

## 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/language arts/writing, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and <u>Geometry-Algebra I</u> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs)</u> . (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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>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>	<b>SYSTEM</b> <b>Curriculum and Instruction</b>	Exec Dir C & I	Jul <u>0506</u> -Jun <u>0607</u>
	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		
	<u>Provide rigorous, differentiated curricula to improve student achievement to ensure that all students pass the High School Assessments (HSAs)</u>	<u>Exec Dir C &amp; I</u>	<u>Jul 06-Jun 07</u>
	<u>Continue to implement, evaluate, and adjust, as necessary, the BCPS Action Plan, “Elimination of Eliminate the Over-Representation of African-American Students in Special Education”</u>	Asst Supt T & L <u>and Asst to Supt E &amp; A</u>	Jul <u>0506</u> -Mar <u>06Jun 07</u>
	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 <u>0506</u> -Jun <u>0607</u>
	Continue to identify <u>and implement</u> curriculum-based instructional strategies to meet the needs of a diverse student population with a focus on student engagement	Exec Dir C & I	Jul <u>0506</u> -Jun <u>0607</u>
	Continue to provide professional development and updates in national, state, and county content and assessment standards for administrators, mentors, and teachers	Exec Dir El, Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
	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 El, <u>Exec Dir Spec Prog, and Asst Supt T &amp; L</u>	Jul <u>0506</u> -Jan <u>0607</u>
	<u>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</u>	<u>Exec Dir C &amp; I</u>	<u>Jul 06-Jun 07</u>
	<u>Intensify instructional focus on the components of reading and effective written</u>	<u>Exec Dir C &amp; I</u>	<u>Jul 06-Jun 07</u>

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<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
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.	<u>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</u>  <u>Continue to implement the systemwide professional development plan, utilizing the Guide for Inclusive Education, “Effective Inclusion Practices for all Educators”</u>	Exec Dir C & I	Jul <u>0506</u> -Jun <u>0607</u>
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	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, <u>English</u> /language arts, mathematics, science, and social studies	Exec Dir EI, Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	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	Exec Dir C & I	Oct <u>0506</u> -Apr <u>0607</u>
u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data	Ensure maximum access to the general education curriculum for all students with disabilities in the Least Restrictive Environment (LRE)	Exec Dir C & I and Area Asst Supt	Aug <u>0506</u> -Jun <u>0607</u>
w) Support teachers in the implementation of reading techniques through professional development opportunities.	Provide collaborative general and special education teacher professional development in the implementation of the Voluntary State Curriculum (VSC) <u>and the Core Learning Goals (CLG)</u> . Embed strategies and understandings to assist in meeting the needs of all students	Exec Dir C & I	Jul <u>0506</u> -Jun <u>0607</u>
x) Provide ongoing support to new and veteran teachers through professional development	<u>Continue to implement</u> , as appropriate, the special education external evaluation recommendations  <u>Explore-Apply</u> research-based methodologies and interventions to meet the needs of diverse learners  <u>Continue to implement</u> a staff development program for paraeducators addressing roles/responsibilities to promote student learning	Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
	Improve reading achievement of students with disabilities in the general education classroom <u>in all grades</u> using <i>Assessment and Intervention Model (AIM)</i> , <u>Fast Track</u> , <u>and the VSC 7 and 8 Reading Programs and reading instruction aligned with the VSC</u>	Exec Dir C & I	Jul <u>0506</u> -Jun <u>0607</u>
		Asst Supt T & L and Dir PD	Jul <u>0506</u> -Jun <u>0607</u>
		Exec Dir EI, Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>

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opportunities.		Exec Dir C & I	Jul <u>0506</u> -Jun <u>0607</u>
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	<del>Develop demonstration lessons that u</del> Utilize collaboration and co-teaching models to provide differentiated instruction in all content areas	Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	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	Exec Dir SSS	Jul <u>0506</u> -Jun <u>0607</u>
m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.	<u>Continue Provide teachers</u> to support the instructional program at Spring Grove	Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
w) Support teachers in the implementation of reading techniques through professional development opportunities.	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	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.	Implement the systemwide plan, Preparing Students for Success on the HSAs in the Baltimore County Public Schools, 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	<u>Exec Dir C &amp; I</u>	<u>Jul 06-Jun 07</u>
	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	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	Monitor the implementation of the Individualized Educations Plans (IEPs) through the Program Review and Support Process (PRASP)	Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
	<u>Complete the infrastructure to support the</u> systemwide web-based IEP system	<u>Exec Dir C &amp; I</u>	Sep <u>0506</u> -Jun <u>0607</u>
	Continue to implement adaptive technology in schools to support the achievement of all	Exec Dir Spec Prog	Aug <u>0506</u> -Jun <u>0607</u>

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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>	<p>students including ethnic groups, special education, English Language Learners, FARMs, and Gifted and Talented</p>	<u>and EI</u>	
	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 <u>0506</u> -Jun <u>0607</u>
	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 <u>0506</u> -Jun <u>0607</u>
	Continue to analyze and review disaggregated Maryland School Assessment (MSA) data from 20 <u>0405</u> -20 <u>0506</u> to determine curricular implications, student performance by subgroups, and appropriate professional development	Exec Dir C & I, Area Asst Supt, and Dir PD	Jul <u>0506</u> -Jun <u>0607</u>
	<u>Continue to provide curriculum and instructional service and support to priority schools</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Implement a systemwide plan to support schools identified by MSDE as schools in improvement</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP) as indicated by 20 <u>0304</u> -20 <u>0405</u> and 20 <u>0405</u> -20 <u>0506</u> MSA data	Area Asst Supt	Jul <u>0506</u> -Oct <u>0607</u>
	<u>Continue to provide Title I transfer options and/or supplemental education services for eligible students as required by No Child Left Behind (NCLB)</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	Continue to institute a cabinet-level review of any school that fails to make AYP	Superintendent's Cabinet	Aug <u>0506</u> -Feb <u>0607</u>
	Continue to have schools provide feedback on the services from central offices	Div of C & I and Bus Ser	Aug <u>0506</u> -Dec <u>0506</u>
	<u>Continue to</u> 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 <u>0506</u> -Mar <u>0607</u>

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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/test samples through mailings, the BCPS website, and Education Channel programming	CCO	Jul <u>0506</u> -Dec <u>0506</u>
	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 <u>0506</u> -Dec <u>0506</u>
	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 <u>0506</u> -Aug <u>0506</u>
	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 <u>0506</u> -Mar <u>0607</u>
	<u>NOTE: Performance Indicator 1.12 further addresses preparing students to be successful on the HSAs</u>		
	<b>Early Childhood and Elementary <u>English/Language Arts, Reading, and Writing</u></b>		
	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 <u>0506</u> -Jun <u>0607</u>
	Continue professional development on effective strategies to ensure differentiation of instruction and opportunities for acceleration for all students	Exec Dir El	Jun <u>0506</u> -Jun <u>0607</u>
	<u>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</u>	<u>Exec Dir El</u>	<u>Jun 06-Jun 07</u>
	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 <u>0506</u> -Jun <u>0607</u>

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	<p><del>Support through the IEP team process the successful transition of students from the Infants and Toddlers Program (birth-to-three) to community-based early childhood educational services</del> Provide professional development and support through the IEP team process for successful transition of students exiting the Infants &amp; 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</p>	<del>Exec Dir El and</del> Asst Supt T & L	Jul <del>0506</del> -Jun <del>0607</del>
	<p><del>Create more inclusive opportunities for students in Early Childhood Programs</del> 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</p>	Exec Dir El <del>and Asst</del> Supt T&L	Jun <del>0506</del> -Jun <del>0607</del>
	<p>Provide collaborative professional development among general educators and special educators to ensure the success of <del>inclusion settings</del> students with disabilities in inclusive settings</p>	Exec Dir El	Jul <del>0506</del> -Jun <del>0607</del>
	<p>Continue to participate in <del>preK-pre-kindergarten</del> curriculum study with the University of Maryland at Campfield Early Childhood Center</p>	Exec Dir El	Jul <del>0506</del> -Jun <del>0607</del>
	<p>Evaluate <u>annually</u> the <del>2003-2004</del> pre-<u>kindergarten</u> literacy program using the kindergarten Maryland Model for School Readiness (MMSR) data</p>	Exec Dir El	Mar <del>0507</del> -Jun <del>0507</del>
	<p><del>Continue Support</del> 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</p>	Exec Dir El	Jun <del>0506</del> -Jun <del>0607</del>
	<p><del>Provide summer training for approximately 450 additional teachers, administrators, and central office personnel in the use of DIBELS</del></p>	<del>Exec Dir El</del>	<del>Jun-05-Aug-05</del>



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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.	Maintain the student-teacher ratios for kindergarten to grade 2 at 21:1 for allocating positions to schools	Exec Dir EI	Jun <u>0506</u> –Aug <u>0607</u>
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	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	<u>Exec Dir EI</u>	Jul <u>0506</u> –Jun <u>0607</u>
j) Integrate technology in the teaching/learning process.	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 <u>in all elementary schools in: Baltimore Highlands, Battle Grove, Berkshire, Chadwick, Charlesmont, Chase, Chesapeake Terrace, Deep Creek, Dogwood, Dundalk, Featherbed Lane, Glenmar, Halstead, Hebbville, Johnnycake, Logan, Mars Estates, Middlesex, Norwood, Oliver Beach, Owings Mills, Powhatan, Randallstown, Sussex, Timber Grove, Villa Cresta, White Oak, and Woodmoor elementary schools</u>	Exec Dir EI	Jul <u>0506</u> –Jun <u>0607</u>
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	<u>Expand implementation of the AIM in seven additional schools: Campfield Early Childhood Learning Center, Colgate, Deer Park, Elmwood, Hawthorne, Shady Spring, and Woodholme elementary schools</u>	<u>Exec Dir EI</u>	<u>Jul 05–Jun 06</u>
y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.	<u>Continue to</u> provide <i>Language Essentials for Teachers of Reading and Spelling (LETRS)</i> training by Louisa Moats to central office and school-based AIM 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	Exec Dir EI	Jul <u>0506</u> –Jun <u>0607</u>
	<u>Continue to</u> provide training in <i>Reading First</i> and AIM 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	Exec Dir EI	Jul <u>0506</u> –Jun <u>0607</u>
	<u>Intensify/increase</u> instructional focus on the components of effective written language instruction <u>including grammar, mechanics, and usage at the elementary school level</u> and provide professional development to support written language instruction with the current <u>elementary</u> reading series and recommended English book	Exec Dir EI	<u>Sep 06–Jun 07</u>

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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.	<u>Actively incorporate grammar, mechanics, and language usage into all instruction</u>	<u>Exec Dir EI</u>	<u>Jul 06-Jun 07</u>
	<u>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</u>	<u>Exec Dir EI</u>	<u>Jul 06-Jun 07</u>
i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.	<b>Elementary Mathematics</b>		
	<u>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</u>	<u>Dir Math</u>	<u>Jul 06-Jun 07</u>
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.	<u>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</u>	<u>Dir Math</u>	<u>Jul 06-Jun 07</u>
	<u>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</u>	<u>Dir Math</u>	<u>Jul 06-Jun 07</u>
w) Support teachers in the implementation of reading techniques through professional development opportunities.	<u>Provide core mathematics instructional materials to teachers prior to the beginning of the school year to provide adequate time for preparation for instruction</u>	<u>Dir Math</u>	<u>Jul 06-Jun 07</u>
	<u>Continue to provide professional development for administrators on effective mathematics instruction through the <i>Lenses on Learning</i> training 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</u>	<u>Dir Math-PreK-12</u> <u>Dir PD</u>	<u>Jul 0506-Jun 0607</u>
	<u>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</u>	<u>Dir Math</u>	<u>Jul 06-Jun 07</u>



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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 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 Sci PreK-12	Jul <u>0506</u> -Jun <u>0607</u>
	<u>Continue to</u> evaluate internally the effectiveness of the Science/Math Resource Teachers' ( <u>SMaRTSTEM-RT</u> ) 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, Orem, 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 Sci PreK-12	Jul <u>0506</u> -Jun <u>0607</u>
	Continue professional development on research-based best practices in mathematics and science instruction and ongoing monitoring of program implementation to the <u>SMaRT STEM resource</u> teachers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Dir Math and Sci PreK-12	Jul <u>0506</u> -Jun <u>0607</u>
	Continue to implement the 24 Challenge Math Competition and expand school participation	Dir Math PreK-12	Aug <u>0506</u> -Jun <u>0607</u>
	Continue to recommend models to departmentalize the teaching of mathematics in grades 3-5 <u>in</u> elementary schools <u>and expand the instructional time for mathematics as required to meet individual students' needs</u>	Dir Math PreK-12	Jul <u>0506</u> -Jun <u>0607</u>
	Provide support to schools as departmentalization is implemented	Dir Math PreK-12	Jul <u>0506</u> -Jun <u>0607</u>
	<u>Review and assess the elementary math curriculum and plan for adoption of a countywide text in school year 2006-2007</u>	<u>Dir Math PreK-12</u>	<u>Jul 05-Jun 06</u>
	Integrate the best practices of mathematics into the curriculum and provide teachers with professional development that includes <u>mathematics content</u> training; <u>and the</u>	Dir Math PreK-12	Jul <u>0506</u> -Jun <u>0607</u>

### 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/language arts/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 <u>Geometry-Algebra I</u> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs)</u> . (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 include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.</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>	modeling; and coaching of these effective research-based instructional practices		
	Provide collaborative professional development <u>between</u> general educators and special educators to ensure the success of <u>inclusion students with disabilities in inclusive</u> settings	Dir Math PreK-12	Jul <u>0506</u> -Jun <u>0607</u>
	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 <u>0506</u> -Jun <u>0607</u>
	<b>Elementary Science</b>		
	Continue to implement departmentalization of science instruction at grades 3-5	Dir Sci PreK-12	Sep <u>0506</u> -Jun <u>0607</u>
	<u>Incorporate expository reading materials and instructional strategies for writing in grades preK-5 to supplement problem-based units</u>	<u>Dir Sci PreK-12</u>	<u>Sep 06-Jun 07</u>
	<u>Continue implementation of the Starlab traveling planetarium program</u>	<u>Dir Sci PreK-12</u>	<u>Sep 06-Jun 07</u>
	<u>Expand collaboration with NASA Goddard Space Flight Center to include elementary level participation in the Jason Project</u>	<u>Dir Sci PreK-12</u>	<u>Sep 06-Jun 07</u>
	Continue to provide ongoing professional development on research-based best practices to elementary teachers 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 <u>0506</u> -Jun <u>0607</u>
	Continue to implement the elementary science, technology, engineering, and mathematics (STEM) fair	Dir Sci PreK-12	Sep <u>0506</u> -Jun <u>0607</u>
	<u>Plan and implement</u> a school-to-university program including Saturday conferences, symposia, etc.	Dir Sci PreK-12	Sep <u>0506</u> -Jun <u>0607</u>
	Continue to provide science and technology professional development for the <u>SMaRT STEM resource</u> teachers ( <u>STEM-RTs</u> ) to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and	Dir Sci PreK-12	Sep <u>0506</u> -Jun <u>0607</u>

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and <u>Geometry-Algebra I</u> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs)</u> . (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
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.	Gifted and Talented		
	Continue to work with Channel 73 (Science is Alive) to produce programming spotlighting science in BCPS	Dir Sci PreK-12	Sep <del>05</del> 06-Jun <del>06</del> 07
	Continue to design <u>and implement</u> problem-based learning units for grades PreK-5 that <u>incorporate design and technology concepts and electronic data acquisition activities</u> are aligned with the VSC	Dir Sci PreK-12	Sep <del>05</del> 06-Jun <del>06</del> 07
e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.	<u>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</u> <del>Continue to add design and technology concepts to selected elementary science units</del>	Dir Sci PreK-12	Sep <del>05</del> 06-Jun <del>06</del> 07
j) Integrate technology in the teaching/learning process.	<del>Continue to add electronic data acquisition activities to units in grades 1-5</del>	<del>Dir Sci PreK-12</del>	<del>Sep 05-Jun 06</del>
k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.	Continue <del>to pilot</del> 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 <del>05</del> 06-Jun <del>06</del> 07
	<u>Refine-Implement</u> end-of-year science assessments in grades 3 and 5	Dir Sci PreK-12	Sep <del>05</del> 06-Jun <del>06</del> 07
y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.	Continue to <del>design and implement</del> <u>provide</u> science labs <u>by supporting appropriate professional development</u> in all Title I elementary schools	Dir Sci PreK-12	Sep <del>05</del> 06-Jun <del>06</del> 07
	Provide consultation services <u>and professional development</u> for all non-Title I schools choosing to design and <del>implement</del> utilize science labs	Dir Sci PreK-12	Sep <del>05</del> 06-Jun <del>06</del> 07
	<u>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</u> Gifted and Talented	<u>Dir Sci PreK-12</u>	<u>Sep 06-Jun 07</u>

### 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/language artswriting, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and <u>Geometry-Algebra I</u> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs)</u> . (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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><u>Refine-Continue</u> 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</p>	Dir Sci PreK-12	Sep <u>0506</u> -Jun <u>0607</u>
	Develop, pilot, <u>and provide professional development for the</u> new grade 4 outdoor science unit, <u>Eco Scouts, which is</u> 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, FARMs, and Gifted and Talented	Dir Sci PreK-12	Sep <u>0506</u> -Jun <u>0607</u>
	Develop a new grade <u>2 and grade</u> 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, FARMs, and Gifted and Talented	Dir Sci PreK-12	Sep <u>0506</u> -Jun <u>0607</u>
	<u>Continue to</u> 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 <u>0506</u> -Jun <u>0607</u>
	<u>Design-and-implement</u> <u>Support the implementation of</u> 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 <u>0506</u> -Jun <u>0607</u>
	<u>Develop-the</u> <u>Continue to support the implementation of the</u> course "Using Technology to Teach Science" to be offered to all elementary science cohorts and the Elementary Summer Science Institute (ESSI)	Dir Sci PreK-12 and Exec Dir Spec Prog	Sep <u>0506</u> -Jun <u>0607</u>
	<u>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</u>	<u>Exec Dir Spec Prog</u>	<u>Sep 06-Jun 07</u>

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<b>Performance Indicator for Goal 1</b>			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and <u>Geometry-Algebra I</u> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs)</u> . (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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><u>Plan and host a Mid-Atlantic StarLab Conference in BCPS</u></p>	<u>Dir Sci PreK-12</u>	<u>Sep 05-Jun 06</u>
	Develop and implement science STEM unit differentiation for GT grades 1-5	Exec Dir Spec Prog	Jul <u>0506</u> -Jun <u>0607</u>
	<u>Develop and implement a plan for building and replenishing elementary science kits to ensure effective delivery of hands-on curriculum activities</u>	<u>Dir Sci PreK-12</u>	<u>Sep 06-Jun 07</u>
	<b>Elementary Social Studies</b>		
	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	Exec Dir El and Asst Supt T & L	Sep <u>0506</u> -Jun <u>0607</u>
	Continue to implement a MSDE credit course on social studies content	Exec Dir El and Asst to Supt E & A	Sep <u>0506</u> -Mar <u>0607</u>
	<u>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</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	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	Exec Dir El	Jul <u>0506</u> -Jun <u>0607</u>
	<u>Realign the intermediate and middle school social studies program to ensure that students are prepared to pass the Government HSA</u>	<u>Exec Dir El</u>	<u>Jul 06-Jun 07</u>
	Infuse the application of reading strategies that support the comprehension of informational text <u>and components of writing</u> 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	Exec Dir El	Jul <u>0506</u> -Oct <u>0607</u>
	Develop a VSC reading <u>and writing</u> focus for every text-based lesson in grades 2 and 4	Exec Dir El	Jun <u>0506</u> -Nov <u>0506</u>
	Design social studies <u>end-of-unit examsshort-cycle assessments</u> for every unit in grades	Exec Dir El	Jun <u>0506</u> -Nov <u>0506</u>

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1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and <del>Geometry-Algebra I</del> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs)</u> . (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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>	2 and 4		
	<u>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</u>	<u>Exec Dir EI</u>	<u>Jun 06-Nov 06</u>
	<u>Develop a sequential curricular framework of essential core concepts and skills that must be incorporated within instruction and assessment</u>	<u>Exec Dir EI</u>	<u>Jun 06-Nov 06</u>
	<u>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</u>	<u>Exec Dir EI</u>	<u>Jul 06-Jun 07</u>
	<u>Provide opportunities for students to demonstrate their acquisition and processing of knowledge through writing, products, and performances</u>	<u>Exec Dir EI</u>	<u>Jul 06-Jun 07</u>
	<u>Continue professional development on effective strategies to ensure differentiation of instruction and opportunities for acceleration for all students</u>	<u>Exec Dir EI</u>	<u>Jul 06-Jun 07</u>
	<u>Continue to implement the annual Black Saga program</u> , a multicultural program that enriches the social studies curricula to reflect the contributions of African Americans, to include the Baltimore County Black Saga Competition	Exec Dir EI, Asst Supt T & L, and Asst to Supt E & A	Jun <del>0506</del> -Mar <del>0607</del>
	Establish professional development workshops with the Reginald F. Lewis Museum of Maryland African American History and Culture	Exec Dir EI	Jul <del>0506</del> -Jun <del>0607</del>
	<u>Identify engaging field trip opportunities to connect students' learning to the rich variety of resources available in the Baltimore area</u>	<u>Asst Supt T &amp; L and Area Asst Supt</u>	<u>Jul 06-Jun 07</u>
	<u>Review-Integrate</u> the MSDE African American History Curriculum <del>for into</del> grades 4-8 <del>to find ways to include the information and lessons in existing BCPS curriculum</del>	Exec Dir EI	Jul <del>0506</del> -Jun <del>0607</del>



## SCHOOL YEAR 2006–2007 - *Blueprint for Progress - Performance Goal 1*

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<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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>	<p style="text-align: center;"><b>Middle School English/<u>Language Arts, and Reading, and Writing</u></b></p> <p><u>Continue to pilot and assess programs such as Springboard at Deer Park Middle to support mathematics and English instruction and academic preparation for local, state, and national assessments</u></p>	Asst Supt T & L	Aug 05-Jun 06
	<p><u>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 increase participation and pass rates in AP courses</u></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>	Asst Supt T & L	Aug 0506-Mar 0607
	<p><u>Provide professional development focused on reading, writing, and language usage strategies for use across content areas to improve student achievement on the HSAs</u></p>	Asst Supt T & L and Area Asst Supt	Jul 06-Jun 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>	Asst Supt T & L	Aug 0506-Mar 0607
	<p><u>Actively incorporate grammar, mechanics, and language usage into all instruction</u></p>	Asst Supt T & L	Jul 06-Jun 07
	<p><u>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</u></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>	Asst Supt T & L	Jul 0506-Jun 0607
	<p>Provide professional development for new teachers of grades 6-8 reading to support the achievement of all students including ethnic groups, special education, English</p>	Asst Supt T & L	Aug 0506-Dec 0506

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<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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>	Language Learners, FARM, and Gifted and Talented		
	Offer middle and high school vertical teams pre-AP professional development workshops in writing, language, analytical reading, and argumentation	Asst Supt T & L	Oct <u>0506</u> -Dec <u>0506</u>
	Provide <u>reading</u> , writing, and language <u>usage</u> 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 <u>0506</u> -Feb <u>0607</u>
	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	<del>Exec Dir Spec Prog</del> and Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
	<u>Continue to</u> provide professional development for classroom teachers in schools where students are not meeting reading standards	Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
	Provide collaborative professional development with both general educators and special educators to ensure the success of inclusion settings	Asst Supt T & L	Aug <u>0506</u> -Mar <u>0607</u>
	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 <u>0506</u> -Dec <u>0506</u>
	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 <u>0506</u> -Jun <u>0607</u>
	<u>Assess identified students in grades 5-8 to determine students’ needs for an accelerated reading/English/language arts program</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Provide teachers and administrators with extensive professional development to support the implementation of the identified acceleration curriculum, <i>Language!</i></u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Implement the <i>Language!</i> curriculum and regularly monitor students’ progress through</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>

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<b>Performance Indicator for Goal 1</b>			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and <del>Geometry-Algebra I</del> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs)</u> . (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	<u>the use of both internal and external assessments</u>		
	<u>Provide in-school modeling of instruction and coaching for teachers to ensure quality of implementation of the <i>Language!</i> curriculum</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.	<u>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</u>	Asst Supt T & L	Jun <del>05</del> 06-Sep <del>05</del> 06
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	<u>Support <del>Refine the implementation of the</del> <i>G</i>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 <del>grade level</del> education, English Language Learners, FARMs, and Gifted and Talented</u>	Asst Supt T & L and Area Asst Supt	Jul <del>05</del> 06-Jun <del>06</del> 07
o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.	Continue to refine and compact the grade 6 Gifted and Talented reading curriculum and add enrichment activities and materials	Asst Supt T & L	Jul <del>05</del> 06-Jun <del>06</del> 07
	<u>Refine the grades 7 and 8 reading curriculum to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u> <u>Implement the reading intervention program <i>Fast Track</i> at all middle schools</u>	<u>Asst Supt T &amp; L and Area Asst Supt</u> <u>Asst Supt T &amp; L and Area Asst Supt</u>	<u>Aug 05-Jun 06</u> <u>Aug 05-Jun 06</u>
	Continue to implement and expand Academic Success (ACCESS) through reading support program at Kenwood, Lansdowne, Milford Mill Academy, Overlea, Parkville, Patapsco, and Woodlawn <del>H</del> high <del>S</del> schools	Asst Supt T & L and Area Asst Supt	Aug <del>05</del> 06-Jun <del>06</del> 07
	<u>Expand the <i>Fast Track</i> reading program for identified special education students at Lansdowne Middle, Stemmers Run Middle, Golden Ring Middle, Stricker Middle, Middle River Middle, Deep Creek Middle, and Deer Park Middle</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 05-Jun 06</u>
	<u>Develop a cadre of “expert” <i>Fast Track</i> teachers to mentor developing <i>Fast Track</i></u>	<u>Asst Supt T &amp; L</u>	<u>Aug 05-Dec 05</u>

### 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/language arts writing, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and <u>Geometry-Algebra I</u> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs)</u> . (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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>	<u>teachers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u>		
	<u>Develop and implement an additional unit to support the grade 6 gifted and talented English curriculum</u>	<u>Exec Dir Spec Prog and Asst Supt T &amp; L</u>	<u>Jul 05-Jun 06</u>
	Ensure that appropriate VSC <u>and CLG</u> indicators are addressed in English/ <u>language arts</u> and reading curricula	Asst Supt T & L	Jul <u>0506</u> -Dec <u>0506</u>
	Continue to implement formative ( <u>short-cycle</u> ) assessments and collect and analyze data to target reading instruction	Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
	Investigate countywide <u>benchmark English/language arts assessments formative reading assessment options</u> for all middle school students	Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
	<b>Middle School Mathematics</b>		
	<u>Implement the Woodlawn Middle School restructuring plan to improve student achievement in mathematics to prepare students to pass the Algebra/Data Analysis HSA and increase participation and pass rates in AP courses</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	Analyze data from the <u>2005-2006</u> 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 <u>0506</u> -Apr <u>0607</u>
	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 <u>0506</u> -Jun <u>0607</u>
	<u>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</u>	<u>Dir Math PreK-12</u>	<u>Jul 06-Jun 07</u>
	<u>Implement Algebraic Thinking 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</u>	<u>Dir Math PreK-12</u>	<u>Jul 06-Jun 07</u>

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Performance Indicator for Goal 1			
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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>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>Analysis HSA</u></p> <p>Continue the Algebra with Assistance course in <u>middle schools as needed</u> based upon the <del>2004</del><u>05</u>-<del>2006</del><u>05</u> evaluation</p> <p><u>Continue to</u> develop continuing professional development courses that focus on a variety of instructional strategies for teaching middle school mathematics concepts</p> <p><del>Develop and implement an electronic learning community for the gifted and talented grades 5 and 6 teachers to support them in the implementation of the gifted and talented mathematics curriculum</del></p> <p><u>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</u></p> <p>Continue to monitor and support teachers in the use of virtual manipulatives (e.g., Gizmos)</p> <p>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, FARMs, and Gifted and Talented</p> <p>Continue to support programs such as Math Counts and the 24 Challenge in all schools</p> <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</p> <p><u>Continue to work with Channel 73 to produce the mathematics programming for Homework Helpers</u></p>	<p>Dir Math PreK-12</p> <p>Dir Math PreK-12</p> <p>Exec Dir Spec Prog and Dir Math PreK-12</p> <p>Exec Dir Spec Prog and Dir Math PreK-12</p> <p>Dir Math PreK-12</p> <p>Dir Math PreK-12</p> <p>Dir Math PreK-12</p> <p>Dir Math PreK-12 and SSS</p> <p>Dir Math PreK-12</p>	<p>Jul <del>05</del><u>06</u>-Jun <del>06</del><u>07</u></p> <p>Jul <del>05</del><u>06</u>-Jun <del>06</del><u>07</u></p> <p>Jul <del>05</del>-Jun <del>06</del></p> <p>Jul <del>06</del>-Jun <del>07</del></p> <p>Jul <del>05</del><u>06</u>-Jun <del>06</del><u>07</u></p> <p>Jul <del>05</del><u>06</u>-Jun <del>06</del><u>07</u></p> <p>Jul <del>05</del><u>06</u>-Jun <del>06</del><u>07</u></p> <p>Jul <del>05</del><u>06</u>-Aug <del>05</del><u>06</u></p> <p>Jul <del>06</del>-Aug <del>07</del></p>

### SCHOOL YEAR 2006–2007 - *Blueprint for Progress - Performance Goal 1*

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<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
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.	<b>Middle School Science</b>		
	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 <del>0506</del> -Jun <del>0607</del>
	<u>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</u>	<u>Dir Sci PreK-12</u>	<u>Sep 06-Jun 07</u>
	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 <del>0506</del> -Jun <del>0607</del>
	<u>Continue to incorporate reading and written language strategies into all problem-based science units in grades 6-8</u>	<u>Dir Sci PreK-12</u>	<u>Sep 06-Jun 07</u>
	<u>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</u>	<u>Dir Sci PreK-12</u>	<u>Sep 06-Jun07</u>
	<u>Implement the Concepts of Physical Science as Applied to Biology Course for grade 8 Gifted and Talented students to prepare students to pass the Biology HSA</u>	<u>Dir Sci PreK-12</u>	<u>Sep 06-Jun 07</u>
	<u>Continue to work with the Office of Mathematics and the Office of Technology Education to integrate STEM in grades 6-8</u>	<u>Dir Sci PreK-12</u>	<u>Sep 06-Jun 07</u>
	Expand the implementation of a virtual science fair into all middle schools	Dir Sci PreK-12	Sep <del>0506</del> -Jun <del>0607</del>
	Continue to add electronic data acquisition activities to units in grades 6-8	Dir Sci PreK-12	Sep <del>0506</del> -Jun <del>0607</del>
	Continue the Master's degree and certificate programs with Towson University leading to highly qualified status	Dir Sci PreK-12	Sep <del>0506</del> -Jun <del>0607</del>
	<del>Design and</del> <u>Continue to</u> implement student summer enrichment programs in science and technology as a component of the STEM NSF Grant	Dir Sci PreK-12	Sep <del>0506</del> -Jun <del>0607</del>



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<b>Performance Indicator for Goal 1</b>			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and <u>Geometry-Algebra I</u> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs)</u> . (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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>	<p><del>Plan and</del><u>Continue to</u> implement a summer science leadership program for middle school science department chairs</p> <p><del>Design-Implement</del> a professional development program that is individualized and differentiated for middle school science teachers as part of the STEM NSF Grant</p>	<p>Dir Sci PreK-12</p> <p>Dir Sci PreK-12</p>	<p>Jul <del>0506</del>-Jul <del>0607</del></p> <p>Sep <del>0506</del>-Jun <del>0607</del></p>
	<b>Middle School Social Studies</b>		
	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 <del>0506</del> -Jun <del>0607</del>
	Continue to develop and revise the grade 8 American history curriculum guide to align with the VSC	Asst Supt T & L	Jul <del>0506</del> -Jul <del>0607</del>
	Continue to identify curriculum-based instructional strategies to meet the needs of a diverse student population	Asst Supt T & L	Jul <del>0506</del> -Jul <del>0607</del>
	Continue to sponsor student enrichment programs such as Black Saga, Quiz Bowl, and History Day	Asst Supt T & L	Sep <del>0506</del> -Jun <del>0607</del>
	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	<del>Exec Dir-Spec Prog</del> and-Asst Supt T & L	Sep <del>0506</del> -Jun <del>0607</del>
	Plan and implement a <i>Teaching American History in Maryland</i> History Institute in partnership with UMBC	Asst Supt T & L	Sep <del>0506</del> -Jun <del>0607</del>
	Continue to integrate reading strategies that support the comprehension of informational text <u>and components of writing instruction within</u> the social studies curriculum to enhance the achievement of all students <u>on MSA and HSA</u> including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	<del>Exec Dir-Spec Prog</del> and-Asst Supt T & L	Sep <del>0506</del> -Jun <del>0607</del>

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and <del>Geometry-Algebra I</del> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs).</u> (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	<u>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</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>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</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Develop a sequential curricular framework of essential core concepts and skills that must be incorporated within instruction and assessment</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>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</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Provide opportunities for students to demonstrate their acquisition and processing of knowledge through writing, products, and performances</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Continue professional development on effective strategies to ensure differentiation of instruction and opportunities for acceleration for all students</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	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 <del>05</del> 06-Jun <del>06</del> 07
	Continue to plan and implement the African American History Conference	Asst Supt T & L	Sep <del>05</del> 06-Jun <del>06</del> 07
	Support the Pre-AP College Board Social Studies workshops	Asst Supt T & L	Sep <del>05</del> 06-Jun <del>06</del> 07
	<del>Implement Support AP vertical teaming by implementing</del> the suggestions within the <i>Social Studies Gifted and Talent Progression of Skills Grades 6-12</i>	<del>Exec Dir Spec Prog and Asst Supt T &amp; L</del>	Sep <del>05</del> 06-Jun <del>06</del> 07

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1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and <u>Geometry-Algebra I</u> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs).</u> (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	<u>Imbed AVID and strategies of similar and higher rigor within all programs of study, with special focus on analysis, synthesis, and evaluation</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<p style="text-align: center;"><b>High School English, <u>and Reading, and Writing</u></b></p> <p>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, FARMs, and Gifted and Talented</p>	Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
	Revise grade <u>10-9</u> 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 <u>0506</u> -Jun <u>0607</u>
	<u>Actively incorporate grammar, mechanics, and usage into all instruction</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Assess identified students in grades 5-10 to determine students' need for an accelerated reading/English/language arts program</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Provide teachers and administrators with extensive professional development to support the implementation of the identified acceleration curriculum, <i>Language!</i></u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Implement the <i>Language!</i> curriculum and regularly monitor students' progress through the use of both internal and external assessments</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Actively incorporate grammar, mechanics, and usage into instruction for acceleration</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Provide in-school modeling of instruction and coaching for teachers to ensure quality of implementation of the <i>Language!</i> curriculum</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	Continue to pilot Fast Track reading in grades 9 and 10 in the following schools: Chesapeake, Dundalk, Lansdowne, Loch Raven, Milford Mill, Overlea, Patapseo, Randallstown, Sparrows Point, Towson, and Woodlawn	Asst Supt T & L	Aug 05-Jul 06
	<u>Continue to implement the Fast Track reading intervention program for students</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 05-Jun 06</u>

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	identified through the reading screening process in the following schools: Catonsville, Chesapeake, Dundalk, Lansdowne, Loch Raven, Milford Mill, New Town, Overlea, Patapasco, Perry Hall, Randallstown, Sparrows Point, Towson, and Woodlawn		
	<u>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</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	Continue to encourage the implementation of speech and debate teams to motivate students to read, research, <u>and orate</u>	Asst Supt T & L	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to <u>develop and</u> 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	<del>Exec Dir Spec Prog</del> and Asst Supt T & L	Jun <del>0506</del> -Aug <del>0506</del>
	Implement the summer school reading <u>and writing</u> program for entering ninth grade students who are performing at the basic level	Asst Supt T & L	Aug <del>0506</del> -Jun <del>0607</del>
	Continue to implement the Strategic Reading for Career and College Placement (ACCESS) reading support program	Asst Supt T & L and Area Asst Supt	Jul <del>0506</del> -Jun <del>0607</del>
	Review, <del>eliminate</del> , and refine high school English and reading courses listed in the Course Registration Guide to ensure that all high school English and reading courses are supported by rigorous curricula	Dir Sci PreK-12	Sep <del>0506</del> -Jun <del>0607</del>
	<u>Implement online assessments and data reporting for the English HSA</u>	<u>Asst Supt T &amp; L</u>	<u>Sep 06-Jun 07</u>
	<b>High School <del>Mathematics</del>Geometry</b> <u>Provide staff development for algebra teachers in instructional strategies that support student achievement on BCPS short-cycle assessments, benchmark assessments, and final exams</u>	<u>Dir Math PreK-12</u>	<u>Aug 06-Jun 07</u>

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Require schools to administer BCPS <del>unit-short-cycle</del> , <del>and</del> -benchmark, <u>and final exam</u> assessments <u>to provide incremental data on students' mastery of the Core Learning Goals</u>	Dir Math PreK-12	Aug <del>0506</del> -Jun <del>0607</del>
	Require schools to run item analysis of student responses on the <del>unit-short-cycle</del> and benchmark assessments and utilize data from item analysis to target instruction	Dir Math PreK-12	Aug <del>0506</del> -Jun <del>0607</del>
	Develop review packets for HSA and MSA courses	Dir Math PreK-12	Aug <del>0506</del> -Jun <del>0607</del>
	<del>Review, eliminate, and refine high school geometry courses listed in the Course Registration Guide to ensure that all high school geometry courses are supported by rigorous curricula</del>	<del>Dir Math PreK-12</del>	<del>Sep-05-Jun-06</del>
	<u>Monitor the implementation of the Algebra and Data Analysis Adapted and Algebraic Functions Adapted courses for students identified through the IEP team process</u>	<u>Dir Math PreK-12</u>	<u>Aug 06-Jun 07</u>
	<u>Incorporate the use of AVID strategies by integrating into curriculum development and professional development opportunities</u>	<u>Dir Math PreK-12</u>	<u>Aug 06-Jun 07</u>
	Implement vocabulary strategies for <u>Algebra/Data Analysis</u> HSA courses	Dir Math PreK-12	Aug <del>0506</del> -Jun <del>0607</del>
	<del>Pilot and assess</del> <u>Implement</u> supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments	Dir Math PreK-12	Aug <del>0506</del> -Jun <del>0607</del>
	<del>Provide staff development for algebra and geometry teachers in instructional strategies that support student achievement on BCPS unit assessments, benchmark assessments, and final exams</del>	<del>Dir Math PreK-12</del>	<del>Aug-05-Jun-06</del>
	Continue to assist schools in making course recommendations to ensure that students scoring basic <u>acquire the skills and content needed to pass the Algebra/Data Analysis HSA on the Grade 8 MSA</u>	Dir Math PreK-12	Jul <del>0506</del> -Jun <del>0607</del>
	<u>NOTE: Performance Indicator 1.10 further addresses preparing students to pass the Algebra/Data Analysis HSA</u>		

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1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and <u>Geometry-Algebra I</u> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs)</u> . (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	<p align="center"><b>High School Social Studies</b></p> <p>Maintain professional development for American Government teachers with focused attention toward beginning grade 9 teachers</p> <p>Review, <del>eliminate</del>, and refine high school social studies courses listed in the Course Registration Guide to ensure that all high school social studies courses are supported by rigorous curricula</p> <p><u>Develop a sequential curricular framework of essential core concepts and skills that must be incorporated within instruction and assessment</u></p> <p><u>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</u></p> <p><u>Provide opportunities for students to demonstrate their acquisition and processing of knowledge through writing, products, and performances</u></p> <p><u>Continue professional development on effective strategies to ensure differentiation of instruction and opportunities for acceleration for all students</u></p> <p><u>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</u></p> <p>Continue to implement the Government <u>short-cycle and</u> benchmark assessments</p> <p>Monitor departmental use of <u>short-cycle and benchmark</u> 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</p>	<p>Asst Supt T &amp; L</p> <p>Dir <u>Sci-PreK-12Sch Imp</u></p> <p><u>Asst Supt T &amp; L</u></p> <p><u>Asst Supt T &amp; L</u></p> <p><u>Asst Supt T &amp; L</u></p> <p><u>Asst Supt T &amp; L</u></p> <p><u>Asst Supt T &amp; L</u></p> <p>Asst Supt T &amp; L</p> <p>Asst Supt T &amp; L</p>	<p>Aug <u>0506</u>-Jun <u>0607</u></p> <p>Sep <u>0506</u>-Jun <u>0607</u></p> <p><u>Jul 06-Jun 07</u></p> <p><u>Aug 06-Jun 07</u></p> <p><u>Aug 06-Jun 07</u></p> <p><u>Aug 06-Jun 07</u></p> <p><u>Jul 06-Jun 07</u></p> <p>Aug <u>0506</u>-Jun <u>0607</u></p> <p>Aug <u>0506</u>-Jun <u>0607</u></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/language artswriting, 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 <u>Geometry-Algebra I</u> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs)</u> . (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	<u>Implement online assessments in HSA Government</u>	<u>Asst Supt T &amp; L</u>	<u>Sep 06-Jun 07</u>
	<u>Imbed AVID and strategies of similar and higher rigor within all programs of study, with special focus on analysis, synthesis, and evaluation</u>	<u>Asst Supt T &amp; L</u>	<u>Sep 06-Jun 07</u>
	Implement suggested best practices within <i>Recommendations for Improving HSA Scores</i>	Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
	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 <u>0506</u> -Jun <u>0607</u>
	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	Exec Dir Spec Prog and Asst Supt T & L	Mar <u>0506</u> -Jun <u>0607</u>
	Continue to offer the pre-AP College Board social studies workshops	Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
	Implement the suggestions within the <i>Social Studies Gifted and Talented Progression of Skills Grades 6-12</i>	Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
	Continue to use and encourage participation in community resources such as the Baltimore Museum of Industry	Exec Dir El, Spec Prog and Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
	Plan and implement a <i>Teaching American History in Maryland</i> History Institute in partnership with UMBC	Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
	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, FARMs, and Gifted and Talented	Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>

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Performance Indicator for Goal 1			
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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	<del>Compose, distribute, and i</del> Implement a guide for assisting students <u>in American Government who require additional support to pass the HSA</u>	Asst Supt T & L	Jul <del>0506</del> -Jun <del>0607</del>
	Participate in the development of the projected MSDE online remediation course for grade 9 American Government	Asst Supt T & L	Jul <del>0506</del> -Jun <del>0607</del>
	<b>Special Programs PreK-12</b>		
	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	Exec Dir Spec Prog and Area Asst Supt	Sep <del>0506</del> -Jun <del>0607</del>
	Review, eliminate, and refine high school special program courses listed in the Course Registration Guide to ensure that all high school special program courses are supported by rigorous curricula	Dir Sci PreK-12	Sep <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	<u>Revise and implement the Gifted and Talented Education Program Handbook of Procedures for Implementing the Gifted and Talented Program in Elementary Schools, Middle Schools and High Schools</u>	<u>Exec Dir Spec Prog</u>	<u>Jul 06-Jun 07</u>
	<u>Continue the CATALYST Gifted and Talented Education resource teacher project in all schoolwide Title I elementary schools.</u> <del>Continue the CATALYST Gifted and Talented Education resource teacher project in all Title I elementary schools.</del> Identified schools are: <u>Baltimore Highlands</u> , 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, <u>Owings Mills</u> , 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 <del>0506</del> -Jun <del>0607</del>

### SCHOOL YEAR 2006–2007 - *Blueprint for Progress - Performance Goal 1*

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Performance Indicator for Goal 1			
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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	<u>Expand-Continue</u> 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; Catonsville, Eastern Technical, Milford Mill Academy, Pikesville, Randallstown, Western School of Technology, and Woodlawn high	Exec Dir Spec Prog	Aug <u>0506</u> -Jun <u>0607</u>
	<del>Develop and implement summer gifted education talent development programs to facilitate the transition of students to middle school to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</del>	<del>Exec Dir Spec Prog</del>	<del>Aug 05-Jun 06</del>
	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 <u>0506</u> -Jan <u>0607</u>
	<u>Develop and pilot a pre-K component to the existing K-2 Primary Talent Development Program</u>	<u>Exec Dir Spec Prog</u>	<u>Jul 06-Jun 07</u>
	<u>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</u>	<u>Exec Dir Spec Prog and Dir Sci PreK-12 and Dir Math PreK-12</u>	<u>Jul 06-Jun 07</u>
	Continue to <del>provide-promote and enhance a comprehensive a-quality</del> interscholastic athletic program <u>as an extension of the classroom, which is inviting to all students and supports increased student achievement</u>	Exec Dir Spec Prog	Aug <u>0506</u> -Jun <u>0607</u>
	Continue to <u>promote and enhance the</u> interscholastic athletic <u>experience</u> for <del>teams of regular and special education</del> students <u>with or without disabilities</u> through <u>participation in</u> the Allied Sports program	Exec Dir Spec Prog	Aug <u>0506</u> -Jun <u>0607</u>
	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 <u>0506</u> -Jan <u>0607</u>

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<b>Performance Indicator for Goal 1</b>			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and <u>Geometry-Algebra I</u> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs).</u> (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
	Continue to implement magnet programs, considering recommendations from the external magnet school evaluation study	Exec Dir Spec Prog and Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
	<u>Investigate the development of an online magnet schools application process</u>	<u>Exec Dir Spec Prog</u>	<u>Jul 06-Jun 07</u>
	Begin year- <del>two</del> <u>three</u> of magnet program implementation at Lansdowne Middle School, Lansdowne High School, Deep Creek Middle School, and Chesapeake High School	Exec Dir Spec Prog	Sep <u>0506</u> -Jun <u>0607</u>
	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 <u>0506</u> -Jun <u>0607</u>
	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 ( <u>Note: Performance Indicator 1.11 addresses all students acquiring one fine arts credit.</u> )	Exec Dir HR	Aug <u>0506</u> -Jun <u>0607</u>
	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 <u>0506</u> -Jun <u>0607</u>
	<u>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</u>	<u>Exec Dir Spec Prog</u>	<u>Jul 06-Jun 07</u>
	<u>Continue to provide 24/7 access to online databases for students, staff, and parents from school and home</u>	<u>Exec Dir Spec Prog</u>	<u>Aug 05-Jun 06</u>
	<u>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</u>	<u>Exec Dir Spec Prog</u>	<u>Jul 06-Jun 07</u>
	Continue to implement COMAR 13A040501-07 <del>and Baltimore County Public Schools Selection Policy for Instructional Materials</del> to ensure quality instructional resources for diverse populations and learning styles	Exec Dir Spec Prog	Jul <u>0506</u> -Jun <u>0607</u>

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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/language artswriting, 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 <u>Geometry-Algebra I</u> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs)</u> . (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	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	Exec Dir Spec Prog	Jul <u>0506</u> -Jun <u>0607</u>
	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	Exec Dir <u>HRSpec Prog</u>	Jul <u>0506</u> -Jun <u>0607</u>
	Continue to implement the Bridge Center to support secondary students transitioning into Baltimore County Public Schools	Exec Dir SSS	Jul <u>0506</u> -Jun <u>0607</u>
	<del>Implement the revised process for selecting, evaluating, and approving instructional software to ensure compliance with COMAR 13A040501-07 regulations regarding quality instructional resources for diverse populations and to ensure compliance with COMAR 13A04050203 regulations regarding guidelines for providing students with disabilities with equivalent access consistent with federal Rehabilitation Act of 1973, as amended</del>	<del>Exec Dir Spec Prog</del>	<del>Aug 05-Jun 06</del>
	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>	Exec Dir Spec Prog	Jul <u>0506</u> -Jun <u>0607</u>
	Continue to support the e-Learning initiative through the implementation of online courses at the local school level by working with students, parents, <u>and</u> onsite coordinators and mentors	Exec Dir Spec Prog	Jul <u>0506</u> -Jun <u>0607</u>
	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, <u>English</u> , science, mathematics, language arts, and social studies	Exec Dir Spec Prog	Jul <u>0506</u> -Jun <u>0607</u>

### 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/language arts/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 <u>Geometry-Algebra I</u> will meet or exceed Maryland School Assessment (MSA) standards, <u>and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs)</u> . (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	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 <u>0506</u> -Jun <u>0607</u>
	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 <u>0506</u> -Jun <u>0607</u>
<b>Measurement:</b> <u>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.</u>			
<b>Resources:</b> Annual Budget Process Proposals: <u>Paid helpers in elementary schools - \$1,016,870; Special education enhancements - \$5,770,600; salaries for Assistant Principals/Administrators - \$563,500; 6 elementary Assistant Principals - \$541,100; expansion of eLearning and online courses to high school students - \$433,800; 2% increase in school per pupil allocation (non-salary) - \$349,500; DIBELS expansion and Palm Pilot - \$75,000; assessments and intervention materials for elementary reading and math - \$100,000 (Title II); gifted and talented funds - \$87,700 (redirect); athletic transportation - \$83,400; and Elementary Summer Science Institute - \$120,000 (Title II); 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 - \$2,161,859; 123,359</u>			
<b>Sources:</b> Operating Budget <u>and Capital Budget</u>			



### 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/language arts writing, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
1.2 All grade 10 diploma-bound students will participate in the PSAT. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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 <del>05</del> <u>06</u> -Nov <del>05</del> <u>06</u>
	Continue to communicate with parents regarding the benefits of students participating in the PSAT	<del>Exec Dir SSS</del> <u>CCO</u> and Asst Supt T & L	Aug <del>05</del> <u>06</u> -Jun <del>06</del> <u>07</u>
	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, <u>CCO</u> , and Asst Supt T & L	Aug <del>05</del> <u>06</u> -Jun <del>06</del> <u>07</u>
	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 <del>05</del> <u>06</u> -Jan <del>06</del> <u>07</u>
	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 <del>05</del> <u>06</u> -Jun <del>06</del> <u>07</u>
<b>Measurement:</b> <u>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.</u>			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> Operating Budget and Capital Budget			

### SCHOOL YEAR 2006–2007 - Blueprint for Progress - Performance Goal 1

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<b>Performance Indicator for Goal 1</b>			
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)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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, <del>the</del> 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 <del>0506-Dec05</del> <u>Jun 07</u>
	Continue to review, evaluate, and adjust the master schedules to implement rigorous course offerings <u>and to provide academic support in HSA core content areas</u>	Area Asst Supt	Jul <del>05 06</del> -Jan <del>06 07</del>
	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, <u>SSS</u> and Asst Supt T & L	Aug <del>0506</del> -Mar <del>0607</del>
	Communicate with parents to increase their understanding of the academic potential of their children	CCO, <del>and</del> Exec Dir SSS, <u>and Area Asst Supt</u>	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to identify middle school students who require more time to learn the content in reading, <u>writing</u> , 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 <del>0506</del> -Jun <del>0607</del>
	Continue to implement a random sampling of ten 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 <del>0506</del> -Dec <del>0506</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Ensure rigorous course offerings by differentiating curricula and eliminating low level courses	Asst Supt T & L and Area Asst Supt	Jul <del>0506</del> -Jun <del>0607</del>
<b>Measurement:</b> <u>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. The baseline percentage of graduating seniors whose PSAT scores were &gt; 55 on verbal/math PSAT and who were enrolled in honors, AP, GT or IB courses will be determined in October 2005.</u>			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> Operating Budget and Capital Budget			

### SCHOOL YEAR 2006–2007 - *Blueprint for Progress - Performance Goal 1*

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<b>Performance Indicator for Goal 1</b>			
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)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
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 <del>0506</del> -Mar <del>0607</del>
	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 <del>0506</del> -Mar <del>0607</del>
	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 <del>0506</del> -Mar <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Continue to utilize quarterly report card/progress reports to document observable and measurable progress on IEP goals	Asst Supt T & L	Aug <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Continue to assess and access additional post-secondary options for students attaining Certificates of Attendance	Asst Supt T & L	Jul <del>0406</del> -Jun <del>0507</del>

### 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/language artswriting, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b> 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
<b>Measurement:</b> <u>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.</u>			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> 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/language artswriting, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
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)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	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	Asst Supt T & L	Aug <del>0506</del> -Jun <del>0607</del>
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	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	Asst Supt T & L	Aug <del>0506</del> -Jun <del>0607</del>
q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.	Collect and evaluate the data on ALT-MSA participation to identify schools which do not meet the state standards	Asst Supt T & L	Aug <del>0506</del> -Oct <del>0506</del>
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.	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	Asst Supt T & L	Aug <del>0506</del> -Jun <del>0607</del>
u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.			

### 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/language artswriting, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
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.			
<b>Measurement:</b> 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.			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> 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/language arts writing, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
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.	<u>Continue to</u> <del>Implement</del> the five-year plan to provide access to prekindergarten for all eligible students	Exec Dir El	Jul <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Provide professional development on the components of an effective prekindergarten program to administrators and teachers	Exec Dir El	Jul <del>0506</del> -Jun <del>0607</del>
	Assist schools in preparing for new prekindergarten sessions	Exec Dir El	Jul <del>0506</del> -Jun <del>0607</del>
	<del>Develop criteria for</del> <u>Implement the</u> early entrance to prekindergarten guidelines	<u>Exec Dir El</u>	Sep <del>0506</del> -Jun <del>0607</del>
<b>Measurement:</b> <u>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. The baseline percentage of eligible prekindergarten students who are enrolled in BCPS prekindergarten programs will be established in 2004-2005. By 2007-2008, 100% of eligible prekindergarten students will have access to BCPS prekindergarten programs.</u>			
<b>Resources:</b> Annual Budget Process <b>Proposed Proposals:</b> Expansion of pre-kindergarten access \$148,300; 1,045,200; Extended Elementary Education Program (EEEP) - \$929,300 (grant replacement)			
<b>Sources:</b> 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/language artswriting, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
1.7 All elementary schools will have a full-day kindergarten by the 2007 – 2008 school year. (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
b) Develop a plan for phasing in full-day kindergarten in all elementary schools.	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 20 <u>0506</u> -20 <u>0607</u> school year: <u>Carney, Gunpowder, Hampton, Hillcrest, Joppa View, Perry Hall, Pine Grove, Pot Springs, Warren, and Woodbridge</u> <u>Chapel Hill, Franklin, Kingsville, Lutherville, Pinewood, Seven Oaks, Seventh District, Stoneleigh, Summit Park, and Westchester</u> elementary schools	Exec Dir El and Area Asst Supt	Jun <u>0506</u> -Jun <u>0607</u>
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	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 <u>0506</u> -Jun <u>0607</u>
w) Support teachers in the implementation of reading techniques through professional development opportunities.	Plan for the implementation of full-day kindergarten for the <u>10-final nine</u> schools to be funded in FY <u>0708</u> based on FARMs data: <u>Chapel Hill, Franklin, Kingsville, Lutherville, Pinewood, Seven Oaks, Seventh District, Stoneleigh, Summit Park, and Westchester</u> <u>Carroll Manor, Fifth District, Fort Garrison, Jacksonville, Prettyboy, Riderwood, Rodgers Forge, Sparks, and Timonium</u> elementary schools. <u>This will complete the implementation of full-day kindergarten in 104 elementary schools</u>	Area Asst Supt	Jun <u>0506</u> -Aug <u>0607</u>
x) Provide ongoing support to new and veteran teachers through professional development opportunities.	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 <u>0506</u>
y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.	<u>Continue to</u> 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 <u>0607</u> -May <u>0607</u>
	<u>Continue to</u> 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 <u>0506</u> -Jun <u>0607</u>
	<u>Implement the early entrance to kindergarten guidelines</u>	<u>Exec Dir El</u>	<u>Jul 06-Jun 07</u>
	<u>Develop and implement professional development for kindergarten paid helpers</u>	<u>Exec Dir El</u>	<u>Jul 06-Jun 07</u>

### 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/language arts~~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
<b>Measurement:</b> 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.			
<b>Resources:</b> Annual Budget Process <del>Proposed</del> <u>Proposals</u> : Expansion of half-day kindergarten to full-day at 10 elementary schools - <del>\$3,367,000</del> <u>3,377,000</u> ; <u>Woodcock Johnson Battery test - \$31,700 and \$52,000 one-time</u>			
<b>Sources:</b> Operating Budget <del>and Capital Budget</del>			

### 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/language artswriting, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
1.8 Students in grades 2 – 6 will achieve grade level standards on reading assessments. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.	Monitor students meeting grade level reading standards on MSA and reading program assessments	Area Asst Supt	Aug <del>0506</del> -Jun <del>0607</del>
h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.	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	Exec Dir C & I	Aug <del>0506</del> -Mar <del>0607</del>
m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.	Continue to analyze disaggregated assessment data to identify students not meeting grade level standards and apply instructional adjustments	Area Asst Supt and Principals	Jul <del>0506</del> -Jun <del>0607</del>
	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 <del>35</del>	Exec Dir EI	Aug <del>0506</del> -Jun <del>0607</del>
	Implement the Reading Screening Process for <u>grade 5</u> students moving to middle schools <u>and grade 6 students</u> to facilitate <u>placement and</u> targeted instruction	Asst Supt T & L	Apr <del>0506</del> -Jun <del>0607</del>
o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.	Refine and implement the Grade 6 Scott Foresman reading program in all middle schools	Asst Supt T & L	Apr <del>0506</del> -Jun <del>0607</del>
w) Support teachers in the implementation of <del>ff</del> reading techniques through professional development opportunities.	<del>Continue</del> <u>Implement</u> <del>ation of</del> 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, Orems, Owings Mills, Sandalwood, Warren, Winfield, and Woodmoor)	Exec Dir SSS	Jul <del>0506</del> -Aug <del>0506</del>
	<del>Pilot the online Princeton Review Reading assessment in grades 3-8</del>	<del>Exec Dir SSS</del>	<del>May-05</del>
<b>Measurement:</b> The baseline percentage of students who achieve grade level standards on reading assessments <del>was</del> <u>will be</u> determined in <del>2004-2005</del> <u>2006-2007</u> . By 2008, 80% of students in grades 2 - 6 will achieve grade level standards on reading assessments, and the percentages will increase to <u>reach</u> 100% by 2012.			
<b>Resources:</b> Annual Budget Process <del>Proposals</del> <u>Proposed: Summer school expansion – \$247,300 and DIBELS expansion \$75,000 Middle school reading intervention - \$414,800</u>			
<b>Sources:</b> 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/language arts~~writing~~, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
1.9 Each middle school will meet or exceed the county benchmark measure for the student participation rate in Algebra I. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
f) Develop and implement instructional strategies that include multiculturalism and differentiation.  h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.  m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.  t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.  x) Provide ongoing support to new and veteran teachers through professional development opportunities.	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 <u>and Dir Math PreK-12</u>	Jul <del>0506</del> -Jun <del>0607</del>
	Implement the Extended Year Program for middle school students to accelerate math achievement	<u>Asst Supt T &amp; L</u> , Exec Dir SSS, Area Asst Supt, and Dir Math PreK-12	Jun <del>0506</del> -Aug <del>0607</del>
	Continue to develop and refine countywide short-cycle assessments and benchmark assessments for all middle school mathematics courses	Dir Math PreK-12	Jul <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Print an informational brochure <a href="#">for distribution to parents at school events</a> on the importance of taking Algebra I <a href="#">for distribution to parents at school events</a>	Asst Supt T & L and Dir Math PreK-12	Jul <del>0506</del> -Sep <del>0607</del>
	Continue to provide professional development in mathematics content, conceptual understanding, and pedagogy to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and Gifted and Talented	Dir Math PreK-12	Aug <del>0506</del> -Jun <del>0607</del>

### 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/language arts~~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
<b>Measurement:</b> 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. <u>In 2004-2005, 48.6% of middle school students were enrolled in Algebra I.</u> <del>The 2004-2005 data will be available in the Summer 2005.</del> By 2008, 50% of BCPS middle school students will be enrolled in Algebra I, increasing to 100% by 2012.			
<b>Resources:</b> Annual Budget Process <u>Proposals: Middle school Algebraic Thinking project - \$708,500; Project Seed mathematics program - \$172,000 (redirect)</u>			
<b>Sources:</b> 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/language artswriting, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
1.10 All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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 <del>0506</del> -Jun <del>0607</del>
	<del>Continue to implement</del> 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 <del>0506</del> -Jun <del>0607</del>
	Provide countywide professional development on the <del>new-revised</del> 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 <del>0506</del> -Jun <del>0607</del>
	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, <del>and</del> Milford Mill Academy, <u>Parkville High School, and Randallstown High School</u>	Dir Math PreK-12	Jul <del>0506</del> -Jun <del>0607</del>
	<del>Develop-Implement</del> intervention strategies to improve student achievement in Algebra I	Dir Math PreK-12	Jul <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	<del>Develop and implement two new</del> <u>Continue to monitor the implementation of the two</u> high school mathematics courses, <i>Algebra/Data Analysis Adapted</i> and <i>Algebraic Functions Adapted</i> , 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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Research and <del>pilot-implement</del> appropriate technologies such as tablet PCs, and electronic white boards to support integration into mathematics instruction	Dir Math PreK-12	Jul <del>0506</del> -Jun <del>0607</del>

### 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/language arts~~writing~~, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.10 All students will pass the Algebra I 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 <u>and</u> <u>Exec Dir Spec Prog</u>	Jul <u>0506</u> -Jun <u>0607</u>
<b>Measurement:</b> <u>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.</u> <del>In 2002-2003, 42% of grade 9 students passed the Algebra I HSA. In 2003-2004, 54.3% of grade 9 students passed the Algebra I HSA. The 2004-2005 HSA test results will be available in the Fall 2005. By 2008, 68% of grade 9 students will pass the Algebra I HSA, increasing to 100% by 2012.</del>			
<b>Resources:</b> Annual Budget Process Proposed: <del>Algebra I textbooks - \$858,000</del> <u>Professional development for HSA - \$175,000</u>			
<b>Sources:</b> 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/language arts/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 <u>and Core Learning Goals (CLG)</u> to meet high school graduation requirements	Exec Dir El, Spec Prog, and Asst Supt T & L	Jul <del>0506</del> - Jun <del>0607</del>
	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	<u>Asst Supt of T &amp; L</u> , Exec Dir El and Spec Prog	Aug <del>0506</del> -Apr <del>0607</del>
	<del>Conduct a summer integrated Fine Arts Academy for teachers to take classes from their peers and guest artists</del>	<del>Exec Dir El</del>	<del>Aug 05-Jan 06</del>
	Provide professional development in differentiated instruction in the fine arts to assist in meeting the learning needs of all students	<u>Asst Supt T &amp; L and</u> Exec Dir El	Jul <del>0506</del> -Jun <del>0607</del>
	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	<u>Asst Supt T &amp; L and</u> Exec Dir El	Jun <del>0506</del> -Jun <del>0607</del>
	Maintain fine arts services to PreK classes in Title I schools	Exec Dir El and Asst Supt T & L	Aug <del>0506</del> -Jun <del>0607</del>
	Continue to provide enrichment programs in art, music, theatre, and dance	Exec Dir El <u>and Asst Supt T &amp; L</u>	Aug <del>0506</del> -Jun <del>0607</del>
	Continue to repair and replace instructional equipment (e.g., music instruments) that supports the fine arts	Exec Dir El	Jul <del>0506</del> -Jun <del>0607</del>
	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, <u>BSO, Baltimore County government events</u>	Exec Dir El and Asst Supt T & L	Jul <del>0506</del> -Jun <del>0607</del>
	<del>Provide technology-based arts career completer programs that result in students prepared to enter the world of work and/or institutions of higher learning</del>	<del>Exec Dir El, Spec Prog, and Asst Supt T &amp; L</del>	<del>Jul 05-Jun 06</del>

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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/language arts~~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
	Continue to provide fine arts magnet programs at <del>Carver, Patapseo,</del> Deer Park Middle, Loch Raven Academy, Parkville Middle, Southwest Academy, Sudbrook Middle, <del>and</del> Halstead Academy, <u>Chesapeake High, and Lansdowne High</u>	Exec Dir Spec Prog, El, and Asst Supt T & L	Jul <del>0506</del> -Jun <del>0607</del>
	<u>Provide new fine arts programs at Chesapeake High and Lansdowne High</u>	<del>Exec Dir Spec Prog, El, and Asst Supt T &amp; L</del>	Jul 05-Jun 06
<b>Measurement:</b> <del>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.</del> The 2003-2004 baseline percentage of students acquiring one fine arts credit by passing a course that is driven by the Maryland Content Standards was 94.7%. The percentage of students acquiring one fine arts credit will increase to 100% by 2008.			
<b>Resources:</b> Annual Budget Process <u>Proposed: Music enrichment specialist - \$65,000</u>			
<b>Sources:</b> Operating Budget <del>and Capital Budget</del>			

### 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/language arts/writing, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
1.12 All students successfully completing Algebra I, Biology, English 10, <u>Geometry</u> , and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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 <u>0506</u> -Jun <u>0607</u>
	Utilize Smaller Learning Communities structures to transition more students into rigorous academic courses	Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
	Continue to align BCPS final exams to reflect the content assessed on the High School Assessments (HSA)	Asst Supt T & L	Jul <u>0506</u> -Dec <u>0506</u>
	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 <u>0506</u> -May <u>0607</u>
	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 <u>0506</u> -Jun <u>0607</u>
	Continue to implement <u>Unit/ short-cycle and</u> benchmark/ <u>Test-Bank</u> assessments in HSA courses	Asst Supt T & L, Dir Sci and Math PreK-12	Jul <u>0506</u> -Jun <u>0607</u>
	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 <u>0506</u> -Jun <u>0607</u>
	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 <u>Exec Dirs and Dirs</u>	Jul <u>0506</u> -Jun <u>0607</u>
	Continue to participate with MSDE in <u>range finding and in</u> the development of HSA	Asst Supt T & L, Dir Sci and Math PreK-12	Aug <u>0506</u> -Mar <u>0607</u>
	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 <u>0506</u> -Dec <u>0506</u>

### 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/language artswriting, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, <u>Geometry</u> , and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
j) Integrate technology in the teaching/learning process.	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 <u>0506</u> -Jun <u>0607</u>
m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.	<p style="text-align: center;"><b>High School English, Reading, <u>and Writing</u></b></p> <p><del>Continue to pilot and assess programs such as Springboard at Randallstown High and Milford Mill Academy to support mathematics and English instruction and academic preparation for local, state, and national assessments</del></p> <p><del>Encourage schools to use quarterly assessments aligned to the Core Learning Goals</del></p>	Asst Supt T & L	Aug <u>05</u> -Jun <u>06</u>
t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.	<p><u>Continue to implement English 10 short-cycle and benchmark assessments</u></p> <p>Review, <del>eliminate</del>, and refine high school English and reading courses listed in the Course Registration Guide to ensure that all high school English, reading, <u>and writing</u> courses are supported by rigorous curricula</p>	Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.	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	Dir Sci PreK-12	Sep <u>0506</u> -Jun <u>0607</u>
	Revise grade <del>10-9</del> 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	Aug <u>0506</u> -Jun <u>0607</u>
	Offer College Board Pre-AP English professional development workshops focused on <u>reading</u> , <u>writing</u> , 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	Jul <u>0506</u> -Jun <u>0607</u>
	Revise and <del>implement</del> <u>refine</u> grades 9 and 10 English final exams to reflect changes to <del>HSA and</del> Core Learning Goals <u>and HSA</u>	Asst Supt T & L	Sep <u>0506</u> -Feb <u>0607</u>
			Jul <u>0506</u>

### 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/language artswriting, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, <u>Geometry</u> , 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>	<p><u>Continue to pilot Fast Track</u><u>Implement reading intervention and support courses</u> in grades 9 and 10 <u>in the following schools: Chesapeake, Dundalk, Lansdowne, Loch Raven, Milford Mill, Overlea, Patapasco, Randallstown, Sparrows Point, Towson, and Woodlawn</u></p>	Asst Supt T & L	Aug <u>0506</u> -Jul <u>0607</u>
	<u>Assess identified students in grades 5-10 to determine students' needs for an accelerated reading/English/language arts program</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Provide the accelerated program and monitor students' progress regularly</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Actively incorporate grammar, mechanics, and usage into all instruction</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Provide professional development to the teachers of the acceleration program to ensure effective implementation</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Provide in-school modeling of instruction, coaching, and support to teachers to ensure quality of implementation</u>	<u>Asst Supt T &amp; L</u>	<u>Jul 06-Jun 07</u>
	<u>Continue to use Fast Track 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</u>	Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
	<u>Continue to implement the FAST TRACK reading intervention program for students identified through the reading screening process in the following schools: Catonsville, Chesapeake, Dundalk, Lansdowne, Loch Raven, Milford Mill, New Town, Overlea, Patapasco, Perry Hall, Randallstown, Sparrows Point, Towson, and Woodlawn</u>		
	<u>Continue the implementation of speech and debate teams to motivate students to read, research, and orate</u>	<u>Asst Supt T &amp; L</u> <u>Exec Dir Spec Prog</u>	Jul <u>0506</u> -Jun <u>0607</u>
	<u>Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP) as indicated by 200304-200405 and 200405-200506 HSA data</u>	Area Asst Supt	Aug <u>0506</u> -Feb <u>0607</u>

### SCHOOL YEAR 2006–2007 - *Blueprint for Progress - Performance Goal 1*

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Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, <del>Geometry</del> , and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	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 <del>0506</del> -Aug <del>0506</del>
h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.	<del>Implement the summer school Fast Track reading program for entering ninth grade students who are not performing at the proficient level</del>	<del>Asst Supt T &amp; L</del> <del>Asst</del>	<del>Aug 05-Jun 06</del>
	<del>Continue to implement the Strategic Reading for Career and College Placement (ACCESS) reading support program at identified high schools: Kenwood, Lansdowne, Milford Mill, Overlea, Patapseo, Parkville, and Woodlawn</del>	<del>Supt T &amp; L and Area Asst Supt</del>	<del>Jul 05-Jun 06</del>
j) Integrate technology in the teaching/learning process.	<b>High School Algebra and Geometry</b>		
u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.	Require schools to administer BCPS <u>short-cycle</u> and benchmark assessments	Dir Math PreK-12	Aug <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	<del>Review, eliminate, and refine high school algebra and geometry courses listed in the Course Registration Guide to ensure that all high school algebra and geometry courses are supported by rigorous curricula</del>	<del>Dir Sci PreK-12</del>	<del>Sep 05-Jun 06</del>
	<del>Develop-Implement</del> review packets for HSA and MSA courses <u>forwhere</u> students <u>who</u> <u>need additional support to pass the HSA</u>	Dir Math PreK-12	Aug <del>0506</del> -Jun <del>0607</del>
	<u>Assist schools in the development of intervention programs for non-passers of HSA</u>	<u>Dir Math PreK-12</u>	<u>Jul 06-Jun 07</u>
	<del>Encourage the i</del> Implement vocabulary strategies for HSA courses <del>where student performance does not meet standards</del>	Dir Math PreK-12	Aug <del>0506</del> -Jun <del>0607</del>
	Conduct range-finding activities on student responses to BCPS <u>short-cycle</u> assessments, benchmark assessments, and final exams	Dir Math PreK-12	Aug <del>0506</del> -Jun <del>0607</del>

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Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, <u>Geometry</u> , and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
j) Integrate technology in the teaching/learning process.	Continue to assist schools in restructuring algebra <u>and geometry</u> classes to include assistance	Dir Math PreK-12	Aug <u>0506</u> -Jun <u>0607</u>
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	Pilot and assess supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments	Dir Math PreK-12	Aug <u>0506</u> -Jun <u>0607</u>
	Provide staff development for algebra <u>and geometry</u> teachers in instructional strategies that support student achievement on BCPS <u>unit-short-cycle</u> assessments, benchmark assessments, and final exams	Dir Math PreK-12	Aug <u>0506</u> -Jun <u>0607</u>
u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.	<u>Use AVID strategies by integrating into curriculum development and professional development opportunities</u>	<u>Dir Math PreK-12</u>	<u>Jul 06-Jun 07</u>
	<u>Implement Algebraic Thinking mathematics curriculum in grades 6 and 7 in all middle schools to prepare students to pass the Algebra/Data Analysis HSA</u>	<u>Dir Math PreK-12</u>	<u>Jul 06-Jun 07</u>
	Continue to offer Preparing for Algebra as a summer school intervention for rising ninth graders who have completed middle school without taking <u>A</u> lgebra and who need to refine their skills in preparation for Algebra I	Dir Math PreK-12 and <u>Exec Dir</u> SSS	Jun <u>0506</u> -Aug <u>0607</u>
	<b>High School Social Studies</b>		
	Maintain professional development of American Government teachers with focused attention toward beginning grade 9 teachers <u>and infusing reading and the components of writing into instruction</u>	Asst Supt T & L	Aug <u>05 06</u> -Jun <u>0607</u>
	Monitor departmental use of <u>short-cycle and benchmark</u> 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 <u>0506</u> -Jun <u>0607</u>
	Review, eliminate, and refine high school social studies courses listed in the Course Registration Guide to ensure that all high school social studies courses are supported by rigorous curricula	Dir Sci PreK-12	Sep <u>0506</u> -Jun <u>0607</u>



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Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, <u>Geometry</u> , 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>	Continue to implement the Government <u>short-cycle and</u> benchmark assessments	Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
	Continue to sponsor student enrichment programs such as Mock Trial, Model United Nations (UN), Model Congress, <u>and Forensics</u>	Exec Dir Spec Prog and Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
	<u>Continue to develop</u> 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 <u>0506</u> -Jun <u>0607</u>
	Continue to offer the Pre-AP College Board social studies workshops	Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
	Implement the suggestions within the <i>Social Studies Gifted and Talented Progression of Skills Grades 6-12</i>	Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
	Continue to use and encourage participation in community resources such as the Baltimore Museum of Industry	Exec Dir El, Spec Prog, and Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
	Plan and implement the Teaching American History in Maryland Institute in partnership with UMBC	Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
	<u>Establish-Implement</u> 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, FARMs, and Gifted and Talented	Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
	Participate in the development of the projected MSDE on-line remediation course for grade 9 American Government	Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
	<b>High School Science</b>		
	Continue to administer BCPS unit assessments	Dir Sci PreK-12	Aug <u>0506</u> -Jun <u>0607</u>

### SCHOOL YEAR 2006–2007 - *Blueprint for Progress - Performance Goal 1*

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Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, <del>Geometry</del> , 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>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>	Require the use of vocabulary strategies for HSA (MSA) courses	Dir Sci PreK-12	Jul <del>0506</del> -Jun <del>0607</del>
	<u>Refine review packets for Biology</u>	<u>Dir Sci PreK-12</u>	<u>Jun 06-Aug 06</u>
	<u>Develop and field-test short-cycle assessments in Biology</u>	<u>Dir Sci PreK-12</u>	<u>Jun 06-Aug 06</u>
	<u>Develop a new Biotechnology course for those students who need to pass the Biology HSA</u>	<u>Dir Sci PreK-12</u>	<u>Jun 06-Dec 06</u>
	<u>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</u>	<u>Dir Sci PreK-12</u>	<u>Dec 06-Jun 07</u>
	<u>Rewrite the current Earth/Space Science course to be an Earth/Space Systems Science upper level elective</u>	<u>Dir Sci PreK-12</u>	<u>Dec 06-Jun 07</u>
	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 <del>0506</del> -Jun <del>0607</del>
	Continue to design science units that are problem-based for Biology, Chemistry, and Environmental Science aligned with the VSC	Dir Sci PreK-12	Sep <del>0506</del> -Jun <del>0607</del>
	<del>Design-Implement</del> 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 <del>0506</del> -Jun <del>0607</del>
	Implement a virtual science fair in all high schools	Dir Sci PreK-12	Sep <del>0506</del> -Jun <del>0607</del>
	Provide a K-12 science scope and sequence to prepare students to pursue four science credits	Dir Sci PreK-12	Sep <del>0506</del> -Jun <del>0607</del>
	Continue to add electronic data acquisition activities to all science units	Dir Sci PreK-12	Sep <del>0506</del> -Jun <del>0607</del>

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Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, <del>Geometry</del> , and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	<del>Design and implement a Physical Science cohort with Towson University to implement the new course, Concepts of Physical Science as Applied to Biology</del>	<del>Dir Sci PreK-12</del>	<del>Sep 05-Jun 06</del>
	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 <del>05</del> 06-Jun <del>06</del> 07
	<del>Review, eliminate, and refine high school science courses listed in the Course Registration Guide to ensure that all high school science courses are supported by rigorous curricula</del>	<del>Dir Sci PreK-12</del>	<del>Sep 05-Jun 06</del>
	<del>Develop a new curriculum for Earth Science (making it an upper-level elective) that includes a system's approach to Earth/Space Science</del>	<del>Dir Sci PreK-12</del>	<del>Sep 05-Jun 06</del>
	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 <del>05</del> 06-Jun <del>06</del> 07
	Continue to develop, pilot, and refine end-of-year exams in all required science courses	Dir Sci PreK-12	Sep <del>05</del> 06-Jun <del>06</del> 07
	<del>Develop a plan to support high school students who have not passed the Biology HSA</del>	<del>Dir Sci PreK-12</del>	<del>Jul 05-Jun 06</del>
	<del>Require the use of vocabulary strategies for HSA (MSA) courses where student performance does not meet standards</del>	<del>Dir Sci PreK-12</del>	<del>Jul 05-Jun 06</del>
	<del>Provide professional development to enable teachers to include reading and writing strategies in instruction</del>	<del>Dir Sci PreK-12</del>	<del>Jul 06-Jun 07</del>
<b>Measurement:</b> <del>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. By 2009, 75% of BCPS students earning credit for the assessed courses will pass the HSAs on their first attempt, and the passing rate will increase to 100% by 2012.</del>			
<b>Resources:</b> Annual Budget Process <del>Proposed</del> Proposals: <del>Middle/high schools science and physics cohort – \$125,400 (Title II)</del> Science kits and material handler \$787,297; secondary differentiated reading - \$598,200; secondary reading textbooks - \$2,240,700			
<b>Sources:</b> Operating Budget <del>and Capital Budget</del>			

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<b>Performance Indicator for Goal 1</b>			
1.13 All high schools will meet or exceed the national average of a 7% participation rate on the Advanced Placement (AP) examination. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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 <del>0506</del> -Mar <del>0607</del>
	Continue to provide parents and students with information to promote AP enrollment	Exec Dir SSS, Asst Supt T & L, <u>CCO</u> and Principals	Sep <del>0506</del> - <del>Dec-05</del> <u>Apr 07</u>
	Continue to increase the number of AP course offerings in all high schools. <u>Establish a minimum of 10 AP offerings in all high schools</u>	<u>Asst Supt T &amp; L</u>	Sep <del>0506</del> -Jun <del>0607</del>
	Coordinate links among Gifted and Talented, honors, and AP in middle school and early high school years	Exec Dir Spec Prog, SSS, and Asst Supt T & L	Aug <del>0506</del> -Jun <del>0607</del>
	Continue to expand Advancement Via Individual Determination (AVID) implementation to <u>Parkville, Kenwood, Milford Mill, Randallstown, Owings Mills, Woodlawn, Dundalk, Pikesville, Overlea, Lansdowne, New Town, Chesapeake, Dulaney, Catonsville, Perry Hall, and Sparrows Point</u> <u>Franklin, Hereford, Loch Raven, Patapsco, and Sparrows Point high schools</u>	Asst Supt T & L	Aug <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Integrate AVID instructional strategies into the curriculum guides	Asst Supt T & L	Aug <del>0506</del> -Jun <del>0607</del>
	Maintain existing partnership with College Board to provide professional development in AP content, higher level thinking strategies, scoring, and parent outreach	Asst Supt T & L	Aug <del>0506</del> -Jun <del>0607</del>
	Review and monitor secondary school master schedules and staffing to ensure AP courses are being offered in all schools	Area Asst Supt	Aug <del>0506</del> -Sep <del>0607</del>
	<u>Continue to pilot Spring Board at Milford Mill Academy and Randallstown High</u>	<u>Asst Supt T &amp; L</u>	<u>Aug-05-Jun-06</u>
	Support the implementation of AP Calculus and AP Statistics courses at all high schools	Dir Math PreK-12	Jul <del>0506</del> -Jun <del>0607</del>

### 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/language arts~~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) examination. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<b>Measurement:</b> 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%. <u>In 2004-2005, 54.2% of BCPS high schools had AP participation rates of at least 7%. The 2004-2005 AP data will be available in the Fall 2005.</u> By 2007-2008, 100% of high schools will have an AP examination participation rate of at least 7%.			
<b>Resources:</b> Annual Budget Process <u>Proposed Proposals:</u> Expansion of AVID program (college readiness) - \$1,107,294,333,300; Advanced Placement teachers and materials - \$516,100			
<b>Sources:</b> Operating Budget <del>and Capital Budget</del>			

### 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/language artswriting, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
1.14 All high schools will have at least 70% of their students who take AP examinations achieve passing scores. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
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 honor <del>s</del> students.	Continue vertical teaming to support skills, expectations, and activities supporting success on AP examinations	Asst Supt T & L	Aug <del>0506</del> -Mar <del>0607</del>
	Continue to recruit teachers to serve as readers for AP examinations	Asst Supt T & L	Aug <del>0506</del> -Mar <del>0607</del>
	Continue to organize student and teacher participation in conferences sponsored by the College Board	Asst Supt T & L	Aug <del>0506</del> -Mar <del>0607</del>
	Continue to organize parental groups for disseminating information and providing home support for AP students	Exec Dir SSS and Asst Supt T & L	Aug <del>0506</del> -Mar <del>0607</del>
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	Continue to collaborate with local institutions of higher education to provide graduate-level professional development for <u>teachers of</u> all AP courses	Asst Supt T & L	Jul <del>0506</del> -Jun <del>0607</del>
j) Integrate technology in the teaching/learning process.	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	<del>Exec Dir</del> Asst Supt Gov Rel & HR and Asst Supt T & L	Jul <del>0506</del> -Jun <del>0607</del>
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	Offer pre-AP professional development workshops focused on writing, rhetoric, argumentation, analytical reading, and grammar	Asst Supt T & L	Sep <del>0506</del> -Apr <del>0607</del>
	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 <del>0506</del> -Apr <del>0607</del>
n) Use standardized testing results to encourage all students to enroll in challenging courses.	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 <del>0506</del> -Jun <del>0607</del>
<b>Measurement:</b> In 2002-2003, 43.5% of BCPS high schools had at least 70% of <del>their</del> students who took AP examinations achieve passing scores. In 2003-2004, 45.8% of BCPS high schools had at least 70% of <del>their</del> students who took AP examinations achieve passing scores. <u>In 2004-2005, 45.8% of BCPS high schools had at least 70% of students who took AP examinations achieve passing scores.</u> <del>The 2004-2005, AP data will be available in the Fall 2005.</del> 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.			
<b>Resources:</b> Annual Budget Process <u>Proposed: Testing for students to attend Community College Baltimore County - \$11,000; College Access - \$50,000; School to University program - \$54,000</u>			
<b>Sources:</b> Operating Budget <del>and Capital Budget</del>			

### 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/language arts~~writing~~, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
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.	<u>Continue to</u> analyze the effectiveness of efforts to recruit and retain students in the IB diploma program	Exec Dir Spec Prog	Jul <del>0506</del> -Jun <del>0607</del>
n) Use standardized testing results to encourage all students to enroll in challenging course work.	Continue to implement activities for grades 9 and 10 pre-IB students and their parents/guardians that provide exposure to rigorous coursework <u>and 24/7 online information resources</u> in order to recruit participation in the diploma program	Exec Dir Spec Prog	Aug <del>0506</del> -Jun <del>0607</del>
	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
<b>Measurement:</b> In 2003-2004, 46% of students who participated in the IB program completed the IB diploma requirements. <u>In 2004-2005, 56% of students who participated in the IB program completed the IB diploma requirements.</u> <del>The 2004-2005 data will be available in the Summer 2005.</del> By 2008, 75% of students who participate in IB will complete the diploma requirements, and the percentage will increase to 100% by 2012.			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> 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/language arts writing, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
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>	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	Exec Dir Spec Prog	Jul <del>0506</del> -Jun <del>0607</del>
	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	Exec Dir Spec Prog	Aug <del>0506</del> -Mar <del>0607</del>
	<u>Continue to</u> review data reports to determine increase or decrease from previous year’s baseline pass rate for each IB subject exam. <u>Continue to</u> 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	Exec Dir Spec Prog	Jul <del>0506</del> -Dec <del>0506</del>
	<u>Continue to implement</u> <del>Consider</del> recommendations from the five-year external evaluation by IBO evaluators conducted during school year 2005-2006, and make adjustments accordingly	Exec Dir Spec Prog	Jul <del>0506</del> -Jun <del>0607</del>
<b>Measurement:</b> In 2002-2003, 50% of students participating in the IB program passed the IB examinations. In 2003-2004, <del>45.864</del> % of students participating in the IB program passed the IB examinations. <u>In 2004-2005, 63% of students participating in the IB program passed the IB examinations.</u> By 2012, 75% of students participating in the IB program will pass the IB examinations.			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> 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/language artswriting, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
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)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
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 <del>0506</del> -Mar <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jul <del>0607</del>
	Continue to identify, disseminate, and implement best practices to eliminate the achievement gaps	Asst Supt T & L	Jul <del>0506</del> -Dec <del>0506</del>
	Continue professional development to enhance the integration of SAT skills into daily instruction	Asst Supt T & L	Aug <del>0506</del> -Mar <del>0607</del>
	Offer the practice SAT online for all students	Asst Supt T & L	Oct <del>0506</del> -Jul <del>0607</del>
	<u>Continue to offer the SAT online preparation course for all high school students</u>	<u>Exec Dir Spec Prog</u>	<u>Jun 06-Jul 07</u>

### 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/language artswriting, 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
<b>Measurement:</b> 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%. <u>The 2004-2005 percentage of BCPS high schools that met or exceeded the national SAT percentage rate was 56.5%.</u> 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. <u>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.</u> <del>In 2003-2004, 200 students participated in the ACT.</del>			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> 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/language artswriting, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
1.19 All high schools whose students take the placement test will meet or exceed scores on the Accuplacer that enables students to enroll in college level courses at two-year colleges. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<p>n) Use standardized testing results to encourage all students to enroll in challenging course work.</p> <p>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.</p> <p>x) Provide ongoing support to new and veteran teachers through professional development opportunities.</p>	Continue to partner with CCBC to assist students in pursuing post-secondary education	Exec Dir SSS	Jul <del>0506</del> -Jun <del>0607</del>
	Purchase Accuplacer to promote career/college counseling and parallel enrollment	Exec Dir SSS	Aug <del>0506</del> -Dec <del>0607</del>
	Continue to coordinate with the College Board <u>to provide</u> 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 <del>0506</del> -Jun <del>0607</del>
	Collaborate with CCBC in designing and piloting of <del>the</del> courses College Readiness: <u>WritingReading and Writing</u>	Asst Supt T & L	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to coordinate with the Tech Prep Consortium and CCBC to support the implementation of Accuplacer exams <del>in Sollers Point Technical High School</del> to assist CTE students in pursuing post-secondary education	Exec Dir Spec Prog	Jul <del>0506</del> -Dec <del>0507</del> <u>07</u>
	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	<del>Aug-05Jul 06-Mar 06</del> <u>Jun 07</u>
<b>Measurement:</b> In 2002-2003, <u>results of the Accuplacer Test showed that</u> 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. <u>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.</u> 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.			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> 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/language artswriting, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
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.	Continue to disaggregate and analyze annual outcome achievement data, <u>through use of the CTE data cube</u> , 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 <u>0506</u> -Jun <u>0607</u>
j) Integrate technology in the teaching/learning process.	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 <u>0506</u> -Jun <u>0607</u>
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	Continue to infuse business and industry technical skill standards <u>into</u> curriculum content, competency profile development, and instructional activities for all CTE programs	Exec Dir Spec Prog	Jul <u>0506</u> -Jun <u>0607</u>
n) Use standardized testing results to encourage all students to enroll in challenging course work.	<u>Continue to</u> implement strategies to support student success on industry certification exams and AP exams related to CTE programs	Exec Dir Spec Prog	Jul <u>0506</u> -Jun <u>0607</u>
	Continue to provide and upgrade equipment, technology, and instructional resources for CTE programs using local and federal funds	Exec Dir Spec Prog	Jul <u>0506</u> -Jun <u>0607</u>
o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.	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 <u>0506</u> -Jun <u>0607</u>
	<u>Implement components of CTE courses that involve students in online collaboration and resource sharing</u>	<u>Exec Dir Spec Prog</u>	<u>Jul 06-Jun 07</u>
<b>Measurement:</b> 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.			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> 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/language artswriting, mathematics, science, and social studies.

<b>Performance Indicator for Goal 1</b>			
1.21 All schools will achieve an attendance rate of at least 94%. (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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 <del>0506</del> -Jun <del>0607</del>
	<u>Develop and</u> 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 <del>0506</del> -Jun <del>0607</del>
	Continue to facilitate access to appropriate educational and community resources for families, including homeless and immigrant families	Exec Dir SSS	Aug <del>0506</del> -Jun <del>0607</del>
	Continue to strengthen communications and mutual support between families and school personnel through home visits; student, parent, or team conferences; and other strategies to use at home so that children may succeed in school	Exec Dir SSS	Aug <del>0506</del> -Jun <del>0607</del>
	Continue to implement programs, based on need, such as Project Attend and Attendance Committees, to improve student attendance	Exec Dir SSS	Aug <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Continue to provide staff with updated technology to collect, analyze, and report student attendance and achievement data	Exec Dir SSS	Aug <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Assist and monitor schools that did not meet AYP due to attendance	Exec Dir SSS	Aug <del>0506</del> -Jun <del>0607</del>

### 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/language arts~~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
<b>Measurement:</b> 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%. <u>In 2004-2005, 78.8% of all BCPS schools achieved the state attendance standard of 94%.</u> All schools will achieve a 94% attendance rate by 2012.			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> 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/[language arts](#) [writing](#), mathematics, science, and social studies.

<b>Performance Indicator for Goal 2</b>			
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)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
a) Continue to diagnose English proficiency for English Language Learners to ensure proper placement.	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	<a href="#">Asst Supt T &amp; L Exec Dir El</a>	Jul <a href="#">0506</a> -Dec <a href="#">0506</a>
b) Provide ESOL services for all English Language Learners not meeting English proficiency levels.	<a href="#">Continue replacing ESOL tutors with certified ESOL teachers</a> <a href="#">Seek future funding for ESOL staffing based on increased enrollments</a> <a href="#">Continue to hire certified ESOL teachers as the English Language Learners' student population grows</a>	<a href="#">Asst Supt T &amp; L</a> <a href="#">Asst Supt T &amp; L</a>	<a href="#">Sep 05-Dec 05</a> <a href="#">Sep 05-Dec 05</a>
c) Facilitate access to appropriate educational and community resources for immigrant families.	Continue to refine and implement new systemwide protocol for translation, publishing, and distributing key system documents	<a href="#">Asst Supt Gov Rel and HR</a>	<a href="#">Jul 06-Jun 07</a>
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.	<a href="#">Continue to</a> facilitate home school communication by publishing key system documents in other languages Continue to provide services for newcomer families at intake conferences, including evening hours and regional locations during peak registration periods	Area Asst Supt, <a href="#">Asst Supt T &amp; L Exec Dir El</a> , Principals, and Dir PD	Sep <a href="#">0506</a> -Jun <a href="#">0607</a>
e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.	<a href="#">Continue to</a> review projected ESOL enrollment to accommodate students in their home schools when appropriate	<a href="#">Asst Supt T &amp; L Exec Dir El</a>	Jul <a href="#">0506</a> -Jun <a href="#">0607</a>
f) Provide parent orientations on how to access services from the school system.	Continue to collaborate with local graduate programs in Teachers of English for Students of Other Languages (TESOL) to provide professional development <a href="#">Continue to</a> develop <a href="#">and revise</a> curricula for secondary English Language Learners <a href="#">with a focus on:- English/language arts</a> <a href="#">writing</a> , <a href="#">reading</a> , and <a href="#">mathematics</a> <a href="#">Continue to</a> evaluate <a href="#">annually</a> ELL program and services <a href="#">based upon the recommendations from the external evaluation</a>	<a href="#">Asst Supt T &amp; L Exec Dir El</a> <a href="#">Asst Supt T &amp; L Exec Dir El</a> <a href="#">Asst Supt T &amp; L Exec Dir El</a>	Jul <a href="#">0506</a> -Mar <a href="#">0607</a> Jul <a href="#">0506</a> -Aug <a href="#">0607</a> Sep <a href="#">0506</a> -Dec <a href="#">0506</a>

## 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/~~language~~  
[arts](#)[writing](#), mathematics, science, and social studies.

<b>Performance Indicator for Goal 2</b>			
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
	<del>Conduct a needs assessment and develop a recommendation for effective</del> <u>Implement</u> recruiting strategies, professional development, and on-site placement of parent volunteers to aid in interpretation and translation for family members of English Language Learners  <u>Explore the offering of English courses for parents so they may continue to support  their children's academic performance</u>	<del>Asst Supt T &amp; L</del> <u>Exec</u> <u>Dir EI</u>   <u>Exec Dir EI</u>	Jul <del>0506</del> -Jun <del>0607</del>   <u>Jul 06-Jun 07</u>
<b>Measurement:</b> In 2004-2005, <del>47.7% of English Language Learners (ELL)-baseline percentage of ELL students</del> who <del>reached-received ESOL services achieved English</del> proficiency <del>level</del> on the Idea Proficiency Test (IPT) by the end of their fourth year <del>of ESOL services in school will be established in the fall of 2005.</del> By 2007-2008, 75% of fourth-year ELL students will achieve proficiency on IPT, increasing to 100% by 2011-2012.			
<b>Resources:</b> Annual Budget Process <del>Proposed</del> <u>Proposals:</u> <del>Four highly-qualified ESOL teachers - \$202,400</del> <u>491,600; Family Literacy Early Intervention program for Chadwick Elementary - \$187,400</u>			
<b>Sources:</b> Operating Budget <del>and Title III</del>			

## 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/[language arts](#)[writing](#), mathematics, science, and social studies.

<b>Performance Indicator for Goal 2</b>			
2.2 All diploma-bound English Language Learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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><b>NOTE: Performance Goals 1 and 2, in accordance with No Child Left Behind Act 2001, further address the academic needs of English Language Learners</b></p> <p>Implement high school ESOL reading curriculum and monitor student progress</p>	<p><u>Asst-Supt T &amp; L Exec Dir El</u></p>	<p>Jul <u>0506</u>-Jun <u>0607</u></p>
	<p>Continue to include ESOL teachers <u>with general education teachers in systemwide professional development (Reading First) that focuses</u> on higher-level thinking skills, <u>academic</u> vocabulary, <u>language usage, writing</u>, and pedagogy</p>	<p><u>Exec Dir El Asst-Supt T &amp; L</u></p>	<p>Jul <u>0506</u>-Jun <u>0607</u></p>
	<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, <u>including Reading First strategies</u> to support the achievement of English Language Learners on MSA and HSA</p>	<p><u>Asst-Supt T &amp; L Exec Dir El</u></p>	<p>Jul <u>0506</u>-Jun <u>0607</u></p>
	<p>Continue to provide professional development for administrators and teachers on second language acquisition and cross-cultural and differentiation strategies</p>	<p><u>Exec Dir El Asst-Supt T &amp; L</u></p>	<p>Jul <u>0506</u>-Jun <u>0607</u></p>
	<p>Continue regional, bilingual parent training and information sessions for families</p>	<p><u>Asst-Supt T &amp; L Exec Dir El</u></p>	<p>Jul <u>0506</u>-Jun <u>0607</u></p>
	<p>Continue to recruit and train interpreters/translators</p>	<p><u>Asst-Supt T &amp; L Exec Dir El</u></p>	<p>Jul <u>0506</u>-Jun <u>0607</u></p>
	<p>Continue to collaborate with the Community College of Baltimore County (CCBC) to expand offerings and publicize ESOL services for adults</p>	<p><u>Asst-Supt T &amp; L Exec Dir El</u></p>	<p>Jul <u>0506</u>-Jun <u>0607</u></p>
	<p><u>Continue Expand</u> course offerings for all staff on strategies for working with English Language Learners and their families</p>	<p><u>Asst-Supt T &amp; L Exec Dir El</u></p>	<p>Jul <u>0506</u>-Jun <u>0607</u></p>
	<p><u>Align new elementary ESOL units with revisions to the English, science, and social studies units in the Essential Curriculum</u></p>	<p>Area Asst-Supt and Principals</p>	<p>Jul 05-Jun 06</p>
	<p><u>Continue to</u> advertise the availability of the lending libraries in Resource Centers for bilingual reading materials for families of English Language Learners</p>	<p><u>Asst-Supt T &amp; L Exec Dir El</u> and Dir PD</p>	<p>Jul <u>0506</u>-Jun <u>0607</u></p>

## 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/~~language~~  
[arts](#)[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
	Continue to identify and purchase bilingual reading materials	<del>Asst Supt T &amp; L</del> Exec Dir EI and Dir PD	Jul <del>0506</del> -Jun <del>0607</del>
<b>Measurement:</b> In 2002-2003, 32.5% of ELL achieved at the proficient level on MSA reading, <del>and 44.2% of ELL achieved at the proficient level on MSA mathematics, in grades 3, 5, 8, and 10.</del> In <del>2002-2003</del> 2003-2004, 44.250.0% of ELL achieved at the proficient level on MSA <del>mathematics</del> -reading, and 56.7% of ELL achieved at the proficient level on MSA mathematics, <del>in grades 3, 5, 8, and geometry.</del> 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. <del>In 2003-2004, 50.0% of ELL achieved at the proficient level on MSA reading in grades 3-8 and 10. In 2003-2004, 56.7% of ELL achieved at the proficient level on MSA mathematics in grades 3-8 and geometry.</del> 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.			
<b>Resources:</b> Annual Budget Process <del>Proposed: State-mandated ELL assessment - \$70,100</del>			
<b>Sources:</b> Operating Budget <del>and Capital Budget</del>			

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

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

<b>Performance Indicator for Goal 3</b> 3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by No Child Left Behind and the Bridge to Excellence in Public Schools Education Act. (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"> <li>Identifying the percentage of non-tenured or conditionally certified teachers in schools that are more than twice the system average</li> <li>Reporting teacher transfers, <u>and</u> showing tenure status and certification of the teachers transferring into and out of each school</li> <li>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</li> <li>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</li> </ul>	<del>Exec Dir</del> <u>Asst Supt Gov Rel &amp; HR</u>	Jul <del>0506</del> -Jun <del>0607</del>
	Continue Resident Teacher program partnerships	<u>Asst Supt Gov Rel &amp; Exec Dir</u> HR	Jul <del>0506</del> -Jun <del>0607</del>
	<u>Continue to</u> provide signing bonuses to professionally certificated teachers who accept assignments in targeted schools	<u>Asst Supt Gov Rel &amp; Exec Dir</u> HR	Jul <del>0506</del> -Jun <del>0607</del>
	Provide and maintain competitive salaries	<u>Asst Supt Gov Rel &amp; Exec Dir</u> HR	Jul <del>0506</del> -Jun <del>0607</del>
	Conduct timely and focused reviews with provisional teachers in targeted schools, assisting them in achieving professional certification standards	<u>Asst Supt Gov Rel &amp; Exec Dir</u> HR	Jul <del>0506</del> -Jun <del>0607</del>
	<u>Continue to</u> implement the staffing plan for ensuring that all teachers and paraprofessionals meet the highly qualified standards	<u>Asst Supt Gov Rel &amp; Exec Dir</u> HR	Jul <del>0506</del> -Jun <del>0607</del>
	<u>Continue to</u> monitor progress of teachers and paraprofessionals in meeting highly qualified standards using an automated tracking system	<u>Asst Supt Gov Rel &amp; Exec Dir</u> HR	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to conduct an annual review of guidelines and timelines with teachers and paraprofessionals working to become highly qualified	<u>Asst Supt Gov Rel &amp; Exec Dir</u> HR	Jul <del>0506</del> -Jun <del>0607</del>

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

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

<b>Performance Indicator for Goal 3</b> 3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by No Child Left Behind and the Bridge to Excellence in Public Schools Education Act. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.  b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.  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.  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.	Continue to collaborate with employee organizations and representatives of higher education to provide opportunities for paraprofessionals and teachers to meet highly qualified standards	<del>Exec Dir</del> <u>Asst Supt Gov Rel &amp; HR</u> and Dir PD	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to recruit and support a high quality instructional staff who meet recognized teaching and certification standards	<del>Exec Dir</del> <u>Asst Supt Gov Rel &amp; HR</u>	Jul <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	<u>Continue to</u> 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 <del>0506</del> -Jun <del>0607</del>
	Continue to identify and monitor critical shortage areas (e.g., ESOL, mathematics, reading, science, special education, world languages, school library media)	<del>Exec Dir</del> <u>Asst Supt Gov Rel &amp; HR</u>	Jul <del>0506</del> -Jun <del>0607</del>
	Continue utilizing Quality Teacher Incentive Act elements to recruit and retain highly qualified teachers	<del>Exec Dir</del> <u>Asst Supt Gov Rel &amp; HR</u>	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to use the staffing model for Title I schools	<del>Exec Dir</del> <u>Asst Supt Gov Rel &amp; HR</u>	Jul <del>0506</del> -Jun <del>0607</del>

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

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

<b>Performance Indicator for Goal 3</b>			
3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by No Child Left Behind and the Bridge to Excellence in Public Schools Education Act. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<b>Measurement:</b> 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%. <u>In 2004-2005, BCPS system-level percentage of teachers meeting the requirements for highly qualified was 87.0%; and paraprofessionals, 80.6%.</u> By 2005-2006, 100% of BCPS teachers and paraprofessionals will meet the requirements for highly qualified.			
<b>Resources:</b> Annual Budget Process Proposals: Compensation scale restructuring for teachers and other employees - <del>\$22,287,500</del> <u>27,706,455</u> ; <u>class upgrades - \$467,600</u> ; health benefit increases of 12.3% - <del>\$13,688,700</del> <u>13,834,198</u> ; and step increases for all employees - <del>\$9,662,500</del> <u>10,194,000</u> ; <u>scholarship program for future teachers of secondary math, science, and special education - \$62,000</u> ; <u>personnel staffing, advertising, and foreign recruitment - \$37,000</u>			
<b>Sources:</b> Operating Budget <del>and Capital Budget</del>			



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

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

<b>Performance Indicator for Goal 3</b>			
3.2 All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind. (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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 <del>0506</del> -Jun <del>0607</del>
	Continue to provide college courses, inservice courses, online courses, tutorials, college partnerships and cohorts for <u>teachers and</u> paraprofessionals	Dir PD	Jul <del>0506</del> -Jun <del>0607</del>
	<u>Provide professional development on inclusive practices for all administrators, teachers, paraprofessionals, and central office staff</u>	<u>Dir PD</u>	<u>Jul 06-Jun 07</u>
	Continue to provide summer <u>English</u> /language arts, <u>reading, writing</u> , and mathematics academies to provide new teachers with practice in instructional planning	Exec Dir EI, Asst Supt T & L, and Dir Math PreK-12	Jul <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Provide professional development and support to paraprofessionals who are required to take state assessments in order to become highly qualified	Dir PD	Jul <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Continue to provide ongoing professional development for teacher mentors in Baltimore Highlands, Battle Grove, Bedford, <del>Charlesmont</del> , Colgate, <del>Deep Creek</del> , Dogwood, Dundalk, Edmondson Heights, Featherbed Lane, Halstead Academy, Hawthorne, Hebbville, <del>Hernwood</del> , Johnnycake, Middlesex, <u>Owings Mills</u> , <u>Powhatan</u> , Riverview, Sandalwood, Sandy Plains, Scotts Branch, <del>Shady Spring</del> , <del>Winand</del> , Winfield, and Woodmoor elementary schools; Deep Creek, Deer Park Middle Magnet, Dundalk, General John Stricker, Golden Ring, Holabird, Lansdowne, Loch Raven <u>Technical</u> 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 <del>0506</del> -Jun <del>0607</del>

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

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

<b>Performance Indicator for Goal 3</b>			
3.2 All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind. (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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 offer training and leadership development to aspiring leaders	Dir PD	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to track number of participants in cohort partnerships and graduate programs	Exec Dir C & I and Dir PD	Jul <del>0506</del> -Jun <del>0607</del>
	<u>Encourage secondary English/language arts, reading, and writing teachers to acquire a reading specialist endorsement</u>	<u>Dir PD</u>	<u>Jul 06-Jun 07</u>
	<u>Offer professional writing and language usage courses for all staff</u>	<u>Dir PD</u>	<u>Jul 06-Jun 07</u>
	Continue to utilize the resources of professional development schools to develop and maintain cohorts	Dir PD	Jul <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Continue to implement and monitor the systemwide protocol for creating, deleting, and expanding PDS	Dir PD	Jul <del>0506</del> -Dec <del>0506</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>

### 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
<b>Measurement:</b> <del>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. BCPS will demonstrate continuous growth in the percent of teachers participating in high quality professional development as measured by the biennial Maryland Teacher Professional Development Survey. The BCPS baseline of 43% is based on the results of the 2003-2004 survey as compared to the state baseline of 44%. BCPS target: By 2011-2012, 100% of BCPS teachers will participate in high quality professional development as measured by the biennial Maryland Teacher Professional Development Survey.</del>			
<b>Resources:</b> <del>Annual Budget Process</del> <del>Proposals: Online course offerings - \$244,700; English II High School Assessment professional development - \$175,000 (redirect)</del>			
<b>Sources:</b> Operating Budget <del>and Capital Budget</del>			

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

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

<b>Performance Indicator for Goal 3</b>			
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)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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>	Continue to collaborate with universities, colleges/community colleges to <del>design</del> <u>implement</u> 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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Continue to update teachers with information regarding programs that result in highly qualified status	<del>Exe Dir</del> <u>Asst Supt Gov Rel &amp; HR</u>	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to offer preparatory courses for the tests required to obtain highly qualified status in mathematics	Dir Math PreK-12	Jul <del>0506</del> -Jun <del>0607</del>
	<u>Use content coaches to provide professional development for middle school teachers who are implementing Algebraic Thinking</u>	<u>Dir Math PreK-12</u>	<u>Jul 06-Jun 07</u>
<b>Measurement:</b> 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. <u>In 2004-2005, 79.4% of middle school mathematics teachers met the requirements for highly qualified.</u> By 2005-2006, 75% of middle school mathematics classes will be taught by highly qualified teachers; and 100% <u>by 2006-2007.</u>			
<b>Resources:</b> Annual Budget Process Proposed: <u>New elementary math series professional development - \$400,000</u> <del>Loyola Math Certification Program and Goucher Math Program for special educators – \$322,800 (Title II)</del>			
<b>Sources:</b> 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.

<b>Performance Indicator for Goal 3</b>			
3.4 All new teachers in Title I schools will meet the standard of highly qualified when hired. (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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 <a href="#">about</a> 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>	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	<del>Exe</del> <del>Dir</del> <del>Asst Supt</del> <del>Gov Rel &amp;</del> HR	Jul <del>0506</del> -Jun <del>0607</del>
	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)	<del>Exe</del> <del>Dir</del> <del>Asst Supt</del> <del>Gov Rel &amp;</del> HR	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to develop a process to allow applicants to electronically file the BCPS application for professional employment	<del>Exe</del> <del>Dir</del> <del>Asst Supt</del> <del>Gov Rel &amp;</del> HR	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to utilize online recruitment tools to attract highly qualified teachers from around the country	<del>Exe</del> <del>Dir</del> <del>Asst Supt</del> <del>Gov Rel &amp;</del> HR	Jul <del>0506</del> -Jun <del>0607</del>
	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 <a href="#">in Title I schools</a>	<del>Exe</del> <del>Dir</del> <del>Asst Supt</del> <del>Gov Rel &amp;</del> HR	Dec <del>0506</del> -May <del>0607</del>

### 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
<b>Measurement:</b> 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. <u>In 2004-2005, 84.2% of newly hired teachers in Title I schools met the requirements for highly qualified.</u> <del>The 2004-2005 data will be available in the summer 2005.</del> In 2005-2006, 100% of newly hired teachers in Title I will meet the requirements of highly qualified.			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> 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.

<b>Performance Indicator for Goal 3</b>			
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	<del>Exec Dir</del> Asst Supt Gov Rel & HR	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to disseminate and communicate appropriate educational background and certification information to parents and principals in the Title I schools	<del>Exec Dir</del> Asst Supt Gov Rel & HR	Jul <del>0506</del> -Jun <del>0607</del>
	<del>Develop a plan to communicate teacher qualifications to all parents</del> Continue to make available to all parents and the community the Maryland School Performance Program report which includes teacher certification and highly qualified status data available to all parents and the community	Exec Dir HR, Area Asst Supt, and PrincipalsAsst Supt Gov Rel & HR and A.R.T.	Jul-05-Jun-06Jul 06-Jun 07
<b>Measurement:</b> In 2002-2003 <del>and 2003-2004</del> through 2005-2006, 100% of parents of students in Title I schools were notified of the qualifications of their child's teacher. <del>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.</del> 2005-2006 data will be available in the fall. In 2007-2008, 100% of parents of students in all schools will be notified of the qualifications of their child's teacher.			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> 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.

<b>Performance Indicator for Goal 4</b>			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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 <del>0506</del> -Jun <del>0607</del>
	Continue to implement the Five-year Turf Repair Program to improve safety of athletic fields	Exec Dir Phy Fac	Jul <del>0506</del> -Jun <del>0607</del>
	Continue cyclic replacement of grounds equipment to improve operational safety and enhance efficiency	Exec Dir Phy Fac	Jul <del>0506</del> -Jun <del>0607</del>
	Replenish "Fibar" material used for safety surfacing on playgrounds	Exec Dir Phy Fac	Jul <del>0506</del> -Jun <del>0607</del>
	Ensure appropriate staffing, supplies, and materials to maintain a healthy educational environment	Exec Dir Phy Fac	Jul <del>0506</del> -Jun <del>0607</del>
	Provide for the safe delivery of services of the physical plant and execute minor preventive maintenance of mechanical equipment	Exec Dir Phy Fac	Jul <del>0506</del> -Jun <del>0607</del>
	<del>Install new closed circuit television systems (CCTV) in 14 secondary schools: Catonsville and Carver centers, Catonsville, Dulaney, Franklin, Hereford, Loch Raven, Overlea, Owings Mills, Patapsco, Pikesville, Sollers Point, Sparrows Point, and Western high schools</del>	<del>Exec Dir Phy Fac</del>	<del>Jul 05-Jun 06</del>
	<del>Install new card reader systems in 22 elementary schools: Arbutus, Battle Monument, Bear Creek, Berkshire, Carroll Manor, Catonsville, Chapel Hill, Charlesmont, Chesapeake Terrace, Church Lane, Colgate, Deep Creek, Deer Park, Dogwood, Dundalk, Eastwood Center, Edgemere, Edmondson Heights, Elmwood, Essex, Featherbed Lane, and Fifth District</del>	<del>Exec Dir Phy Fac</del>	<del>Jul 05-Jun 06</del>
	Continue to evaluate and coordinate the School Resource Officer Program in secondary schools	Exec Dir SSS	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to partner with Baltimore County Police Department (BCPD) to implement the safety, drug awareness, and resistance programs, <a href="#">in</a> grades K-12	Exec Dir SSS	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to provide violence and substance abuse awareness and prevention within the health education program	Exec Dir SSS and Asst Supt T & L	Jul <del>0506</del> -Jun <del>0607</del>

## 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.

<b>Performance Indicator for Goal 4</b>			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
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 <a href="#">the behavioral code of conduct</a> to all students and parents <a href="#">the behavioral</a> expectations identified in the <i>Student Handbook</i> and school <a href="#">code of conduct</a> .	<del>Collaborate with the Office of Risk Management to implement a comprehensive CTE Risk Management Plan Enhance security measures in Dundalk and Lutherville elementary schools, and upgrade security systems at Carney, Cromwell Valley, Essex, Halstead, and Timonium elementary schools and Franklin, Hereford, and Holabird middle schools</del>	<del>Exec Dir Spec Prog</del> <del>Exec Dir Phy Fac</del>	<del>Jul 05-Jun 06</del> <del>Jul 05-Jun 06</del>
	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 <del>0506</del> -Sep <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Sep <del>0607</del> 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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Continue support of the Spring Grove Hospital Center to provide services to students who reside within Baltimore County	Exec Dir SSS	Jul <del>0506</del> -Jun <del>0607</del>

## 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.

<b>Performance Indicator for Goal 4</b>			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
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 maintain 14 school-based wellness centers serving 17 schools	Exec Dir SSS	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to provide site-based mental health services in partnership with community mental health providers	Exec Dir SSS	Jul <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Continue to provide <u>a</u> 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 <del>0506</del> -Jun <del>0607</del>
	Continue to provide contractual registered nurses to ensure age-appropriate immunizations and health screening for students from other countries	Exec Dir SSS	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to provide cardiopulmonary resuscitation training and bloodborne pathogens training to employees as required by state law	Exec Dir SSS	Jul <del>0506</del> -Jun <del>0607</del>
	<u>Provide Automated External Defibrillators and related training for all schools and offices</u>	<u>Exec Dir SSS</u>	<u>Jul 06-Jun 07</u>
	Continue to work through the Baltimore County Multidisciplinary Team to ensure compliance with all Child Protective Services mandates	Exec Dir SSS	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to utilize the Student Support Services Team	Exec Dir SSS	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, <u>mental health services</u> , and law enforcement	Exec Dir SSS	Jul <del>0506</del> -Jun <del>0607</del>
	Continue the operation of the Safety and Emergency Planning Steering Committee composed of BCPS and Baltimore County <u>staff interagency partners</u>	Exec Dir SSS	Jul <del>0506</del> -Sep <del>0607</del>

## 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.

<b>Performance Indicator for Goal 4</b>			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<p>a) Provide attractive, clean, caring, and secure learning environments.</p> <p>c) Utilize the Student Support Services Team to address the needs of students.</p> <p>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.</p> <p>f) Provide a continuum of services through alternative education programs.</p> <p>g) Continue the fingerprinting and criminal background checks for all employees.</p> <p>h) Continue the annual Safe Schools Conference.</p>	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 <del>0506</del> -Sep <del>0607</del>
	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 <del>0506</del> -Sep <del>0607</del>
	Continue to train all members of the four Critical Incident Response Teams each year	Exec Dir SSS	Oct <del>0506</del> -Mar <del>0607</del>
	Continue to maintain alternative schools at the middle and high school levels, Home and Hospital programs, Home Teaching programs for students <a href="#">in</a> grades K-12, Afternoon Middle School Group Learning Centers, Evening/Saturday High School programs, and Summer School programs	Exec Dir SSS	Aug <del>0506</del> -Jul <del>0607</del>
	Continue to provide in-school alternative programs, such as Maryland's Tomorrow	Exec Dir SSS	Sep <del>0506</del> -Jul <del>0607</del>
	Continue to issue identification cards to support staff and increase the number of classified employees who are issued identification cards	<del>Exec Dir</del> Phy Fac	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to fingerprint and initiate <a href="#">required</a> pre-employment background checks, <a href="#">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</a> in accordance with applicable law <del>for all new applicants to BCPS, contractors, and others that may be required to undergo the background check process and be cleared before beginning employment</del>	<del>Exec Dir</del> Asst Supt Gov Rel & HR	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to utilize Safe Schools Conference Planning Committee to organize, develop, and evaluate the Safe Schools Conference annually and initiate a teacher/ <a href="#">parent</a> component of the Safe Schools Conference	Exec Dir SSS	Jul <del>0506</del> -Jun <del>0607</del>
	Conduct asbestos surveys in all school buildings on a three-year cycle	Exec Dir Phy Fac	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to provide onsite safety inspections and maintain and repair physical education facilities and equipment	Asst Supt T & L and Phy Fac	Jul <del>0506</del> -Jun <del>0607</del>
	<a href="#">Continue to implement the school-based air quality program, Tools for Schools</a>	<a href="#">Exec Dir Phy Fac</a>	<a href="#">Jul 06-Jun 07</a>

## 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>Measurement:</b> In 2004-2005, <u>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</u> a baseline survey of stakeholders' perceptions of the extent to which schools are safe, orderly, and nurturing environments will be administered.			
<b>Resources:</b> Annual Budget Process Proposals: Utility cost increases - <del>\$2,695,000</del> <u>10,426,000</u> ; staffing <del>and startup</del> costs for Windsor Mill Middle - <del>\$1,326,500</del> <u>859,380</u> ; 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; staffing and startup costs for Woodholme Elementary - <del>\$857,145</del> ; installation of CCTV and monitoring of alarms - <del>\$454,000</del> <u>\$100,000</u> ; two staff and supports costs for Spring Grove Center - <del>\$208,200</del> ; 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 <del>and computer recycling - \$30,000</del>			
<b>Sources:</b> 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.

<b>Performance Indicator for Goal 4</b>			
4.2 All schools will have published expectations of student behavior and parental responsibilities and involvement. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<p>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.</p> <p>j) Communicate to all students and parents the behavioral expectations identified in the <i>Student Handbook</i> and school code of conduct.</p> <p>k) Identify and train all staff in the implementation of effective student behavior management programs and the <i>Student Handbook</i> requirements.</p>	Continue to include parents, students, and community members on the School Improvement Planning Committee and countywide <i>Student Handbook</i> Committee	Exec Dir SSS	Apr <del>0607</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Provide professional development for all new teachers on classroom management at New Teacher Induction	Dir PD	Jul <del>0506</del> -Aug <del>0506</del>
	Provide professional development on positive disciplinary interventions including conflict resolution, peer mediation, and crisis intervention for administrators, teachers, and paraprofessionals	Exec Dir SSS	Jul <del>0506</del> -Jun <del>0607</del>
<b>Measurement:</b> In 2002-2003, <del>2003-2004, and 2004-2005 through 2005-2006</del> , 100% of BCPS parents/guardians received published expectations and notification of the responsibilities for students and parents/guardians. Published notification of expectations will continue <u>to be provided</u> to 100% of parents/guardians annually.			
<b>Resources:</b> Annual Budget Process <b>Proposed:</b>			
<b>Sources:</b> Operating Budget <del>and Capital Budget</del>			

### 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.

<b>Performance Indicator for Goal 4</b>			
4.3 Staff, students, parents, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<p>a) Provide attractive, clean, caring, and secure learning environments.</p> <p>g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library. (Goal 6)</p> <p>j) Communicate to all students and parents the behavioral expectations identified in the <i>Student Handbook</i> and school code of conduct.</p>	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 <del>0506</del> -Jun <del>0607</del>
	Provide opportunities at the local school level for stakeholders to express satisfaction and receive information	Area Asst Supt	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to implement parent support services in all communities, and <u>internally</u> evaluate <u>internally</u> their effectiveness	Exec Dir C. & I and Area Asst Supt	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to provide professional development for all employees to enhance staff and stakeholder satisfaction	Exec Dir Bus Ser and Dir PD	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to provide air quality investigation and reporting when an air quality emergency occurs	<del>Exec Dir</del> -Phy Fac	Jul <del>0506</del> -Jun <del>0607</del>
	Administer an online stakeholders' satisfaction survey in the spring of each year	<del>Exec Dir</del> -SSSCOO	Jul <del>0506</del> -Apr <del>0607</del>
	<u>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</u>	<u>Exec Dir SSS</u>	<u>Jul 06-Jun 07</u>
<b>Measurement:</b> <u>In 2004-2005, 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. In a 2003-2004 sample, 94% of elementary school parents expressed overall satisfaction with their children's schools; and 88% of elementary parents felt that they were safe and secure. Ninety-two percent (92%) of middle school parents expressed overall satisfaction with their children's schools; and 91% of middle school parents felt that they were safe and secure. An on-line stakeholders' satisfaction survey will be administered to establish baseline data for 2004-2005.</u>			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> Operating Budget and Capital Budget			



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

All students will graduate from high school.

<b>Performance Indicator for Goal 5</b>			
5.1 All high schools will meet the graduation rate established by the State. (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
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.	<u>Continue to communicate to secondary students and parents/guardians the graduation and testing requirements (including HSA) for receiving a diploma</u>	<u>Area Asst Supt and Exec Dir SSS</u>	<u>Jul 06-Jun 07</u>
	<u>Provide academic supports for students who need to pass the English, Algebra/Data Analysis, Government, and Biology High School Assessments (HSAs)</u>	<u>Asst Supt T &amp; L, Area Asst Supt, and Exec Dir SSS</u>	<u>Jul 06-Jun 07</u>
c) Increase participation rate in Gifted and Talented programs in all schools.	Review and revise the Career Planning Profile with students to keep them current throughout the high school experience	Exec Dir SSS	Aug <u>0506</u> -Jun <u>0607</u>
	Continue to monitor secondary course enrollment, credit completion, and testing requirements to ensure that students meet graduation requirements	Area Asst Supt <u>and</u> <u>Exec Dir SSS</u>	Sep <u>0506</u> -Jun <u>0607</u>
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.	Continue to communicate graduation requirements and coursework expectations to parents of secondary students	Asst Supt T & L <u>and</u> <u>Exec Dir SSS</u>	Aug <u>0506</u> -Jun <u>0607</u>
	<del>Offer</del> <u>Continue to offer</u> 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 <u>0506</u> -Jun <u>0607</u>
e) Provide and implement 504 Plans which clearly outline goals, objectives, and accommodations to ensure that students will maximize their educational opportunities.	Ensure rigorous course offerings by differentiating and eliminating low level courses	Exec Dir C & I	Jul <u>0506</u> -Jul <u>0607</u>
	Continue to distribute the Course Registration Guide to all students and families in grades 8-11	Asst Supt T & L	Dec <u>0506</u>
	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 <u>0506</u> -Jun <u>0607</u>
	Continue to provide counseling in graduation and career development to secondary students in <u>individual and</u> group settings and career development counseling at least annually	Exec Dir SSS	Aug <u>0506</u> -Jun <u>0607</u>
	Continue to provide a quality physical education program and comprehensive health education program that supports appropriate student development	Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>

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

All students will graduate from high school.

<b>Performance Indicator for Goal 5</b>			
5.1 All high schools will meet the graduation rate established by the State. (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
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 <del>0506</del> -Mar <del>0607</del>
	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 <del>0406</del> -Jun <del>0506</del> <del>7</del>
	Continue to provide professional development activities to support general and special educators and paraprofessionals in the use of inclusive practices as detailed in The Guide for Inclusive Education	Exec Dir C&I	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to improve web-based data tracking systems so that principals and <del>Executive Directors of Schools</del> <u>Area Assistant Superintendents</u> 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 <del>0506</del> -Jun <del>0607</del>
<b>Measurement:</b> <del>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. The 2002-2003 baseline percentage of BCPS schools that met the state graduation rate standards (90% of grade 12 students) was 88.3%. In 2003-2004, 86.2% of schools met the state graduation rate standard of 90%. By 2004-2005, 92% of schools will meet the state graduation standards, and the percentage will increase to 100% by 2007-2008.</del>			
<b>Resources:</b> Annual Budget Process Proposals: <del>Personal assistants for special education students—\$2,600,000; extended school year services—\$753,023; and eChild find referrals assessment - \$55,172</del> <u>244,300; Online courses for high school students - \$136,000</u>			
<b>Sources:</b> Operating Budget and Capital Budget			

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

All students will graduate from high school.

<b>Performance Indicator for Goal 5</b>			
5.2 All high schools will have annual dropout rates of less than 3%. (State standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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>	<p><u>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</u></p>	<u>Exec Dir SSS</u>	<u>Jul 06-Jun 07</u>
	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 <del>05</del> 06-Jun <del>06</del> 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 <del>05</del> 06-Jun <del>06</del> 07
	Continue to provide Summer School to support increased and accelerated student achievement	Exec Dir SSS	Jul <del>05</del> 06-Aug <del>06</del> 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 SSS	<del>Aug-05-Jun-06</del> <u>Jul 06-Aug 07</u>
	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 <del>05</del> 06-Jun <del>06</del> 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 <del>05</del> 06-Jun <del>06</del> 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 <del>05</del> 06-Jun <del>06</del> 07
	Identify high school students who are at risk of dropping out and develop individual and school plans <u>through the use of Student Support Teams (SST)</u>	Exec Dir SSS, Area Asst Supt and Dir A.R.T.	Aug <del>05</del> 06-Jun <del>06</del> 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
<b>Measurement:</b> 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. In 2002-2003, the BCPS dropout rate of 3.3% did not meet the state standard. In 2003-2004, the BCPS dropout rate of 4.4% did not meet the state standard. By 2007-2008, all high schools will have a dropout rate of less than 3%.			
<b>Resources:</b> Annual Budget Process Proposals: Maryland's Tomorrow Program (dropout prevention) – \$699,600 (grant replacement); Section 504 accommodations – \$100,000; and Social Work – \$115,300 Section 504 accommodations - \$100,000; equipment for Home & Hospital students - \$67,000; supplies for alternative education - \$55,000			
<b>Sources:</b> 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			
5.3 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>	<p><u>Initiate-Continue</u> the development of a competency profile for <u>all</u> students, <u>including those</u> with disabilities <u>and special needs</u>, enrolled in CTE career-completer programs</p>	Exec Dir Spec Prog and Asst Supt T & L	Aug <u>0506</u> -Jun <u>0607</u>
	<p><u>Implement</u> <del>Refine and develop additional</del> strategies to encourage students with disabilities to pursue two and four-year college options</p>	Asst Supt T & L	Jul <u>0506</u> -Jun <u>0607</u>
	<p><u>Implement</u> <del>Evaluate the effectiveness of</del> CTE programs to assist students in meeting college entrance and/or CTE completer requirements to increase the number of dual completers</p>	Exec Dir Spec Prog	Jul <u>0506</u> -Dec <u>0607</u>
	<p><u>Continue to</u> evaluate enrollment data to determine student participation in and completion of CTE programs</p>	Exec Dir Spec Prog	Jul <u>0506</u> -Dec <u>0607</u>
	<p>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</p>	Exec Dir Spec Prog and SSS	Jul <u>0506</u> -Jun <u>0607</u>
	<p>Continue to assist teachers in identifying and employing strategies that impact positively on enhancing achievement of minority, under-represented, and special needs populations that address the diversity of the Baltimore County community to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and Gifted and Talented</p>	Exec Dir C & I, Area Asst Supt, Asst to Supt E & A, Dir PD, and Principals	Jul <u>0506</u> -Jun <u>0607</u>
	<p><u>Monitor students participating in AVID to ensure that they are meeting college course entrance requirements and accessing available scholarships</u></p>	<u>Asst Supt T &amp; L and Area Asst Supts</u>	<u>Jul 06-Jun 07</u>
<p><b>Measurement:</b> 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. <u>In 2004-2005, 87.1% of students met the University of Maryland entrance requirements and/or the Maryland career and technology education completer requirements.</u> 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><b>Resources:</b> Annual Budget Process</p>			
<p><b>Sources:</b> 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.

<b>Performance Indicator for Goal 6</b>			
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.			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.  b) Educate all new teachers in how to conduct parent-teacher conferences.  c) Provide guidelines and strategies for student-teacher-parent conferences.	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-teacher and student-led conferences	Area Asst Supt and Principals	Aug 06-Jun 07
	Continue to provide parents 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.

<b>Performance Indicator for Goal 6</b>			
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.			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
	Continue to provide professional development and technical support to new and current teachers to conduct effective parent-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-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
<b>Measurement:</b> Parental Outreach, Attendance Notification, and Emergency Communication System data.			
<b>Resources:</b> Annual Budget Process Proposals: Telephone notification process \$392,900 and \$15,500 one-time			
<b>Sources:</b> Operating Budget			

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

<b>Performance Indicator for Goal 6</b>			
6.3 Increase learning opportunities for parents, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes.			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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 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-Apr07
	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 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 <u>internally</u> evaluate <u>internally</u> 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., <b>National Honor Society</b> , <b>National Merit Scholars</b> , 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 <u>A</u> aspiring <u>H</u> eaders and <u>H</u> eadership <u>e</u> 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.

<b>Performance Indicator for Goal 6</b>			
6.3 Increase learning opportunities for parents, 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
<b>Measurement:</b> Number of countywide learning opportunities communicated to parents and community members and participation data.			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> 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.

<b>Performance Indicator for Goal 6</b>			
6.4 <b>Increase parent attendance at school-based events and activities such as Back-to-School nights and school improvement teams.</b>			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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, 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, 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 <u>and-to</u> 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., <b>National Honor Society, National Merit Scholars, Science Fair, Black Saga, Mock Trial, Odyssey of the Mind, 24 Challenge, and CTE Awards Ceremony</b> )	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 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/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.

<b>Performance Indicator for Goal 6</b>			
6.4 Increase parent attendance at school-based events and activities such as Back-to-School nights and school improvement teams.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<b>Measurement:</b> Percentage of schools with parent representation on SIT; participation data.			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> 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.

<b>Performance Indicator for Goal 6</b>			
6.5 Increase parent, school, business, and community partnerships.			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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, 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>	<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; and promote partnerships to staff</p>	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 to prospective and current volunteers 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 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
	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	Exec Dir Spec Prog	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.

<b>Performance Indicator for Goal 6</b>			
6.5 Increase parent, school, business, and community partnerships.			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
	library resources and services		
	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
<b>Measurement:</b> Number of school, business, community partnerships; communications about opportunities for partnerships.			
<b>Resources:</b> Annual Budget Process Proposed:			
<b>Sources:</b> Operating Budget			

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

<b>Performance Indicator for Goal 6</b>			
6.6 Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes.			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<p>e) Expand recognition opportunities for students, parents, 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 aAspiring lLeaders and lLeadership Eenhancement 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.

<b>Performance Indicator for Goal 6</b>			
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
<b>Measurement:</b> Percent of parents who express satisfaction with the school system (at least 80% in 2006-2007).			
<b>Resources:</b> Annual Budget Process Proposed:			
<b>Sources:</b> 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.

<b>Performance Indicator for Goal 7</b>			
7.1 All schools will develop a results review report that is aligned with the system's annual results report. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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 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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	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 <del>0607</del>
	Continue to develop and implement processes to expand stakeholder input into the school improvement plans, and communicate the school results reports	Principals	Jul <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	Continue to invite parents, teachers, and community members to serve on school improvement teams (SIT)	Principals	Sep <del>0506</del> -Jun <del>0607</del>
	Continue to monitor that all schools have SITS, and monitor their effectiveness	Area Asst Supt	Sep <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Dec <del>0506</del>
	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 <del>Exec Dir Tech</del> CIO	Oct <del>0506</del> -Dec <del>0506</del>
	Continue to implement a process to get feedback from stakeholders	CCO	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to integrate Positive Behavior Intervention Systems (PBIS) and Character Education into the School Improvement Plan (SIP)	Exec Dir SSS	Jul <del>0506</del> -Jun <del>0607</del>



### SCHOOL YEAR 2006–2007 - *Blueprint for Progress - Performance Goal 7*

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

<b>Performance Indicator for Goal 7</b>			
7.1 All schools will develop a results review report that is aligned with the system’s annual results report. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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>			
<b>Measurement:</b> In <del>2003-2004</del> <u>2004-2005</u> , 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 <del>2004-2005</del> <u>2005-2006</u> school improvement plans. <u>All schools communicated student level achievement results to their communities.</u> This process will continue annually.			
<b>Resources:</b> Annual Budget Process <u>Proposed: Research specialist to support student testing \$65,458</u>			
<b>Sources:</b> Operating Budget <del>and Capital Budget</del>			

## 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.

<b>Performance Indicator for Goal 8</b>			
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)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
<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 <del>0506</del> -Jun <del>0607</del>
	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, <del>special education</del> , English Language Learners, FARM, and Gifted and Talented	Exec Dir Spec Prog	<u>Aug 06-Jun 07</u>
	<del>Continue to offer professional development programs for school-based elementary technology integration teachers and all technology integration liaisons to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</del>	<del>Exec Dir Spec Prog</del>	<del>Jul 05-Jun 06</del>
	<u>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</u>	<u>Exec Dir Spec Prog and Dir Math</u>	<u>Aug 06-Jun 07</u>
	<u>Review and revise the technology integration institutes. 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</u>	<u>Exec Dir Spec Prog and EI</u>	<u>Aug 06-Jun 07</u>
	<del>Continue to</del> <u>Complete the</u> 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 <del>0506</del> -Jun <del>0607</del>
	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 <del>and Dir PD</del>	Jul <del>0506</del> -Jun <del>0607</del>
	<u>Continue</u> to develop a data cube of library media program data (collection, staffing, technology) that correlates with student achievement research	Exec Dir Spec Prog, <u>CIO, and Dir A.R.T. and Tech</u>	Sep <del>0506</del> -Jun <del>0607</del>

## 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.

<b>Performance Indicator for Goal 8</b>			
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.	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 <del>Tech Spec Prog, CIO,</del> and Dir PD	Jul <del>0506</del> -Jun <del>0607</del>
	Provide 24/7 access to school library media collections <del>for staff, students, and their families</del>	Exec Dir Spec Prog	Jul <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	<del>Continue to</del> implement a systemwide web-based IEP system	<del>Exec Dir Spec Prog and Tech CIO</del>	Sep <del>0506</del> -Jun <del>0607</del>
	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 <del>0506</del> -Jun <del>0607</del>
	<del>Revise and i</del> Implement the <i>Framework for Technology Implementation 200205-200508</i> to meet new state and national technology standards	<del>Exec Dir Tech CIO</del> and Exec Dir Spec Prog	Feb <del>0506</del> -Jun <del>0607</del>
	<del>Pilot online the Princeton Review Assessment in grades 3-8</del>	<del>Dir A.R.T., Exec Dir Sec, and Asst Supt T &amp; L</del>	<del>Jul 05-Jun 06</del>
<b>Measurement:</b> The <del>2003-20042004-2005</del> inventory indicated that <del>the ratios of students to CPU count of MSDE and BCPS standard computers was 3.59 to 1; teachers to computers was 1 to 0.95; for teachers, administrators to computers was 1 to 0.99; for administrators, and clericals to computers was 1 to 1:0.99 for clericals.</del>			
<b>Resources:</b> Annual Budget Process Proposed: <del>Financial and HR systems –\$2,833,000 (one time), \$1,500,000 (redirect)</del>			
<b>Sources:</b> 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.

<b>Performance Indicator for Goal 8</b> 8.2 All schools and offices will have high-capacity computers at the ratio of: <ul style="list-style-type: none"> <li>▪ One computer per five students by 2005;</li> <li>▪ One computer per school-based teacher, administrator, and clerical by 2006; and</li> <li>▪ One computer per central office administrative/supervisory and clerical staff by 2007. (BCPS standard)</li> </ul>			
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	<del>Exec Dir Tech</del> CIO	Sep <del>0506</del> -Dec <del>0506</del>
	Request first half of funding through budget process for one computer per school-based teacher	<del>Exec Dir Tech</del> CIO	Sep <del>0506</del> -Dec <del>0506</del>
	<del>Request first third of funding through budget process for one computer per central office administrative/supervisory and clerical staff</del>	<del>Exec Dir Tech</del>	<del>Sep 05-Dec 05</del>
<b>Measurement:</b> 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. <u>In 2004-2005 the students to computer ratio was 3.5:1. The ratios for other groups remained the same.</u>			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> Operating Budget and Capital Budget			

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

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Performance Indicator for Goal 8			
8.3 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.	<u>Continue to</u> implement and communicate the process for development of the annual budget process that involves staff and stakeholders	<del>Exec Dir Fiscal</del> <del>SerCFO</del>	Jul <del>0506</del>
	Continue to provide opportunities for public review and input in the proposed budget prior to Board adoption	<del>Exec Dir Fiscal</del> <del>SerCFO</del>	Sep <del>0506</del> -Jun <del>0607</del>
	<del>Evaluate and</del> Continue to use the feedback forms in the published budget books	<del>Exec Dir Fiscal</del> <del>SerCFO</del>	Jul <del>0506</del> -Jun <del>0607</del>
	Review and adjust budget materials related to required criteria for the Association of School Business Officials (ASBO) <u>and the Government Finance Officers Association's (GFOA) Meritorious Budget Awards programs</u>	<del>Exec Dir Fiscal</del> <del>SerCFO</del>	Jan <del>0607</del> -Jun <del>0607</del>
	Review and analyze budget data, and develop procedures to increase accuracy of budget forecasts	<del>Exec Dir Fiscal</del> <del>SerCFO</del>	Jul <del>0506</del> -Jun <del>0607</del>
<b>Measurement:</b> 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%. <u>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.</u> This standard of timeliness and a budget to actual variance of 1% or less will be maintained annually. <u>In 2004-05, BCPS received the ASBO Meritorious Budget Award for the FY2005 Adopted Budget Book.</u>			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> Operating Budget and Capital Budget			

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

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Performance Indicator for Goal 8			
8.4 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	<del>Exec Dir Fiscal</del> <del>SerCFO</del>	Jul <del>0506</del> -Jun <del>06 07</del>
	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	<del>Exec Dir Fiscal</del> <del>SerCFO</del>	Jul <del>0506</del> -Sep <del>0506</del>
	<del>Evaluate and</del> Continue to use feedback forms from all CAFR users	<del>Exec Dir Fiscal</del> <del>SerCFO</del>	Jul <del>0506</del> -Jun <del>0607</del>
	<del>Explore and</del> Implement processes and software to increase electronic purchasing, electronic submission of payroll data, and electronic access to financial reports	<del>Exec Dir Fiscal</del> <del>SerCFO</del>	Jul <del>0506</del> -Oct <del>0506</del>
	<u>Continue to</u> provide professional development and technical assistance to school-based personnel on Medicaid encounter data forms	<del>Exec Dir Fiscal</del> <del>SerCFO</del>	Jul <del>0506</del> -Jun <del>0607</del>
<b>Measurement:</b> The 2003-2004 baseline percentage of end users who were satisfied with the content of the <u>Comprehensive Annual Financial Resources (CAFR)</u> was 78%. This rate of end user satisfaction will be maintained or <u>will</u> increase annually. <u>In 2004-2005 the percentage of end users who were satisfied with the content of the CAFR was 82%. The baseline percentage of end users who rate the information provided by the BCPS Proposed Operating Budget/Approved Operating Budget as satisfactory was established in 2003-2004.</u>			
<b>Resources:</b> Annual Budget Process <u>Proposed: e-commerce suite - \$22,500 (ongoing), \$20,000 (one-time)</u>			
<b>Sources:</b> 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.

<b>Performance Indicator for Goal 8</b> 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 <del>0506</del> -Apr <del>0607</del>
	Support the full-day kindergarten initiative with necessary transportation services	Exec Dir Plan & Support Op	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to monitor the on-board time and on-time school bus service	Exec Dir Plan & Support Op	Aug <del>0506</del> -Jun <del>0607</del>
	Continue to provide meal service at the optimal level for each school	Exec Dir Plan & Support Op	Jul <del>0506</del> -Jun <del>0607</del>
<b>Measurement:</b> The BCPS September <del>2030</del> projected enrollments will be within 1% of the actual enrollments. <del>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 20056-20067 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.</del>			
<b>Resources:</b> Annual Budget Process <del>Proposals Proposed:</del> Bus <del>drivers and attendants</del> leases and related staffing - \$1,257,800846,800 and 57 additional and replacement buses – \$201,000			
<b>Sources:</b> 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.

<b>Performance Indicator for Goal 8</b> 8.9 The BCPS employee attendance rate will meet or exceed the <u>County-system</u> 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 <u>0506</u> -Jun <u>0607</u>
	Implement the Employee Attendance Monitoring Program	Exec Dir Plan & Support Op	Jul <u>0506</u> -Jun <u>0607</u>
	Maintain sufficient human and material resources to support optimal print capacity in Copy and Print Services	Exec Dir Plan & Support Op	Jul <u>0506</u> -Jun <u>0607</u>
	Continue to collect feedback from clients on quality and timeliness of copy and print shop services	Exec Dir Plan & Support Op	Jul <u>0506</u> -Jun <u>0607</u>
	<u>Continue to</u> develop and publish an annual five-year Capital Improvement Program (CIP) that aligns capital budget and instructional programmatic initiatives	Exec Dir Phy Fac, Plan & Support Op, Fiscal Ser, and C & I	Jul <u>0506</u> -Jun <u>0607</u>
	Continue to access school profile information through the data warehouse	Exec Dir Plan & Support Op	Aug <u>0506</u> -Jun <u>0607</u>
<b>Measurement:</b> 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.			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> 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	<del>Exec Dir HR</del> <del>Asst Supt Gov Rel &amp; HR</del>	Jul <del>0506</del> -Jun <del>0607</del>
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, <del>and</del> for assignment of staff to schools, and <del>for</del> the appointment of school administrators	<del>Asst Supt Gov Rel &amp; HR</del> <del>Exec Dir HR</del>	Jul <del>0506</del> -Jun <del>0607</del>
i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.	Continue to identify and recruit aggressively <del>both internally and externally</del> for administrative positions <del>both internally and externally</del>	<del>Asst Supt Gov Rel &amp; HR</del> <del>Exec Dir HR</del>	Jul <del>0506</del> -Jun <del>0607</del>
<b>Measurement:</b> <u>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.</u>			
<b>Resources:</b> Annual Budget Process Proposed: <del>Human Resources support – \$117,800</del>			
<b>Sources:</b> 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.

<b>Performance Indicator for Goal 8</b> 8.14 The number of Equal Employment Opportunity (EEO) complaints will be reduced. (BCPS standard) 8.15 <del>Master agreements will be effectively implemented. All administrative and supervisory personnel will receive training so that master agreements will be implemented effectively.</del> (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	Exec Dir HR Asst Supt Gov Rel & HR	Jul 0506-Sep 0607
	Establish a Diversity Council that will support schools and business units in addressing diversity issues	Exec Dir Asst Supt Gov Rel & HR	Jul 0506-Jun 0607
	Continue to provide professional development to managers, supervisors, and administrators to increase their knowledge and familiarity with the negotiated agreements and appraisal processes	Exec Dir Asst Supt Gov Rel & HR	Jul 0506-Sep 0607
	Continue to improve client service on both of the Benefits Office's websites	Exec Dir Asst Supt Gov Rel & HR	Jul 0506-Jun 0607
	Continue to respond promptly to employees' and retirees' inquiries via the website and telephone	Exec Dir Asst Supt Gov Rel & HR and Tech	Jul 0506-Jun 0607
<b>Measurement:</b> The 2003-2004 baseline of EEO complaints was <del>11329</del> . <del>The 2004-2005 data will be available in the Summer 2005.</del> In 2004-2005 there were 47 EEO complaints. The number of EEO complaints will be reduced by 5% <u>or more in 2006-2007</u> . 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%. <del>the standard for effective implementation of master agreements will be established.</del> The baseline percentage of employees and retirees who rate information regarding benefits as effective <del>will be established by survey in 2005.</del> <u>is 74% for 2005-2006.</u>			
<b>Resources:</b> Annual Budget Process			
<b>Sources:</b> 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 Baltimore County facilities will be operational in the school year at a level that meets or exceeds the 2002-2003 baseline. (BCPS standard)			
8.18 <del>The number of schools that exceed current standards for student capacity will be reduced</del> 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 <del>0506</del> -Jun <del>0607</del>
	Continue to research state school facility requirements and effective building design in order to recommend new school construction plans	Exec Dir Phy Fac	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to implement the comprehensive outdoor maintenance plan for grounds, housekeeping services, and mechanical/critical equipment services	Exec Dir Phy Fac	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to monitor the operational days for all BCPS facilities	Exec Dir Phy Fac	Jul <del>0506</del> -Jun <del>0607</del>
<b>Measurement:</b> In <del>2003-2004</del> <u>2004-2005</u> , all BCPS facilities were operational at a level that met the 2002-2003 baseline. This standard of operational performance will <u>continue to</u> be met or exceeded annually. <del>In 2003-2004, BCPS met the standards of less than 42% (BCPS 39.8%) of elementary schools, less than 50% (BCPS 57.7%) of middle schools, and less than 79% (BCPS 79.2) of high schools exceeding MSDE school capacity standards. In 2004-2005, 18% of elementary schools, 12% of middle schools, and 17% of high schools exceeded MSDE school capacity standards.</del> These standards for school capacity will be maintained annually.			
<b>Resources:</b> Annual Budget Process <del>Proposals</del> <u>Proposed:</u> Energy equipment service agreement –\$369,500; asbestos survey –\$250,000 (one time)Truck leases - \$109,370			
<b>Sources:</b> Operating Budget and Capital Budget			

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

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<b>Performance Indicator for Goal 8</b>			
8.19 The Wide Area Network, Enterprise Systems, and the telephone system will operate effectively 98% of the time. (BCPS standard)			
<b>KEY STRATEGIES</b>	<b>ACTIVITIES</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
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	<del>Exec Dir Tech</del> CIO	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to maintain Wide Area Network availability	<del>Exec Dir Tech</del> CIO	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to maintain Enterprise System availability	<del>Exec Dir Tech</del> CIO	Jul <del>0506</del> -Jun <del>0607</del>
	Continue to maintain telephone system availability	<del>Exec Dir Tech</del> CIO	Jul <del>0506</del> -Jun <del>0607</del>
	<u>Participate in a joint effort with the county to develop a disaster recovery site at the Stemmer's Run facility</u>	CIO	Jul 06-Jun 07
	<u>Provide increased bandwidth through fiber optic technology to 90% of BCPS sites by 2008</u>	CIO	Jul 06-Jun 07
<b>Measurement:</b> 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, <u>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.</u> the baseline percentage of effective operational time for the wide area network, enterprise systems, and the telephone system was established as 98%.			
<b>Resources:</b> Annual Budget Process <u>Proposals Proposed: Disaster recovery site—\$300,000 (one time) and school system core switches—\$290,000Computer and telephone system enhancements - \$100,000</u>			
<b>Sources:</b> Operating Budget and Capital Budget			