day. In 2006-2007, 99.99% of student riders had a total ride time of fewer than three hours per day. In 2007-2008, 95.2% of student riders had a total ride time of fewer than three hours per day. In 2004-2005, 62.0% of secondary schools met the maximum meal service capacity. In 2005-2006, 70.0% of secondary schools met the maximum meal capacity. In 2006-2007, the percentage of secondary schools meeting the maximum meal service capacity increased to 75.0%. The percentage of secondary schools meeting the maximum meal service capacity continued to increase in 2007-2008 to 77.0%.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 8*

All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

Performance Indicators for Goal 8

8.9 The BCPS employee attendance rate will meet or exceed the system standard. (BCPS standard)

8.10 Copy and Print Services will operate at optimal capacity. (BCPS standard)

8.11 The Capital Improvement Program will align with the distribution of instructional programs. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to use data to prioritize and identify resources necessary to increase employee attendance rates	Exec Dir Plan & Support Op	Jul 09-Jun 10
	Continue to support school-based administrators in the implementation of the Employee Attendance Monitoring Program	Exec Dir Plan & Support Op	Jul 09-Jun 10
	Maintain sufficient human and material resources to support student learning priorities and optimal print capacity from Copy and Print Services	Exec Dir Plan & Support Op	Jul 09-Jun 10
	Continue to collect feedback from clients on quality and timeliness of Copy and Print Services	Exec Dir Plan & Support Op	Jul 09-Jun 10
	Continue to develop and publish an annual Educational Facilities Master Plan that aligns capital budget and instructional programmatic initiatives	Assoc Supt C & I Exec Dir Phy Fac Exec Dir Plan & Support Op	Jul 09-Jun 10
	Continue to access school profile information through the data warehouse	Exec Dir Plan & Support Op	Aug 09-Jun 10

Measurement: In 2004-2005, the standard for employee attendance was established at 96.0%. In 2004-2005, the optimal print service capacity was established at 46.7 million impressions. In 2003-2004, the first draft of the process for the Capital Improvement Program was developed; and in 2004-2005, that process was implemented. In 2006-2007 and 2007-2008, the alignment of the Capital Improvement Program and instructional programs was implemented through the annual updates to the Educational Facilities Master Plan.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

Performance Indicators for Goal 8
8.12 All schools will receive equitable staffing allocations in a timely manner. (BCPS standard)
8.13 Administrative appointments will be made in a timely manner. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide an online instrument for administrative staff to access the Allocation Spreadsheet and the Projected Resource Allocation Sheet	Asst Supt HR	Jul 09-Jun 10
	Continue to use the data warehouse for accessing and analyzing disaggregated data for tracking and reporting purposes, for assignment of staff to schools, and for the appointment of school administrators	Asst Supt HR	Jul 09-Jun 10
	Continue to identify and recruit aggressively for administrative positions both internally and externally	Asst Supt HR	Jul 09-Jun 10

Measurement: In 2004-2005, 99.9% of all instructional school-based positions were filled based upon projected enrollment. In 2005-2006, 99.2% of all teacher positions were filled based upon projected enrollment. In 2006-2007, 99.3% of all teacher positions were filled based upon projected enrollment. In 2007-2008, 99.7% of all teacher positions were filled based upon projected enrollment. In 2004-2005, there was a 24.0% reduction in the number of qualified applicants in the system's pool of principals and a 10.0% increase in the number of qualified applicants in the system's pool of assistant principals. In 2007-2008, there was a 10.8% increase in the number of qualified applicants in the system's pool of principals, and a 2.3% increase in the number of qualified applicants in the system's pool of assistant principals.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

Performance Indicators for Goal 8
8.14 The number of Equal Employment Opportunity (EEO) complaints will be reduced. (BCPS standard)
8.15 All administrative and supervisory personnel will receive training so that master agreements will be implemented effectively. (BCPS standard)
8.16 All employees and retirees will have effective information regarding employee benefits. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue EEO professional development	Asst Supt HR	Jul 09-Jun 10
	Continue to provide professional development to managers, supervisors, and administrators to increase knowledge and familiarity with the negotiated agreements and appraisal processes	Asst Supt HR	Jul 09-Jun 10
	Continue to improve client service on both of the Office of Benefits' Web sites	Asst Supt HR	Jul 09-Jun 10
	Continue to respond promptly to employees' and retirees' inquiries via the Web site and telephone	Asst Supt HR	Jul 09-Jun 10

Measurement: The 2003-2004 baseline of Equal Employment Opportunity (EEO) complaints was 29. In 2004-2005, there were 47 EEO complaints. In 2005-2006, there were 46 EEO complaints. In 2006-2007, there were 26 EEO complaints. In 2007-2008, there were 26 EEO complaints, which represent a decrease from the 2003-2004 baseline.

The number of administrative and supervisory employees trained in various aspects of the master agreements and the appraisal process will increase. The 2006-2007 baseline of providing training to 10.0% of these employees was established. In 2007-2008, 33.1% of administrative and supervisory employees received training regarding the master agreements and the appraisal process, which represents an increase in the percentage of administrative and supervisory employees receiving training since 2006-2007.

In 2004-2005, 4,770 employees accessed the Employee Self Service (ESS) Web site. The standard is to increase this number by 5.0% or more each year. In 2005-2006, 5,995 employees accessed the ESS Web site, reflecting a 26.0% increase. In 2006-2007, 7,032 employees accessed the ESS Web site. In 2007-2008, 7,823 employees accessed the ESS Web site, which continues to exceed the standard. The baseline percentage of employees and retirees that rated information regarding benefits as effective was 74.0% for 2005-2006. The percentage of employees and retirees that rated information regarding benefits as effective was 74.9% for 2006-2007. The percentage of employees and retirees that rated information regarding benefits as effective was 69.0% for 2007-2008.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2009–2010 - *Blueprint for Progress - Performance Goal 8*

All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

Performance Indicators for Goal 8

8.17 All BCPS facilities will be operational in the school year at a level that meets or exceeds the 2002-2003 baseline. (BCPS standard)

8.18 Reduce the number of schools in which full-time equivalent (FTE) enrollment of students exceeds seating capacity (state-rated capacity plus available relocatable seats). (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to plan, design, and construct new school buildings to meet the needs of the student population	Exec Dir Phy Fac	Jul 09-Jun 10
	Continue to research state school facility requirements and effective building design in order to recommend new school construction plans	Exec Dir Phy Fac	Jul 09-Jun 10
	Continue to implement the comprehensive outdoor maintenance plan for grounds, housekeeping services, and mechanical/critical equipment services	Exec Dir Phy Fac	Jul 09-Jun 10
	Continue to monitor the operational days for all BCPS facilities	Exec Dir Phy Fac	Jul 09-Jun 10

Measurement: The percentage of days that schools are open and operational will meet or exceed the 2002-2003 baseline of 91.9%. In 2007-2008, 99.9% of schools were operational as compared to 99.8% in 2006-2007. In 2008-2009, 99.9% of schools were operational, which continues to exceed the 2002-2003 baseline percentage.

For September 30, 2007, 16 of 104 elementary schools (15.38%), 2 of 27 middle schools (7.4%), and 9 of 24 high schools (37.5%) had FTE enrollments exceeding seating capacity. For September 30, 2008, 16 of 105 elementary schools (15.23%), no middle schools (0.0%), and 2 of 24 high schools (8.3%) had FTE enrollments exceeding seating capacity, which reflects a reduction from the previous year.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

Performance Indicator for Goal 8
8.19 The Wide Area Network, Enterprise Systems, and telephone system will operate effectively 98.0% of the time. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to resolve customer service issues in a timely manner	CIO	Jul 09-Jun 10
	Continue to maintain Wide Area Network availability	CIO	Jul 09-Jun 10
	Continue to maintain Enterprise System availability	CIO	Jul 09-Jun 10
	Continue to maintain telephone system availability	CIO	Jul 09-Jun 10
	Continue to participate in a joint effort with the county to develop a disaster recovery site	CIO	Jul 09-Jun 10
	Provide increased bandwidth through fiber optic technology to 90.0% of BCPS sites by 2009	CIO	Jul 09-Jun 10

Measurement: In 2003-2004, 99.6% of the time the Wide Area Network (WAN), Enterprise Systems (ES), and telephones operated effectively; and 98.0% of the time customer issues related to the WAN, ES, and telephone issues were resolved within 48 hours. In 2004-2005, 99.6% of the time the WAN, ES, and telephones operated effectively; and 98.0% of the time customer issues related to the WAN, ES, and telephone issues were resolved within 48 hours. In 2005-2006, 99.9% of the time the WAN, ES, and telephones operated effectively; and 99.0% of the time customer issues related to the WAN, ES, and telephone issues were resolved within 48 hours. In 2006-2007, 99.9% of the time the WAN, ES, and telephones operated effectively; and 99.0% of the time customer issues related to the WAN, ES, and telephone issues were resolved within 48 hours. In 2007-2008 and 2008-2009, 99.9% of the time the WAN, ES, and telephones operated effectively; and 99.0% of the time customer issues related to the WAN, ES, and telephone issues were resolved within 48 hours. The BCPS standard of 98.0% consistently has been met and exceeded on an annual basis.

Resources: Annual Budget Process
School remote wiring closet units, $642,936 (one time)

Sources: Operating Budget and Capital Budget