



MASTER PLAN 2006-2007 Update

**FOCUSED ON QUALITY:
COMMITTED TO EXCELLENCE**



REALIZING THE VISION

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

Revised June 13, 2006

SCHOOL YEAR 2006–2007 - 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 (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	SYSTEM Curriculum and Instruction		
c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.	Continue to investigate and identify, at the international, national, and state levels, research-based best practices designed to eliminate achievement gaps. Synthesize the information and determine its usefulness in supporting the achievement of all students including ethnic groups, special education, English Language Learners, Free and Reduced Meals (FARM), and Gifted and Talented	Exec Dir C & I	Jul 06-Jun 07
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	Provide rigorous, differentiated curricula to improve student achievement to ensure that all students pass the High School Assessments (HSAs)	Exec Dir C & I	Jul 06-Jun 07
	Eliminate the over-representation of African American students in special education	Asst Supt T & L	Jul 06-Jun 07
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	Continue to review existing programs, curricular, and instructional approaches to determine their effect on accelerating academic achievement for all students and eliminating achievement gaps	Exec Dir C & I	Jul 06-Jun 07
	Continue to identify and implement curriculum-based instructional strategies to meet the needs of a diverse student population with a focus on student engagement	Exec Dir C & I	Jul 06-Jun 07
w) Support teachers in the implementation of reading techniques through professional development opportunities.	Continue to provide professional development and updates in national, state, and county content and assessment standards for administrators, mentors, and teachers	Exec Dir EI, Asst Supt T & L	Jul 06-Jun 07
	Continue to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, math, science, and social studies to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Exec Dir EI, Exec Dir Spec Prog, and Asst Supt T & L	Jul 06-Jan 07
x) Provide ongoing support to new and veteran teachers through professional development opportunities.	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	Exec Dir C & I	Jul 06-Jun 07

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<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data</p> <p>w) Support teachers in the implementation of reading techniques through professional development opportunities.</p> <p>x) Provide ongoing support to new and veteran teachers through professional development opportunities.</p>	<p>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</p>	Exec Dir C & I	Jul 06-Jun 07
	<p>Continue to implement the systemwide professional development plan, utilizing the <i>Guide for Inclusive Education</i></p>	Exec Dir C & I	Jul 06-Jun 07
	<p>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/reading/writing, mathematics, science, and social studies</p>	Exec Dir EI, Asst Supt T & L	Jul 06-Jun 07
	<p>Distribute <i>Schools Are For Children</i>, a document that provides the educational philosophy of BCPS, the instructional framework, and research-based strategies to organize schools for teaching and learning</p>	Exec Dir C & I	Oct 06-Apr 07
	<p>Ensure maximum access to the general education curriculum for all students with disabilities in the Least Restrictive Environment (LRE)</p>	Exec Dir C & I and Area Asst Supt	Aug 06-Jun 07
	<p>Provide collaborative general and special education teacher professional development in the implementation of the Voluntary State Curriculum (VSC) and the Core Learning Goals (CLG). Embed strategies and understandings to assist in meeting the needs of all students</p>	Exec Dir C & I	Jul 06-Jun 07
	<p>Continue to implement, as appropriate, the special education external evaluation recommendations</p>	Asst Supt T & L	Jul 06-Jun 07
	<p>Apply research-based methodologies and interventions to meet the needs of diverse learners</p>	Exec Dir C & I	Jul 06-Jun 07
	<p>Continue to implement a staff development program for paraeducators addressing roles/responsibilities to promote student learning</p>	Asst Supt T & L and Dir PD	Jul 06-Jun 07

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<p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.</p> <p>w) Support teachers in the implementation of reading techniques through professional development opportunities.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p>	<p>Improve reading achievement of students with disabilities in the general education classroom in all grades using <i>Assessment and Intervention Model (AIM)</i> and reading instruction aligned with the VSC</p>	<p>Exec Dir EI, Asst Supt T & L</p>	<p>Jul 06-Jun 07</p>
	<p>Utilize collaboration and co-teaching models to provide differentiated instruction in all content areas</p>	<p>Exec Dir C & I</p>	<p>Jul 06-Jun 07</p>
	<p>Improve services for students with disabilities in the Least Restrictive Environment (LRE) by identifying strategies to divert nonpublic placements by utilizing efficient practices and school-based supports</p>	<p>Asst Supt T & L</p>	<p>Jul 06-Jun 07</p>
	<p>Continue to support the instructional program at Spring Grove</p>	<p>Exec Dir SSS</p>	<p>Jul 06-Jun 07</p>
	<p>Continue to implement the recommendations of the Middle School Task Force as appropriate</p>	<p>Asst Supt T & L</p>	<p>Aug 06-Jun 07</p>
	<p>Monitor the progress of high school students in mastering the Core Learning Goals in the areas of Algebra/Data Analysis, Biology, English, and Government through the use of short-cycle, benchmark, and final exam assessments</p>	<p>Asst Supt T & L</p>	<p>Jul 06-Jun 07</p>
	<p>Implement the systemwide plan, <i>Preparing Students for Success on the HSAs in the Baltimore County Public Schools</i>, to provide system supports for students before, during, and after HSA courses to ensure that students will pass the HSAs. The plan includes instructional programming and additional supports for identified students before and during HSA courses and intervention strategies for students who require additional assistance to pass the HSA after course completion</p>	<p>Exec Dir C & I</p>	<p>Jul 06-Jun 07</p>
	<p>Revisit the sequence of 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</p>	<p>Asst Supt T & L</p>	<p>Jul 06-Jun 07</p>
	<p>Monitor the implementation of the Individualized Educations Plans (IEPs) through the Program Review and Support Process (PRASP)</p>	<p>Asst Supt T & L</p>	<p>Jul 06-Jun 07</p>
	<p>Complete the infrastructure to support the systemwide web-based IEP system</p>	<p>Exec Dir C & I</p>	<p>Sep 06-Jun 07</p>

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<p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p> <p>w) Support teachers in the implementation of reading techniques through professional development opportunities.</p>	Continue to implement adaptive technology in schools to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and Gifted and Talented	Exec Dir Spec Prog and Exec Dir EI	Aug 06-Jun 07
	Continue to provide disability awareness training to bus drivers and other support staff to ensure that all staff are aware of the needs and supports necessary for students with Individualized Education Plans (IEPs)	Asst Supt T & L and Exec Dir Plan & Support Ser	Jul 06-Jun 07
	Continue to utilize disaggregated data warehouse information on all state and local math and reading assessments at the system, area, school, classroom, and individual student level to make informed educational decisions to improve student achievement	Exec Dir C & I and Area Asst Supt	Jul 06-Jun 07
	Continue to analyze and review disaggregated Maryland School Assessment (MSA) data from 2005-2006 to determine curricular implications, student performance by subgroups, and appropriate professional development	Exec Dir C & I, Area Asst Supt, and Dir PD	Jul 06-Jun 07
	Continue to provide curriculum and instructional service and support to Priority schools	Asst Supt T & L	Jul 06-Jun 07
	Implement a systemwide plan to support schools identified by MSDE as schools in improvement	Asst Supt T & L	Jul 06-Jun 07
	Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP) as indicated by 2004-2005 and 2005-2006 MSA data	Area Asst Supt	Jul 06-Oct 07
	Continue to provide Title I transfer options and/or supplemental education services for eligible students as required by No Child Left Behind (NCLB)	Asst Supt T & L	Jul 06-Jun 07
	Continue to institute a cabinet-level review of any school that fails to make AYP	Superintendent's Cabinet	Aug 06-Feb 07
	Continue to have schools provide feedback on the services from central offices	Div of C & I and Bus Ser	Aug 06-Dec 06
Continue to prepare and analyze disaggregated reports to use for systemwide planning for curriculum and instruction leading to student success on MSA	Exec Dir C & I and Area Asst Supt	Jul 06-Mar 07	

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<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>j) Integrate technology in the teaching/learning process.</p>	Continue to provide information to parents about access to MSA facts, strategies, score explanations, and test samples through mailings, the BCPS website, and Education Channel programming	CCO	Jul 06-Dec 06
	Continue to provide professional development 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	Exec Dir El and Asst Supt T & L	Jun 06-Dec 06
	Continue to publish grade level curriculum and instructional expectations for distribution by schools to parents/guardians	Exec Dir El and Asst Supt T & L	Jul 06-Aug 06
	Continue to implement the articulation between elementary and middle schools, and between middle and high schools	Exec Dir El and Asst Supt T & L	Aug 06-Mar 07
	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	Exec Dir El	Jun 06-Jun 07
	Continue professional development on effective strategies to ensure differentiation of instruction and opportunities for acceleration for all students	Exec Dir El	Jun 06-Jun 07
	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	Exec Dir El	Jun 06-Jun 07
	Integrate the best practices and the appropriate findings into the curriculum and provide teachers with professional development that includes training, modeling, and coaching of effective research-based instructional practices	Exec Dir C & I	Jun 06-Jun 07

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	Provide professional development and support through the IEP team process for successful transition of students exiting the Infants & Toddlers Program (birth to three) and entering an educational program in the LRE continuum of services, including community-based services, inclusive three-year-old programs, early childhood cluster programs or itinerant special education services	Exec Dir EI and Asst Supt T & L	Jul 06-Jun 07
	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	Exec Dir EI and Asst Supt T & L	Jun 06-Jun 07
	Provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive settings	Exec Dir EI	Jul 06-Jun 07
	Continue to participate in prekindergarten curriculum study with the University of Maryland at Campfield Early Childhood Center	Exec Dir EI	Jul 06-Jun 07
	Evaluate annually the prekindergarten literacy program using the kindergarten Maryland Model for School Readiness (MMSR) data	Exec Dir EI	Mar 07-Jun 07
	Continue the use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 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	Exec Dir EI	Jun 06-Jun 07
	Maintain the student-teacher ratios for kindergarten to grade 2 at 21:1 for allocating positions to schools	Exec Dir EI	Jun 06-Aug 07
	Continue to partner with MSDE to implement the <i>Reading First</i> grant in Edmondson Heights, Sandalwood, Sandy Plains, Scotts Branch, and Winfield elementary schools	Exec Dir EI	Jul 06-Jun 07

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<p>Goal 5 a) Educate all students with disabilities in accordance with the objectives defined in the student’s Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent possible.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p>	<p>Continue to implement a comprehensive <i>Assessment and Intervention Model (AIM)</i> to promote the research-based strategies embodied in <i>Reading First</i> to provide ongoing assessment, early identification, and support for students who are at risk of reading failure in all elementary schools</p>	Exec Dir EI	Jul 06-Jun 07
	<p>Continue to provide <i>Language Essentials for Teachers of Reading and Spelling (LETRS)</i> training by Louisa Moats to central office and school-based <i>AIM</i> teachers, reading specialists, coaches, mentors, and administrators in order to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented</p>	Exec Dir EI	Jul 06-Jun 07
	<p>Continue to provide training in <i>Reading First</i> and <i>AIM</i> 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, FARM, and Gifted and Talented</p>	Exec Dir EI	Jul 06-Jun 07
	<p>Intensify instructional focus on the components of effective written language instruction including grammar, mechanics, and usage and provide professional development to support written language instruction with the current elementary reading series and recommended English book</p>	Exec Dir EI	Sep 06-Jun 07
	<p>Actively incorporate grammar, mechanics, and language usage into all instruction</p>	Exec Dir EI	Jul 06-Jun 07
	<p>Continue to use <i>Fast Track</i> to provide accelerated reading/English/language arts instruction for students in grades 4 and 5. Monitor the instructional program and make adjustments as needed</p>	Exec Dir EI	Jul 06-Jun 07
	<p>Elementary Mathematics</p>	<p>Implement a rigorous core curriculum and textbook series emphasizing algebraic concepts aligned with the VSC to support the mathematics achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented</p>	Dir Math PreK-12

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<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.</p> <p>i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.</p> <p>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.</p> <p>w) Support teachers in the implementation of reading techniques through professional development opportunities.</p>	Provide professional development to support the implementation of the new core mathematics curriculum for all elementary teachers of mathematics during the spring, summer, and fall	Dir Math PreK-12	Jul 06-Jun 07
	Provide professional development to elementary teachers to connect the implementation of rigorous concept-based, engaging math instruction with preparation of students for success on the Algebra/Data Analysis HSA	Dir Math PreK-12	Jul 06-Jun 07
	Provide core mathematics instructional materials to teachers prior to the beginning of the school year to provide adequate time for preparation for instruction	Dir Math PreK-12	Jul 06-Jun 07
	Provide professional development for administrators and teachers on the effective implementation of the new elementary mathematics curriculum aligned to the VSC to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Dir PD	Jul 06-Jun 07
	Implement Project Seed to provide professional development, modeling, and coaching to teachers in incorporating higher level mathematics into their instructional program at Hawthorne Elementary, Middlesex Elementary, and Stemmers Run Middle schools	Dir Math PreK-12	Jul 06-Jun 07
	Continue to partner and work collaboratively with the University of Maryland Baltimore County and the National Science Foundation to develop challenging math and science curricula and professional development for the students and teachers of the Science, Technology, Engineering, and Math (STEM) Academy Schools, as well as for other schools within the system	Dir Math and Dir Sci PreK-12	Jul 06-Jun 07
	Continue to evaluate internally the effectiveness of the Science/Math Resource Teachers’ (STEM-RT) math coaching, mentoring, and modeling of on-site professional development in math at the following elementary schools: Arbutus, Bedford, Catonsville, Cedarmere, Deer Park, Edgemere, Essex, Fullerton, Grange, Glyndon, Halethorpe, Harford Hills, Hernwood, Hillcrest, Middleborough, Oakleigh, Oliver Beach, Orems, Padonia, Perry Hall, Pinewood, Pleasant Plains, Pot Spring, Randallstown, Red House Run, Reisterstown, Relay, Timber Grove, Villa Cresta, Warren, Westowne, Woodbridge, and Woodholme	Dir Math and Dir Sci PreK-12	Jul 06-Jun 07

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<p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p>	Continue professional development on research-based best practices in mathematics and science instruction and ongoing monitoring of program implementation to the STEM resource teachers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Dir Math and Dir Sci PreK-12	Jul 06-Jun 07	
	Continue to implement the 24 Challenge Math Competition and expand school participation	Dir Math PreK-12	Aug 06-Jun 07	
	Continue to recommend models to departmentalize the teaching of mathematics in grades 3-5 in elementary schools and expand the instructional time for mathematics as required to meet individual students' needs	Dir Math PreK-12	Jul 06-Jun 07	
	Provide support to schools as departmentalization is implemented	Dir Math PreK-12	Jul 06-Jun 07	
	Integrate the best practices of mathematics into the curriculum and provide teachers with professional development that includes mathematics content training and the modeling and coaching of these effective research-based instructional practices	Dir Math PreK-12	Jul 06-Jun 07	
	Provide collaborative professional development between general educators and special educators to ensure the success of students with disabilities in inclusive settings	Dir Math PreK-12	Jul 06-Jun 07	
	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	Dir Math PreK-12	Jul 06-Jun 07	
	Elementary Science			
	Continue to implement departmentalization of science instruction at grades 3-5	Dir Sci PreK-12	Sep 06-Jun 07	
	Incorporate expository reading materials and instructional strategies for writing in grades preK-5 to supplement problem-based units	Dir Sci PreK-12	Sep 06-Jun 07	
Continue implementation of the Starlab traveling planetarium program	Dir Sci PreK-12	Sep 06-Jun 07		
Expand collaboration with NASA Goddard Space Flight Center to include elementary level participation in the Jason Project	Dir Sci PreK-12	Sep 06-Jun 07		

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	Continue to implement the elementary science, technology, engineering, and mathematics (STEM) fair	Dir Sci PreK-12	Sep 06-Jun 07
	Implement a school-to-university program including Saturday conferences, symposia, etc.	Dir Sci PreK-12	Sep 06-Jun 07
	Continue to provide science and technology professional development for the STEM resource teachers (STEM-RTs) to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Dir Sci PreK-12	Sep 06-Jun 07
	Continue to work with Channel 73 (Science is Alive) to produce programming spotlighting science in BCPS	Dir Sci PreK-12	Sep 06-Jun 07
	Continue to design and implement problem-based learning units for grades PreK-5 that incorporate design and technology concepts and electronic data acquisition activities aligned with the VSC	Dir Sci PreK-12	Sep 06-Jun 07
	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 Biology HSA	Dir Sci PreK-12	Sep 06-Jun 07
	Continue the Waterford Early Science and Mathematics program in grades K-2 in the following schools: Campfield, Millbrook, Scotts Branch, Shady Spring, and Winfield	Dir Sci PreK-12	Sep 06-Jun 07
Implement end-of-year science assessments in grades 3 and 5	Dir Sci PreK-12	Sep 06-Jun 07	
Continue to provide science labs by supporting appropriate professional development in all Title I elementary schools	Dir Sci PreK-12	Sep 06-Jun 07	

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<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.</p> <p>e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p>	Provide consultation services and professional development for all non-Title I schools choosing to design and utilize science labs	Dir Sci PreK-12	Sep 06-Jun 07
	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, FARM, and Gifted and Talented	Dir Sci PreK-12	Sep 06-Jun 07
	Continue the grade 5 Eco-Trekkers outdoor science program at Marshy Point and Miami Beach 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, FARM, and Gifted and Talented	Dir Sci PreK-12	Sep 06-Jun 07
	Develop, pilot, and provide professional development for the new grade 4 outdoor science unit, Eco Scouts, which is aligned with the VSC, that will involve a school yard habitat component to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Dir Sci PreK-12	Sep 06-Jun 07
	Develop a new grade 2 and grade 3 outdoor science unit 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, FARM, and Gifted and Talented	Dir Sci PreK-12	Sep 06-Jun 07
	Continue to expand upon the course offerings for the Summer Science Institute with more emphasis on MSDE Technology Standards, in partnership with the Community College of Baltimore County (CCBC)	Dir Sci PreK-12	Sep 06-Jun 07
	Support the implementation of a Master's degree program or certificate with the University of Maryland Baltimore County (UMBC) as part of the National Science Foundation (NSF) Science, Technology, Engineering, and Mathematics (STEM) Project	Dir Sci PreK-12	Sep 06-Jun 07

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE	
<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.</p> <p>g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.</p> <p>i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.</p> <p>k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.</p> <p>x) Provide ongoing support to new and veteran teachers through professional development opportunities.</p>	<p>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)</p>	<p>Dir Sci PreK-12 and Exec Dir Spec Prog</p>	<p>Sep 06-Jun 07</p>	
	<p>Continue to offer the MSDE approved course The Active Science Classroom: Teaching Science Content Through Information, Technology, and Visual Literacies, a collaborative professional development through BCPS, CCBC, and UMBC</p>	<p>Exec Dir Spec Prog</p>	<p>Sep 06-Jun 07</p>	
	<p>Develop and implement science STEM unit differentiation for GT grades 1-5</p>	<p>Exec Dir Spec Prog</p>	<p>Jul 06-Jun 07</p>	
	<p>Develop and implement a plan for building and replenishing elementary science kits to ensure effective delivery of hands-on curriculum activities</p>	<p>Dir Sci PreK-12</p>	<p>Sep 06-Jun 07</p>	
	<p>Elementary Social Studies</p>			
	<p>Continue to provide professional development for teachers, administrators, and Education That is Multicultural (ETM) liaisons to receive information about strategies to meet the learning needs of all students</p>	<p>Exec Dir El and Asst Supt T & L</p>	<p>Sep 06-Jun 07</p>	
	<p>Continue to implement a MSDE credit course on social studies content</p>	<p>Exec Dir El and Asst to Supt E & A</p>	<p>Sep 06-Mar 07</p>	
	<p>Implement a plan to provide professional development to elementary teachers and administrators to create understanding of the core elementary social studies concepts that undergird students' success on the Government HSA</p>	<p>Asst Supt T & L</p>	<p>Jul 06-Jun 07</p>	
	<p>In partnership with UMBC, plan and implement a <i>Teaching American History in Maryland</i> Summer History Institute that is centered on learning history content</p>	<p>Exec Dir El</p>	<p>Jul 06-Jun 07</p>	
	<p>Realign the intermediate and middle school social studies program to ensure that students are prepared to the pass the Government HSA</p>	<p>Exec Dir El</p>	<p>Jul 06-Jun 07</p>	

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.</p> <p>j) Integrate technology in the reading/learning process.</p> <p>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.</p> <p>s) Enlist parents/guardians, and community members in reading efforts at the schools and at home.</p>	<p>Infuse the application of reading strategies that support the comprehension of informational text and components of writing into the social studies curriculum to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented</p>	Exec Dir El	Jul 06-Oct 07
	<p>Develop a VSC reading and writing focus for every text-based lesson in grades 2 and 4</p>	Exec Dir El	Jun 06-Nov 06
	<p>Design social studies short-cycle assessments for every unit in grades 2 and 4</p>	Exec Dir El	Jun 06-Nov 06
	<p>Develop countywide final examinations for grades 4 and 5 and use the resulting data to determine strengths and weaknesses of the instructional program and to modify instruction</p>	Exec Dir El	Jun 06-Nov 06
	<p>Develop a sequential curricular framework of essential core concepts and skills that must be incorporated within instruction and assessment</p>	Exec Dir El	Jun 06-Nov 06
	<p>Provide instructional guidance and staff development that ensure levels of rigor consistent with high expectations, higher level thinking, and preparation for advanced programs of study</p>	Exec Dir El	Jul 06-Jun 07
	<p>Provide opportunities for students to demonstrate their acquisition and processing of knowledge through writing, products, and performances</p>	Exec Dir El	Jul 06-Jun 07
	<p>Continue professional development on effective strategies to ensure differentiation of instruction and opportunities for acceleration for all students</p>	Exec Dir El	Jul 06-Jun 07
	<p>Continue to implement the annual Black Saga program, a multicultural program that enriches the social studies curricula to reflect the contributions of African Americans, to include the Baltimore County Black Saga Competition</p>	Exec Dir El, Asst Supt T & L, and Asst to Supt E & A	Jun 06-Mar 07
	<p>Establish professional development workshops with the Reginald F. Lewis Museum of Maryland African American History and Culture</p>	Exec Dir El	Jul 06-Jun 07
	<p>Identify engaging field trip opportunities to connect students' learning to the rich variety of resources available in the Baltimore area</p>	Asst Supt T & L and Area Asst Supt	Jul 06-Jun 07

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE	
<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.</p> <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>j) Integrate technology in the reading/learning process.</p> <p>k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.</p>	<p>Integrate the MSDE African American History Curriculum into grades 4-8</p>	Exec Dir EI	Jul 06-Jun 07	
	<p>Middle School English/Language Arts, Reading, and Writing</p>	<p>Implement the Woodlawn Middle School restructuring plan 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 AP courses</p>	Asst Supt T & L	Jul 06-Jun 07
	<p>Continue professional development on effective strategies to ensure differentiation of instruction and opportunities for acceleration for all students</p>	<p>Provide professional development focused on reading, writing, and language usage strategies for use across content areas to improve student achievement on the HSAs</p>	Asst Supt T & L	Aug 06-Mar 07
	<p>Integrate the best practices and the appropriate findings into the curriculum and provide teachers with professional development that includes training, modeling, and coaching of effective research-based instructional practices to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented</p>	<p>Actively incorporate grammar, mechanics, and language usage into all instruction</p>	Asst Supt T & L and Area Asst Supt	Jul 06-Jun 07
	<p>Actively incorporate grammar, mechanics, and language usage into all instruction</p>	<p>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 English HSA</p>	Asst Supt T & L	Aug 06-Mar 07
	<p>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 English HSA</p>	<p>Continue to implement a professional development program for all middle school reading teachers that focuses on increasing their knowledge of research-based reading strategies and appropriate implementation of curriculum to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented</p>	Asst Supt T & L	Jul 06-Jun 07
	<p>Continue to implement a professional development program for all middle school reading teachers that focuses on increasing their knowledge of research-based reading strategies and appropriate implementation of curriculum to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented</p>	<p>Provide professional development for new teachers of grade 6 reading to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented</p>	Asst Supt T & L	Jul 06-Jun 07
	<p>Provide professional development for new teachers of grade 6 reading to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented</p>		Asst Supt T & L	Aug 06-Dec 06

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.</p> <p>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.</p> <p>t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p>	Offer middle and high school vertical teams pre-AP professional development workshops in writing, language, analytical reading, and argumentation	Asst Supt T & L	Oct 06-Dec 06
	Provide reading, writing, and language usage instruction professional development opportunities for experienced and inexperienced teachers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt T & L	Sep 06-Feb 07
	Continue to provide site-based coaching and demonstration lessons for teachers to improve the achievement of students scoring at the basic and proficient levels on the MSA	Asst Supt T & L	Aug 06-Jun 07
	Continue to provide professional development for classroom teachers in schools where students are not meeting reading standards	Asst Supt T & L	Aug 06-Jun 07
	Provide collaborative professional development with both general educators and special educators to ensure the success of inclusion settings	Asst Supt T & L	Aug 06-Mar 07
	Continue to utilize the data warehouse to analyze the disaggregated MSA results and make instructional adjustments based on the analysis of the data. Examples are master schedules and student assignments	Asst Supt T & L and Area Asst Supt	Aug 06-Dec 06
	Implement a structure to assist teachers and administrators in reviewing student achievement data in reading to determine where students need additional reading instruction after grade 6	Asst Supt T & L	Aug 06-Jun 07
	Assess identified students in grades 5-8 to determine students' needs for an accelerated reading/English/language arts program	Asst Supt T & L	Jul 06-Jun 07
	Provide teachers and administrators with extensive professional development to support the implementation of the identified acceleration curriculum, <i>Language!</i>	Asst Supt T & L	Jul 06-Jun 07
	Implement the <i>Language!</i> curriculum and regularly monitor students' progress through the use of both internal and external assessments	Asst Supt T & L	Jul 06-Jun 07

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p> <p>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.</p>	<p>Provide in-school modeling of instruction and coaching for teachers to ensure quality of implementation of the <i>Language!</i> curriculum</p>	Asst Supt T & L	Jul 06-Jun 07
	<p>Continue to use <i>Fast Track</i> to provide accelerated instruction for students in grades 7, 8, and 9 who are experiencing a 1-2 year delay in the development of reading/English/language arts skills. Monitor the instructional program and make adjustments as needed</p>	Asst Supt T & L	Jun 06-Sep 06
	<p>Refine the implementation of the grade 6 Scott Foresman reading program for all students countywide and include differentiation for above and below grade level readers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented</p>	Asst Supt T & L and Area Asst Supt	Jul 06-Jun 07
	<p>Continue to refine and compact the grade 6 Gifted and Talented reading curriculum and add enrichment activities and materials</p>	Asst Supt T & L	Jul 06-Jun 07
	<p>Continue to implement and expand Academic Success (ACCESS) through reading support program at Kenwood, Lansdowne, Milford Mill Academy, Overlea, Parkville, Patapsco, and Woodlawn high schools</p>	Asst Supt T & L and Area Asst Supt	Aug 06-Jun 07
	<p>Ensure that appropriate VSC and CLG indicators are addressed in English/language arts and reading curricula</p>	Asst Supt T & L	Jul 06-Dec 06
	<p>Continue to implement formative (short-cycle) assessments and collect and analyze data to target reading instruction</p>	Asst Supt T & L	Aug 06-Jun 07
	<p>Investigate countywide benchmark English/language arts assessments for all middle school students</p>	Asst Supt T & L	Aug 06-Jun 07
	<p>Middle School Mathematics</p> <p>Implement the Woodlawn Middle School restructuring plan to improve student achievement in mathematics to prepare students to pass the Algebra/Data Analysis HSA and to increase participation and pass rates in AP courses</p>	Asst Supt T & L	Jul 06-Jun 07

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p>	Analyze data from the 2006 MSA in grades 6-8 and provide professional development in MSA content standards and scoring of MSA test items	Dir Math PreK-12 and Area Asst Supt	Jun 06-Apr 07
	Review the middle school mathematics curriculum and develop an action plan to design new middle school curricula to align with the VSC and prepare students for Algebra I	Dir Math PreK-12	Jul 06-Jun 07
	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	Dir Math PreK-12	Jul 06-Jun 07
	Implement <i>Algebraic Thinking</i> mathematics curriculum in grades 6 and 7 in all middle schools to prepare students for success in Algebra I and to pass the Algebra/Data Analysis HSA	Dir Math PreK-12	Jul 06-Jun 07
	Continue the Algebra with Assistance course in middle schools as needed based upon the 2005-2006 evaluation	Dir Math PreK-12	Jul 06-Jun 07
	Continue to develop continuing professional development courses that focus on a variety of instructional strategies for teaching middle school mathematics concepts	Dir Math PreK-12	Jul 06-Jun 07
	Provide leadership statewide as the lead county in the implementation of the Algebra Collaborative Consortium to develop, pilot, and provide an online Algebra student course and course components aligned with the VSC through the use of e-Learning	Exec Dir Spec Prog and Dir Math PreK-12	Jul 06-Jun 07
	Continue to monitor and support teachers in the use of virtual manipulatives (e.g., Gizmos)	Dir Math PreK-12	Jul 06-Jun 07
	Continue to provide professional development for mathematics teachers in the use of technology to include training on graphing calculators, tablet technology, and computer integration to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Dir Math PreK-12	Jul 06-Jun 07
Continue to support programs such as Math Counts and the 24 Challenge in all schools	Dir Math PreK-12	Jul 06-Jun 07	

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<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.</p>	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	Dir Math PreK-12 and Exec Dir SSS	Jul 06-Aug 06
	Continue to work with Channel 73 to produce the mathematics programming for Homework Helpers	Dir Math PreK-12	Jul 06-Aug 07
	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	Dir Sci PreK-12	Sep 06-Jun 07
	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 Biology HSA	Dir Sci PreK-12	Sep 06-Jun 07
	Continue to support the implementation of whiteboard/tablet technology in middle school science classrooms by creating exemplary science lessons for each middle school unit	Dir Sci PreK-12	Sep 06-Jun 07
	Continue to incorporate reading and written language strategies into all problem-based science units in grades 6-8	Dir Sci PreK-12	Sep 06-Jun 07
	Develop end-of-unit benchmark assessments for all problem-based science units in grades 6-8 to determine students' progress in preparation for the Biology HSA and to determine instructional modifications	Dir Sci PreK-12	Sep 06-Jun07
	Implement the Concepts of Physical Science as Applied to Biology course for grade 8 <u>Gifted and Talented</u> students to prepare students to pass the Biology HSA	Dir Sci PreK-12	Sep 06-Jun 07
Continue to work with the Office of Mathematics and the Office of Technology Education to integrate STEM in grades 6-8	Dir Sci PreK-12	Sep 06-Jun 07	
Expand the implementation of a virtual science fair into all middle schools	Dir Sci PreK-12	Sep 06-Jun 07	

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<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.</p> <p>g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.</p> <p>n) Use standardized testing results to encourage all students to enroll in challenging course work.</p> <p>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.</p>	Continue to add electronic data acquisition activities to units in grades 6-8	Dir Sci PreK-12	Sep 06-Jun 07	
	Continue the Master’s degree and certificate programs with Towson University leading to highly qualified status	Dir Sci PreK-12	Sep 06-Jun 07	
	Continue to implement student summer enrichment programs in science and technology as a component of the STEM NSF Grant	Dir Sci PreK-12	Sep 06-Jun 07	
	Continue to implement a summer science leadership program for middle school science department chairs	Dir Sci PreK-12	Jul 06-Jul 07	
	Implement a professional development program that is individualized and differentiated for middle school science teachers as part of the STEM NSF Grant	Dir Sci PreK-12	Sep 06-Jun 07	
	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	Asst Supt T & L	Sep 06-Jun 07	
	Continue to develop and revise the grade 8 American history curriculum guide to align with the VSC	Asst Supt T & L	Jul 06-Jul 07	
	Continue to identify curriculum-based instructional strategies to meet the needs of a diverse student population	Asst Supt T & L	Jul 06-Jul 07	
	Continue to sponsor student enrichment programs such as Black Saga, Quiz Bowl, and History Day	Asst Supt T & L	Sep 06-Jun 07	
Continue to implement a MSDE credit course on social studies content to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt T & L	Sep 06-Jun 07		
Plan and implement a <i>Teaching American History in Maryland</i> History Institute in partnership with UMBC	Asst Supt T & L	Sep 06-Jun 07		

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f) Develop and implement instructional strategies that include multiculturalism and differentiation. k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students. o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students. u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.	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 and HSA including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt T & L	Sep 06-Jun 07
	Develop 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	Asst Supt T & L	Jul 06-Jun 07
	Design and implement short-cycle assessments, benchmark assessments, and final examinations as programs of study are developed, using resulting data to evaluate student achievement, to determine successes of instructional programs, and to modify instruction	Asst Supt T & L	Jul 06-Jun 07
	Develop a sequential curricular framework of essential core concepts and skills that must be incorporated within instruction and assessment	Asst Supt T & L	Jul 06-Jun 07
	Provide instructional guidance and staff development that ensures levels of rigor consistent with high expectations, higher level thinking, and preparation for advanced programs of study	Asst Supt T & L	Jul 06-Jun 07
	Provide opportunities for students to demonstrate their acquisition and processing of knowledge through writing, products, and performances	Asst Supt T & L	Jul 06-Jun 07
	Continue professional development on effective strategies to ensure differentiation of instruction and opportunities for acceleration for all students	Asst Supt T & L	Jul 06-Jun 07
	Establish professional development workshops with the Reginald F. Lewis Museum of African American History and Culture to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Exec Dir Spec Prog and Asst Supt T & L	Sep 06-Jun 07
	Continue to plan and implement the African American History Conference	Asst Supt T & L	Sep 06-Jun 07
	Support the pre-AP College Board social studies workshops	Asst Supt T & L	Sep 06-Jun 07

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE	
<p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p>	Support AP vertical teaming by implementing the suggestions within the <i>Social Studies Gifted and Talent Progression of Skills Grades 6-12</i>	Asst Supt T & L	Sep 06-Jun 07	
	Imbed AVID and strategies of similar and higher rigor within all programs of study, with special focus on analysis, synthesis, and evaluation	Asst Supt T & L	Jul 06-Jun 07	
	High School English, Reading, and Writing			
	Provide professional development to English 10 teachers with focused attention on beginning teachers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt T & L	Aug 06-Jun 07	
	Revise grade 9 English curriculum to align with Core Learning Goals and to integrate differentiation of instructional strategies, attention to learning styles, and AVID strategies	Asst Supt T & L	Jul 06-Jun 07	
	Actively incorporate grammar, mechanics, and usage into all instruction	Asst Supt T & L	Jul 06-Jun 07	
	Assess identified students in grades 5-10 to determine students' need for an accelerated reading/English/language arts program	Asst Supt T & L	Jul 06-Jun 07	
	Provide teachers and administrators with extensive professional development to support the implementation of the identified acceleration curriculum, <i>Language!</i>	Asst Supt T & L	Jul 06-Jun07	
	Implement the <i>Language!</i> curriculum and regularly monitor students' progress through the use of both internal and external assessments	Asst Supt T & L	Jul 06-Jun 07	
	Actively incorporate grammar, mechanics, and usage into instruction for acceleration	Asst Supt T & L	Jul 06-Jun 07	
Provide in-school modeling of instruction and coaching for teachers to ensure quality of implementation of the <i>Language!</i> curriculum	Asst Supt T & L	Jul 06-Jun 07		

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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 (HSAs). (State standard)				
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE	
<p>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.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p>	Continue to use <i>Fast Track</i> to provide accelerated instruction for students in grades 7, 8, and 9 who are experiencing a 1-2 year delay in the development of reading/English/language arts skills. Monitor the instructional program and make adjustments as needed	Asst Supt T & L	Jul 06-Jun 07	
	Continue to encourage the implementation of speech and debate teams to motivate students to read, research, and orate	Asst Supt T & L	Jul 06-Jun 07	
	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, FARM, and Gifted and Talented	Asst Supt T & L	Jun 06-Aug 06	
	Implement the summer school reading and writing program for entering ninth grade students who are performing at the basic level	Asst Supt T & L	Aug 06-Jun 07	
	Continue to implement the Strategic Reading for Career and College Placement (ACCESS) reading support program	Asst Supt T & L and Area Asst Supt	Jul 06-Jun 07	
	Review and refine high school English and reading courses listed in the <i>Course Registration Guide</i> to ensure that all high school English and reading courses are supported by rigorous curricula	Dir Sci PreK-12	Sep 06-Jun 07	
	Implement online assessments and data reporting for the English HSA	Asst Supt T & L	Sep 06-Jun 07	
	High School Mathematics			
	Provide staff development for algebra teachers in instructional strategies that support student achievement on BCPS short-cycle assessments, benchmark assessments, and final exams	Dir Math PreK-12	Aug 06-Jun 07	
	Require schools to administer BCPS short-cycle, benchmark, and final exam assessments to provide incremental data on students' mastery of the Core Learning Goals	Dir Math PreK-12	Aug 06-Jun 07	

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>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.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p>	<p>Require schools to run item analysis of student responses on the short-cycle and benchmark assessments and utilize data from item analysis to target instruction</p>	Dir Math PreK-12	Aug 06-Jun 07
	<p>Develop review packets for HSA and MSA courses</p>	Dir Math PreK-12	Aug 06-Jun 07
	<p>Monitor the implementation of the Algebra and Data Analysis Adapted and Algebraic Functions Adapted courses for students identified through the IEP team process</p>	Dir Math PreK-12	Aug 06-Jun 07
	<p>Incorporate the use of AVID strategies by integrating into curriculum development and professional development opportunities</p>	Dir Math PreK-12	Aug 06-Jun 07
	<p>Implement vocabulary strategies for Algebra/Data Analysis HSA courses</p>	Dir Math PreK-12	Aug 06-Jun 07
	<p>Implement supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments</p>	Dir Math PreK-12	Aug 06-Jun 07
	<p>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</p>	Dir Math PreK-12	Jul 06-Jun 07
	<p>NOTE: Performance Indicator 1.10 further addresses preparing students to pass the Algebra/Data Analysis HSA</p>		
	<p>High School Social Studies</p>		
	<p>Maintain professional development for American Government teachers with focused attention toward beginning grade 9 teachers</p>	Asst Supt T & L	Aug 06-Jun 07
<p>Review and refine high school social studies courses listed in the <i>Course Registration Guide</i> to ensure that all high school social studies courses are supported by rigorous curricula</p>	Dir Sch Imp	Sep 06-Jun 07	
<p>Develop a sequential curricular framework of essential core concepts and skills that must be incorporated within instruction and assessment</p>	Asst Supt T & L	Jul 06-Jun 07	

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>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.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.</p>	Provide instructional guidance and staff development that ensures levels of rigor consistent with high expectations, higher level thinking, and preparation for advanced programs of study	Asst Supt T & L	Aug 06-Jun 07
	Provide opportunities for students to demonstrate their acquisition and processing of knowledge through writing, products, and performances	Asst Supt T & L	Aug 06-Jun 07
	Continue professional development on effective strategies to ensure differentiation of instruction and opportunities for acceleration for all students	Asst Supt T & L	Aug 06-Jun 07
	Design and implement short-cycle assessments, benchmark assessments, and final examinations as programs of study are developed, using resulting data to evaluate student achievement, to determine successes of instructional programs, and to modify instruction	Asst Supt T & L	Jul 06-Jun 07
	Continue to implement the Government short-cycle and benchmark assessments	Asst Supt T & L	Aug 06-Jun 07
	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	Asst Supt T & L	Aug 06-Jun 07
	Implement online assessments in HSA Government	Asst Supt T & L	Sep 06-Jun 07
	Imbed AVID and strategies of similar and higher rigor within all programs of study, with special focus on analysis, synthesis, and evaluation	Asst Supt T & L	Sep 06-Jun 07
	Implement suggested best practices within <i>Recommendations for Improving HSA Scores</i>	Asst Supt T & L	Aug 06-Jun 07
	Continue to sponsor student enrichment programs such as Mock Trial, Model United Nations (UN), and Model Congress	Exec Dir Spec Prog and Asst Supt T & L	Aug 06-Jun 07

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE	
<p>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.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p>	<p>Explore a partnership with Villa Julie College to have college students serve as mentors to high school students in such programs as Mock Trial, Model United Nations (UN), Model Congress, and the Magnet Law-related programs, utilizing the college courtroom facility</p>	<p>Exec Dir Spec Prog and Asst Supt T & L</p>	<p>Mar 06-Jun 07</p>	
	<p>Continue to offer the pre-AP College Board social studies workshops</p>	<p>Asst Supt T & L</p>	<p>Aug 06-Jun 07</p>	
	<p>Implement the suggestions within the <i>Social Studies Gifted and Talented Progression of Skills Grades 6-12</i></p>	<p>Asst Supt T & L</p>	<p>Aug 06-Jun 07</p>	
	<p>Continue to use and encourage participation in community resources such as the Baltimore Museum of Industry</p>	<p>Exec Dir EI, Exec Dir Spec Prog and Asst Supt T & L</p>	<p>Jul 06-Jun 07</p>	
	<p>Plan and implement a <i>Teaching American History in Maryland</i> History Institute in partnership with UMBC</p>	<p>Asst Supt T & L</p>	<p>Jul 06-Jun 07</p>	
	<p>Establish professional development workshops with 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, FARM, and Gifted and Talented</p>	<p>Asst Supt T & L</p>	<p>Jul 06-Jun 07</p>	
	<p>Implement a guide for assisting students in American Government who require additional support to pass the HSA</p>	<p>Asst Supt T & L</p>	<p>Jul 06-Jun 07</p>	
	<p>Participate in the development of the projected MSDE online remediation course for grade 9 American Government</p>	<p>Asst Supt T & L</p>	<p>Jul 06-Jun 07</p>	
	<p>Special Programs PreK-12</p>	<p>Continue to implement the Board Policy, Rule, and procedures for the Gifted and Talented program that include monitoring and reporting of student participation and retention</p>	<p>Exec Dir Spec Prog and Area Asst Supt</p>	<p>Sep 06-Jun 07</p>

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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 (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>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.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p>	Review, eliminate, and refine high school special program courses listed in the <i>Course Registration Guide</i> to ensure that all high school special program courses are supported by rigorous curricula	Dir Sci PreK-12	Sep 06-Jun 07
	Implement the Naglieri Nonverbal Ability Test (NNAT) to identify Gifted and Talented students among economically disadvantaged, English Language Learners, and students with disabilities who may not be identified through traditional assessment methods	Exec Dir Spec Prog	Jul 06-Jun 07
	Revise and implement the <i>Gifted and Talented Education Program Handbook of Procedures for Implementing the Gifted and Talented Program in Elementary Schools, Middle Schools, and High Schools</i>	Exec Dir Spec Prog	Jul 06-Jun 07
	Continue the CATALYST Gifted and Talented Education resource teacher project in all schoolwide Title I elementary schools. Identified schools are: Baltimore Highlands, Battle Grove, Berkshire, Chadwick, Chase, Charlesmont, Colgate, Deep Creek, Dogwood, Dundalk, Edmondson Heights, Elmwood, Featherbed Lane, Glenmar, Halstead, Hawthorne, Hebbville, Johnnycake, Lansdowne, Logan, Mars Estates, Martin Boulevard, McCormick, Middlesex, Milbrook, Norwood, Owings Mills, Pleasant Plains, Powhatan, Riverview, Sandalwood, Sandy Plains, Scotts Branch, Seneca, Shady Spring, Sussex, Victory Villa, White Oak, Winfield, and Woodmoor	Exec Dir Spec Prog	Aug 06-Jun 07
	Continue the MESA (Math Engineering Science Achievement) program in the following elementary, middle, and high schools: Bedford, Chadwick, Deer Park, Featherbed, Hebbville, Powhatan, Winands, and Woodmoor elementary; Catonsville, Deer Park, Dundalk, Southwest Academy, and Woodlawn middle schools; Catonsville, Eastern Technical, Milford Mill Academy, Pikesville, Randallstown, Western School of Technology, and Woodlawn high schools	Exec Dir Spec Prog	Aug 06-Jun 07
	Continue to implement the Primary Talent Development program (PTD) for all children K-2 to support access to and achievement in Gifted and Talented education	Exec Dir Spec Prog	Jul 06-Jan 07
	Develop and pilot a preK component to the existing K-2 Primary Talent Development Program	Exec Dir Spec Prog	Jul 06-Jun 07

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>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.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p>	Embed the grade 1 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 grade 2 science curriculum	Exec Dir Spec Prog, Dir Sci PreK-12, and Dir Math PreK-12	Jul 06-Jun 07
	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	Exec Dir Spec Prog	Aug 06-Jun 07
	Continue to promote and enhance the interscholastic athletic experience for students with or without disabilities through participation in the Allied Sports Program	Exec Dir Spec Prog	Aug06-Jun 07
	Continue to promote student academic and enrichment programs such as Quiz Bowl, Black Saga, Destination Imagination, 24 Math Challenge, History Day, Student Council, and Forensics	Exec Dir Spec Prog and Asst Supt T & L	Aug 06-Jan 07
	Continue to implement magnet programs, considering recommendations from the external magnet school evaluation study	Exec Dir Spec Prog and Asst Supt T & L	Jul 06-Jun 07
	Investigate the development of an online magnet schools application process	Exec Dir Spec Prog	Jul 06-Jun 07
	Begin year three of magnet program implementation at Lansdowne Middle School, Lansdowne High School, Deep Creek Middle School, and Chesapeake High School	Exec Dir Spec Prog	Sep 06-Jun 07
	Continue to analyze the participation data of students involved with extra-curricular activities to develop programs to increase student involvement	Exec Dir Spec Prog	Aug 06-Jun 07
	Continue to provide experiences for all children in fine arts, physical education, and health by allocating teaching positions to schools to deliver these programs to support child development (Note: Performance Indicator 1.11 addresses all students acquiring one fine arts credit.)	Asst Supt Gov Rel & HR	Aug 06-Jun 07
	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	Exec Dir Spec Prog	Jul 06-Jun 07

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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 (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>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.</p> <p>d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.</p> <p>g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p>	<p>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 data base portal to resources that support achievement in all content areas</p>	Exec Dir Spec Prog	Jul 06-Jun 07
	<p>Implement the MDK12 Digital Library Teacher-Librarian Partnership grant as a professional development opportunity for English and reading teachers to increase their knowledge and skills of reading tools available in online databases</p>	Exec Dir Spec Prog	Jul 06-Jun 07
	<p>Continue to implement COMAR 13A040501-07 to ensure quality instructional resources for diverse populations and learning styles</p>	Exec Dir Spec Prog	Jul 06-Jun 07
	<p>Maintain the “Strive for 25” website 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 (ETM) guidelines and to meet the needs of a diverse student population</p>	Exec Dir Spec Prog	Jul 06-Jun 07
	<p>Continue to provide school-based technology integration teachers to instruct students as well as support teachers in the development of effective strategies for integrating technology into teaching and learning</p>	Exec Dir Spec Prog	Jul 06-Jun 07
	<p>Continue to implement the Bridge Center to support secondary students transitioning into Baltimore County Public Schools</p>	Exec Dir SSS	Jul 06-Jun 07
	<p>Continue to provide online (AP) courses for high school students as part of the e-Learning initiative as outlined in the <i>BCPS Guidelines and Procedures Manual for Online Courses</i></p>	Exec Dir Spec Prog	Jul 06-Jun 07
	<p>Continue to support the e-Learning initiative through the implementation of online courses at the local school level by working with students, parents, and onsite coordinators and mentors</p>	Exec Dir Spec Prog	Jul 06-Jun 07
	<p>Continue to develop and revise <i>Online Research Models</i> to promote best practices in engaging student problem solving by integrating information literacies with curriculum content standards in reading, English, science, mathematics, language arts, and social studies</p>	Exec Dir Spec Prog	Jul 06-Jun 07

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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 (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
j) Integrate technology in the teaching/learning process.	Continue to provide curriculum offices with access to an e-Learner system to provide teachers with electronic resources and collaborative communication tools	Exec Dir Spec Prog	Jul 06-Jun 07
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	Continue to provide quality and diverse library media center resource collections to ensure that all students have equitable access to books, media, and digital resources	Exec Dir Spec Prog	Jul 06-Jun 07
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. The 2004-2005 BCPS system-level performance exceeded the AMO for 2008 in reading and mathematics. The percentages of students achieving at the proficient or advanced level will continue to increase to reach 100% by 2012.			
Resources: Annual Budget Process Proposals: Paid helpers in elementary schools - \$1,016,870; Special education enhancements - \$1,349,500; 2% increase in school per pupil allocation (non-salary) - \$270,000; Naglieri Nonverbal Ability Test - \$75,000; Elementary mathematics resource teacher - \$21,700; French instructors - \$130,000 (redirect); Final exam printing - \$200,000; Elementary textbooks - \$2,100,000; repair and replace physical education equipment - \$25,000; MSAP grant for magnet schools - \$2,123,359			
Sources: Operating Budget			

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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
<p>n) Use standardized testing results to encourage all students to enroll in challenging course work.</p> <p>q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.</p> <p>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.</p>	Continue to pay registration fees for all ninth and tenth graders to take the PSAT	Asst Supt T & L and Dir ART	Jul 06-Nov06
	Continue to communicate with parents regarding the benefits of students participating in the PSAT	CCO and Asst Supt T & L	Aug 06-Jun 07
	Continue to communicate the importance of participation in PSAT to eighth and ninth grade students and their parents through school counselor meetings	Exec Dir SSS, CCO, and Asst Supt T & L	Aug 06-Jun 07
	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	Exec Dir SSS, Asst Supt T & L, and Dir ART	Sep 06-Jan 07
	Continue to provide CollegeEd to grade 7 students to inform them about PSAT and about career opportunities and appropriate course selection needed to attend college	Asst Supt T & L	Aug 06-Jun 07
<p>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 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. By 2006-2007, 88% of all diploma-bound grade 10 students will participate in PSAT, and the percentage participating will continue to increase to reach 100% by 2012.</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

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Performance Indicator for Goal 1			
1.3 All students scoring a 55 or above on verbal/math PSAT will be counseled into honors or Gifted and Talented level courses. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>n) Use standardized testing results to encourage all students to enroll in challenging course work.</p> <p>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.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p>	Continue to review course offerings, master schedules, and staffing to increase the number of honors, Gifted and Talented, and regular and online AP courses	Exec Dir Spec Prog, Asst Supt T & L, and Area Asst Supt	Jul 06-Jun 07
	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 06-Jan 07
	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	Exec Dir Spec Prog, Exec Dir SSS, and Asst Supt T & L	Aug 06-Mar 07
	Communicate with parents to increase their understanding of the academic potential of their children	CCO, Exec Dir SSS, and Area Asst Supt	Jul 06-Jun 07
	Continue to identify middle school students who require more time to learn the content in reading, writing, math, and science and, based on funding, provide tutoring/small group instruction through an extended school day	Asst Supt T & L and Area Asst Supt	Aug 06-Jun07
	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	Asst Supt T & L and Area Asst Supt	Sep 06-Dec 06
	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 06-Jun 07
	Ensure rigorous course offerings by differentiating curricula and eliminating low level courses	Asst Supt T & L and Area Asst Supt	Jul 06-Jun 07
Measurement: In 2004-2005, 95.7% of the students who scored 55 or higher on the fall 2004 Verbal PSAT were enrolled in honors or GT courses, and 90.3% of the students who scored 55 or higher on the fall 2004 Math PSAT were enrolled in honors or GT courses.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
f) Develop and implement instructional strategies that include multiculturalism and differentiation. k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students. m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics. u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data. x) Provide ongoing support to teachers through professional development opportunities. y) Provide professional development opportunities to teachers, para-professionals, and principals in content areas.	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	Exec Dir C & I	Aug 06-Mar 07
	Continue to implement professional development for school system administrators and aspiring leaders to understand the Alternate Maryland School Assessment (ALT-MSA)	Asst Supt T & L	Sep 06-Mar 07
	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	Asst Supt T & L	Sep 06-Mar 07
	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 and professionals who work with students who participate in the ALT-MSA	Asst Supt T & L	Aug 06-Jun 07
	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	Asst Supt T & L	Aug 06-Jun 07
	Continue to utilize quarterly report card/progress reports to document observable and measurable progress on IEP goals	Asst Supt T & L	Aug 06-Jun 07
	Provide professional development in the use of life-skills instructional units that support the VSC in order to increase student achievement in the Least Restrictive Environment (LRE)	Asst Supt T & L	Aug 06-Jun 07
	Continue to assess and access additional post-secondary options for students attaining Certificates of Attendance	Asst Supt T & L	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - 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)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measurement: In 2004-2005, 12.8% of the 47 students 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 math on the ALT-MSA. By 2008, 95% of students with disabilities who are candidates for Certificates of Attendance will meet or exceed the state standards for the ALT-MSA, and the percentage will increase to reach 100% by 2012.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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 Seventy percent of 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
<p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.</p> <p>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.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p>	<p>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</p>	Asst Supt T & L	Aug 06-Jun 07
	<p>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</p>	Asst Supt T & L	Aug 06-Jun 07
	<p>Collect and evaluate the data on ALT-MSA participation to identify schools which do not meet the state standards</p>	Asst Supt T & L	Aug 06-Oct 06
	<p>Continue to collaborate with the Citizens’ Advisory Council for Special Education to provide frequent and meaningful formats for parent 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</p>	Asst Supt T & L	Aug 06-Jun 07

SCHOOL YEAR 2006–2007 - 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 Seventy percent of 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
x) Provide ongoing support to teachers through professional development opportunities.			
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 math. By 2008, 95% of participating special education students will meet or exceed the state standards for ALT-MSA, and the percentage will increase to reach 100% by 2012.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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
a) Develop a plan for phasing in Prekindergarten programs for eligible students. k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students. y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.	Continue to implement the five-year plan to provide access to prekindergarten for all eligible students	Exec Dir El	Jul 06-Jun 07
	Continue to implement the new criteria for eligibility in all prekindergarten programs and develop and implement a plan to ensure that parents and community members are aware of the new eligibility criteria	Exec Dir El, Area Asst Supt, and CCO	Jul 06-Jun 07
	Support schools as they recruit students and communicate with parents regarding the purpose and philosophy of the prekindergarten program	Exec Dir El, Area Asst Supt, and CCO	Jul 06-Jun 07
	Provide professional development on the components of an effective prekindergarten program to administrators and teachers	Exec Dir El	Jul 06-Jun 07
	Assist schools in preparing for new prekindergarten sessions	Exec Dir El	Jul 06-Jun 07
	Implement the early entrance to prekindergarten guidelines	Exec Dir El	Sep 06-Jun 07
Measurement: In 2004-2005, 100% of eligible prekindergarten students had access to BCPS prekindergarten programs. In succeeding years, all eligible prekindergarten students will continue to have access to BCPS prekindergarten programs.			
Resources: Annual Budget Process Proposals: Expansion of pre-kindergarten access \$1,045,200; Extended Elementary Education Program (EEEP) - \$929,300 (grant replacement)			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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 a full-day kindergarten by the 2007 – 2008 school year. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>b) Develop a plan for phasing in full-day kindergarten in all elementary schools.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>w) Support teachers in the implementation of reading techniques through professional development opportunities.</p> <p>x) Provide ongoing support to new and veteran teachers through professional development opportunities.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p>	Continue to implement the full-day kindergarten in 84 schools and expand the program to 10 additional schools based on Free and Reduced Meal Program (FARM) data for the 2006-2007 school year: Chapel Hill, Franklin, Kingsville, Lutherville, Pinewood, Seven Oaks, Seventh District, Stoneleigh, Summit Park, and Westchester elementary schools	Exec Dir El and Area Asst Supt	Jun 06-Jun 07
	Continue to support the implementation of full-day kindergarten for students receiving special education services in all schools where full-day kindergarten is available for students receiving general education services	Exec Dir El and Asst Supt T & L	Jun 06-Jun 07
	Plan for the implementation of full-day kindergarten for the final nine schools to be funded in FY08 based on FARMs data: Carroll Manor, Fifth District, Fort Garrison, Jacksonville, Prettyboy, Riderwood, Rodgers Forge, Sparks, and Timonium elementary schools. This will complete the implementation of full-day kindergarten in 104 elementary schools	Area Asst Supt	Jun 06-Aug 07
	Request future funding for classroom teaching staff, special area teaching staff, transportation needs, instructional materials, supplies, furniture, equipment, and facility needs for full-day kindergarten	Exec Dir El	Oct 06
	Continue to provide opportunities for teachers of half-day kindergarten programs to visit effective full-day kindergarten classrooms in the year before they teach full-day kindergarten	Exec Dir El	Jan 07-May 07
	Continue to provide year-long, one-on-one professional development to teachers new to full-day kindergarten to assist with effective room arrangement, model lessons, planning, and co-teaching	Exec Dir El	Sep 06-Jun 07
	Implement the early entrance to kindergarten guidelines	Exec Dir El	Jul 06-Jun 07
	Develop and implement professional development for kindergarten paid helpers	Exec Dir El	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - *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 a full-day kindergarten by the 2007 – 2008 school year. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measurement: Ten schools were added in each of the following years: 2002-2003, 2003-2004, 2004-2005, and 2005-2006. By 2008, all elementary schools will have full-day kindergarten.			
Resources: Annual Budget Process Proposals: Expansion of half-day kindergarten to full-day at 10 elementary schools - \$3,377,000; Woodcock Johnson Battery test - \$31,700 and \$52,000 one-time			
Sources: Operating Budget			

SCHOOL YEAR 2006–2007 - 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
<p>e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.</p> <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.</p> <p>o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p> <p>w) Support teachers in the implementation of reading techniques through professional development opportunities.</p>	<p>Monitor students meeting grade level reading standards on MSA and reading program assessments</p>	<p>Area Asst Supt</p>	<p>Aug 06-Jun 07</p>
	<p>Continue to provide countywide professional development on reading assessments for principals, assistant principals, mentors, special educators, reading specialists, and classroom reading teachers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented</p>	<p>Exec Dir C & I</p>	<p>Aug 06-Mar 07</p>
	<p>Continue to analyze disaggregated assessment data to identify students not meeting grade level standards and apply instructional adjustments</p>	<p>Area Asst Supt and Principals</p>	<p>Jul 06-Jun 07</p>
	<p>Continue the use of DIBELS as the assessment component for the identification of student strengths and needs in basic early reading skills in kindergarten to grade 5</p>	<p>Exec Dir EI</p>	<p>Aug 06-Jun 07</p>
	<p>Implement the Reading Screening Process for grade 5 students moving to middle schools and grade 6 students to facilitate placement and targeted instruction</p>	<p>Asst Supt T & L</p>	<p>Apr 06-Jun 07</p>
	<p>Refine and implement the Grade 6 Scott Foresman reading program in all middle schools</p>	<p>Asst Supt T & L</p>	<p>Apr 06-Jun 07</p>
	<p>Continue implementation of a site-based summer school program at 13 elementary schools to serve students in their own communities (Chase, Dogwood, Dundalk, Edmondson Heights, Featherbed Lane, Halstead, Mars Estates, Orem, Owings Mills, Sandalwood, Warren, Winfield, and Woodmoor)</p>	<p>Exec Dir SSS</p>	<p>Jul 06-Aug 06</p>
<p>Measurement: The baseline percentage of students who achieve grade level standards on reading assessments will be determined in 2006-2007. By 2008, 80% of students in grades 2 - 6 will achieve grade level standards on reading assessments, and the percentages will increase to reach 100% by 2012.</p>			
<p>Resources: Annual Budget Process Proposed: Middle school reading intervention - \$414,800</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2006–2007 - 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			
1.9 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
<p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.</p> <p>t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.</p> <p>x) Provide ongoing support to new and veteran teachers through professional development opportunities.</p>	Continue to offer Pre-Algebra as a summer school intervention for rising seventh graders who have not yet taken Algebra I and who need to refine their skills in preparation for Algebra I	Exec Dir SSS and Dir Math PreK-12	Jul 06-Jun 07
	Implement the Extended Year Program for middle school students to accelerate math achievement	Asst Supt T & L, Exec Dir SSS, Area Asst Supt, and Dir Math PreK-12	Jun 06-Aug 07
	Continue to develop and refine countywide short-cycle assessments and benchmark assessments for all middle school mathematics courses	Dir Math PreK-12	Jul 06-Jun 07
	Continue to monitor short-cycle assessments, benchmark assessments, and MSA results for students in grades 6 and 7 to identify students for Algebra I in grade 8	Area Asst Supt and Dir Math PreK-12	Nov 06-Jun 07
	Continue to maintain business partnerships to encourage community support and student participation in mathematical competitions (e.g., 24 Challenge, Math Counts)	Dir Math PreK-12	Nov 06-Jun 07
	Print an informational brochure for distribution to parents at school events on the importance of taking Algebra I	Asst Supt T & L and Dir Math PreK-12	Jul 06-Sep 07
	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, FARM, and Gifted and Talented	Dir Math PreK-12	Aug 06-Jun 07

SCHOOL YEAR 2006–2007 - 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			
1.9 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
<p>Measurement: In 2002-2003, 47.3% of BCPS middle school students were enrolled in Algebra I. In 2003-2004, 46.0% of middle school students were enrolled in Algebra I. In 2004-2005, 48.6% of middle school students were enrolled in Algebra I. By 2008, 50% of BCPS middle school students will be enrolled in Algebra I, increasing to 100% by 2012.</p>			
<p>Resources: Annual Budget Process Proposals: Middle school Algebraic Thinking project - \$708,500; Project Seed mathematics program - \$172,000 (redirect)</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2006–2007 - 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
<p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>j) Integrate technology in the reading/learning process.</p> <p>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.</p> <p>o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p> <p>s) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.</p>	Continue to analyze disaggregated short-cycle and benchmark assessment data to evaluate the progress of all student groups in Algebra I	Area Asst Supt and Dir Math PreK-12	Apr 06-Jun 07
	Continue to implement the new Algebra I curriculum in all secondary schools to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Dir Math PreK-12	Jul 06-Jun 07
	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, FARM, and Gifted and Talented	Dir Math PreK-12	Jul 06-Jun 07
	Continue to support and monitor schools using the Carnegie Learning Cognitive Tutor Algebra I program to improve student achievement at Deep Creek, Dundalk, and Woodlawn middle schools; Milford Mill Academy, Parkville High School, and Randallstown High School	Dir Math PreK-12	Jul 06-Jun 07
	Implement intervention strategies to improve student achievement in Algebra I	Dir Math PreK-12	Jul 06-Jun 07
	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	Dir Math PreK-12 and Area Asst Supt	Jul 06-Jun 07
	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 as they progress through Algebra I and prepare for the High School Assessment in Algebra/Data Analysis	Dir Math PreK-12	Jul 06-Jun 07
	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, FARM, and Gifted and Talented	Dir Math PreK-12 and Principals	Jul 06-Jun 07
	Develop and implement technology integration strategies to support teachers in the use of graphing calculator technology (e.g., TI83+, TI84+, and TI Navigator)	Dir Math PreK-12	Jul 06-Jun 07
	Research and implement appropriate technologies such as tablet PCs and electronic white boards to support integration into mathematics instruction	Dir Math PreK-12	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - 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
	Develop and pilot an electronic learning community to support algebra teachers in the implementation of the curriculum	Dir Math PreK-12 and Exec Dir Spec Prog	Jul 06-Jun 07
<p>Measurement: In 2002-2003, by the end of grade 9, 56.8% of students who completed Algebra I had passed the Algebra/Data Analysis HSA. In 2003-2004, by the end of grade 9, 54.3% of students who completed Algebra I had passed the Algebra/Data Analysis HSA. In 2004-2005, by the end of grade 9, 53.0% of students who completed Algebra I had passed the Algebra/Data Analysis HSA. By 2008, by the end of grade 9, 68% of students who complete Algebra I will pass the Algebra/Data Analysis HSA, increasing to 100% by 2012.</p>			
<p>Resources: Annual Budget Process Proposed: Professional development for HSA - \$175,000</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2006–2007 - 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)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>d) Provide an array of courses aligned with the Content Standards for students to meet their fine arts credit requirement.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p>	Continue to develop and refine fine arts curricula aligned with the VSC and CLG to meet high school graduation requirements	Exec Dir El, Exec Dir Spec Prog, and Asst Supt T & L	Jul 06-Jun 07
	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, FARM, and Gifted and Talented	Asst Supt of T & L, Exec Dir El, and Exec Dir Spec Prog	Aug 06-Apr 07
	Provide professional development in differentiated instruction in the fine arts to assist in meeting the learning needs of all students	Asst Supt T & L and Exec Dir El	Jul 06-Jun 07
	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	Asst Supt T & L and Exec Dir El	Jun 06-Jun 07
	Maintain fine arts services to preK classes in Title I schools	Exec Dir El and Asst Supt T & L	Aug 06-Jun 07
	Continue to provide enrichment programs in art, music, theatre, and dance	Exec Dir El and Asst Supt T & L	Aug 06-Jun 07
	Continue to repair and replace instructional equipment, e.g., music instruments, that supports the fine arts	Exec Dir El	Jul 06-Jun 07
	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, theatre, and dance, e.g., Walters Art Museum, BSO, Baltimore County government events	Exec Dir El and Asst Supt T & L	Jul 06-Jun 07
	Continue to provide fine arts magnet programs at Deer Park Middle, Loch Raven Academy, Parkville Middle, Southwest Academy, Sudbrook Middle, Halstead Academy, Chesapeake High, and Lansdowne High	Exec Dir Spec Prog, El, and Asst Supt T & L	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - *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)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
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 93.8%. The percentage of students acquiring one fine arts credit will increase to 100% by 2008.			
Resources: Annual Budget Process Proposed: Music enrichment specialist - \$65,000			
Sources: Operating Budget			

SCHOOL YEAR 2006–2007 - 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			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.</p> <p>e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>n) Use standardized testing results to encourage all students to enroll in challenging course work.</p>	Continue development of Smaller Learning Communities with the goal of closing the achievement gaps in the ten participating schools: Dundalk, Kenwood, Lansdowne, Milford Mill, Overlea, Owings Mills, Parkville, Pikesville, Randallstown, and Woodlawn	Asst Supt T & L	Jul 06-Jun 07
	Utilize Smaller Learning Communities structures to transition more students into rigorous academic courses	Asst Supt T & L	Jul 06-Jun 07
	Continue to align BCPS final exams to reflect the content assessed on the High School Assessments (HSA)	Asst Supt T & L	Jul 06-Dec 06
	Continue to identify under-performing 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 and Principals	Jul 06-May 07
	Continue to collaborate with institutions of higher education to establish cohort graduate classes for science and mathematics teachers to develop content knowledge and pedagogy	Asst Supt T & L, Dir Math PreK-12, and Dir Sci PreK-12	Jul 06-Jun 07
	Continue to implement short-cycle and benchmark assessments in HSA courses	Asst Supt T & L, Dir Sci, and Dir Math PreK-12	Jul 06-Jun 07
	Continue to provide professional development for general and special educators in content and strategies for HSA courses	Asst Supt T & L, Dir Math PreK-12	Jul 06-Jun 07
	Continue to revise and implement curricula to align with HSA Core Learning Goals and integrate differentiation of instructional strategies and attention to learning styles	C&I Exec Dirs and Dirs	Jul 06-Jun 07
	Continue to participate with MSDE in range finding and in the development of HSA	Asst Supt T & L, Dir Sci, and Dir Math PreK-12	Aug 06-Mar 07

SCHOOL YEAR 2006–2007 - 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			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>j) Integrate technology in the teaching/learning process.</p> <p>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.</p> <p>t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p>	Continue to develop and implement review packets for HSA courses where student performance did not meet standards	Asst Supt T & L and Dir Math PreK-12	Jul 06-Dec 06
	Pilot and assess support programs designed to enhance student knowledge of Core Learning Goals	Asst Supt T & L, Dir Sci and Math PreK-12	Jul 06-Jun 07
	High School English, Reading, and Writing		
	Continue to implement English 10 short-cycle and benchmark assessments	Asst Supt T & L	Aug 06-Jun 07
	Review and refine high school English and reading courses listed in the <i>Course Registration Guide</i> to ensure that all high school English, reading, and writing courses are supported by rigorous curricula	Dir Sci PreK-12	Sep 06-Jun 07
	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, FARM, and Gifted and Talented	Asst Supt T & L	Aug 06-Jun 07
	Revise grade 9 English curriculum to align with Core Learning Goals and to integrate differentiation of instructional strategies, attention to learning styles, and AVID strategies	Asst Supt T & L	Jul 06-Jun 07
	Offer College Board Pre-AP English professional development workshops focused on reading, writing, and language instruction to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt T & L	Sep 06-Feb 07
	Revise and refine grades 9 and 10 English final exams to reflect changes to Core Learning Goals and HSA	Asst Supt T & L	Jul 06
	Implement reading intervention and support courses in grades 9 and 10	Asst Supt T & L	Aug 06-Jul 07
Assess identified students in grades 5-10 to determine students' needs for an accelerated reading/English/language arts program	Asst Supt T & L	Jul 06-Jun 07	

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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 Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)				
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE	
<p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p>	Provide the accelerated program and monitor students' progress regularly	Asst Supt T & L	Jul 06-Jun 07	
	Actively incorporate grammar, mechanics, and usage into all instruction	Asst Supt T & L	Jul 06-Jun 07	
	Provide professional development to the teachers of the acceleration program to ensure effective implementation	Asst Supt T & L	Jul 06-Jun 07	
	Provide in-school modeling of instruction, coaching, and support to teachers to ensure quality of implementation	Asst Supt T & L	Jul 06-Jun 07	
	Continue to use <i>Fast Track</i> to provide accelerated instruction for identified students in grades 7, 8, and 9 who are experiencing a 1-2 year delay in the development of reading/English/language arts skills. Monitor the instructional program and make adjustments as needed	Asst Supt T & L	Jul 06-Jun 07	
	Continue the implementation of speech and debate teams to motivate students to read, research, and orate	Exec Dir Spec Prog	Jul 06-Jun 07	
	Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP) as indicated by 2004-2005 and 2005-2006 HSA data	Area Asst Supt	Aug 06-Feb 07	
	Continue to 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, FARM, and Gifted and Talented	Asst Supt T & L	Jun 06-Aug 06	
	High School Algebra and Geometry			
	Require schools to administer BCPS short-cycle and benchmark assessments	Dir Math PreK-12	Aug 06-Jun 07	
	Continue to conduct item analysis of student responses on the unit and benchmark assessments and utilize data from item analysis to target instruction	Dir Math PreK-12	Aug 06-Jun 07	
	Implement review packets for HSA and MSA courses for students who need additional support to pass the HSA	Dir Math PreK-12	Aug 06-Jun 07	

SCHOOL YEAR 2006–2007 - 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				
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)				
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE	
<p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p>	Assist schools in the development of intervention programs for non-passers of HSA	Dir Math PreK-12	Jul 06-Jun 07	
	Implement vocabulary strategies for HSA courses	Dir Math PreK-12	Aug 06-Jun 07	
	Conduct range-finding activities on student responses to BCPS short-cycle assessments, benchmark assessments, and final exams	Dir Math PreK-12	Aug 06-Jun 07	
	Continue to assist schools in restructuring algebra classes to include assistance	Dir Math PreK-12	Aug 06-Jun 07	
	Pilot and assess supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments	Dir Math PreK-12	Aug 06-Jun 07	
	Provide staff development for algebra teachers in instructional strategies that support student achievement on BCPS short-cycle assessments, benchmark assessments, and final exams	Dir Math PreK-12	Aug 06-Jun 07	
	Use AVID strategies by integrating into curriculum development and professional development opportunities	Dir Math PreK-12	Jul 06-Jun 07	
	Implement <i>Algebraic Thinking</i> mathematics curriculum in grades 6 and 7 in all middle schools to prepare students to pass the Algebra/Data Analysis HSA	Dir Math PreK-12	Jul 06-Jun 07	
	Continue to offer Preparing for Algebra as a summer school intervention for rising ninth graders who have completed middle school without taking algebra and who need to refine their skills in preparation for Algebra I	Dir Math PreK-12 and Exec Dir SSS	Jun 06-Aug 07	
	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	Asst Supt T & L	Aug 06-Jun 07	
	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	Asst Supt T & L	Aug 06-Jun 07	

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Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>j) Integrate technology in the teaching/learning process.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p>	Review, eliminate, and refine high school social studies courses listed in the <i>Course Registration Guide</i> to ensure that all high school social studies courses are supported by rigorous curricula	Dir Sci PreK-12	Sep 06-Jun 07
	Continue to implement the Government short-cycle and benchmark assessments	Asst Supt T & L	Aug 06-Jun 07
	Continue to sponsor student enrichment programs such as Mock Trial, Model United Nations (UN), Model Congress, and Forensics	Exec Dir Spec Prog and Asst Supt T & L	Aug 06-Jun 07
	Continue to develop a partnership with Villa Julie College to have college students serve as mentors to high school students in such programs as Mock Trial, Model United Nations (UN), Model Congress, and the Magnet Law-related programs, utilizing the college courtroom facility	Exec Dir Spec Prog and Asst Supt T & L	Mar 06-Jun 07
	Continue to offer the pre-AP College Board social studies workshops	Asst Supt T & L	Aug 06-Jun 07
	Implement the suggestions within the <i>Social Studies Gifted and Talented Progression of Skills Grades 6-12</i>	Asst Supt T & L	Aug 06-Jun 07
	Continue to use and encourage participation in community resources such as the Baltimore Museum of Industry	Exec Dir El, Exe Dir Spec Prog, and Asst Supt T & L	Jul 06-Jun 07
	Plan and implement the <i>Teaching American History in Maryland</i> Institute in partnership with UMBC	Asst Supt T & L	Jul 06-Jun 07
	Implement professional development workshops with 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, FARM, and Gifted and Talented	Asst Supt T & L	Jul 06-Jun 07
Participate in the development of the projected MSDE on-line remediation course for grade 9 American Government	Asst Supt T & L	Jul 06-Jun 07	

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Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.</p> <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p>	High School Science		
	Continue to administer BCPS unit assessments	Dir Sci PreK-12	Aug 06-Jun 07
	Require the use of vocabulary strategies for HSA (MSA) courses	Dir Sci PreK-12	Jul 06-Jun 07
	Refine review packets for Biology	Dir Sci PreK-12	Jun 06-Aug 06
	Develop and field-test short-cycle assessments in Biology	Dir Sci PreK-12	Jun 06-Aug 06
	Develop a new Biotechnology course for those students who need to pass the Biology HSA	Dir Sci PreK-12	Jun 06-Dec 06
	Design and field-test an upper level elective course, Research Practicum, in which students must develop research projects that will be entered in the Towson State and/or Morgan State University science fairs	Dir Sci PreK-12	Dec 06-Jun 07
	Rewrite the current Earth/Space Science course to be an Earth/Space Systems Science upper level elective	Dir Sci PreK-12	Dec 06-Jun 07
	Continue to conduct item analysis of student responses on the unit assessments and utilize data from item analysis to target instruction	Dir Sci PreK-12	Aug 06-Jun 07
	Continue to design science units that are problem-based for Biology, Chemistry, and Environmental Science aligned with the VSC	Dir Sci PreK-12	Sep 06-Jun 07
Implement professional development opportunities for teachers to expand the application of the whiteboard/tablet technology that was piloted in six high schools (Catonsville, Chesapeake, Hereford, Kenwood, Lansdowne, and Woodlawn) to support achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Dir Sci PreK-12	Sep 06-Jun 07	
Implement a virtual science fair in all high schools	Dir Sci PreK-12	Sep 06-Jun 07	
Provide a K-12 science scope and sequence to prepare students to pursue four science credits	Dir Sci PreK-12	Sep 06-Jun 07	

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Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies. j) Integrate technology in the teaching/learning process. w) Support teachers in the implementation of reading techniques through professional development opportunities. y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.	Continue to add electronic data acquisition activities to all science units	Dir Sci PreK-12	Sep 06-Jun 07
	Design 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, FARM, and Gifted and Talented	Dir Sci PreK-12	Sep 06-Jun 07
	Develop a new curriculum for Environmental Science and AP Environmental Science that is aligned with the Envirothon and which contains a field study component	Dir Sci PreK-12	Sep 06-Jun 07
	Continue to develop, pilot, and refine end-of-year exams in all required science courses	Dir Sci PreK-12	Sep 06-Jun 07
	Provide professional development to enable teachers to include reading and writing strategies in instruction	Dir Sci PreK-12	Jul 06-Jun 07
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. By 2009, 75% of BCPS students earning credit for the assessed courses will pass the HSA on their first attempt, and the passing rate will increase to 100% by 2012.			
Resources: Annual Budget Process Proposals: Science kits and material handler \$787,297; secondary differentiated reading - \$598,200; secondary reading textbooks - \$2,240,700			
Sources: Operating Budget			

SCHOOL YEAR 2006–2007 - 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% participation rate on the Advanced Placement (AP) examinations. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>n) Use standardized testing results to encourage all students to enroll in challenging courses.</p> <p>o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p>	Continue to use AP Potential data to identify and counsel students into AP courses	Exec Dir SSS and Asst Supt T & L	Aug 06-Mar 07
	Continue to provide parents and students with information to promote AP enrollment	Exec Dir SSS, Asst Supt T & L, CCO, and Principals	Sep 06-Apr 07
	Continue to increase the number of AP course offerings in all high schools. Establish a minimum of 10 AP offerings in all high schools	Asst Supt T & L	Sep 06-Jun 07
	Coordinate links among Gifted and Talented, honors, and AP in middle school and early high school years	Exec Dir Spec Prog, Exec Dir SSS, and Asst Supt T & L	Aug 06-Jun 07
	Continue to expand Advancement Via Individual Determination (AVID) implementation to Franklin, Hereford, Loch Raven, Patapsco, and Sparrows Point high schools	Asst Supt T & L	Aug 06-Jun 07
	Continue to offer professional development to secondary schools on AVID strategies to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt T & L	Aug 06-Jun 07
	Integrate AVID instructional strategies into the curriculum guides	Asst Supt T & L	Aug 06-Jun 07
	Maintain existing partnership with College Board to provide professional development in AP content, higher level thinking strategies, scoring, and parent/guardian outreach	Asst Supt T & L	Aug 06-Jun 07
	Review and monitor secondary school master schedules and staffing to ensure AP courses are being offered in all schools	Area Asst Supt	Aug 06-Sep 07
	Support the implementation of AP Calculus and AP Statistics courses at all high schools	Dir Math PreK-12	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - 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% participation rate on the Advanced Placement (AP) examinations. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measurement: In 2002-2003, 47.8% of BCPS high schools had AP participation rates of at least 7%. In 2003-2004, 50% of BCPS high schools had AP participation rates of at least 7%. In 2004-2005, 54.2% of BCPS high schools had AP participation rates of at least 7%. By 2007-2008, 100% of high schools will have an AP examination participation rate of at least 7%.			
Resources: Annual Budget Process Proposals: Expansion of AVID program (college readiness) - \$333,300; Advanced Placement teachers and materials - \$516,100			
Sources: Operating Budget			

SCHOOL YEAR 2006–2007 - 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% of their students who take AP examinations achieve passing scores. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>n) Use standardized testing results to encourage all students to enroll in challenging courses.</p>	Continue vertical teaming to support skills, expectations, and activities supporting success on AP examinations	Asst Supt T & L	Aug 06-Mar 07
	Continue to recruit teachers to serve as readers for AP examinations	Asst Supt T & L	Aug 06-Mar 07
	Continue to organize student and teacher participation in conferences sponsored by the College Board	Asst Supt T & L	Aug 06-Mar 07
	Continue to organize parental groups for disseminating information and providing home support for AP students	Exec Dir SSS and Asst Supt T & L	Aug 06-Mar 07
	Continue to collaborate with local institutions of higher education to provide graduate-level professional development for teachers of all AP courses	Asst Supt T & L	Jul 06-Jun 07
	Continue to recruit and develop teachers to teach AP courses to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt Gov Rel & HR and Asst Supt T & L	Jul 06-Jun 07
	Offer pre-AP professional development workshops focused on writing, rhetoric, argumentation, analytical reading, and grammar	Asst Supt T & L	Sep 06-Apr 07
	Offer pre-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, FARM, and Gifted and Talented	Asst Supt T & L	Sep 06-Apr 07
	Develop a support network program for new Advanced Placement mathematics teachers to enhance the implementation of the Advanced Placement curricula and tests	Dir Math PreK-12	Aug 06-Jun 07
<p>Measurement: In 2002-2003, 43.5% of BCPS high schools had at least 70% of students who took AP examinations achieve passing scores. In 2003-2004, 45.8% of BCPS high schools had at least 70% of students who took AP examinations achieve passing scores. In 2004-2005, 45.8% of BCPS high schools had at least 70% of students who took AP examinations achieve passing scores.. By 2008, 75% of all BCPS high schools will have at least a 70% AP pass rate, and the percentage will increase to 100% by 2012.</p>			
<p>Resources: Annual Budget Process Proposed: Testing for students to attend Community College Baltimore County - \$11,000; College Access - \$50,000; School to University program - \$54,000</p>			
<p>Sources: Operating Budget</p>			

SCHOOL YEAR 2006–2007 - 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
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students. n) Use standardized testing results to encourage all students to enroll in challenging course work.	Continue to analyze the effectiveness of efforts to recruit and retain students in the IB diploma program	Exec Dir Spec Prog	Jul 06-Jun 07
	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	Exec Dir Spec Prog	Aug 06-Jun 07
	Continue to implement activities for grades 11 and 12 IB diploma students and parents/guardians for retention in IB diploma program	Exec Dir Spec Prog	Aug 06-Jun 07
Measurement: In 2003-2004, 46% of students who participated in the IB program completed the IB diploma requirements. In 2004-2005, 56% of students who participated in the IB program completed the IB diploma requirements. By 2008, 75% of students who participate in IB will complete the diploma requirements, and the percentage will increase to 100% by 2012.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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
<p>o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p> <p>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.</p> <p>x) Provide ongoing support to new and veteran teachers through professional development opportunities.</p>	<p>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</p>	Exec Dir Spec Prog	Jul 06-Jun 07
	<p>Continue to provide professional development for new IB teachers and professional development updates for current IB teachers and coordinators in accordance with rules of International Baccalaureate Organization (IBO) to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented</p>	Exec Dir Spec Prog	Aug 06-Mar 07
	<p>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</p>	Exec Dir Spec Prog	Jul 06-Dec 06
	<p>Continue to implement recommendations from the five-year external evaluation by IBO evaluators conducted during school year 2005-2006, and make adjustments accordingly</p>	Exec Dir Spec Prog	Jul 06-Jun 07
<p>Measurement: In 2002-2003, 50% of students participating in the IB program passed the IB examinations. In 2003-2004, 64% of students participating in the IB program passed the IB examinations. In 2004-2005, 63% of students participating in the IB program passed the IB examinations. By 2012, 75% of students participating in the IB program will pass the IB examinations.</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2006–2007 - 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			
1.17 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
f) Develop and implement instructional strategies that include multiculturalism and differentiation. j) Integrate technology in the teaching/learning process. n) Use standardized testing results to encourage all students to enroll in challenging course work. q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.	Continue College Ed, a 12-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	Asst Supt T & L	Sep 06-Mar 07
	Continue training of middle school counselors 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, FARM, and Gifted and Talented	Exec Dir SSS	Jul 06-Jun 07
	Continue to implement the College Board partnership agreement to promote achievement and enable all students to meet their maximum potential in standardized testing such as the PSAT, SAT, and Advanced Placement exams	Asst Supt T & L	Jul 06-Jun 07
	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	Asst Supt T & L	Jul 06-Jun 07
	Continue to use the SAT Planning Guide as a tool to improve student achievement and participation on the SAT to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt T & L	Aug 06-Jul 07
	Continue to identify, disseminate, and implement best practices to eliminate the achievement gaps	Asst Supt T & L	Jul 06-Dec 06
	Continue professional development to enhance the integration of SAT skills into daily instruction	Asst Supt T & L	Aug 06-Mar 07
	Offer the practice SAT online for all students	Asst Supt T & L	Oct 06-Jul 07
	Continue to offer the SAT online preparation course for all high school students	Exec Dir Spec Prog	Jun 06-Jul 07

SCHOOL YEAR 2006–2007 - 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			
1.17 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
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%. By 2007-2008, the percentage of BCPS high schools exceeding the national SAT participation rate will be 75%, and the percentage will increase to 100% by 2011-2012. In 2004-2005, the percentage of BCPS high schools that met or exceeded the national SAT combined verbal and math score was 43.5%. This figure will increase to 100% by 2011-12.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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			
1.19 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
n) Use standardized testing results to encourage all students to enroll in challenging course work. p) Work with the Community College of Baltimore County (CCBC) to study the present participation rates and national standards for the high school administration of the Accuplacer and to identify standards for county-wide participation. x) Provide ongoing support to new and veteran teachers through professional development opportunities.	Continue to partner with CCBC to assist students in pursuing post-secondary education	Exec Dir SSS	Jul 06-Jun 07
	Purchase Accuplacer to promote career/college counseling and parallel enrollment	Exec Dir SSS	Aug 06-Dec 07
	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	Asst Supt T & L and Dir Math PreK-12	Jul 06-Jun 07
	Collaborate with CCBC in designing and piloting of the courses College Readiness: Reading and Writing	Asst Supt T & L	Jul 06-Jun 07
	Continue to coordinate with the Tech Prep Consortium and CCBC to support the implementation of Accuplacer exams to assist CTE students in pursuing post-secondary education	Exec Dir Spec Prog	Jul 06-Apr 07
	Continue to provide staff development for CTE teachers to integrate reading, writing, and math strategies into CTE curricula to increase academic achievement	Exec Dir Spec Prog	Jul 06-Jun 07
Measurement: In 2002-2003, results of the Accuplacer Test showed that 56% of BCPS graduates were eligible to take college-level mathematics; 60%, college-level English; and 61% required no remediation in reading at CCBC institutions. In 2004-2005, results of the Accuplacer test showed that 27.4% of BCPS graduates were eligible to take college-level mathematics; 73.1%, college-level English; and 53.6% required no remediation in reading at CCBC institutions. By 2007-2008, the percentage of students eligible for college-level courses will be 75%, and the percentage will increase to 100% by 2011-2012.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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			
1.20 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
f) Develop and implement instructional strategies that include multiculturalism and differentiation. 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. n) Use standardized testing results to encourage all students to enroll in challenging course work. o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.	Continue to disaggregate and analyze annual outcome achievement data, through use of the CTE data cube, 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, FARM, and Gifted and Talented	Exec Dir Spec Prog	Jul 06-Jun 07
	Continue to revise CTE program proposals for career completer programs annually to meet MSDE requirements to upgrade low performing CTE programs and align programs with career clusters	Exec Dir Spec Prog	Jul 06-Jun 07
	Continue to infuse business and industry technical skill standards into curriculum content, competency profile development, and instructional activities for all CTE programs	Exec Dir Spec Prog	Jul 06-Jun 07
	Continue to implement strategies to support student success on industry certification exams and AP exams related to CTE programs	Exec Dir Spec Prog	Jul 06-Jun 07
	Continue to provide and upgrade equipment, technology, and instructional resources for CTE programs using local and federal funds	Exec Dir Spec Prog	Jul 06-Jun 07
	Continue to provide technical support to maintain or expand work-based learning opportunities, particularly for schools restructuring to smaller learning communities and magnet programs	Exec Dir Spec Prog and Asst Supt T & L	Jul 06-Jun 07
	Implement components of CTE courses that involve students in online collaboration and resource sharing	Exec Dir Spec Prog	Jul 06-Jun 07
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, 68.9% 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 78.0% had a technical GPA that met or exceeded the standards. By 2008, 90% of BCPS career and technology education students will meet or exceed this standard, and the percentage will increase to 100% by 2012.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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			
1.21 All schools will achieve an attendance rate of at least 94%. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.</p> <p>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.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p>	Continue to communicate attendance expectations to parents and students to ensure regular, on-time attendance of students	Exec Dir SSS	Aug 06-Jun 07
	Develop and pilot 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 these students throughout their educational career	Exec Dir SSS	Aug 06-Jun 07
	Continue to facilitate access to appropriate educational and community resources for families, including homeless and immigrant families	Exec Dir SSS	Aug 06-Jun 07
	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 06-Jun 07
	Continue to implement programs, based on need, such as Project Attend and attendance committees, to improve student attendance	Exec Dir SSS	Aug 06-Jun 07
	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 06-Jun 07
	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 06-Jun 07
	Continue to provide staff with updated technology to collect, analyze, and report student attendance and achievement data	Exec Dir SSS	Aug 06-Jun 07
	Continue to review 20% list with school administrators and other school personnel in order to develop and implement school plans for proactive attendance strategies	Exec Dir SSS	Aug 06-Jun 07
Assist and monitor schools that did not meet AYP due to attendance	Exec Dir SSS	Aug 06-Jun 07	

SCHOOL YEAR 2006–2007 - *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			
1.21 All schools will achieve an attendance rate of at least 94%. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measurement: In 2002-2003, 78.8% of all schools achieved the state attendance standard of 94%. In 2003-2004, 76.4% of all schools achieved the state attendance standard of 94%. In 2004-2005, 78.8% of all BCPS schools achieved the state attendance standard of 94%. All schools will achieve a 94% attendance rate by 2012.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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
<p>a) Continue to diagnose English proficiency for English Language Learners to ensure proper placement.</p> <p>b) Provide ESOL services for all English Language Learners not meeting English proficiency levels.</p> <p>c) Facilitate access to appropriate educational and community resources for immigrant families.</p> <p>d) Facilitate interpretation and translation services for parents and families who speak a language other than English to strengthen communication among homes, schools, and the community.</p> <p>e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.</p> <p>f) Provide parent orientations on how to access services from the school system.</p>	<p>Purchase and administer 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</p>	Exec Dir El	Jul 06-Dec 06
	<p>Continue to hire certified ESOL teachers as the English Language Learners' student population grows</p>	Asst Supt Gov Rel & HR	Jul 06-Jun 07
	<p>Continue to refine and implement new systemwide protocol for translation, publishing, and distributing key system documents</p>	Area Asst Supt, Exec Dir El, Principals, and Dir PD	Sep 06-Jun 07
	<p>Continue to facilitate home school communication by publishing key system documents in other languages</p>	Exec Dir El	Jul 06-Jun 07
	<p>Continue to provide services for newcomer families at intake conferences, including evening hours and regional locations during peak registration periods</p>	Exec Dir El	Jul 06-Jun 07
	<p>Continue to review projected ESOL enrollment to accommodate students in their home schools when appropriate</p>	Exec Dir Plan & Support Op	Jul 06-Oct 06
	<p>Continue to collaborate with local graduate programs in Teachers of English for Students of Other Languages (TESOL) to provide professional development</p>	Exec Dir El	Jul 06-Mar 07
	<p>Continue to develop and revise curricula for secondary English Language Learners with a focus on English/writing, reading, and mathematics</p>	Exec Dir El	Jul 06-Aug 07
	<p>Continue to evaluate annually ELL program and services based upon the recommendations from the external evaluation</p>	Exec Dir El	Sep 06-Dec 06
	<p>Implement recruiting strategies, professional development, and on-site placement of parent volunteers to aid in interpretation and translation for family members of English Language Learners</p>	Exec Dir El	Jul 06-Jun 07
<p>Explore the offering of English courses for parents so they may continue to support their children's academic performance</p>	Exec Dir El	Jul 06-Jun 07	

SCHOOL YEAR 2006–2007 - *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
Measurement: In 2004-2005, 47.7% of English Language Learners (ELL) who received ESOL services achieved English proficiency on the Idea Proficiency Test (IPT) by the end of their fourth year of ESOL services. By 2007-2008, 75% of fourth-year ELL students will achieve proficiency on IPT, increasing to 100% by 2011-2012.			
Resources: Annual Budget Process Proposals: Highly-qualified ESOL teachers - \$491,600; Family Literacy Early Intervention program for Chadwick Elementary - \$187,400			
Sources: Operating Budget			

SCHOOL YEAR 2006–2007 - 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)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Continue to diagnose English proficiency for English Language Learners to ensure proper placement.</p> <p>e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.</p> <p>f) Provide parent orientations on how to access services from the school system.</p> <p>Goal 1 (c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.</p>	<p>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</p> <p>Implement high school ESOL reading curriculum and monitor student progress</p>	Exec Dir El	Jul 06-Jun 07
	<p>Continue to include ESOL teachers with general education teachers in systemwide professional development (<i>Reading First</i>) that focuses on higher-level thinking skills, academic vocabulary, language usage, writing, and pedagogy</p>	Exec Dir El	Jul 06-Jun 07
	<p>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</p>	Exec Dir El	Jul 06-Jun 07
	<p>Continue to provide professional development for administrators and teachers on second language acquisition and cross-cultural and differentiation strategies</p>	Exec Dir El	Jul 06-Jun 07
	<p>Continue regional, bilingual parent training and information sessions for families</p>	Exec Dir El	Jul 06-Jun 07
	<p>Continue to recruit and train interpreters/translators</p>	Exec Dir El	Jul 06-Jun 07
	<p>Continue to collaborate with the Community College of Baltimore County (CCBC) to expand offerings and publicize ESOL services for adults</p>	Exec Dir El	Jul 06-Jun 07
	<p>Continue course offerings for all staff on strategies for working with English Language Learners and their families</p>	Exec Dir El	Jul 06-Jun 07
	<p>Continue to advertise the availability of the lending libraries in resource centers for bilingual reading materials for families of English Language Learners</p>	Exec Dir El and Dir PD	Jul 06-Jun 07
	<p>Continue to identify and purchase bilingual reading materials</p>	Exec Dir El and Dir PD	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - 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)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>Measurement: In 2002-2003, 32.5% of ELL achieved at the proficient level on MSA reading, and 44.2% of ELL achieved at the proficient level on MSA mathematics. In 2003-2004, 50.0% of ELL achieved at the proficient level on MSA reading, and 56.7% of ELL achieved at the proficient level on MSA mathematics. In 2004-2005, 42.4% of ELL achieved at the proficient level on MSA reading, and 52.6% achieved at the proficient level on MSA mathematics. By 2007-2008, at least 75% of ELL will achieve at the proficient level on MSA in all tested areas at all grade levels, increasing to 100% by 2011-2012.</p>			
<p>Resources: Annual Budget Process Proposed: State-mandated ELL assessment - \$70,100</p>			
<p>Sources: Operating Budget</p>			

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 3

By 2005-2006, all students will be taught by highly qualified teachers.

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
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. 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. Goal 1 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.	Continue to utilize data warehouse to review and analyze teacher status to equitably assign staff throughout the school system by doing the following: <ul style="list-style-type: none"> • 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, 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 Gov Rel & HR	Jul 06-Jun 07
	Continue Resident Teacher program partnerships	Asst Supt Gov Rel & HR	Jul 06-Jun 07
	Continue to provide signing bonuses to professionally certificated teachers who accept assignments in targeted schools	Asst Supt Gov Rel & HR	Jul 06-Jun 07
	Provide and maintain competitive salaries	Asst Supt Gov Rel & HR	Jul 06-Jun 07
	Conduct timely and focused reviews with provisional teachers in targeted schools, assisting them in achieving professional certification standards	Asst Supt Gov Rel & HR	Jul 06-Jun 07
	Continue to implement the staffing plan for ensuring that all teachers and paraprofessionals meet the highly qualified standards	Asst Supt Gov Rel & HR	Jul 06-Jun 07
	Continue to monitor progress of teachers and paraprofessionals in meeting highly qualified standards using an automated tracking system	Asst Supt Gov Rel & HR	Jul 06-Jun 07
	Continue to conduct an annual review of guidelines and timelines with teachers and paraprofessionals working to become highly qualified	Asst Supt Gov Rel & HR	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 3

By 2005-2006, all students will be taught by highly qualified teachers.

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
<p>a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.</p> <p>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.</p> <p>e) Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.</p> <p>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.</p>	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 Gov Rel & HR and Dir PD	Jul 06-Jun 07
	Continue to recruit and support a high quality instructional staff who meet recognized teaching and certification standards	Asst Supt Gov Rel & HR	Jul 06-Jun 07
	Continue to develop partnerships with science and engineering, trade, and industry groups to provide new technical certification opportunities for teachers	Exec Dir Spec Prog and Dir Sci PreK-12	Jul 06-Jun 07
	Continue to offer initial certification and/or advanced coursework opportunities through the Maryland Center for Career and Technology Education Studies (MCCTES), the Community College of Baltimore County (CCBC), Maryland State Department of Education (MSDE), and University of Maryland Eastern Shore (UMES)	Exec Dir Spec Prog	Jul 06-Jun 07
	Continue to identify and monitor critical shortage areas (e.g., ESOL, mathematics, reading, science, special education, world languages, school library media)	Asst Supt Gov Rel & HR	Jul 06-Jun 07
	Continue utilizing Quality Teacher Incentive Act elements to recruit and retain highly qualified teachers	Asst Supt Gov Rel & HR	Jul 06-Jun 07
	Continue to use the staffing model for Title I schools	Asst Supt Gov Rel & HR	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 3

By 2005-2006, all students will be taught by highly qualified teachers.

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
<p>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%. By 2005-2006, 100% of BCPS teachers and paraprofessionals will meet the requirements for highly qualified.</p>			
<p>Resources: Annual Budget Process Proposals: Compensation scale restructuring for teachers and other employees - \$27,706,455; class upgrades - \$467,600; health benefit increases of 12% - \$13,834,198; and step increases for all employees - \$10,194,000; scholarship program for future teachers of secondary math, science, and special education - \$62,000; personnel staffing, advertising, and foreign recruitment - \$37,000</p>			
<p>Sources: Operating Budget</p>			

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 3

By 2005-2006, all students will be taught by highly qualified teachers.

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
<p>e) Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics</p> <p>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.</p> <p>i) Provide comprehensive information and professional development opportunities to support identified paraprofessionals in meeting academic and Maryland ParaPro Test requirements.</p> <p>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.</p>	Continue to collect and analyze data from various sources, including student achievement data trends and input from teachers, paraprofessionals, and principals, regarding systemwide needs for professional development among general educators, special educators, and Gifted and Talented educators	Dir A.R.T. and Dir PD	Jul 06-Jun 07
	Continue to provide college courses, inservice courses, online courses, tutorials, college partnerships and cohorts for teachers and paraprofessionals	Dir PD	Jul 06-Jun 07
	Provide professional development on inclusive practices for all administrators, teachers, paraprofessionals, and central office staff	Dir PD	Jul 06-Jun 07
	Continue to provide summer English/language arts, reading, writing, and mathematics academies to provide new teachers with practice in instructional planning	Exec Dir El, Asst Supt T & L, and Dir Math PreK-12	Jul 06-Jun 07
	Provide new teacher follow-up professional development sessions in cluster meetings, inservice courses, and visits to schools by central office personnel	Exec Dir C & I	Jul 06-Jun 07
	Provide professional development and support to paraprofessionals who are required to take state assessments in order to become highly qualified	Dir PD	Jul 06-Jun 07
	Continue to offer the Education That is Multicultural (ETM) course to all school-based ETM liaisons and expand course offerings to administrators and teachers	Asst to the Supt E & A and Dir PD	Jul 06-Jun 07
	Continue to provide ongoing professional development for teacher mentors in Baltimore Highlands, Battle Grove, Bedford, Colgate, Dogwood, Dundalk, Edmondson Heights, Featherbed Lane, Halstead Academy, Hawthorne, Hebbville, Johnnycake, Middlesex, Owings Mills, Powhatan, Riverview, Sandalwood, Sandy Plains, Scotts Branch, Winand, Winfield, and Woodmoor elementary schools; Deep Creek, Deer Park Middle Magnet, Dundalk, General John Stricker, Golden Ring, Holabird, Lansdowne, Loch Raven Technical Academy, Middle River, Old Court, Southwest Academy, Stemmers Run, and Woodlawn middle schools; and Chesapeake, Dundalk, Kenwood, Lansdowne, Milford Mill Academy, New Town, Overlea, Parkville, Randallstown, and Woodlawn high schools	Dir PD	Jul 06-Jun 07
	Continue to offer training and leadership development to aspiring leaders	Dir PD	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 3

By 2005-2006, all students will be taught by highly qualified teachers.

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
<p>k) Provide staff development opportunities that focus on principals' assessed needs and system priorities.</p> <p>l) Provide comprehensive information and professional development opportunities to support identified paraprofessionals in meeting academic and Maryland ParaPro Test requirements.</p>	Continue to track number of participants in cohort partnerships and graduate programs	Exec Dir C & I and Dir PD	Jul 06-Jun 07
	Encourage secondary English/language arts, reading, and writing teachers to acquire a reading specialist endorsement	Dir PD	Jul 06-Jun 07
	Offer professional writing and language usage courses for all staff	Dir PD	Jul 06-Jun 07
	Continue to utilize the resources of professional development schools to develop and maintain cohorts	Dir PD	Jul 06-Jun 07
	Continue to partner with institutions of higher education faculties to ensure that the Professional Development Schools (PDS) address the academic and clinical preparation of interns and the continuous professional development of faculties	Dir PD	Jul 06-Jun 07
	Continue to implement and monitor the systemwide protocol for creating, deleting, and expanding PDS	Dir PD	Jul 06-Dec 06
	Continue to plan and implement monthly professional development sessions for all principals on topics directly related to instructional leadership based on principals' assessed needs and system priorities	Area Asst Supt and Dir PD	Jul 06-Jun 07
	Continue to refine and implement opportunities for principals to participate in study groups and to network with colleagues, both informally and formally, to follow up monthly professional development initiatives	Area Asst Supt	Jul 06-Jun 07
	Continue to plan and implement the BCPS Leadership Enhancement professional development initiative for all assistant principals, based on assessed needs and system priorities	Dir PD	Jul 06-Jun 07
	Continue to refine and implement the Administrative Induction and Support Program for first year principals and assistant principals based on their assessed needs and system priorities	Dir PD	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 3

By 2005-2006, all students will be taught by highly qualified teachers.

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
Measurement: Due to a change in federal reporting requirements, states are not required to report the number or percent of teachers participating in high quality professional development. Therefore, the state will not administer the Teacher Professional Development Survey in Spring 2006. Baltimore County Public Schools will track the numbers of teachers participating in induction and mentoring/coaching activities; workshops, institutes, and academies; and graduate courses.			
Resources: Annual Budget Process Proposals: Online course offerings - \$244,700; English II High School Assessment professional development - \$175,000 (redirect)			
Sources: Operating Budget			

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 3

By 2005-2006, all students will be taught by highly qualified teachers.

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. (BPCS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
e) Partner with local universities to design and implement a professional development model for middle school math 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.	Continue to collaborate with universities, colleges/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	Dir Math PreK-12	Jul 06-Jun 07
	Continue to offer professional development courses for graduate credit in mathematics in order to meet the requirements for highly qualified teachers in mathematics	Dir Math PreK-12	Jul 06-Jun 07
	Continue to update teachers with information regarding programs that result in highly qualified status	Asst Supt Gov Rel & HR	Jul 06-Jun 07
	Continue to offer preparatory courses for the tests required to obtain highly qualified status in mathematics	Dir Math PreK-12	Jul 06-Jun 07
	Use content coaches to provide professional development for middle school teachers who are implementing Algebraic Thinking	Dir Math PreK-12	Jul 06-Jun 07
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. By 2005-2006, 75% of middle school mathematics classes will be taught by highly qualified teachers; and 100%, by 2006-2007.			
Resources: Annual Budget Process Proposed: New elementary math series professional development - \$400,000			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 3

By 2005-2006, all students will be taught by highly qualified teachers.

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
<p>c) Establish a plan to measure Adequate Yearly progress (AYP) with regard to staffing all schools for all children with highly qualified teachers. Identify where the school system currently stands with respect to this goal and develop specific measures of acceptable progress and timelines.</p> <p>d) Continue to monitor and communicate with parents about Baltimore County Public Schools’ progress toward having all students taught by “highly qualified” teachers and paraprofessionals.</p> <p>e) Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.</p> <p>g) Continue a systematic process for the selection of highly qualified teachers.</p> <p>h) Optimize the use of all technology resources to attract and retain highly qualified teachers and paraprofessionals.</p>	<p>Continue to advertise and update weekly all teacher vacancies on the BCPS website to reach a wide audience of highly qualified teachers to meet the specific staffing needs of Baltimore County's Title I schools</p>	<p>Asst Supt Gov Rel & HR</p>	<p>Jul 06-Jun 07</p>
	<p>Continue to partner with local universities and MSDE to establish Resident Teaching programs targeting core subject applicants, holding a 3.0 GPA or higher, in critical need subjects (e.g., mathematics, science, and English)</p>	<p>Asst Supt Gov Rel & HR</p>	<p>Jul 06-Jun 07</p>
	<p>Continue to develop a process to allow applicants to electronically file the BCPS application for professional employment</p>	<p>Asst Supt Gov Rel & HR</p>	<p>Jul 06-Jun 07</p>
	<p>Continue to utilize online recruitment tools to attract highly qualified teachers from around the country</p>	<p>Asst Supt Gov Rel & HR</p>	<p>Jul 06-Jun 07</p>
	<p>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 in Title I schools</p>	<p>Asst Supt Gov Rel & HR</p>	<p>Dec 06-May 07</p>

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 3

By 2005-2006, all students will be taught by highly qualified teachers.

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
<p>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, 100% of newly hired teachers in Title I will meet the requirements of highly qualified.</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 3

By 2005-2006, all students will be taught by highly qualified teachers.

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 the 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 Gov Rel & HR	Jul 06-Jun 07
	Continue to disseminate and communicate appropriate educational background and certification information to parents and principals in the Title I schools	Asst Supt Gov Rel & HR	Jul 06-Jun 07
	Continue to make the Maryland School Performance Program report which includes teacher certification and highly qualified status data available to all parents and the community	Asst Supt Gov Rel & HR and Dir A.R.T.	Jul 06-Jun 07
Measurement: In 2002-2003 through 2005-2006, 100% of parents of students in Title I schools were notified of the qualifications of their child’s teacher. In 2004-2005, 100% of parents of students in Title I schools were notified of the qualifications of their child’s teacher. In succeeding years, 100% of parents 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 2006–2007 - 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
<p>a) Provide attractive, clean, caring, and secure learning environments.</p> <p>b) Implement active character ethics education.</p> <p>c) Utilize the Student Support Services Team to address the needs of students.</p> <p>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.</p>	Continue to provide scheduled site improvements and grounds maintenance activities	Exec Dir Phy Fac	Jul 06-Jun 07
	Continue to implement the Five-year Turf Repair Program to improve safety of athletic fields	Exec Dir Phy Fac	Jul 06-Jun 07
	Continue cyclic replacement of grounds equipment to improve operational safety and enhance efficiency	Exec Dir Phy Fac	Jul 06-Jun 07
	Replenish "Fibar" material used for safety surfacing on playgrounds	Exec Dir Phy Fac	Jul 06-Jun 07
	Ensure appropriate staffing, supplies, and materials to maintain a healthy educational environment	Exec Dir Phy Fac	Jul 06-Jun 07
	Provide for the safe delivery of services of the physical plant and execute minor preventive maintenance of mechanical equipment	Exec Dir Phy Fac	Jul 06-Jun 07
	Continue to evaluate and coordinate the School Resource Officer Program in secondary schools	Exec Dir SSS	Jul 06-Jun 07
	Continue to partner with Baltimore County Police Department (BCPD) to implement the safety, drug awareness, and resistance programs in grades K-12	Exec Dir SSS	Jul 06-Jun 07
	Continue to provide violence and substance abuse awareness and prevention within the health education program	Exec Dir SSS and Asst Supt T & L	Jul 06-Jun 07
	Continue to use the <i>How To Establish a Character Education Program in your School: A Handbook for School Administrators</i> 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 06-Sep 07
Continue to train and implement the Student Support Team Model in each school through integration of school-based and student-oriented teams	Exec Dir SSS	Jul 06-Jun 07	
Continue to implement and monitor academic-behavior interventions and supports to address student behavior and learning through the Student Support Team and Instructional Support Team	Exec Dir SSS	Jul 06-Jun 07	

SCHOOL YEAR 2006–2007 - 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
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, childcare services, recreational services, and law enforcement. j) Communicate the behavioral code of conduct to all students and parents/guardians expectations identified in the <i>Student Handbook</i> and school.	Continue to monitor individual student 504 Plans to address behavior and learning needs for eligible students through the Student Support Team	Exec Dir SSS	Jul 06-Jun 07
	Continue to implement the <i>Positive Behavior Planning Guide</i> and the Positive Behavior Intervention and Supports (PBIS) process in schools	Exec Dir SSS	Jul 06-Jun 07
	Continue to provide professional development for new Student Support Team chairpersons and school staff on the Student Support Team Model and 504 Plans	Exec Dir SSS	Jul 06-Jun 07
	Continue to provide psychological consultation, assessment, and intervention services to address student behavior and learning needs for at-risk students and students with intensive needs	Exec Dir SSS	Jul 06-Jun 07
	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 06-Jun 07
	Continue support of the Spring Grove Hospital Center to provide services to students who reside within Baltimore County	Exec Dir SSS	Jul 06-Jun 07
	Continue to maintain 14 school-based wellness centers serving 17 schools	Exec Dir SSS	Jul 06-Jun 07
	Continue to provide site-based mental health services in partnership with community mental health providers	Exec Dir SSS	Jul 06-Jun 07
	Continue to provide and evaluate the services of full-time DSS social workers in schools in assisting students and families in accessing mental health care and other social services programs	Exec Dir SSS	Jul 06-Jun 07
	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 06-Jun 07
	Continue to provide contractual registered nurses to ensure age-appropriate immunizations and health screening for students from other countries	Exec Dir SSS	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - 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
f) Provide a continuum of services through alternative education programs. g) Continue the fingerprinting and criminal background checks for all employees. h) Continue the annual Safe Schools Conference.	Continue to provide cardiopulmonary resuscitation training and bloodborne pathogens training to employees as required by state law	Exec Dir SSS	Jul 06-Jun 07
	Provide Automated External Defibrillators and related training for all schools and offices	Exec Dir SSS	Jul 06-Jun 07
	Continue to work through the Baltimore County Multidisciplinary Team to ensure compliance with all Child Protective Services mandates	Exec Dir SSS	Jul 06-Jun 07
	Continue to utilize the Student Support Services Team	Exec Dir SSS	Jul 06-Jun 07
	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 06-Jun 07
	Continue the operation of the Safety and Emergency Planning Steering Committee composed of BCPS and Baltimore County interagency partners	Exec Dir SSS	Jul 06-Sep 07
	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 06-Sep 07
	Continue to revise, publish, and train staff in all new procedures added to the Critical Response and Emergency Safety Management Guide	Exec Dir SSS	Jul 06-Sep 07
	Continue to train all members of the four Critical Incident Response Teams each year	Exec Dir SSS	Oct 06-Mar 07
	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 06-Jul 07
a) Provide attractive, clean,	Continue to provide in-school alternative programs, such as Maryland's Tomorrow	Exec Dir SSS	Sep 06-Jul 07
	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 06-Jun 07

SCHOOL YEAR 2006–2007 - 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
caring, and secure learning environments. c) Utilize the Student Support Services Team to address the needs of students. 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 the fingerprinting and criminal background checks for all employees. h) Continue the annual Safe Schools Conference.	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 Gov Rel & HR	Jul 06-Jun 07
	Continue to utilize Safe Schools Conference Planning Committee to organize, develop, and evaluate the Safe Schools Conference annually and initiate a teacher/parent component of the Safe Schools Conference	Exec Dir SSS	Jul 06-Jun 07
	Conduct asbestos surveys in all school buildings on a three-year cycle	Exec Dir Phy Fac	Jul 06-Jun 07
	Continue to provide onsite safety inspections and maintain and repair physical education facilities and equipment	Asst Supt T & L and Exec Dir Phy Fac	Jul 06-Jun 07
	Continue to implement the school-based air quality program, <i>Tools for Schools</i>	Exec Dir Phy Fac	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - 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
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% of the schools had security systems in place.			
Resources: Annual Budget Process Proposals: Utility cost increases - \$10,426,000; staffing costs for Windsor Mill Middle - \$859,380; Preventive maintenance - \$370,292; preventive maintenance for boilers \$210,000 one-time; painting and related expenses of 10 schools - \$418,200; yearly fire code inspections - \$553,700; HVAC air filter replacement program - \$405,000; installation of CCTV and monitoring of alarms - \$454,000; replace damaged toilet partitions - \$212,000; stage curtain replacement - \$172,000; additional maintenance workers - \$456,004; carpet cleaning equipment (one-time) - \$74,800; sound system (one-time) - \$50,000; school furniture (one-time) - \$500,000; radon testing - \$75,000; maintenance for computerized maintenance monitoring system - \$11,500; electrical switch testing - \$25,000; supplies for plumbing and electrical - \$84,900; inspection and repair of bleachers - \$90,000; replace glass panels - \$10,000; grounds maintenance and snow removal - \$65,000; grounds equipment - \$120,000			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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			
4.2 All schools will have published expectations of student behavior and parental responsibilities and involvement. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
i) Establish an action plan in the School Improvement Plan (SIP) for increasing parental awareness of their responsibilities and knowledge of behavior expectations identified in the <i>Student Handbook</i> and school code of conduct. j) Communicate to all students and parents/guardians the behavioral expectations identified in the <i>Student Handbook</i> and school code of conduct. k) Identify and train all staff in the implementation of effective student behavior management programs and the <i>Student Handbook</i> requirements.	Continue to include parents/guardians, students, and community members on the School Improvement Planning Committee and countywide Student Handbook Committee	Exec Dir SSS	Apr 07-Jun 07
	Continue to communicate and collaborate with students, parents, PTA, advisory groups, and community members regarding behavior expectations and parental responsibilities and involvement in maintaining a positive learning environment	Exec Dir SSS	Jul 06-Jun 07
	Continue to seek strategies for reducing long-term suspension/expulsion rate for any of the nine offenses identified as major offenses by MSDE	Exec Dir SSS	Jul 06-Jun 07
	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, Dir PD, and Exec Dir Plan & Support Op	Jul 06-Jun 07
	Provide professional development for all new teachers on classroom management at New Teacher Induction	Dir PD	Jul 06-Aug 06
	Provide professional development on positive disciplinary interventions including conflict resolution, peer mediation, and crisis intervention for administrators, teachers, and paraprofessionals	Exec Dir SSS	Jul 06-Jun 07
Measurement: In 2002-2003 through 2005-2006, 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			

SCHOOL YEAR 2006–2007 - 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			
4.3 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
a) Provide attractive, clean, caring, and secure learning environments. g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library. (Goal 6) j) Communicate to all students and parents/guardians the behavioral expectations identified in the <i>Student Handbook</i> and school code of conduct.	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 06-Jun 07
	Provide opportunities at the local school level for stakeholders to express satisfaction and receive information	Area Asst Supt	Jul 06-Jun 07
	Continue to implement parent support services in all communities, and internally evaluate their effectiveness	Exec Dir C & I and Area Asst Supt	Jul 06-Jun 07
	Continue to provide professional development for all employees to enhance staff and stakeholder satisfaction	Exec Dir Bus Ser and Dir PD	Jul 06-Jun 07
	Continue to provide air quality investigation and reporting when an air quality emergency occurs	Exec Dir Phy Fac	Jul 06-Jun 07
	Administer an online stakeholders' satisfaction survey in the spring of each year	CCO	Jul 06-Apr 07
	Continue to provide assistance to parents who choose to home school in order to enhance student achievement and to ensure a smooth transition upon return to BCPS	Exec Dir SSS	Jul 06-Jun 07
Measurement: A baseline BCPS stakeholders' satisfaction survey was administered online during April and May 2005. Of the nearly 2000 stakeholders (parents, 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 involvement in BCPS schools. In 2005-06, the second annual online stakeholders survey will be administered.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 5

All students will graduate from high school.

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
<p>a) Educate all students with disabilities in accordance with the objectives defined in the student’s Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent.</p> <p>c) Increase participation rate in Gifted and Talented programs in all schools.</p> <p>d) Develop, in collaboration with students and parents/guardians, a Career Planning Profile of a four-year plan for studies for all eighth grade students.</p> <p>e) Provide and implement 504 Plans which clearly outline goals, objectives, and accommodations to ensure that students will maximize their educational opportunities.</p>	Continue to communicate to secondary students and parents/guardians the graduation and testing requirements (including HSA) for receiving a diploma	Area Asst Supt and Exec Dir SSS	Jul 06-Jun 07
	Provide academic supports for students who need to pass the English, Algebra/Data Analysis, Government, and Biology High School Assessments (HSAs)	Asst Supt T & L, Area Asst Supt, and Exec Dir SSS	Jul 06-Jun 07
	Review and revise the Career Planning Profile with students to keep them current throughout the high school experience	Exec Dir SSS	Aug 06-Jun 07
	Continue to monitor secondary course enrollment, credit completion, and testing requirements to ensure that students meet graduation requirements	Area Asst Supt and Exec Dir SSS	Sep 06-Jun 07
	Continue to communicate graduation requirements and coursework expectations to parents of secondary students	Asst Supt T & L and Exec Dir SSS	Aug 06-Jun 07
	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	Exec Dir C & I and Area Asst Supt	Jul 06-Jun 07
	Ensure rigorous course offerings by differentiating and eliminating low level courses	Exec Dir C & I	Jul 06-Jul 07
	Continue to distribute the <i>Course Registration Guide</i> to all students and families in grades 8-11	Asst Supt T & L	Dec 06
	Continue to implement the provisions of the Smaller Learning Communities (SLC) grant designed to create a more personalized learning environment, provide more challenging academic course work, and offer academic interventions for students in ten large high schools: Dundalk, Kenwood, Lansdowne, Milford Mill, Overlea, Owings Mills, Parkville, Pikesville, Randallstown, and Woodlawn	Asst Supt T & L	Jul 06-Jun 07
	Continue to provide counseling in graduation and career development to secondary students in individual and group settings and career development counseling at least annually	Exec Dir SSS	Aug 06-Jun 07
Continue to provide a quality physical education program and comprehensive health education program that supports appropriate student development	Asst Supt T & L	Aug 06-Jun 07	

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 5

All students will graduate from high school.

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 student’s Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent.	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 Maryland School Assessment	Exec Dir SSS	Jul 06-Mar 07
	Develop and implement a systemwide professional development plan to improve collaborative inclusion teaching practices for all educators to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and Gifted and Talented	Asst Supt T & L and Dir PD	Jul 06-Jun 07
	Continue to provide professional development activities to support general and special educators and paraprofessionals in the use of inclusive practices as detailed in the <i>Guide for Inclusive Education</i>	Exec Dir C&I	Jul 06-Jun 07
	Continue to improve web-based data tracking systems so that principals and area assistant superintendents can access and analyze data elements to assess the achievement of students with disabilities and their placement in the Least Restrictive Environment (LRE)	Exec Dir C&I and Area Asst Supt	Jul 06-Jun 07
Measurement: In 2004-2005, 92.2% of the BCPS high schools met or exceeded the state graduation standard with rates of at least 90%. By 2007-2008, 100% of high schools will meet the state graduation standard.			
Resources: Annual Budget Process Proposals: Child find assessment - \$244,300; Online courses for high school students - \$136,000			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 5

All students will graduate from high school.

Performance Indicator for Goal 5			
5.2 All high schools will have annual dropout rates of less than 3%. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Educate all students with disabilities in accordance with the objectives defined in the student’s Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent.</p> <p>b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.</p> <p>f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.</p>	Beginning with the class of 2009, monitor all students’ transcripts to ensure that they take and pass the HSAs and meet all other graduation requirements	Exec Dir SSS	Jul 06-Jun 07
	Continue to use the data warehouse to access information on attendance, suspensions, course selection, grades, standardized tests, and retention and to develop appropriate intervention strategies	Exec Dir SSS	Jul 06-Jun 07
	Continue to implement professional development initiatives (preK-12) based on the understanding of different learning styles, multiple intelligences, and differentiating instruction, and utilize instructional technology to engage all students	Exec Dir C & I and Asst to Supt E & A	Jul 06-Jun 07
	Continue to provide summer school to support increased and accelerated student achievement	Exec Dir SSS	Jul 06-Aug 07
	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, Home and Hospital, and CTE programs	Exec Dir Spec Prog and Exec Dir SSS	Jul 06-Aug 07
	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 06-Jun 07
	Continue to provide staffing for the Maryland’s Tomorrow program in the five high schools with greater than 3% dropout rate (Kenwood, Chesapeake, Patapsco, Dundalk, and Sparrows Point)	Exec Dir SSS	Aug 06-Jun 07
	Continue to monitor each high school’s placement of students in alternative and evening high school programs	Exec Dir SSS and Area Asst Supt	Aug 06-Jun 07
Identify high school students who are at risk of dropping out and develop individual and school plans through the use of Student Support Teams (SST)	Exec Dir SSS, Area Asst Supt, and Dir A.R.T.	Aug 06-Jun 07	

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 5

All students will graduate from high school.

Performance Indicator for Goal 5			
5.2 All high schools will have annual dropout rates of less than 3%. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measurement: In 2004-2005, 37.5% of the BCPS high schools met the state dropout standard of 3% or less. By 2007-2008, all BCPS high schools will meet the state dropout standard.			
Resources: Annual Budget Process			
Proposals: Section 504 accommodations - \$100,000; equipment for Home & Hospital students - \$67,000; supplies for alternative education - \$55,000			
Sources:			

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 5

All students will graduate from high school.

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
<p>a) Educate all students with disabilities in accordance with the objectives defined in the student’s Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent.</p> <p>b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.</p> <p>f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.</p>	Continue the development of a competency profile for all students, including those with disabilities and special needs, enrolled in CTE career-completer programs	Exec Dir Spec Prog and Asst Supt T & L	Aug 06-Jun 07
	Implement strategies to encourage students with disabilities to pursue two and four-year college options	Asst Supt T & L	Jul 06-Jun 07
	Implement CTE programs to assist students in meeting college entrance and/or CTE completer requirements to increase the number of dual completers	Exec Dir Spec Prog	Jul 06-Dec 07
	Continue to evaluate enrollment data to determine student participation in and completion of CTE programs	Exec Dir Spec Prog	Jul 06-Dec 07
	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	Exec Dir Spec Prog and Exec Dir SSS	Jul 06-Jun 07
	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, FARM, and Gifted and Talented	Exec Dir C & I, Area Asst Supt, Asst to Supt E & A, Dir PD, and Principals	Jul 06-Jun 07
	Monitor students participating in AVID to ensure that they are meeting college course entrance requirements and accessing available scholarships	Asst Supt T & L and Area Asst Supts	Jul 06-Jun 07
<p>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. By 2007-2008, 90% of students will meet the University of Maryland entrance requirements and/or the Maryland Career and Technology Education Completer Requirements, and the percentage of students meeting these requirements will increase to 100% by 2012.</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.1 All parents/guardians will have multiple opportunities to participate in home-school communication.			
6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.</p> <p>b) Educate all new teachers in how to conduct parent-teacher conferences.</p> <p>c) Provide guidelines and strategies for student-teacher-parent/guardian conferences.</p>	Continue to implement the 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 Spec Prog	Aug 06-Jun 07
	Continue to implement the Parental Outreach, Attendance Notification, and Emergency Communication System to deliver messages to parents through automatic telephone and e-mail communication	CCO	Sep 06-Jun 07
	Further explore the use of technology to facilitate additional means of communication with parents/guardians	CCO	Jul 06-Feb 07
	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 teacher; 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 compacts and involving families in an annual review of the Parent/Guardian Family Involvement Policy 1270	Asst Supt T & L and Asst Supt Gov Rel & HR	Jul 06-Jun 07
	Continue to publish the <i>Message to Community</i> to communicate the superintendent’s budget priorities to parents and stakeholders	Exec Dir Fiscal Ser and CCO	Nov 06-Jan 07
	Facilitate home-school communication by publishing key system documents in other languages	CCO	Jul 06-Jun 07
	All schools will embed in their school improvement plans specific strategies for home-school communication	Area Asst Supt and Principals	Aug 06-Jun 07
	Continue to implement parent/guardian-teacher and student-led conferences	Area Asst Supt and Principals	Aug 06-Jun 07
	Continue to provide parents/guardians with updated guidelines and strategies for successful parent-teacher-student conferences	Dir PD	Aug 06-Jun 07

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.1 All parents/guardians will have multiple opportunities to participate in home-school communication.			
6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide professional development and technical support to new and current teachers to conduct effective parent/guardian-teacher-student conferences including addressing student achievement relative to established standards	Dir PD	Aug 06-Jan 07
	Continue to provide administrators with guidelines and strategies on multicultural infusion and cultural sensitivity to promote effective parent/guardian-teacher and student-led conferences	Asst to the Supt E & A	Jul 06-Sep 06
	Provide interpersonal skills training for all clerical staff to facilitate positive home-school interactions and a welcoming school environment	Dir PD	Aug 06-May 07
	Continue to communicate graduation requirements and coursework expectations to parents	Asst Supt T & L and Exec Dir SSS	Aug 06-Jun 07
	Continue to communicate and collaborate with students, parents, PTA, advisory groups, and community members regarding behavior expectations and parental responsibilities and involvement in maintaining a positive learning environment	Exec Dir SSS	Jul 06-Jun 07
	Continue to implement college awareness programs directed toward all students and their parents, especially first generation, economically disadvantaged, and Gifted and Talented students	Asst Supt T & L and Exec Dir Spec Prog	Jul 06-Jun 07
Measurement: Parental Outreach, Attendance Notification, and Emergency Communication System data.			
Resources: Annual Budget Process Proposals: Telephone notification process \$392,900 and \$15,500 one-time			
Sources: Operating Budget			

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Provide professional development to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.</p> <p>g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiative with the Baltimore County Public Library.</p>	Plan and conduct an annual spring conference for parents and interested community members to provide opportunities to collaborate with each other and staff to explore the curriculum, home-school communication strategies, and best practices for supporting students' academic achievement	Dir PD and CCO	Jul 06-May 07
	Plan and implement additional opportunities to provide content area learning experiences for parents and interested community members to help them acquire the content knowledge required to support students' academic achievement	Asst Supt T & L	Jul 06-Apr 07
	Provide the Style to Content Learning Preference Inventory, a survey for students that is designed to assist parents and teachers with identifying the specific ways in which individual students learn	Asst to the Supt E & A	Jul 06- Jun 07
	Continue to collaborate with PTA, advisory groups, community, and businesses to ensure diverse stakeholder involvement	Bd of Ed, Area Asst Supt, and CCO	Sep 06-May 07
	Explore offering English classes for parents who are English language learners so that they may continue to support their children's academic performance	Asst Supt T & L	Jul 06-Dec 06
	Continue to use the community resource centers to provide training for parents, teachers, and community members in helping their children achieve academically	Dir PD	Aug 06-Jun 07
	Continue to implement parent support services in all communities and internally evaluate their effectiveness	Exec Dir C&I and Area Asst Supt	Jul 06-Jun 07
	Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g., National Honor Society, National Merit Scholars, Science Fair, Black Saga, Mock Trial, Odyssey of the Mind, 24 Challenge, and CTE Awards Ceremony)	Exec Dir of C&I and Area Asst Supt	Sep 06-Jun 07
Provide training through the Aspiring Leaders and Leadership Enhancement programs to assist school-based administrators with developing effective home-school communication	Dir PD	Aug 06-May 07	

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Provide training for pupil personnel workers, social workers, and guidance counselors to prepare them to participate in non-traditional outreach to parents through activities such as home visits and community-based partnerships and outreach programs	Exec Dir SSS	Jul 06-May 07
Measurement: Number of countywide learning opportunities communicated to parents and community members and participation data.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.</p> <p>d) Provide media and planning services to schools to promote Back-To-School Night and American Education Week.</p> <p>g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library.</p>	Implement school improvement process guidelines for site-based selection of parents on school improvement teams and parent involvement in decision-making processes	Area Asst Supt	Sep 06-Jun 07
	Continue to invite parents/guardians, teachers, and community members to serve on school improvement teams (SIT)	Principals	Sept 06-Jun 07
	Continue to share best practices at countywide principals' meetings focusing on the six areas of parental involvement adopted by the National PTA, and implement appropriate strategies through SIP	Area Asst Supt	Sep 06-Dec 06
	Continue to use the six areas of parent involvement to structure and monitor parent involvement goals in school improvement plans (SIP) and to enhance effective home-school partnerships to improve student achievement	Area Asst Supt and Principals	Jul 06-Jun 07
	Continue to include parents/guardians, students, and community members on the School Improvement Planning Committee and countywide <i>Student Handbook</i> committee	Exec Dir SSS	Apr 07-Jun 07
	Continue to schedule school events including athletic contests to allow more parents/guardians to attend	Principals	Sep 06-Jun 07
	Continue by geographic area to coordinate a schedule for Back-To-School Night according to feeder schools within a cluster to optimize parent/guardian opportunities to attend	Area Asst Supt and Principals	Jul 06-Aug 06
	Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g., National Honor Society, National Merit Scholars, Science Fair, Black Saga, Mock Trial, Odyssey of the Mind, 24 Challenge, and CTE Awards Ceremony)	Area Asst Supt	Sep 06-Jun 07
	Continue to offer family services to assist schools in developing meaningful involvement strategies for parents/guardians/community, including families from other countries through the Early Intervention and Family Literacy Program	Exec Dir SSS and Exec Dir EI	Jul 06-Jun 07
	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 and Principals	Aug 06-Nov 06

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measurement: Percentage of schools with parent/guardian representation on SIT; participation data.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.5 Increase parent/guardian, school, business, and community partnerships.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.</p> <p>e) Expand recognition opportunities for students, parents/guardians, community, and business partners.</p> <p>f) Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships.</p> <p>h) Encourage business partnerships that support and complement the educational program.</p>	In accordance with the <i>The Governor's Commission on Quality Education in Maryland, September 2005 Report</i> , plan, implement, and monitor outreach to parents, community leaders, and organizations to develop and maintain partnerships; promote partnerships to staff	CCO	Jul 06-Jun 07
	Continue to solicit business and community partnerships through chambers of commerce, Rotary clubs, etc., to support student achievement	CCO	Jul 06-Jun 07
	Continue to collaborate with PTA and advisory groups to conduct countywide parent education meetings	Exec Directors, Principals, Staff, and CCO	Jul 06-Jun 07
	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 06-Jun 07
	Publish and distribute an annual update of the directory listing community organizations with an interest in helping schools, as well as those organizations that are non-traditional school contacts	CCO	Nov 06
	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)	Exec Dir El and Asst Supt T & L	Jul 06-Jun 07
	Continue the partnership with Recreation and Parks so students have productive after-school activities	Exec Dir Spec Prog and Exec Dir Phy Fac	Sep 06-Jun 07
	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	Exec Dir Spec Prog	Jul 06-Jun 07
	Continue collaboration with the Baltimore County Public Library to promote summer reading and increase student independent reading	Exec Dir Spec Prog	Mar 07-Jun 07

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.5 Increase parent/guardian, school, business, and community partnerships.			
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, fee-based databases, and other public library resources and services	Exec Dir Spec Prog	Jul 06-Jun 07
	Support the continuation of the Get Carded Campaign implemented at Deep Creek Middle School and Woodlawn Middle School, facilitating use of both local school and public library resources	Exec Dir Spec Prog	Sep 06-Nov 07
	Continue the award winning First Library Card Campaign to build parent connections with public and school library resources that foster early literacy achievement of their kindergarten children	Exec Dir Spec Prog	Jul 06-Jun 07
	Support social services such as before and after-school programs, health services, adult education, and counseling	Exec Dir SSS	Jul 06-Jun 07
	Support academic enrichment programs sponsored and administered by community-based organizations	Asst Supt T & L	Jul 06-Jun 07
Measurement: Number of school, business, community partnerships; communications about opportunities for partnerships.			
Resources: Annual Budget Process Proposed:			
Sources: Operating Budget			

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>e) Expand recognition opportunities for students, parents/guardians, community, and business partners.</p> <p>f) Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships.</p> <p>h) Encourage business partnerships that support and complement the educational program.</p>	Determine the communication requirements of and appropriate communication vehicles for each stakeholder group	CCO	Jul 06-Dec 06
	Develop formal 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 06-Jun 07
	Collaborate with business community members to disseminate to the public information about student successes	CCO	Jul 06-Jun 07
	Team with the BCPS Education Foundation and community groups to develop and implement a community-wide marketing campaign utilizing publications and other means to disseminate information about system initiatives and successes	CCO	Jul 06-Jun 07
	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 06-Jun 07
	Continue to provide recognition opportunities for teachers, volunteers, retirees, and others in collaboration with employee groups, business, and community members	CCO	Sep 06-Jun 07
	Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g., National Honor Society, National Merit Scholars, Science Fair, Black Saga, Mock Trial, Odyssey of the Mind, 24 Challenge, and CTE Awards Ceremony)	Exec Dir of C&I and Area Asst Supt	Sep 06-Jun 07
	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	Dir PD and Area Asst Supt	Sep 06-Jun 07
	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)	Exec Dir El and Asst Supt T & L	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measurement: Percent of parents/guardians who express satisfaction with the school system (at least 80% in 2006-2007).			
Resources: Annual Budget Process Proposed:			
Sources: Operating Budget			

SCHOOL YEAR 2006–2007 - *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
<p>a) Train school leadership to help parents, teachers, and students serve as advocates for educational issues.</p> <p>b) Utilize key stakeholders to assist in training parents/guardians about educational issues.</p> <p>c) Provide information and support to principals in the alignment of the <i>Blueprint for Progress</i> with the SIP, the allocation of positions, and the allocation of other resources.</p> <p>d) Encourage parents/guardians and community members to participate on the School Improvement Team.</p> <p>e) Encourage teachers to be leaders in the school and community.</p> <p>f) Provide professional development opportunities to school administrators, teachers, and other staff on the roles of parents, staff, and community members in the school improvement process.</p>	Continue to publish the <i>Maryland School Performance Program Report</i> which includes state, local, and individual schools’ information	Dir A.R.T.	Jul 06-Jun 07
	Continue to communicate individual school results of the <i>Maryland School Performance Program Report</i> to parents and stakeholders	Area Asst Supt and Principals	Jul 06-Jun 07
	Continue to communicate the individual school results report to stakeholders based on the BCPS <i>Blueprint for Progress Report on Results</i>	Area Asst Supt and Principals	Jan 07
	Continue to develop and implement processes to expand stakeholder input into the school improvement plans, and communicate the school results reports	Principals	Jul 06-Jun 07
	Continue to provide professional development for principals in the alignment of all resources to support achievement of the goals in the <i>Blueprint for Progress</i>	Area Asst Supt and Dir PD	Jul 06-Jun 07
	Continue to invite parents, teachers, and community members to serve on school improvement teams (SIT)	Principals	Sep 06-Jun 07
	Continue to monitor that all schools have SITS, and monitor their effectiveness	Area Asst Supt	Sep 06-Jun 07
	Continue to provide professional development to assist parents, students, teachers, administrators, and community members in becoming active advocates for Baltimore County Public Schools	Area Asst Supt, CCO	Jul 06-Dec 06
	Continue to provide schools with site-specific data from the data warehouse for analysis and development of individual school results report	Dir A.R.T. and CIO	Oct 06-Dec 06
	Continue to implement a process to get feedback from stakeholders	CCO	Jul 06-Jun 07
	Continue to integrate Positive Behavior Intervention Systems (PBIS) and Character Education into the School Improvement Plan (SIP)	Exec Dir SSS	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - 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
<p>g) Publish an annual education performance report designed to increase community-wide awareness and advocacy.</p> <p>h) Assist schools’ PTAs, School Improvement Teams, Faculty Councils, and Student Councils in the process of developing leadership skills to improve involvement and decision making.</p> <p>i) Provide school leadership training in group processes that encourages teachers, staff, parents/guardians, and community members to improve involvement in decision making.</p> <p>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.</p>			
<p>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.</p>			
<p>Resources: Annual Budget Process Proposed: Research specialist to support student testing \$65,458</p>			
<p>Sources: Operating Budget</p>			

SCHOOL YEAR 2006–2007 - 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
<p>a) Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction.</p> <p>h) Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers.</p> <p>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</p>	Continue to assess and modify the role of the instructional technology (IT) resource teachers in providing support to administrators, liaisons, technology integration teachers, and other instructional staff as they learn to integrate technology into teaching and learning	Exec Dir Spec Prog	Jul 06-Jun 07
	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, FARM, and Gifted and Talented	Exec Dir Spec Prog	Aug 06-Jun 07
	Continue to offer the newly-developed technology integration institutes for both elementary and secondary teachers which focus on using technology to teach science and mathematics	Exec Dir Spec Prog and Dir Math	Aug 06-Jun 07
	Review and revise the technology integration 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	Exec Dir Spec Prog and El	Aug 06-Jun 07
	Complete the development, piloting, and implementation of an online assessment tool to determine administrator technology competencies related to the National Educational Technology Standards for Administrators (NETS-A) and Maryland Technology Standards for Administrators	Exec Dir Spec Prog	Jul 06-Jun 07
	Continue to offer graduate-level cohort programs for teachers to develop leaders in instructional technology and library media, and explore online graduate-level cohort programs in instructional technology	Exec Dir Spec Prog	Jul 06-Jun 07
	Continue to develop a data cube of library media program data (collection, staffing, technology) that correlates with student achievement research	Exec Dir Spec Prog, CIO, and Dir A.R.T.	Sep 06-Jun 07
	Continue to develop, pilot, and implement e-Learning initiatives to provide online alternatives for professional growth in the effective use of technology for teachers, paraprofessionals, and other instructional staff	Exec Dir Spec Prog, CIO, and Dir PD	Jul 06-Jun 07

SCHOOL YEAR 2006–2007 - 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
a) Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction.	Provide 24/7 access to school library media collections for staff, students, and their families	Exec Dir Spec Prog	Jul 06-Jun 07
	Continue to increase teacher access to electronic information for technology integration for daily classroom instruction through the use of the Internet and the Intranet	Exec Dir Spec Prog	Jul 06-Jun 07
	Continue to implement a systemwide web-based IEP system	CIO	Sep 06-Jun 07
	Continue to provide resources and professional development activities for specific technology, equipment, and software programs in CTE and special education	Exec Dir Spec Prog and Asst Supt T & L	Jul 06-Jun 07
	Implement the <i>Framework for Technology Implementation 2005-2008</i> to meet new state and national technology standards	CIO and Exec Dir Spec Prog	Feb 06-Jun 07
Measurement: The 2004-2005 inventory indicated that the ratios of students to computers was 3.5 to 1; teachers to computers was 1 to 0.95; administrators to computers was 1 to 0.99; and clericals to computers was 1 to 0.99.			
Resources: Annual Budget Process Proposed:			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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: <ul style="list-style-type: none"> ▪ 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
b) Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software. i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.	Seek funding to continue the four-year replacement cycle for one computer per five students	CIO	Sep 06-Dec 06
	Request first half of funding through budget process for one computer per school-based teacher	CIO	Sep 06-Dec 06
Measurement: The 2003-2004 inventory indicated that 91% of schools met the 5:1 for students, and 95% of teachers met the 1:1; 99% of administrators met the 1.1, and 99% of clericals met the 1.1 of central processing unit (CPU) count of MSDE and BCPS standard computers. In 2004-2005 the students to computer ratio was 3.5:1. The ratios for other groups remained the same.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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			
8.3 The annual operating and capital budgets will be developed and administered in a timely and accurate manner. (BPCS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.	Continue to implement and communicate the process for development of the annual budget process that involves staff and stakeholders	CFO	Jul 06
	Continue to provide opportunities for public review and input in the proposed budget prior to board adoption	CFO	Sep 06-Jun 07
	Continue to use the feedback forms in the published budget books	CFO	Jul 06-Jun 07
	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 07-Jun 07
	Review and analyze budget data, and develop procedures to increase accuracy of budget forecasts	CFO	Jul 06-Jun 07
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 2004-05, 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% or less will be maintained annually. In 2004-05, BCPS received the ASBO Meritorious Budget Award for the FY2005 Adopted Budget Book.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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			
8.4 The Department of Fiscal Services' staff will effectively and efficiently provide timely access to functional information. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
m) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.	Assist in development of and access to the financial, human resources, and data warehouse to access system data for development of financial documents	CFO	Jul 06-Jun 07
	Prepare 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 06-Sep 06
	Continue to use feedback forms from all CAFR users	CFO	Jul 06-Jun 07
	Implement processes and software to increase electronic purchasing, electronic submission of payroll data, and electronic access to financial reports	CFO	Jul 06-Oct 06
	Continue to provide professional development and technical assistance to school-based personnel on Medicaid encounter data forms	CFO	Jul 06-Jun 07
Measurement: The 2003-2004 baseline percentage of end users who were satisfied with the content of the Comprehensive Annual Financial Resources (CAFR) was 78%. This rate of end user satisfaction will be maintained or will increase annually. In 2004-2005 the percentage of end users who were satisfied with the content of the CAFR was 82%.			
Resources: Annual Budget Process Proposed: e-commerce suite - \$22,500 (ongoing), \$20,000 (one-time)			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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			
8.5 The student enrollment projections will have a 99% 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 3 hours per day. (BCPS standard)			
8.8 Each school will provide meal service at optimal capacity. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
f) Establish benchmarks for on-board time and on-time service for students eligible for transportation services. g) Establish benchmarks for food service operations and copy, print, and distribution services. i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.	Continue to update methodologies for student enrollment projections and demographic trends consistent with state and national standards	Exec Dir Plan & Support Op	Jul 06-Apr 07
	Support the full-day kindergarten initiative with necessary transportation services	Exec Dir Plan & Support Op	Jul 06-Jun 07
	Continue to monitor the on-board time and on-time school bus service	Exec Dir Plan & Support Op	Aug 06-Jun 07
	Continue to provide meal service at the optimal level for each school	Exec Dir Plan & Support Op	Jul 06-Jun 07
Measurement: The BCPS September 30 projected enrollments will be within 1% of the actual enrollments. The established opening/closing window for 90% of buses will be maintained. In 2004-2005, 95% of morning arrivals were on time. In 2005-2006, the percentage of morning arrivals will continue to meet or exceed the 90% standard. All students will have total ride times of less than three hours per day. In 2004-2005, 99.75% of student riders had a total ride time of fewer than three hours per day, and in 2006-2007 that percentage will be maintained. In 2004-2005, 31 secondary schools met the meal service capacity standard of 3.5 students per minute. In 2005-2006 the number of schools meeting or exceeding the standard will be maintained or increased.			
Resources: Annual Budget Process Proposed: Bus leases and related staffing - \$846,800			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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			
8.9 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 instruction programs. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
e) Develop systemwide 5-, 10-, 15-year comprehensive maintenance plans based on the condition of the individual facility's profile and establish short-, mid-, and long-range solutions. i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.	Continue to use data to prioritize and identify resources necessary to increase employee attendance rates	Exec Dir Plan & Support Op	Jul 06-Jun 07
	Implement the Employee Attendance Monitoring Program	Exec Dir Plan & Support Op	Jul 06-Jun 07
	Maintain sufficient human and material resources to support optimal print capacity in Copy and Print Services	Exec Dir Plan & Support Op	Jul 06-Jun 07
	Continue to collect feedback from clients on quality and timeliness of copy and print shop services	Exec Dir Plan & Support Op	Jul 06-Jun 07
	Continue to develop and publish an annual five-year Capital Improvement Program (CIP) that aligns capital budget and instructional programmatic initiatives	Exec Dir Phy Fac, Exec Dir Plan & Support Op, CFO, and C & I	Jul 06-Jun 07
	Continue to access school profile information through the data warehouse	Exec Dir Plan & Support Op	Aug 06-Jun 07
Measurement: In 2004-2005, the standard for employee attendance was established at 96%. 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.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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			
8.12 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
c) Allocate positions to schools in an equitable, adequate manner.	Continue to provide an online instrument for administrative staff to access the Allocation Spreadsheet and the Projected Resource Allocation Sheet	Asst Supt Gov Rel & HR	Jul 06-Jun 07
d) Allocate non-salary and grant funds to schools in an equitable manner based on rational formulas and approved qualifications.	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 Gov Rel & HR	Jul 06-Jun 07
i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.	Continue to identify and recruit aggressively for administrative positions both internally and externally	Asst Supt Gov Rel & HR	Jul 06-Jun 07
Measurement: All available school-based positions will be allocated based upon projected enrollment. In 2004-2005, 99.9% of all instructional school-based positions were filled based upon projected enrollment. The standard has been set for a 5% increase in the number of qualified applicants in the system’s pool of administrators. In 2004-2005 there was a 24% reduction in the number of qualified applicants in the system’s pool of principals, and a 10% increase in the number of qualified applicants in the system’s pool of assistant principals. A process has been established for all administrative appointments through timely advertisements, interviews and recommendations to the Superintendent.			
Resources: Annual Budget Process Proposed:			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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			
8.14 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
i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.	Continue EEO professional development	Asst Supt Gov Rel & HR	Jul 06-Sep 07
	Establish a Diversity Council that will support schools and business units in addressing diversity issues	Asst Supt Gov Rel & HR	Jul 06-Jun 07
	Continue to provide professional development to managers, supervisors, and administrators to increase their knowledge and familiarity with the negotiated agreements and appraisal processes	Asst Supt Gov Rel & HR	Jul 06-Sep 07
	Continue to improve client service on both of the Office of Benefits websites	Asst Supt Gov Rel & HR	Jul 06-Jun 07
	Continue to respond promptly to employees' and retirees' inquiries via the website and telephone	Asst Supt Gov Rel & HR	Jul 06-Jun 07
Measurement: The 2003-2004 baseline of EEO complaints was 29. In 2004-2005 there were 47 EEO complaints. The number of EEO complaints will be reduced by 5% or more in 2006-2007. In 2004-2005, 91% of the Master Agreement grievances were resolved. In 2004-2005 there were 4770 employees who accessed the Office of Benefits' website. The standard is to increase this number by 5% or more each year. Increase the number of administrative and supervisory employees trained in various aspects of the master agreements and the appraisal process. The 2005-2006 baseline is 10%. The baseline percentage of employees and retirees who rate information regarding benefits as effective is 74% for 2005-2006.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - 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			
8.17 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 FTE enrollment exceeds seating capacity (state rated capacity plus available relocatable seats). (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
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. i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.	Continue to plan, design, and construct new school buildings to meet the needs of the student population	Exec Dir Phy Fac	Jul 06-Jun 07
	Continue to research state school facility requirements and effective building design in order to recommend new school construction plans	Exec Dir Phy Fac	Jul 06-Jun 07
	Continue to implement the comprehensive outdoor maintenance plan for grounds, housekeeping services, and mechanical/critical equipment services	Exec Dir Phy Fac	Jul 06-Jun 07
	Continue to monitor the operational days for all BCPS facilities	Exec Dir Phy Fac	Jul 06-Jun 07
Measurement: In 2004-2005, all BCPS facilities were operational at a level that met the 2002-2003 baseline. This standard of operational performance will continue to be met or exceeded annually. In 2004-2005, 18% of elementary schools, 12% of middle schools, and 17% of high schools exceeded MSDE school capacity standards. These standards for school capacity will be maintained annually.			
Resources: Annual Budget Process Proposed: Truck leases - \$109,370			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 8

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Performance Indicator for Goal 8			
8.19 The Wide Area Network, Enterprise Systems, and the telephone system will operate effectively 98% of the time. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
b) Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software. i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.	Continue to resolve Customer Service issues in a timely manner	CIO	Jul 06-Jun 07
	Continue to maintain Wide Area Network availability	CIO	Jul 06-Jun 07
	Continue to maintain Enterprise System availability	CIO	Jul 06-Jun 07
	Continue to maintain telephone system availability	CIO	Jul 06-Jun 07
	Participate in a joint effort with the county to develop a disaster recovery site at the Stemmer’s Run facility	CIO	Jul 06-Jun 07
	Provide increased bandwidth through fiber optic technology to 90% of BCPS sites by 2008	CIO	Jul 06-Jun 07
Measurement: In 2003-2004, 99.6% of the time the Wide Area Network (WAN), Enterprise Systems (ES), and telephones operated effectively, and 98% 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% of the time customer issues related to the WAN, ES, and telephone issues were resolved within 48 hours.			
Resources: Annual Budget Process Proposed: Computer and telephone system enhancements - \$100,000			
Sources: Operating Budget and Capital Budget			