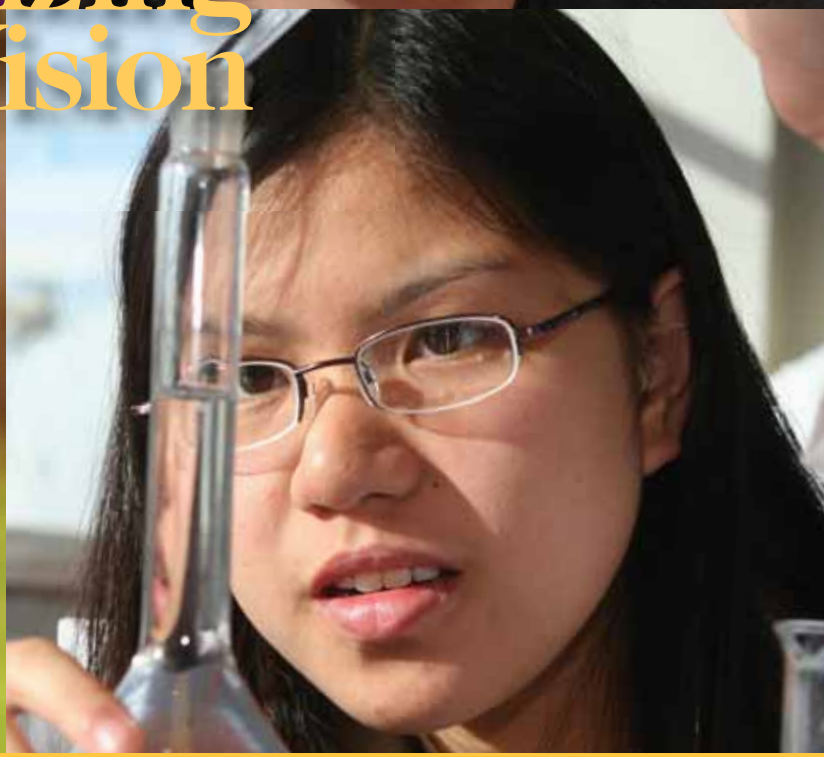
Realizing the Vision



The Baltimore County Public Schools

Master Plan 2011-2012

FOCUSED ON QUALITY:
COMMITTED TO EXCELLENCE

Originally approved by Baltimore County Board of Education July 8, 2003/Revised August 9, 2011

Executive Summary

What do we want for all children?

As a public educational system, our vision is to produce graduates who have the content knowledge, skills, and attitudes to reach their full potential as responsible, productive citizens. The Baltimore County Public Schools believes that all students can and will learn and achieve when the necessary conditions for that learning are provided: a rigorous curriculum, highly qualified teachers, and proven strategies for learning. While student success ultimately depends on the individual, it is the relationship between and among teacher, child, and parent/guardian that will provide the supportive environment necessary for high achievement. The continuing commitment of the school system in support of this relationship will have a significant effect on ensuring that all students succeed at high levels.

The *Blueprint for Progress*, which is aligned with the Bridge to Excellence and serves as the framework for the Baltimore County Public Schools Master Plan, sets forth a number of performance goals and specific performance indicators for each goal. These goals and indicators are the concrete, measurable statements of the expectations we have for all students in the Baltimore County Public Schools. Taken as a whole, these goals, which include the five ESEA goals, and performance indicators are an overview of the standards that will be used to measure student achievement and define school system accountability for that achievement. Rather than focus on specific achievement gaps in the strategies, the *Blueprint for Progress* establishes that the school system is accountable for meeting these high standards for all students. Taken literally, "all means all," and achievement gaps among student subgroups will cease to exist when all students are meeting the established standards.

As an educational system, what do we want for all of our children? We want all students to reach high academic standards, to meet the state and local proficiency levels established for reading/language arts, mathematics, science, and social studies, and to graduate from high school well prepared for further education, a meaningful career, and a productive life. We want all students to be taught by highly qualified teachers and to be educated in school environments that are safe and conducive to learning. Above all, we want every student to receive a quality education. To reach these challenging goals, we commit to engaging stakeholders in the educational and decision-making processes and to using our resources effectively and efficiently in the delivery of services that support our core business: teaching and learning.

The Master Plan is the vehicle for BCPS to focus its efforts and continue to assure equity and adequacy of resources by linking resources to student needs. The results will be accelerated student achievement, the elimination of all student performance gaps, and graduates who meet high standards and have the knowledge, skills, and attitudes to reach their potential in our multicultural society and global economy.

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	SYSTEM **Curriculum and Instruction**		
a) Develop a plan for phasing in prekindergarten programs for eligible students. b) Develop a plan for phasing in full-day kindergarten in all elementary schools. c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students. d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement. e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught. f) Develop and implement instructional strategies that include multiculturalism and differentiation.	Continue to implement a curriculum management plan that produces high quality curriculum guides to promote alignment and content rigor, provides a consistent format for guides to focus and normalize systemwide use, and provides review and evaluation procedures to determine its usefulness in supporting the achievement of all students	Asst Supt C & I	Jul 11-Jun 12
	Continue to implement a comprehensive professional development plan, which provides central control and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of needed knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement	Asst Supt C & I	Jul 11-Jun 12
	Continue to build the Articulated Instruction Module (AIM) as curriculum is written, rewritten, or developed by inputting objectives, activities, and assessment items and providing professional development on AIM's use in the classroom and by parents/guardians and students	Asst Supt C & I	Jul 11-Jun 12
	Continue professional development on effective strategies to ensure differentiation of instruction/assessments and opportunities for acceleration for all students	Asst Supt C & I	Jul 11-Jun 12
	Continue to provide instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study	Asst Supt C & I	Jul 11-Jun 12
	Coordinate and implement the College Board Strategic Professional Development Plan to improve the depth of teachers' instructional skills	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to offer school-based and systemwide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students	Asst Supt C & I	Jul 11-Jun 12

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g) Provide the opportunity for students to participate in music, art, athletic, and extracurricular activities. h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies. i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement. j) Integrate technology in the teaching/learning process. k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students. 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.	Continue to provide professional development and require the use of academic English in all oral and written communications by students, teachers, and other staff to provide the foundation for academic excellence	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to integrate Web-based digital content resources (databases, evaluated Internet resources, Safari Montage videos, and Web 2.0 tools) into curriculum and instruction to enhance and differentiate instruction to meet the needs of all learners	Exec Dir STEM	Jul 11-Jun 12
	Continue to incorporate grammar, mechanics, and language usage into all instruction	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to intensify instructional focus on the components of reading and effective written language use and provide professional development to support reading and written language instruction across content areas to improve student achievement on the MSA and HSA	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to update the Strive for 25 Web site of recommended K – 12 book lists and use Destiny Library Manager to track student reading participation	Exec Dir STEM	Jul11-Jun 12
	Provide opportunities for students to demonstrate their acquisition and processing of knowledge through writing, creating products, and performing	Asst Supt C & I	Jul 11-Jun 12
	Continue parent/guardian outreach through the *Parent School Library Card* program to promote family involvement in literacy achievement	Exec Dir STEM	Jul 11-Jun 12
	Continue curricular revisions and professional development for administrators and teachers to align mathematics and reading/language arts curricula to the Common Core State Standards, and continue the integration of reading/language arts in science and social studies	Asst Supt C & I Exec Dir STEM Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement recommendations of the Middle School Task Force as appropriate	Asst Supt C & I	Jul 11-Jun 12
	Continue to monitor and support best practices using the *Guide for Inclusive Education Handbook*	Exec Dir Spec Prog	Jul 11-Jun 12

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m) Develop and implement grade-appropriate assessments for reading and mathematics. n) Use standardized testing results to encourage all students to enroll in challenging coursework. o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students. p) Work with the Community College of Baltimore County (CCBC) to study present participation rates and national standards for the high school administration of the Accuplacer and to identify standards for countywide participation. q) Provide parents/guardians and community stakeholder groups with strategies that can be implemented with children to enhance student learning.	Continue to conduct demonstration lessons and coaching for teachers to share research-based instructional practices and to enable teachers to provide differentiated instruction in reading, English, mathematics, science, and social studies	Asst Supt C & I	Jul 11-Jun 12
	Continue to design, deliver, and manage a dynamic repository/library of rigorous digital content that provides a "click away" access to multimedia, print, and interactive resources; best practices and demonstration lessons; research-based professional development; assessments; and a collaborative workspace for teacher feedback	Exec Dir STEM	Jul 11-Jun 12
	Continue to distribute documents that provide the educational philosophy of BCPS and grade-level expectations	Asst Supt C & I	Sep 11-Jun 12
	Ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment	Exec Dir Spec Prog	Aug 11-Jun 12
	Provide collaborative professional development for general and special education teachers in the implementation of the Core Learning Goals (CLG) and Common Core State Standards with embedded strategies and knowledge based on the concepts of universal design for learning to assist in meeting the needs of all students	Asst Supt C & I	Jul 11-Jun 12
	Continue to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings	Exec Dir Spec Prog Exec Dir PD	Jul 11-Jun 12
	Continue to implement, as appropriate, the special education external evaluation recommendations and monitor the overrepresentation of minority students in special education with specific disabilities	Exec Dir Spec Prog	Jul 11-Jun 12
	Provide staff, students, and parents/guardians with 24/7 anytime/anywhere access to school library media collections, evaluated Web sites, and digital content via the Destiny Library Manager public access catalog and the Library Information Services digital content portal in order to promote independent reading and to support homework assignments	Exec Dir STEM	Jul 11-Jun 12
	Apply research-based methodologies and interventions to meet the needs of diverse learners	Exec Dir Spec Prog	Jul 11-Jun 12

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r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards. s) Enlist parents/guardians and community members in reading efforts at the schools and at home. t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population. u) Provide staff with access to technology essential to collecting, analyzing, and reporting student achievement data. 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 implement a staff development program for paraprofessionals addressing roles/responsibilities to promote student learning	Asst Supt C & I	Jul 11-Jun 12
	Continue to improve reading achievement of all students, including students with disabilities, in the general education classroom in all grades using the *Response to Intervention (RTI)* model and reading instruction aligned with the Common Core State Standards	Exec Dir Liberal Arts Exec Dir Spec Prog	Jul 11-Jun 12
	Utilize collaboration and co-teaching models to provide differentiated instruction in all content areas	Asst Supt C & I	Jul 11-Jun 12
	Monitor the implementation of Individual Education Plans (IEPs) through the Program Review and Support Process	Exec Dir Spec Prog	Jul 11-Jun 12
	Implement the Web-based IEP format mandated by Maryland State Department of Education	Exec Dir Spec Prog	Sep 11-Jun 12
	Continue to implement assistive technology to support the achievement of all students	Asst Supt C & I	Aug 11-Jun 12
	Provide access to school library media resources by Lexile reading and interest levels via the Destiny Library Manager online public access catalog	Exec Dir STEM	Jul 11-Jun12
	Continue to implement Kurzweil 3000 for increased curricular access and to support the achievement of students with disabilities in the four core content areas	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to provide support and professional development to schools on the use of interactive technologies and the instructional strategies needed to ensure effective use of these technologies	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide disability awareness training to ensure that all staff are aware of the needs and supports necessary for students with IEPs	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to develop, refine, and monitor systemwide short-cycle and benchmark assessments in grades 3 – 1	Asst Supt C & I	Jul 11-Jun 12

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w) Support teachers in the implementation of reading techniques through professional development opportunities. x) Provide ongoing support to new and veteran teachers through professional development opportunities. y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.	Maximize access to professional development opportunities by offering 24/7 anytime/anywhere access to Web-based learning modules, videos, distance learning, and online learning communities	Asst Supt C & I	Jul 11-Jun 12
	Continue to provide curriculum and instructional services and support to BCPS-designated priority schools	Asst Supt C & I Asst Supt of Schools	Jul 11-Jun 12
	Continue to provide professional development to teachers and administrators in the effective use of technology resources and digital content to support instruction and professional learning; e.g., Professional ProQuest Education database that provides access to 800 academic journals and teacher wikis	Exec Dir STEM	Jul 11-Jun 12
	Implement systemwide technical assistance to ensure compliance with federal and state requirements for schools identified for improvement	Asst Supt of Schools Exec Dir RAA	Jul 11-Jun 12
	Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP)	Asst Supt of Schools	Jul 11-Jun 12
	Provide support to schools as needed, particularly to low-performing schools	Asst Supt of Schools	Jul 11-Jun 12
	Continue to provide Title I supported transfer options and/or supplemental education services for eligible students as required by NCLB	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to institute a cabinet-level review of any school that fails to make AYP	Superintendent's Cabinet	Aug 11-Feb 12
	Continue to implement a systemwide independent reading component in language arts in all eligible Title I schools including continuing the implementation of the Reading Research Laboratories	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement Take Home Libraries as an independent reading practice and parent/guardian involvement program in Title I schools	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide site-based comprehensive professional development services to assist administrators in making data-driven instructional decisions	Exec Dir Liberal Arts	Jul 11-Jun 12

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	Continue to implement family involvement outreach programs through coordinated efforts among the offices of Title I, Alternative Education, and Early Childhood Education to facilitate preschool transitions for students attending Title I schools	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to ensure the alignment between schools' identified needs and Title I resources for the purpose of accelerating student achievement	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement differentiated support to Title I schools based on schools' comprehensive needs assessment analyses	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide after-school tutoring and conduct homework clubs in homeless shelters to support services to nonpublic, neglected, and homeless students	Exec Dir Spec Prog Exec Dir SSS	Jul 11-Jun 12
	Continue to provide information to parents/guardians about access to MSA and HSA facts, strategies, score explanations, and test samples through mailings, publications, the BCPS Web site, The Education Channel programming, and targeted media	CCO Exec Dir RAA	Jul 11- Jun 12
	Continue to provide technical assistance to administrators and teachers on measurement, analysis of disaggregated student data results from the MSA, and the application of the findings to student learning in the classroom	Asst Supt C & I Exec Dir RAA	Jun 11-Dec 12
	Continue to publish and update grade-level curriculum and instructional expectations for Web-based and/or print distribution by schools to parents/guardians	Asst Supt C & I	Jul 11-Jun 12
	Continue to implement the articulation between elementary and middle schools and between middle and high schools	Asst Supt C & I Asst Supt of Schools	Aug 11-Apr 12
	Monitor the implementation of the scope and sequence of information literacy skills aligned with the Maryland Library Media State Curriculum, the Maryland Technology Literacy Standards for Students, and the Standards for the 21st Century Learner	Exec Dir Liberal Arts	Jul 11-Jun 12

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	Continue to provide professional development for teachers and administrators in the use of instructional technology to meet the literacy proficiency standards outlined in the Maryland Technology Standards for Teachers and the Maryland Technology Standards for School Administrators to assist them in understanding the standards and how they relate to their professional growth and contribute to increased student learning	Exec Dir STEM Exec Dir PD	Jul 11-Jun 12
	Develop and implement a data-based plan to address gaps in student technology literacy through integration of technology into the curriculum, changes in daily instruction, in-school support by technology integration teachers, and professional development for teachers and administrators	Exec Dir STEM	Jul 11-Jun 12
	Develop and implement a data-based plan to address gaps in teacher and administrator technology literacy through professional development aligned with the Maryland Technology Standards for Teachers and the Maryland Technology Standards for School Administrators to effect change in instructional practice	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide computers for use at after-school tutoring and homework clubs held in homeless shelters to provide students with access to updated technology	Exec Dir SSS	Jul 11-Jun 12
	Revise and implement the approved plan for providing a keyboarding program for students in elementary schools in order to build motor patterns and efficiency in keyboarding and to increase productivity	Exec Dir STEM	Jul 11-Jun 12
	Continue to promote and enhance a comprehensive interscholastic athletic program which is inviting to all students and supports increased student achievement as an extension of the classroom	Exec Dir SSS	Aug 11-Jun 12
	Continue to promote and enhance the interscholastic athletic experience for students with or without disabilities through participation in the Allied Sports Program	Exec Dir SSS	Aug 11-Jun 12
	Note: Performance Indicator 1.12 further addresses preparing students to be successful on the HSAs		

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	Early Childhood and Elementary English/Language Arts, Reading, and Writing		
	Continue professional development on the research-based components of the comprehensive early literacy program including phonemic awareness, phonics, fluency, vocabulary, and comprehension that is aligned with the Common Core State Standards for reading and writing	Exec Dir Liberal Arts	Jun 11-Jun 12
	Continue the implementation of a PreK – 12 written language program that is aligned with the Common Core State Standards for writing	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue implementation of a comprehensive grammar curriculum in PreK – 12	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide professional development to support the implementation of the grammar components of the language arts curriculum for all elementary teachers	Exec Dir Liberal Arts Exec Dir PD	Jul 11-Jun 12
	Continue to provide professional development to elementary teachers and administrators to connect the implementation of rigorous, engaging English/language arts, reading, and writing instruction with preparation of students for success on the English HSA	Exec Dir Liberal Arts	Jun 11-Jun 12
	Continue to expand inclusive service options for students in early childhood programs, such as community-based services and inclusive early childhood classrooms for three-, four-, and five-year old children through collaborative planning and programming	Exec Dir Liberal Arts Exec Dir Spec Prog	Jun 11-Jun 12
	Complete implementation of the Early Childhood Accountability System to measure results for preschool, prekindergarten, and kindergarten children who have IEPs and utilize results to develop strategies for improving services and instruction to improve student outcomes	Exec Dir Spec Prog	Jun 11-Jun 12
	Ensure the provision of Child Find and related services as documented by the BCPS Notice of Services for parent/guardian-placed students in approved private/parochial schools located in Baltimore County	Exec Dir Spec Prog	Jun 11-Jun 12
	Continue the use of the Dynamic Indicators of Basic Early Literacy Skills as an early childhood screening and progress monitoring tool to adjust instruction and provide appropriate support and interventions in order to prevent early reading failure	Exec Dir Liberal Arts	Jun 11-Jun 12

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	Maintain the student-teacher ratios for grades kindergarten to 2 at 21:1 for allocating positions to schools	Asst Supt C & I	Jun 11-Aug 12
	Continue to implement the comprehensive *Response to Intervention* model (*RTI*) to promote research-based strategies and provide ongoing assessment, early identification, and support for students who are at risk of reading failure in all elementary schools	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide professional development in *RTI* to library media, PreK – 5 special educators, and English language learners' teachers to assist in the implementation of these programs to support the achievement of all students	Exec Dir Liberal Arts Exec Dir PD	Jul 11-Jun 12
	Continue to use research-based interventions to provide accelerated reading/English/language arts instruction at identified schools for students in grades 4 and 5, implement short-cycle and benchmark assessments, monitor the instructional program, and make adjustments as needed	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to produce model lessons demonstrating instructional best practices on Safari Montage	Asst Supt C & I	Jul 11-Jun 12
	Continue to identify and integrate technology-based resources for early childhood learning and elementary English/language arts, reading, and writing and provide professional development to support the integration	Exec Dir Liberal Arts Exec Dir STEM	Jul 11-Jun 12
	Elementary Mathematics		
	Continue to monitor the implementation of a rigorous core curriculum and instructional materials from Scott Foresman-Addison Wesley and *Investigations* emphasizing algebraic concepts aligned with the Common Core State Standards to support the mathematics achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide school-based professional development to support the effective implementation of the mathematics curriculum for elementary teachers of mathematics by using system video resources	Exec Dir STEM Exec Dir PD	Jul 11-Jun 12

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	Continue to provide professional development for mathematics teachers in the use of technology to include training on calculators, *SuccessNet*, and technology integration to support the achievement of all students	Exec Dir STEM Exec Dir PD	Jul 11-Jun 12
	Continue to provide professional development for administrators, support personnel, and new and veteran teachers on the effective implementation of the elementary mathematics curriculum aligned to the Common Core State Standards to support the achievement of all students	Exec Dir STEM Exec Dir PD	Jul 11-Jun 12
	Continue the curricular revisions and professional development for elementary administrators and teachers to align current systemwide K – 5 elementary mathematics program to the Common Core State Standards	Exec Dir STEM	Jul 11-Jun 12
	Continue to refine and monitor systemwide short-cycle and benchmark assessments in grades 3 – 5	Exec Dir STEM	Jul 11-Jun 12
	Continue to monitor the new prekindergarten mathematics curriculum and revise, as needed	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement Project SEED in elementary schools to provide professional development, modeling, and coaching to teachers in incorporating higher-level mathematics into their instructional program through semester-long courses, three-week courses, and two-week summer institutes	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement the 24 Challenge Math Competition and expand school participation	Exec Dir STEM	Sep 11-Mar 12
	Continue to integrate the best practices of mathematics into the curriculum and provide teachers with professional development that includes mathematics content and modeling and coaching of these effective, research-based instructional practices	Exec Dir STEM	Jul 11-Jun 12
	Continue to monitor and support teachers in the use of electronic mathematics resources such as Safari Montage, Explore Learning Gizmos, FASTTMath, First in Math, Elevate Math, etc.	Exec Dir STEM	Jul 11-Jun 12

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	Continue to offer the Maryland State Department of Education-approved course offerings for Developing Mathematics Ideas	Exec Dir STEM	Jul 11-Jun 12
	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	Exec Dir STEM	Jul 11-Jun 12
	Continue to work with The Education Channel to produce mathematics programming, such as Math Homework Helpers and SAT Review	Exec Dir STEM	Jul 11-Jun 12
	Integrate mathematics projects and applications into the elementary STEM Fair	Exec Dir STEM	Jul 11-Jun 12
	Elementary Science		
	Continue to implement departmentalization of science instruction at grades 3 – 5	Exec Dir STEM	Jul 11-Jun 12
	Incorporate expository reading materials and instructional strategies for writing in grades PreK – 5 to supplement problem-based science units	Exec Dir STEM	Jul 11-Jun 12
	Continue to integrate language arts and mathematics strategies into science instruction	Exec Dir STEM	Jul 11-Jun 12
	Continue implementation of the Starlab traveling planetarium program	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement the elementary science, technology, engineering, and mathematics (STEM) Fair for students in grades 3 – 5	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide science and technology professional development for the STEM science resource teachers to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Continue to design and implement problem-based learning units for grades PreK – 5 that incorporate design and technology concepts and electronic data acquisition activities aligned with the Maryland State Curriculum	Exec Dir STEM	Jul 11-Jun 12
	Provide professional development to elementary science teachers to connect the implementation of rigorous, hands-on, engaging science instruction with preparation of students for success on the MSA and Biology HSA	Exec Dir STEM	Jul 11-Jun 12

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	Provide consultation services and professional development for all non-Title I schools choosing to design and utilize science labs	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide outdoor, hands-on experiences for grades 1 – 5 aligned with the Maryland State Curriculum at Camp Puh'tok, Days Cove, Oregon Ridge, and community streams to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement the Grade 5 Eco-Trekkers outdoor science program at Marshy Point and Miami Beach Parks for all Grade 5 students and provide professional development for teachers on implementing the program to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement the Grade 4 outdoor science unit, Eco-Scouts, which is aligned with the Maryland State Curriculum and involves a schoolyard habitat component to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Embed the Grade l Primary Talent Development (PTD) modules within the revised Grade 1 science curriculum and implement these, as designed, to include portfolio review. Explore additional opportunities to embed PTD modules within the Grade 2 science curriculum	Exec Dir STEM	Jul 11-Jun 12
	Develop and pilot a PreK science component to the existing K – 2 Primary Talent Development Program	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement the Grade 2 Eco-Detectives unit that is aligned with the Maryland State Curriculum that will contain a field study component to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Continue to expand upon the course offerings for the Elementary Summer Science Institute with increased emphasis on Maryland Technology Literacy Standards for Students, in partnership with the Community College of Baltimore County (CCBC)	Exec Dir STEM	Jul 11-Jun 12
	Continue to support the implementation of the course, Using Technology to Teach Science, to be offered to all elementary science cohorts and the Elementary Summer Science Institute (ESSI)	Exec Dir STEM	Jul 11-Jun 12

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	Continue to develop and implement science STEM unit differentiation for students enrolled in gifted and talented programs in grades 1 – 5	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement the plan for building and replenishing elementary science kits to ensure effective delivery of hands-on curriculum activities in elementary science classrooms	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement the BioEYES Science Outreach Program in Grade 5 science classrooms in Title I schools, and continue to investigate the possibility of expansion to middle and high school science classrooms	Exec Dir STEM	Jul 11-Jun 12
	Provide professional development to Logan Elementary and Bear Creek Elementary schools on the use of Discovery Education Science	Exec Dir STEM	Jul 11-Jun 12
	Elementary Social Studies		
	Continue to expand the annual Black Saga program through partnerships with local museums and historic sites such as the Reginald F. Lewis Museum of African American History and Culture and the Benjamin Banneker Historic Park and through the use of technology to enhance the competition	Exec Dir Liberal Arts	Aug 11-Feb 12
	Continue to implement a plan to provide professional development to elementary teachers to develop understanding of the core elementary social studies concepts that lead to students' success on the benchmark assessments	Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to integrate language arts and mathematics strategies into social studies instruction	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to integrate technology resources and digital content into the elementary social studies curriculum and provide professional development to support the integration	Exec Dir STEM	Jul 11-Jun 12

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

Performance Indicator for Goal 1

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

	Middle School English/Language Arts, Reading, and Writing		
	Provide support for the following schools in the restructuring planning or implementation phases of school improvement: Deer Park Middle Magnet School, Golden Ring Middle School, Lansdowne Middle School, Loch Raven Technical Academy, Old Court Middle School, and Southwest Academy, in order to improve student achievement in English/language arts, reading, and writing; to prepare students to pass the reading MSA; to monitor Maryland State Curriculum implementation for rigorous instruction; and to increase participation and pass rates in rigorous courses such as honors and gifted and talented	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue AVID program implementation for rigorous instruction in select middle schools to improve student achievement in English/language arts, reading, and writing; to prepare students to pass the English HSA; and to increase participation and pass rates in rigorous courses such as honors and gifted and talented	Exec Dir Liberal Arts	Jul 11-Jun 12
	Provide professional development focused on reading, writing, and language usage strategies for use across content areas to improve student achievement on the MSA	Exec Dir Liberal Arts Asst Supt of Schools	Jul 11-Jun 12
	Provide professional development to middle school teachers and administrators to connect the implementation of rigorous, engaging English/language arts, reading, and writing instruction with preparation of students for success on the MSA and to align with the Common Core State Standards for reading and writing	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement a professional development program for all middle school reading and language arts teachers that focuses on increasing their knowledge of research-based reading and writing strategies and appropriate implementation of curriculum to support the achievement of all students	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to offer middle and high school vertical teams pre-Advanced Placement (AP) professional development workshops in writing, language, analytical reading, and argumentation	Exec Dir Liberal Arts	Jul 11-Jun 12
	Assess identified students in grades 5 – 8 to determine students' needs for an accelerated reading/English/language arts program	Exec Dir Liberal Arts	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to provide teachers and administrators with professional development to support the implementation of the *Language!* intervention program	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement the *Language!* intervention program on an as-needed basis for identified students, and regularly monitor students' progress through the use of both internal and external assessments	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide in-school modeling of instruction and coaching for middle school teachers to ensure quality of implementation of the *Language!* intervention program	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide accelerated instruction for middle school students in grades 7 and 8 who are experiencing a one- to two-year delay in the development of reading/English/language arts skills and monitor the instructional program and make adjustments as needed	Exec Dir Liberal Arts	Jul 11-Jun 12
	Implement the Grade 6 reading program for all students systemwide to include differentiation for readers to support the achievement of all students	Exec Dir Liberal Arts	Jul 11-Jun 12
	Implement the grades 7 and 8 reading program including differentiation for readers to support the achievement of all students	Exec Dir Liberal Arts	Jul 11-Jun 12
	Implement the refined and compacted Grade 6 gifted and talented reading curriculum and enrichment activities and materials	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to ensure that appropriate Common Core State Standards and CLG indicators are addressed in English/language arts and reading curricula	Exec Dir Liberal Arts	Jul 11-Jun 12
	Revise the middle school language arts curriculum for a comprehensive literature and composition program with vertical alignment in grades K – 12 and alignment with the Common Core State Standards for reading and writing	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to develop, refine, and monitor systemwide short-cycle and benchmark assessments in grades 6 – 8	Exec Dir Liberal Arts	Aug 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to implement short-cycle and benchmark assessments in reading and language arts and analyze the results to determine implications for instruction	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to develop and phase in implementation of a comprehensive grammar curriculum in grades 6 – 8	Exec Dir Liberal Arts	Aug 11-Jun 12
	Provide professional development to support the implementation of the grammar components of the language arts curriculum for all secondary teachers	Exec Dir Liberal Arts Exec Dir PD	Jul 11-Jun 12
	Continue to refine and ensure the implementation of a K – 12 written language program	Exec Dir Liberal Arts	Jul 11-Jun 12
	Produce model lessons demonstrating best practices in reading and language arts instruction for use on Safari Montage	Exec Dir Liberal Arts	Jul 11-Jun 12
	Identify activities that integrate the effective use of technology resources and digital content into the middle school English/language arts, reading, and writing curriculum, and provide professional development activities	Exec Dir Liberal Arts Exec Dir STEM	Jul 11-Jun 12
	Middle School Mathematics		
	Provide support for the following schools in the restructuring planning or implementation phases of school improvement: Deer Park Middle Magnet School, Golden Ring Middle School, Lansdowne Middle School, Loch Raven Technical Academy, Old Court Middle School, and Southwest Academy, in order to improve student achievement in mathematics to prepare students for success on the MSA; to pass the Algebra/Data Analysis HSA; to monitor Common Core State Standards implementation for rigorous instruction; and to increase participation and pass rates in rigorous courses such as AP, honors, and gifted and talented	Exec Dir STEM	Jul 11-Jun 12
	Continue AVID program implementation for rigorous instruction in select middle schools to improve student achievement in mathematics to prepare students for success on the MSA, to pass the Algebra/Data Analysis HSA, and to prepare students for successful participation in AP, honors, and gifted and talented courses	Exec Dir Spec Prog	Jul 11-Jun 12

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

Performance Indicator for Goal 1 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Analyze data from the MSA in grades 6 – 8 in order to determine the professional development needs for improving student achievement on MSA content standards and scoring of MSA test items	Asst Supt C & I Asst Supt of Schools Exec Dir RAA	Jul 11-Jun 12
	Continue to review the middle school mathematics curriculum to align with the Common Core State Standards and prepare students for Algebra I	Exec Dir STEM	Jun 11-Jun 12
	Continue to refine and monitor systemwide short-cycle and benchmark assessments in grades 6 – 8	Exec Dir STEM	Jun 11-Jun 12
	Continue to provide professional development to middle school teachers and administrators to connect the implementation of rigorous, hands-on, engaging mathematics instruction with preparation of students for success on the Algebra/Data Analysis HSA such as Algebraic Thinking booster sessions and Algebraic Thinking school-based support teachers	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement the Algebraic Thinking mathematics curriculum in grades 6 – 8 in all middle schools to prepare students for success in Algebra I and to pass the Algebra/Data Analysis HSA	Exec Dir STEM	Jul 11-Jun 12
	Continue the Algebra with Assistance course in middle schools as needed based upon the 2010 – 2011 evaluation of state performance	Exec Dir STEM	Jul 11-Jun 12
	Continue to develop continuing professional development courses that focus on a variety of instructional strategies for teaching middle school mathematics concepts	Exec Dir STEM	Jul 11-Jun 12
	Continue the curricular revisions and professional development for elementary administrators and teachers to align the current systemwide middle school mathematics program to the Common Core State Standards	Exec Dir STEM	Jul 11-Jun 12
	Integrate language arts strategies into mathematics instruction	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement Cognitive Tutor mathematics intervention at targeted middle schools to prepare students for success in Algebra I and to pass the Algebra I/Data Analysis HSA	Exec Dir STEM	Jul 11-Jun 12

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

Performance Indicator for Goal 1 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to support teachers in the use of the Maryland State Department of Education online HSA course aligned with the Common Core State Standards through the use of e-Learning	Exec Dir STEM	Jul 11-Jun 12
	Continue to monitor and support teachers in the use of electronic mathematics resources such as Safari Montage, Explore Learning Gizmos, Geometer Sketchpad, First in Math, etc.	Exec Dir STEM	Jul 11-Jun 12
	Continue to monitor and support teachers in the use of technology to include training on graphing calculators, TI Navigator Systems, TI-Nspire Systems, and computer integration to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Continue to work with local colleges and universities to support the Master's degree programs in education for the teaching of mathematics at the middle school level	Exec Dir STEM	Jul 11-Jun 12
	Continue to support programs such as Math Counts and the 24 Challenge in all schools	Exec Dir STEM	Jul 11-Jun 12
	Continue to support the summer mathematics program to accelerate students who are at the basic and proficient levels in mathematics to prepare them for pre-Algebra and Algebra I courses	Exec Dir STEM Exec Dir SSS	Jul 11-Jun 12
	Continue to work with The Education Channel to produce the mathematics programming for Homework Helpers and produce mathematics training videos for use with Safari Montage	Exec Dir STEM	Jul 11-Jun 12
	Continue to integrate STEM into grades 6 – 8	Exec Dir STEM	Jul 1-Jun 12
	Continue to integrate mathematics projects and applications into the STEM Fair	Exec Dir STEM	Jul 11-Jun 12
	Middle School Science		
	Continue to design problem-based science units for grades 6 – 8 that are aligned with the Maryland State Curriculum to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12

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

Performance Indicator for Goal 1 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to provide professional development to middle school teachers and administrators to connect the implementation of rigorous, hands-on, engaging science instruction with preparation of students for success on the MSA and Biology HSA	Exec Dir STEM	Jul 11-Jun 12
	Continue to support the implementation of whiteboard/tablet and other types of instructional technology in middle school science classrooms by creating exemplary science lessons for each middle school unit	Exec Dir STEM	Jul 11-Jun 12
	Continue to incorporate reading and written language strategies into all problem-based science units in grades 6 – 8	Exec Dir STEM	Jul 11-Jun 12
	Implement end-of-unit benchmark assessments for all problem-based science units in grades 6 – 8 to monitor students' progress in preparation for the MSA and Biology HSA and to determine instructional modifications based on student performance	Exec Dir STEM	Jul 11-Jun 12
	Continue to integrate STEM in grades 6 – 8	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement a Secondary STEM Fair in all middle schools	Exec Dir STEM	Jul 11-Jun 12
	Continue to add electronic data acquisition activities to units in grades 6 – 8	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement student summer enrichment programs in science and technology	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement a professional development program that is individualized and differentiated for middle school science teachers	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement a summer science leadership program for middle school science department chairs	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide professional development to middle school science teachers through the Middle School Summer Science Institute with increased emphasis on Maryland Technology Standards	Exec Dir STEM	Jul 11-Jun 12

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

Performance Indicator for Goal 1

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

	Middle School Social Studies		
	Continue to review existing social studies programs and curricula to determine their effect on accelerating academics and eliminating achievement gaps. Continue to adjust the curricula, as needed.	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to revise the middle school social studies program to ensure that the curriculum is aligned with the Common Core State Standards for reading and writing	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to sponsor and support student enrichment programs such as Black Saga, Quiz Bowl, and History Day	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement a *Teaching American History in Maryland* grant project in partnership with UMBC	Exec Dir Liberal Arts	Sep 11-Jun 12
	Continue to integrate reading strategies that support the comprehension of informational text and components of writing instruction within the social studies curriculum to enhance the achievement of all students on MSA	Exec Dir Liberal Arts	Sep 11-Jul 12
	Administer systemwide 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	Exec Dir Liberal Arts	Sep 11-Jun 12
	Continue to implement short-cycle and benchmark assessments for all social studies programs of study using resulting data to evaluate student achievement, to determine successes of instructional programs, and to modify instruction	Exec Dir Liberal Arts	Jul 11-Jun 12
	Provide professional development on the essential core concepts and skills that must be incorporated within instruction and assessment and use this framework to determine social studies prerequisites	Exec Dir Liberal Arts	Jul 11-Jun 12
	Support the pre-AP College Board social studies workshops	Exec Dir Liberal Arts	Sep 11-Jun 12

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

Performance Indicator for Goal 1 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Support AP vertical teaming and the Common Core State Standards for reading and writing by revising the suggestions within the *Social Studies Gifted and Talent Progression of Skills Grades 6 – 12*	Exec Dir Liberal Arts Exec Dir Spec Prog	Sep 11-Jun 12
	Implement AVID and strategies of similar and higher rigor within all programs of study with special focus on analysis, synthesis, and evaluation	Exec Dir Liberal Arts	Sep 11-Jun 12
	Identify activities that integrate the use of technology resources and digital content into the middle school social studies curriculum, and provide professional development in the use of these activities	Exec Dir STEM Exec Dir Liberal Arts	Jul 11-Jun 12
	High School English, Reading, and Writing		
	Provide support for schools in the restructuring planning or implementation phases of school improvement in order to improve student achievement in English, reading, and writing; to prepare students to pass the English HSA and to meet success on the SAT; to monitor and assess Advancement Via Individual Determination (AVID) program implementation for rigorous instruction; and to increase participation and pass rates in rigorous courses such as honors, gifted and talented, and advanced placement	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide professional development to high school English teachers with focused attention on beginning teachers to support the achievement of all students	Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to revise the high school English curriculum for a comprehensive literature and composition program with vertical alignment in grades K – 12 and alignment with the Common Core State Standards in reading and writing	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to assess identified students in grades 8 – 10 to determine students' needs for an accelerated reading/English/language arts program	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide teachers and administrators with extensive professional development to support the implementation of the *Language!* intervention program	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement the *Language!* intervention program and regularly monitor students' progress through the use of both internal and external assessments	Exec Dir Liberal Arts	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to provide in-school modeling of instruction and coaching for teachers to ensure quality of implementation of the *Language!* intervention program	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to develop and phase in implementation of a comprehensive grammar curriculum in grades 9 – 12	Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to provide professional development to support the implementation of the grammar components of the language arts curriculum for all secondary teachers	Exec Dir Liberal Arts Exec Dir PD	Jul 11-Jun 12
	Continue to encourage the formation of speech and debate teams to motivate students to read, research, and orate	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to develop and implement a professional development program for all high school reading teachers that focuses on increasing their knowledge and use of research-based reading strategies to support the achievement of all students	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement the summer school reading and writing program for students who are entering Grade 9 and are performing at the basic level	Exec Dir Liberal Arts	Jun 11-Aug 1
	Review and refine high school English and reading courses listed in the *Course Registration Guide* to ensure that all high school English and reading courses are supported by rigorous curricula and aligned with the Common Core State Standards for reading and writing	Exec Dir Liberal Arts	Jun 11-Aug 12
	Produce model lessons demonstrating best practices in reading and language arts instruction on Safari Montage	Exec Dir Liberal Arts	Jul 11-Jun 12
	Identify activities that integrate the use of technology resources and digital content into the high school English, reading, and writing curriculum; and provide professional development in the use of these activities	Exec Dir Liberal Arts Exec Dir STEM	Jul 11-Jun 12

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

Performance Indicator for Goal 1

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

	High School Mathematics		
	Provide support for schools in the restructuring planning or implementation phases of school improvement in order to improve student achievement in mathematics to prepare students to pass the Algebra/Data Analysis HSA; to monitor and assess AVID program implementation for rigorous instruction; and to increase participation and pass rates in rigorous courses such as AP, honors, and gifted and talented	Exec Dir STEM	Jul 11-Jun 12
	Provide staff development for algebra teachers in instructional strategies that support student achievement on BCPS short-cycle and benchmark assessments and final exams	Exec Dir STEM	Jul 11-Jun 12
	Provide staff development for algebra teachers in instructional strategies featured in the Algebraic Thinking courses	Exec Dir STEM	Jul 11-Jun 12
	Provide staff development for Algebra and Data Analysis Adapted and Algebraic Functions Adapted teachers in strategies that support student achievement	Exec Dir STEM	Jul 11-Jun 12
	Continue to support the delivery of HSA courses in all schools including evening school and summer school	Exec Dir STEM	Jul 11-Jun 12
	Monitor the implementation of the Algebra and Data Analysis Adapted and Algebraic Functions Adapted courses for students identified through the IEP team process and ESOL recommendations	Exec Dir STEM	Jul 11-Jun 12
	Continue the curricular revisions and professional development for high school administrators and teachers to align the current high school mathematics program to the Common Core State Standards	Exec Dir STEM	Jul 11-Jun 12
	Incorporate the use of college preparatory strategies by integrating them into curriculum development and professional development opportunities	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement vocabulary strategies for Algebra/Data Analysis HSA courses	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments	Exec Dir STEM	Jul 11-Jun 12

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

Performance Indicator for Goal 1 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to assist schools in making course recommendations to ensure that students scoring basic acquire the skills and content needed to pass the Algebra/Data Analysis HSA	Exec Dir STEM	Jul 11-Jun 12
	Continue to support the attainment of skills and knowledge in algebra/data analysis through the use of e-Learning, including an online student course and an online professional development course for mathematics teachers to use in instruction including acceleration for students	Exec Dir STEM	Jul 11-Jun 12
	Continue to work with local colleges and universities to support the Master's degree programs in education for the teaching of mathematics at the secondary level	Exec Dir STEM	Jul 11-Jun 12
	Provide support and professional development to Chesapeake STEM Academy with the implementation of the Mathematics Pathway, STEM integration, Project Innovation curriculum, and Virtual Learning integration into the mathematics program	Exec Dir STEM	Jul 11-Jun 12
	NOTE: Performance Indicator 1.10 further addresses preparing students to pass the Algebra/Data Analysis HSA		
	High School Science		
	Continue to design inquiry-based science lessons that are aligned with the Maryland High School Core Learning Goals and support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide individualized professional development for high school teachers and administrators in order to connect the implementation of rigorous, relevant, hands-on, engaging science instruction with the preparation of students for success on the Biology HSA and lifelong experiences following high school	Exec Dir STEM	Jul 11-Jun 12
	Continue to support the implementation of instructional technology, including e-Learning, virtual learning, and other types of innovative strategies, in high school science classrooms by creating exemplary science lessons for each high school science unit	Exec Dir STEM	Jul 11-Jun 12

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

Performance Indicator for Goal 1

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

	Implement short-cycle, benchmark, and end-of-unit assessments in the high school core subject areas (biology, chemistry, physics, earth/space science, environmental science) in order to monitor students' progress, make instructional decisions, and prepare students for success on the Biology HSA	Exec Dir STEM	Jul 11-Jun 12
	Continue to integrate STEM into the high school science curricula	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement a Secondary STEM Fair for all high schools and expand to incorporate more mathematics, engineering, and technology components	Exec Dir STEM	Jul 11-Jun 12
	Continue the Master's degree and certificate program with UMBC in inquiry-based pedagogy leading to dual certification, certificate endorsements, and/or highly qualified status	Exec Dir STEM	Jul 11-Jun 12
	Continue to foster partnerships with universities and the business community leading to rich and sustainable relationships that support instruction, provide opportunities for students and teachers, and clarify understanding of the 21st century learning skills necessary to compete in a dynamic global economy	Exec Dir STEM	Jul 11-Jun 12
	Continue to develop and refine instructional materials to support the delivery of Biology HSA courses in all schools including the Evening High School and Summer School programs	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement vocabulary strategies in all science subjects and particularly for the Biology HSA	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide curriculum support and professional development to the Chesapeake STEM Academy to support classroom instruction, virtual learning, and continued integration of STEM	Exec Dir STEM	Jul 11-Jun 12
	Support the expansion of virtual learning to additional high schools	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide professional development to high school science teachers through the high school summer science institutes with increased emphasis on Maryland Teacher Technology Standards	Exec Dir STEM	Jul 11-Jun 12

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

Performance Indicator for Goal 1 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Support the further development and use of the e-textbook for the pre-college science course in order to demonstrate the effective implementation of technology for instruction as well as maximize the use of digital content and mobile technology	Exec Dir STEM	Jul 11-Jun 12
	High School Social Studies		
	Continue professional development for secondary social studies teachers with focused attention toward alignment with the Common Core State Standards for reading and writing	Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to review and refine high school social studies courses listed in the *Course Registration Guide* to ensure that all high school social studies courses are supported by rigorous instruction	Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to provide professional development on the curricular framework of essential core concepts and skills that must be incorporated within instruction and assessment and use this framework to determine prerequisites	Exec Dir Liberal Arts	Sep 11-Jun 12
	Revise the Government short-cycle and benchmark assessments and analyze results to measure achievement relative to the Common Core State Standards for reading and writing	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement AVID and strategies of similar and higher rigor within all programs of study with special focus on analysis, synthesis, and evaluation	Exec Dir Liberal Arts	Sep 11-Jun 12
	Continue to sponsor student enrichment programs such as Mock Trial, Model United Nations (Grade 10), Live Your Dreams (Grade 9), Government Awareness Program (Grade 12), and Model Congress (Grade 9)	Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to offer the pre-AP College Board social studies workshops	Exec Dir Liberal Arts	Aug 11-Jun 12
	Support AP vertical teaming and alignment of the curriculum with the Common Core State Standards for reading and writing by revising the suggestions within the *Social Studies Gifted and Talented Progression of Skills Grades 6 – 12*	Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to use community resources and activities such as local government, colleges and universities, museums, and non-profit organizations	Exec Dir Liberal Arts	Aug 11-Jun 12

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

Performance Indicator for Goal 1 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to implement a *Teaching American History in Maryland* grant program in partnership with UMBC	Exec Dir Liberal Arts	Jul 11-Jun 12
	Embed the use of resources from the Reginald F. Lewis Museum of Maryland African American History and Culture to support the achievement of all students	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to revise and develop curriculum guides for social studies elective courses	Exec Dir Liberal Arts	Aug 11-Jun 12
	Identify activities that integrate the use of technology resources and digital content into the high school social studies curriculum, and provide professional development in the use of these activities	Exec Dir Liberal Arts Exec Dir STEM	Jul 11-Jun 12
	Department of Special Programs, PreK – 12 Gifted & Talented Education and Magnet Program		
	Continue to support the systemwide implementation of board policy, superintendent's rule, and procedures for the gifted and talented (GT) program for monitoring and reporting of student participation and retention	Exec Dir Spec Prog	Sep 11-Jun 12
	Strengthen the GT identification process to ensure that student participation is representative of the diversity in BCPS	Exec Dir Spec Prog	Sep 11-Jun 12
	Continue to support the implementation of graduate-level cohort programs for teachers to develop competencies in GT education	Exec Dir Spec Prog	Sep 11-Jun 12
	Continue to provide ongoing, systemwide professional development in the effective use of GT pedagogy to meet the needs of students enrolled in the primary grades and students enrolled in gifted and talented programs	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to implement and support the GT articulation between elementary and middle schools and between middle and high schools	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to implement and support comprehensive GT services at the elementary, middle, and high school levels	Exec Dir Spec Prog	Aug 11-Jun 12

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

Performance Indicator for Goal 1 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Implement the 2011 *Handbook of Procedures for Implementing the Gifted and Talented Program* and related professional development in all schools	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to provide professional development in the effective use of the school referral and review process in order to improve the identification of GT students and ensure equity and access to GT programs	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to collaborate with offices to provide GT services to address the needs of twice exceptional learners	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue and expand the MESA (Mathematics Engineering Science Achievement) program in the following elementary, middle, and high schools: Chadwick, Deer Park, Eastwood Center, Hebbville, Powhatan, Seneca, and Winands elementary schools; Catonsville, Deer Park, Southwest Academy, Windsor Mill, and Woodlawn middle schools; and Chesapeake, Eastern Technical, Sollers Point, and Woodlawn high schools	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to provide ongoing review of the support for the Primary Talent Development (PTD) program for all students PreK – 2 to support access to and achievement in GT education	Exec Dir Spec Prog	Aug 11-Jan 12
	Continue to provide ongoing, differentiated Primary Talent Development professional development to PreK – 2 teachers to facilitate systemwide implementation of the program	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to analyze implementation of and access to magnet programs	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to refine the GT education identification process utilizing the *Handbook of Procedures for Implementing the Gifted and Talented Program*	Exec Dir Spec Prog	Aug 11-Jun 12
	Identify activities that integrate the use of technology resources and digital content into the PreK – 12 gifted and talented education and magnet curriculum, and provide professional development in the use of these activities	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide homework assistance and MSA and HSA preparation to students residing in homeless shelters	Exec Dir SSS	Aug 11-Jun 12

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

Performance Indicator for Goal 1

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

	Department of Special Programs, PreK – 12 Health, Physical Education, and Dance		
	Continue to offer after-school and systemwide professional development on research-based instructional strategies for teachers in health education, physical education, and dance to support the participation and achievement of all students	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to analyze the participation data of students involved with extracurricular activities to develop programs to increase student involvement	Exec Dir Spec Prog	Aug 11-Jun 12
	Identify activities that integrate the use of technology resources and digital content into the PreK – 12 health, physical education, and dance curriculum; and provide professional development in the use of these activities	Exec Dir STEM Exec Dir Spec Prog	Jul 11-Jun 12
	Library Information Services		
	Continue to use client feedback and user statistics to provide data for updating the Web portal OnLINE: The Librarians Network for the Essential Curriculum of evaluated Internet resources, to directly support the PreK – 12 Essential Curriculum for a diverse population and learning styles	Exec Dir STEM	Jul 11-Jun 12
	Provide 24/7 access to school library media collections for staff, students, and their families through a Web-based Online Public Access Catalog (OPAC) and database portal to resources that support achievement in all content areas	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide professional development to all school and office personnel in the effective and efficient instructional uses of Web-based digital content (databases, Internet resources, Safari Montage, Web conferencing, podcasting, and Web 2.0 tools)	Exec Dir STEM	Jul 11-Jun 12
	Continue to monitor COMAR 13A.04.05.01 to ensure quality instructional resources for diverse populations and learning preferences	Exec Dir Spec Prog	Jul 11-Jun 12
	Maintain the “Strive for 25” Web site as a resource to support the systemic initiative to increase student independent reading of 25 books per student by developing recommended reading lists based on the Education That is Multicultural guidelines and to meet the needs of a diverse student population	Exec Dir STEM	Jul 11-Jun 12

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

Performance Indicator for Goal 1 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to develop and revise K – 12 Online Research Models to promote best practices in engaging student problem solving by integrating information and technology literacies with curriculum content standards in reading, English, science, mathematics, language arts, and social studies	Exec Dir STEM	Jul 11-Jun 12
	Produce model lessons on Safari Montage demonstrating best practices in information and technology literacies integration and instruction	Exec Dir STEM	Jul 11-Jun 12
	Facilitate virtual field trips and collaboration with experts using SafariLive Web conferencing to support teaching and learning	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide information and research services through the Professional Research Library in order to support staff and teacher knowledge acquisition through their use of educational resources and professional literature	Exec Dir STEM	Jul 11-Jun 12
	Instructional Technology		
	Continue to provide support to school-based elementary technology integration teachers who support teachers in the implementation of effective strategies for integrating technology into classroom instruction	Exec Dir STEM	Jul 11-Jun 12
	Provide for the integration of technology into the written curriculum through the alignment of the Common Core State Standards with the Maryland Technology Literacy Standards for Students and the Maryland Teacher Technology Standards and by providing technology integrationists to support curriculum writing teams	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide online AP and general education courses for students as outlined in the *BCPS Guidelines and Procedures Manual for Online Courses*	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide an online database of Curriculum-Based Technology Integration Activities as models of best practices in integrating technology into existing and new BCPS curricula	Exec Dir STEM	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1

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

	Continue to provide online collaborative communication tools for all staff through the use of Moodle, Desire2Learn, Blackboard Collaborate, PBworks, VoiceThread, and other Web 2.0 tools	Exec Dir STEM	Jul 11-Jun 12
	Continue to facilitate the BCPS Instructional Software and Web-based Resources Evaluation Process to provide quality resources for improving both student achievement and instruction while providing equity and standardization of resources	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide support to teachers as they design and implement model lessons demonstrating best practices in the integration of technology into teaching and learning	Exec Dir STEM	Jul 11-Jun 12
	Implement an action research project focusing on the use of technology interventions to improve student learning in order to determine their effectiveness in increasing student performance and help schools meet their school improvement goals	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide in-school professional development to teachers as they learn to use new technologies and new instructional strategies to support 21st century learning	Exec Dir STEM	Jul 11-Jun 12

Measure: Percentage of students in affected grades scoring proficient or advanced on each MSA (not counting exemptions)

On the 2009 – 2010 MSA, diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I met or exceeded Maryland School Assessment (MSA) standards as follows: elementary school reading MSA, 88.7%; elementary school mathematics MSA, 87.8%; middle school reading MSA, 82.0%; middle school mathematics MSA, 71.5%; English MSA, 84.5%; and Algebra/Data Analysis MSA, 86.6%.

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

Resources: Annual Budget Process

Sources: Operating Budget

School staffing enrollment increase, $3,114,636; School staffing allocation ratios increase, $15,809,952; Abbreviated summer school program, $412,156; Non-negotiated Extra Duty Activities program, $400,000; Curriculum writing program, $475,000; George Washington Carver Center start-up costs (one-time), $500,000; Imagine Discovery charter school, $416,821; Decrease in non-salary school-based budgets (5%), $832,846; Library book replacement program, $89,476

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to pay registration fees for all students in grades 10 and 11 to take the PSAT	Exec Dir RAA	Jul 11-Nov 12
	Continue to identify and implement strategies to increase the number of students in grades 10 and 11 who take the PSAT	Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to identify students in grades 10 and 11 who did not take the PSAT and monitor them for follow up and participation in grades 11 and 12	Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to communicate the importance and benefits of participation in PSAT to students in grades 9 and 10 and their parents/guardians through school counselor meetings	Exec Dir Liberal Arts	Aug 11-Jun 12
	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 Liberal Arts Exec Dir RAA	Aug 11-Jan 12
	Monitor the new CollegeEd curriculum and instruction for Grade 7 students to inform them about PSAT and about career opportunities and appropriate course selections needed to attend college	Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to provide professional development for English and mathematics department chairs using PSAT/NMQST: Summary of Answers and Skills (SOAS) in identification of AP potential students and instructional alignment for improving students' performances	Exec Dir Liberal Arts	Jan 11-Apr 12
	Coordinate professional development for principals, counselors, English and mathematics department chairs, and SAT coordinators and teachers on how to maximize the use of PSAT/SAT data to improve student achievement	Exec Dir Liberal Arts	Aug 11-Jun 12

Measure: Percentage of diploma-bound students in Grade 10 taking PSAT, without exemptions

In 2009 – 2010, 83.8% of Grade 10 diploma-bound students participated in the PSAT.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to review course offerings, master schedules, and staffing to increase the number of honors, gifted and talented, and regular and online AP courses	Exec Dir Liberal Arts Asst Supt of Schools	Jul 11-Jun 12
	Continue to review, evaluate, and adjust the master schedules to implement rigorous course offerings and to provide academic support in HSA core content areas	Asst Supt of Schools	Jul 11-Jun 12
	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 Liberal Arts	Sep 11-Mar 12
	Continue to identify students who are not enrolled in AP level courses for assignment to AP level courses for 2011 – 2012 using the Fall 2010 PSAT/AP Potential results	Exec Dir Liberal Arts	Sep 11-Feb 12
	Monitor schools in their use of PSAT/AP Potential results in order to identify students for placement in increasingly more rigorous courses such as honors, gifted and talented, AP, and IB	Exec Dir Liberal Arts	Sep 11-Feb 12
	Communicate with parents/guardians, staff, and the community to enhance understanding of the academic opportunities for all students to be successful using a variety of communication vehicles to disseminate information	Exec Dir Spec Prog CCO Asst Supt of Schools	Jul 11-Jun 12
	Continue to identify middle school students who require more time to learn the content in reading, writing, mathematics, and science and, based on funding, provide tutoring/small group instruction through an extended school day	Exec Dir Liberal Arts Exec Dir STEM Asst Supt of Schools	Aug 11-Jun 12
	Continue to implement a random sampling of 10 secondary schools and approximately 100 students per school to review and evaluate students' transcripts/schedules to ensure student participation in rigorous courses. Report results of the sampling with recommendations for improvements	Asst Supt C & I Asst Supt of Schools	Sep 11-Dec 11
	Continue to review and evaluate student participation, report cards, and schedules to support and encourage student movement into and success in rigorous courses	Asst Supt of Schools	Jul 11-Jun 12
	Ensure diverse course offerings by differentiating curricula	Asst Supt C & I Asst Supt of Schools	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1 1.3 All students scoring a 55 or above on critical reading/mathematics PSAT will enroll in honors or gifted and talented level courses. (BCPS standard)
Measure: Percentage of students scoring 55 or above on the critical reading/mathematics PSAT who enroll in honors or gifted and talented level courses in grades 10 – 12 In 2009 – 2010, 96.9% of students scoring a 55 or above on the critical reading PSAT and 92.7% of students scoring a 55 or above on the mathematics PSAT were enrolled in honors or gifted and talented level courses.
Resources: Annual Budget Process
Sources: Operating Budget and Capital Budget

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide professional development and school-based technical assistance for administrators, teachers, paraprofessionals, related-service providers, school counselors, and other mental health professionals in identifying appropriate curriculum-based assessment options that align with instruction and IEP goals	Exec Dir Spec Prog	Aug 11-Mar 12
	Continue to implement professional development for school system administrators and aspiring leaders to understand the Alternate Maryland School Assessment (Alt-MSA)	Exec Dir Spec Prog	Sep 11-Mar 12
	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 Maryland State Curriculum	Exec Dir Spec Prog	Sep 11-Mar 12
	Continue to provide workshops and professional development opportunities on effective baseline and ongoing data collection techniques and methods to support the understanding of this data for parents/guardians and professionals who work with students who participate in the Alt-MSA	Exec Dir Spec Prog	Aug 11-Jun 12
	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	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to utilize quarterly report card/progress reports to document observable and measurable progress on IEP goals	Exec Dir Spec Prog	Aug 11-Jun 12
	Provide professional development in the use of functional life skills (functional academics) that support the Maryland State Curriculum in order to increase student achievement in the least restrictive environment	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to assess and access additional post-secondary options for students attaining Certificates of Attendance	Exec Dir Spec Prog	Jul 11-Jun 12
	Produce model lessons demonstrating best practices in the co-teaching model and differentiated instruction on Safari Montage	Exec Dir Spec Prog Exec Dir PD	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measure: Percentage of students who attained a Certificate of Attendance and met or exceeded state standards for the Alternate Maryland School Assessment (Alt-MSA) In 2009 – 2010, 80.0% of students earned a Certificate of Attendance and scored proficient or advanced in reading on the Alt-MSA; and 72.0% of students earned a Certificate of Attendance and scored proficient or advanced in mathematics on the Alt-MSA.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue 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	Exec Dir Spec Prog	Aug 11-Jun 12
	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	Exec Dir Spec Prog	Aug 11-Jun 12
	Provide training and support to all school testing coordinators on online and traditional aspects of the administration of the Alt-MSA	Exec Dir RAA Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to collaborate with the Citizens' Advisory Council for Special Education to provide frequent and meaningful formats for parent/guardian involvement, input, and information regarding topics such as the Special Education Staffing Plan, early childhood services, the IEP team process, and the transitions to middle and high school	Exec Dir Spec Prog	Aug 11-Jun 12

Measure: Percentage of participating students scoring proficient or advanced on the Alt-MSA

In 2009 – 2010, 96.8% of participating special education students met or exceeded state standards for the grades 3 – 10 reading Alt-MSA; and 93.1% of participating special education students met or exceeded state standards for the grades 3 – 10 mathematics Alt-MSA.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget
Special education teacher for Allied Sports program, $60,120; Instructional assistants transferred from Passthrough grant, $4,967,404; Additional assistants transferred to Third Party Billing program, $3,200,000; Related services, $777,271; IFSP program, $1,809,958; Special education interpreters, $78,712

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 1*

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

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Ensure that all eligible students have access to prekindergarten	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement criteria for eligibility in all prekindergarten programs and develop and implement a plan to ensure that parents/guardians and community members are aware of the eligibility criteria	Exec Dir Liberal Arts Asst Supt of Schools	Jul 11-Jun 12
	Support schools as they recruit students and communicate with parents/guardians regarding the purpose and philosophy of the prekindergarten program	Exec Dir Liberal Arts Asst Supt of Schools	Jul 11-Jun 12
	Provide professional development on the components of an effective prekindergarten program to administrators and teachers	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement the early entrance into prekindergarten guidelines	Exec Dir Liberal Arts	Jul 11-Jun 12

Measure: Percentage of eligible prekindergarten students having access to prekindergarten programs

In 2009 – 2010, 100% of eligible prekindergarten students had access to BCPS prekindergarten programs.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

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

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to support the implementation of full-day kindergarten for both general and special education students	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide year-long, one-on-one professional development to teachers new to full-day kindergarten to assist with effective room environment, model lessons, planning, and co-teaching	Exec Dir Liberal Arts	Sep 11-Jun 12
	Continue to support schools in the implementation of the early entrance to kindergarten guidelines	Exec Dir Liberal Arts	Jul 11-Jun 12
	Develop and implement professional development for paid kindergarten helpers	Exec Dir Liberal Arts	Jul 11-Jun 12

Measure: Percentage of schools having full-day kindergarten classes

All elementary schools had full-day kindergarten.

Resources: Annual Budget Process

Sources: Operating Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Monitor students meeting grade-level reading standards on MSA and short-cycle and benchmark assessments	Exec Dir Liberal Arts Asst Supt of Schools	Jul 11-Jun 12
	Continue to provide systemwide professional development on reading and language arts and written language assessments for principals, assistant principals, mentors, special educators, reading specialists, related-service providers, and classroom reading teachers to support the achievement of all students	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to analyze disaggregated assessment data to identify students not meeting grade-level standards and apply instructional adjustments	Asst Supt of Schools Principals	Jul 11-Jun 12
	Continue the use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or other valid and reliable screening measures as a diagnostic component for the identification of student strengths and needs in basic early reading skills	Exec Dir Liberal Arts	Aug 11-Jun 12
	Assess identified students in Grade 5 to determine students' needs for an accelerated reading/English/language arts program in Grade 6	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to refine and implement the Grade 6 reading program in all middle schools	Exec Dir Liberal Arts	Jul 11-Jun 12
	Increase staffing in support of the academic progress of students	Exec Dir Liberal Arts	Oct 11-Jun 12

Measure: Percentage of students in grades 2 – 6 reaching grade-level standards on reading assessments

Data for student achievement on system benchmark assessments are not yet available.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to offer pre-Algebra as a summer school intervention for rising Grade 8 students who have not yet taken Algebra I and who need to refine their skills in preparation for Algebra I	Exec Dir STEM Exec Dir SSS	Jul 11-Jun 12
	Continue to review the middle school mathematics curriculum for alignment to the Common Core State Standards and for the preparation of all students for Algebra I	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement Algebraic Thinking mathematics curriculum in grades 6 – 8 in all middle schools to prepare students for success in Algebra I and to pass the Algebra/Data Analysis HSA	Exec Dir STEM	Jul 11-Jun 12
	Continue to refine systemwide short-cycle and benchmark assessments for all middle school mathematics courses	Exec Dir STEM	Jul 11-Jun 12
	Continue to monitor short-cycle and benchmark assessments and MSA results for students in grades 6 and 7 to identify students for Algebra I in Grade 8	Exec Dir STEM Asst Supt of Schools	Jul 11-Jun 12
	Continue to maintain business partnerships to encourage community support and student participation in mathematical competitions (e.g., 24 Challenge, Math Counts)	Exec Dir STEM	Jul 11-Jun 12
	Continue to disseminate the algebra informational brochure for distribution to parents/guardians at school events on the importance of taking Algebra I	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide professional development in mathematics content, conceptual understanding, and pedagogy to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12

Measure: Percentage of students in Grade 8 who have taken Algebra I in middle school

In 2009 – 2010, 62.7% of students in Grade 8 had taken Algebra I.

Resources: Annual Budget Process

Sources: Operating Budget
Mathematics calculators, $49,000

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Provide support to high schools in analyzing assessment data and provide professional development in using results to improve student achievement and target instruction	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement the Algebra I curriculum in all secondary schools to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide systemwide professional development on the Algebra I curriculum to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Provide staff development for algebra teachers in support of using instructional strategies that build upon techniques featured in the middle school Algebraic Thinking courses	Exec Dir STEM	Jul 11-Jun 12
	Provide staff development for teachers of Algebra and Data Analysis Adapted and Algebraic Functions Adapted in instructional strategies that support student achievement	Exec Dir STEM	Jul 11-Jun 12
	Continue to support and monitor schools using the Carnegie Learning Cognitive Tutor Algebra I program to improve student achievement	Exec Dir STEM	Jul 11-Jun 12
	Continue to monitor and support teachers in the use of electronic mathematics resources such as Safari Montage, Exploring Learning Gizmos, Geometer Sketchpad, Fathom, Elevate Math, etc.	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement review materials for HSA courses to provide intervention strategies for students performing at the basic level	Exec Dir STEM	Jul 11-Jun 12
	Support teachers in the use of e-Learning and the Maryland State Department of Education online HSA Algebra course aligned with the Common Core State Standards	Exec Dir STEM	Jul 11-Jun 12
	Continue to assist less-experienced teachers to improve instructional practices by having them observe a master teacher's class in place of performing a duty assignment	Exec Dir STEM Asst Supt of Schools	Jul 11-Jun 12
	Continue to monitor the implementation of the two high school mathematics courses, Algebra/Data Analysis Adapted and Algebraic Functions Adapted, to support the achievement of students recommended through the IEP team process and recommended ELL as they progress through Algebra I and prepare for the Algebra/Data Analysis HSA	Exec Dir STEM	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1 1.10 All students will pass the Algebra/Data Analysis Maryland High School Assessment (HSA) by the end of Grade 9. (BCPS standard)			
KEY STRATEGIES	**ACTIVITIES**	**RESPONSIBILITY**	**DATE**
	Continue to support schools as they implement collaborative planning time for teams of Algebra I teachers to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Facilitate an electronic learning community to support algebra teachers in the implementation of the curriculum	Exec Dir STEM	Jul 11-Jun 12
Measure: Percentage of students (less exemptions) passing Algebra/Data Analysis HSA by the end of Grade 9 In 2009 – 2010, 68.1% of students passed the Algebra/Data Analysis HSA by the end of Grade 9.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide experiences for all students in fine arts by allocating teaching positions to schools to deliver these programs to support child development	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to develop, refine, and assess fine arts curricula aligned with the K – 8 Maryland State Curriculum and CLG to meet high school graduation requirements	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to conduct fine arts professional development experiences for teachers in art, theatre, music, and dance to support the achievement of all students	Exec Dir Spec Prog	Aug 11-Apr 12
	Provide professional development in differentiated instruction in the fine arts and arts integration in core subjects to assist in meeting the learning needs of all students	Exec Dir Spec Prog	Jul 11-Jun 12
	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	Exec Dir Spec Prog	Jun 11-Jun 12
	Continue to provide enrichment programs in art, music, theatre, and dance	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to repair and replace instructional equipment for fine arts; e.g., music instruments, dance floors, kilns	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to partner with business, community, and professional organizations to provide opportunities for public display of students' work and opportunities to perform publicly in art, music, theatre, and dance; e.g., Walters Art Museum, Baltimore Symphony Orchestra, Baltimore County government events	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to partner with business, community, and professional organizations (e.g., Dance Educators Training Institute, Baltimore Museum of Art, Walters Arts Museum) to provide professional opportunities for fine arts teachers	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to provide fine arts magnet programs at Deer Park Middle Magnet, Loch Raven Academy, Parkville Middle, Sudbrook Magnet Middle, Halstead Academy, Carver Center for Arts and Technology, Chesapeake High, Lansdowne High, and Patapsco High and Center for the Arts	Exec Dir Spec Prog	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1 1.11 All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards. (State standard)			
KEY STRATEGIES	**ACTIVITIES**	**RESPONSIBILITY**	**DATE**
	Identify activities that integrate the use of technology resources and digital content into the fine arts curriculum and provide professional development in the use of these activities	Exec Dir STEM Exec Dir Spec Prog	Jul 11-Jun 12
Measure: Percentage of Grade 12 students who have at least one fine arts credit by the end of Grade 12 In 2009 – 2010, 93.7% of students acquired one fine arts credit by passing a course that is driven by the Maryland Content Standards.			
Resources: Annual Budget Process			
Sources: Operating Budget			

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to align BCPS final exams to reflect the content assessed on the HSAs	Asst Supt C & I	Jul 11-Jun 12
	Continue to identify underperforming secondary schools in need of support to increase student performance on final exams by providing site-based professional development and modeling best practices	Asst Supt of Schools	Jul 11-May 12
	Continue to collaborate with institutions of higher education to establish cohort graduate classes for English, science, and mathematics teachers to develop content knowledge and pedagogy	Exec Dir Liberal Arts Exec Dir STEM	Jul 11-Jun 12
	Continue to implement short-cycle and benchmark assessments in HSA courses and analyze results for instructional and curricular implications	Exec Dir Liberal Arts Exec Dir STEM	Jul 11-Jun 12
	Continue to provide professional development for general and special educators in content knowledge and strategies for HSA courses	Exec Dir Liberal Arts Exec Dir STEM	Jul 11-Jun 12
	Continue to revise and implement curricula to align with the Common Core State Standards and HSA Core Learning Goals and integrate differentiation of instructional strategies and attention to learning styles	Asst Supt C & I	Jul 11-Jun 12
	Continue to participate with Maryland State Department of Education in range finding and in the development of HSA	Exec Dir Liberal Arts Exec Dir STEM	Jul 11-Jun 12
	Continue to implement review packets for HSA courses where student performance did not meet standards	Exec Dir Liberal Arts Exec Dir STEM	Jun 11-Jun 12
	Pilot and assess support programs designed to enhance student knowledge of Core Learning Goals	Asst Supt C & I	Jul 11-Jun 12
	Increase staffing to include highly qualified general education teachers to co-teach algebra with special educators in self-contained classrooms	Asst Supt C & I	Oct 11-Jun 12
	High School English, Reading, and Writing		
	Continue to implement and monitor English 9 and 10 short-cycle and benchmark assessments	Exec Dir Liberal Arts	Aug 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement and refine high school English and reading courses listed in the *Course Registration Guide* to ensure that all high school English, reading, and writing courses are supported by rigorous curricula	Exec Dir Liberal Arts	Sep 11-Jun 12
	Analyze short-cycle and benchmark assessment data for English for instructional and curricular implications	Exec Dir Liberal Arts	Jul 11-Jun 12
	Provide professional development to English 10 teachers with focused attention toward beginning teachers to support the achievement of all students	Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to revise the high school English curriculum to align with the Common Core State Standards and to integrate differentiation of instructional strategies, attention to learning styles, and strategies recommended by the AVID program	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to offer College Board pre-AP English professional development workshops for teachers, guidance counselors, and principals focused on reading, writing, and language instruction to support the achievement of all students	Exec Dir Liberal Arts	Sep 11-Jun 12
	Continue to update grades 9 and 10 English final exams to reflect changes to the Common Core State Standards and HSA	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement reading/English/written language intervention and support courses in grades 9 and 10	Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to assess identified students in grades 5 – 10 to determine students' needs for an accelerated reading/English/language arts program	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide *Language!* interventions for identified students and monitor student progress regularly	Exec Dir Liberal Arts	Jul 11-Jun 12
	Incorporate grammar, mechanics, and usage into all instruction	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide professional development to the teachers of the *Language!* intervention to ensure effective implementation	Exec Dir Liberal Arts	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide in-school modeling of instruction, coaching, and support to teachers to ensure quality of implementation of the acceleration program	Exec Dir Liberal Arts	Jul 11-Jun 12
	Produce model lessons demonstrating best practices in reading and language arts instruction posted on Safari Montage	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to use *Fast Track* or *Language!* interventions to provide accelerated instruction for identified students in grades 7 and 8 who are experiencing a two-year delay or more in the development of reading/English/language arts skills. Monitor the instructional program and make adjustments as needed	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to support reading courses in grades 7 and 8 for students who are experiencing less than a two-year delay and need additional reading support	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP)	Asst Supt C & I	Jul 11-Jun 12
	Continue to implement a professional development program for all high school reading and English teachers that focuses on increasing their knowledge and use of research-based reading and English/written language strategies to support the achievement of all students	Exec Dir Liberal Arts	Jul 11-Apr 12
	Identify activities that integrate the effective use of technology resources and digital content into the English, reading, and writing curriculum and provide professional development in the use of these activities	Exec Dir STEM Exec Dir Liberal Arts	Jul 11-Jun 12
	High School Algebra		
	Continue to develop, refine, and monitor systemwide short-cycle and benchmark assessments and final exams in grades 9 – 12	Exec Dir STEM	Jul 11-Jun 12
	Continue to support review materials for HSA courses to provide intervention strategies for students performing at the basic level	Exec Dir STEM	Jul 11-Jun 12
	Continue to develop instructional materials to support the delivery of HSA courses in all schools including evening school and summer school	Exec Dir STEM	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to support schools in the implementation of the Bridge Plan for Academic Validation for students who have not passed the Algebra and Data Analysis HSA	Exec Dir STEM	Jul 11-Jun 12
	Monitor the implementation of the Algebra and Data Analysis Adapted and Algebraic Functions Adapted courses for students identified through the IEP team process and ESOL recommendations	Exec Dir STEM	Jul 11-Jun 12
	Continue to conduct range-finding activities on student responses to BCPS short-cycle and benchmark assessments and final exams	Exec Dir STEM	Jul 11-Jun 12
	Continue to assist schools in restructuring algebra classes to include additional assistance periods for struggling Algebra I students	Exec Dir STEM	Jul 11-Jun 12
	Pilot and assess supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide staff development for algebra teachers in instructional strategies that support student achievement on BCPS short-cycle and benchmark assessments and final exams	Exec Dir STEM	Jul 11-Jun 12
	Provide staff development for Algebra and Data Analysis Adapted and Algebraic Functions Adapted teachers in instructional strategies that support student achievement	Exec Dir STEM	Jul 11-Jun 12
	Continue to use college preparatory strategies through integration into curriculum development and professional development opportunities	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement Algebraic Thinking mathematics curriculum in grades 6 – 8 in all middle schools to prepare students to pass the Algebra/Data Analysis HSA	Exec Dir STEM	Jul 11-Jun 12
	Continue to offer Preparing for Algebra as a summer school intervention for incoming Grade 9 students who have completed middle school without taking algebra and who need to refine their skills in preparation for Algebra I	Exec Dir STEM Exec Dir SSS	Jul 11-Jun 12
	High School Science		
	Continue to administer BCPS short-cycle and benchmark assessments	Exec Dir STEM	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement review activities for biology as part of the preparation for the Biology HSA	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement the newly revised Grade 8 GT science and high school earth/space science, GT biology, GT chemistry, and physics curricula	Exec Dir STEM	Jul 11-Jun 12
	Continue to require the use of vocabulary strategies for MSA and HSA courses	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement Contemporary Problems in Biology, a theme-based biology course that employs problem-based learning, to provide appropriate assistance to students who need to pass the Biology HSA	Exec Dir STEM	Jul 11-Jun 12
	Continue to support schools in the implementation of the Bridge Plan for Academic Validation for biology students who have not passed the Biology HSA	Exec Dir STEM	Jul 11-Jun 12
	Implement the Biology Re-teaching Guide in order to provide additional lessons and strategies for students who require additional support to pass the Biology HSA	Exec Dir STEM	Jul 11-Jun 12
	Continue to conduct item analysis of student responses on the short-cycle and benchmark assessments and utilize data from item analysis to make instructional decisions	Exec Dir STEM	Jul 11-Jun 12
	Continue to design problem-based science units aligned with the Maryland State Curriculum for core science classes	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement professional development opportunities for teachers to expand the application of the whiteboard/tablet and other types of instructional technology in order to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Continue to encourage the implementation of STEM-related activities in all high schools and continue to hold a Secondary STEM Fair involving students from all high schools	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide a comprehensive K – 12 course of study in science to prepare students to pursue four credits of high school science	Exec Dir STEM	Jul 11-Jun 12
	Continue to develop electronic data acquisition and other types of electronic activities for all secondary science courses	Exec Dir STEM	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Provide summer high school science institutes for teachers for training in content, pedagogy, and delivery of instruction for teaching high school science to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Continue to develop, pilot, and refine end-of-year exams in all required science courses and all science elective courses	Exec Dir STEM	Jul 11-Jun 12
	Provide professional development to enable teachers to include reading and writing strategies in instruction	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement electronic curricula (e-Curricula) in Concepts of Physical Science, biology, chemistry, and physics to expand the application of interactive instructional technology to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Continue to develop and refine curricula for the Virtual Learning Environment at Chesapeake High School and expand components of virtual learning to other high schools in the district	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement the Project L.i.V.E. video game design competition with students at selected high schools in support of development of the Virtual High School	Exec Dir STEM	Jul 11-Jun 12
	Continue to partner with local colleges, universities, community colleges, and the business community to provide real-world experiences for teachers and students to extend and apply learning in science during the school year and over the summer	Exec Dir STEM	Jul 11-Jun 12
	Provide professional development for science teachers to begin infusing critical literacy strategies into instructional practices to align teaching and learning with the Common Core State Standards and new National Science Standards	Exec Dir STEM	Jul 11-Jun 12
	Continue to align science curricula to national and state environmental literacy standards in grades PreK – 12	Exec Dir STEM	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measure: Percentage of students by cohort group who pass the corresponding high school assessments In 2009 – 2010, students in the class of 2010 successfully completing Algebra I, Biology, English 10, and Government passed the Maryland High School Assessments by the end of Grade 12 as follows: Algebra/Data Analysis HSA, 88.4%; Biology HSA, 85.0%, English HSA, 85.9%; and Government HSA, 92.0%.			
Resources: Annual Budget Process			
Sources: Operating Budget File server replacements for middle schools (one-time), $270,000; Scanners for school-based testing, $107,000			

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to use AP Potential data to identify and counsel students into AP courses	Exec Dir Liberal Arts Exec Dir Spec Prog	Aug 11-Mar 12
	Continue to provide parents/guardians and students with information to increase AP enrollment by 5.0%	Exec Dir Liberal Arts Exec Dir Spec Prog CCO Asst Supt of Schools	Aug 11-Apr 12
	Review schools' AP plan to increase AP course offerings in order to support improvement strategies	Exec Dir Liberal Arts	Feb 11-Jun 12
	Continue to increase the number of AP course offerings in all high schools. Establish a minimum of 12 AP offerings in all high schools. Utilize online AP courses as appropriate	Exec Dir Spec Prog Exec Dir Liberal Arts	Sep 11-Jun 12
	Increase AP instructional materials to schools striving to reach the AP course offering standard of a minimum of 12 courses per school	Exec Dir Spec Prog Exec Dir Liberal Arts	Aug 11-Feb 12
	Increase professional development on the use of PSAT data to inform instruction using College Board tools and data reports to increase student access to courses and to increase participation and performance on AP exams	Exec Dir Spec Prog Exec Dir Liberal Arts	Oct 11-Feb 12
	Coordinate professional development for AVID school coordinators on using the PSAT/SAT AP Potential Tool and provide opportunities for AVID school coordinators to share best practices to increase AVID students' participation in AP courses	Exec Dir Spec Prog Exec Dir Liberal Arts	Oct 11- Feb 12
	Provide professional development to increase the development and implementation of AP Summer Bridge Programs in targeted schools	Exec Dir Spec Prog Exec Dir Liberal Arts	Oct 11-Jun 12
	Monitor AVID students' participation in AP courses and AP exams in order to monitor the impact of the program on student achievement and college readiness	Exec Dir Spec Prog Exec Dir Liberal Arts	Aug 11-Jun 12
	Coordinate links among gifted and talented, honors, and Pre-AP courses in middle school and early high school years	Exec Dir Spec Prog Exec Dir Liberal Arts	Aug 11-Jun 12
	Coordinate AP Summer Institute to train new and continuing AP teachers. Increase participation opportunities for AP professional development	Exec Dir Spec Prog Exec Dir Liberal Arts	Dec 11-Apr 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Maintain existing partnership with College Board to provide professional development in AP content, AP mentoring cadres, higher-level thinking strategies, scoring, and parent/guardian outreach	Exec Dir Liberal Arts	Sep 11-May 12
	Monitor secondary school master schedules and staffing to ensure AP courses are being offered in all schools	Exec Dir Liberal Arts Asst Supt of Schools	Aug 11-Feb 12
	Support the implementation of AP Calculus and AP Statistics courses at all high schools	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to integrate rigorous instructional strategies, including College Board and AVID strategies, into the curriculum guides	Exec Dir Liberal Arts	Jul 11-Jun 12

Measure: Percentage of high schools with at least a 7.0% participation rate on the Advanced Placement (AP) examinations

In 2009 – 2010, 75.0% of high schools met or exceeded the national average of a 7.0% participation rate on the AP examinations. Also in 2009 – 2010, 15.9% of the total number of enrolled high school students took at least one AP exam.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue vertical teaming to support skills, expectations, and activities supporting success on AP examinations	Exec Dir Spec Prog Exec Dir Liberal Arts	Aug 11-Mar 12
	Continue to use the PSAT/AP Potential Tool to identify students who are eligible to enroll in AP courses	Exec Dir Spec Prog Exec Dir Liberal Arts	Dec 11-Feb 12
	Continue to recruit teachers to serve as readers for AP examinations	Exec Dir Spec Prog Exec Dir Liberal Arts	Aug 11-Mar 12
	Continue to organize teacher participation in conferences and training sponsored by the College Board	Exec Dir Liberal Arts	Aug 11-Mar 12
	Continue to organize parent/guardian groups for disseminating information and providing home support for AP students	Exec Dir Liberal Arts	Aug 11-Mar 12
	Continue to collaborate with local institutions of higher education to provide graduate-level professional development for teachers of all AP courses	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to recruit AP teachers and provide professional development to teach AP courses to support the achievement of all students	Asst Supt HR Exec Dir Liberal Arts	Jul 11-Jun 12
	Coordinate and facilitate increased professional development opportunities for AP teachers to share AP best teaching practices and student support strategies	Exec Dir Liberal Arts	Oct 11-Mar 12
	Continue to offer pre-AP and AP professional development workshops focused on writing, rhetoric, argumentation, analytical reading, and grammar via the College Board partnership and the College Board Professional Development Strategic Plan	Exec Dir Liberal Arts	Sep 11-Apr 12
	Continue to offer pre-AP and AP interdisciplinary workshops focused on argumentation and the writing process for social studies and English teachers to support the achievement of all students	Exec Dir Liberal Arts	Sep 11-Apr 12
	Continue the support network program for new Advanced Placement mathematics teachers to enhance the implementation of the Advanced Placement curricula and tests	Exec Dir Liberal Arts	Aug 11-Jun 12
	Increase professional development for teachers and school counselors to provide strategies to support students enrolled in AP courses	Exec Dir Liberal Arts	Mar 11-Apr 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 1*

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

Performance Indicator for Goal 1 1.14 All high schools will have at least 70.0% of their students who take Advanced Placement (AP) examinations achieve passing scores. (BCPS standard)
Measure: Percentage of high schools with at least a 70.0% AP pass rate (scores of 3, 4, or 5) In 2009 – 2010, 33.3% of high schools had at least 70.0% of students take AP examinations and achieved passing scores.
Resources: Annual Budget Process
Sources: Operating Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1

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

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

Measure: Percentage of IB students who participate and complete the IB diploma requirements

In 2009 – 2010, 77.8% of students who participated in the IB program completed the IB diploma requirements.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to analyze the effectiveness of activities designed to improve student performance on individual IB exams; modify, as needed; and continue to research additional strategies for improvement of student performance	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to provide professional development for new IB teachers and professional development updates for current IB teachers and coordinators in accordance with rules of the International Baccalaureate Organization (IBO) to support the achievement of all students	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to review data reports to determine increase or decrease from the previous year's baseline pass rate for each IB subject exam. Continue to utilize data reports for exam pass rates, exam evaluator feedback reports, system data, and school walk-throughs to evaluate root causes for performance below the standard and below anticipated increases; and continue to identify best practices	Exec Dir Spec Prog	Jul 11-Dec 11
	Continue to implement recommendations from the five-year external evaluation by IBO evaluators conducted in 2005 – 2006 and make adjustments accordingly	Exec Dir Spec Prog	Jul 11-Jun 12

Measure: Percentage of IB students with passing scores of four through seven points on IB examinations

In 2009 – 2010, 58.0% of students participating in the IB program passed the IB examinations.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicators for Goal 1

1.17 All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)

1.18 All high schools will meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue College-Ed, a l2-week College Board course, that will provide all Grade 7 students and their families with college information to enable them to make informed post-secondary decisions	Exec Dir Spec Prog Exec Dir Liberal Arts	Sep 11-Mar 12
	Monitor the implementation of College-Ed in middle schools to ensure equity of access to a curriculum that is designed to increase student awareness of college opportunities and to promote a college-ready culture	Exec Dir Spec Prog Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue training of middle school counselors and identified staff to assist in the delivery of the College-Ed program to support the achievement of all students	Exec Dir Spec Prog Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to work collaboratively with school counselors to improve academic and SAT readiness advisement for students	Exec Dir Spec Prog Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to monitor use of SAT readiness tools such as *SAT Readiness Checklists* and *SAT Registration Lists*	Exec Dir Spec Prog Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue the College Board partnership agreement and professional development plan to promote achievement and enable all students to meet their maximum potential on standardized testing such as the PSAT, SAT, and Advanced Placement exams	Exec Dir Liberal Arts	Sep 11-May 12
	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 systemwide final exams	Exec Dir Liberal Arts	Jul 11-Jun 12
	Use disaggregated data from system reports, the College Board District and School Integrated Data Reports, and the SAT Planning Guide as tools to inform planning, implementing, and monitoring of differentiated and rigorous instruction to improve student achievement as well as participation and performance on the SAT	Exec Dir Liberal Arts	Aug 11-May 12
	Coordinate monitoring of AVID students' readiness (aligned with school-based support) and participation on SAT in order to increase student participation and achievement on the SAT	Exec Dir Liberal Arts	Sep 11-Jun 12
	Continue to identify, disseminate, and implement best practices to eliminate the achievement gaps	Exec Dir Liberal Arts	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 1*

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

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue professional development to enhance the integration of SAT skills into daily instruction	Exec Dir Spec Prog Exec Dir Liberal Arts	Aug 11-Mar 12
	Introduce the new SAT Prep English and mathematics instructional support resources as integrated in the BCPS curricula	Exec Dir Liberal Arts	Sep 11-Apr 12
	Provide the *SAT Official Study Guide* and the *Preparation for SAT Guide* to all high schools to improve the delivery of instruction and to increase student performance on the SAT	Exec Dir Liberal Arts	Aug 11-Oct 11
	Expand college partnerships to include Accuplacer PSAT, SAT, and AP support and to increase curricular collaboration as students transition from high school to college	Exec Dir Spec Prog Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to offer the SAT online preparation course for all high school students	Exec Dir Liberal Arts	Jun 11-Jul 12
	Increase students' and parents'/guardians' knowledge of the benefits of ACT with the support of school counselors	Exec Dir Spec Prog Exec Dir Liberal Arts	Jun 11-Jul 12

Measure:
Performance Indicator 1.17 Percentage of high schools with SAT or ACT participation rates that meet or exceed the national average
In 2009 – 2010, 66.7% of high schools met or exceeded the national average for participation in the SAT. No high schools met or exceeded the national average for participation in the ACT.

Performance Indicator 1.18 Percentage of high schools whose verbal and mathematics SAT or composite ACT scores meet or exceed the national average
In 2009 – 2010, 41.7% of high schools met or exceeded the national combined average on the SAT; and 45.8% of high schools met or exceeded the national composite ACT score.

Resources: Annual Budget Process

Sources: Operating Budget
College Access program, $95,000

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to partner with CCBC to assist students in pursuing post-secondary education	Exec Dir Spec Prog Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to purchase Accuplacer to promote career/college counseling and parallel enrollment	Exec Dir Liberal Arts	Aug 11-Jun 12
	Continue to coordinate with the College Board to provide professional development for English and mathematics department chairs and reading contacts on reading, grammar/writing, and mathematics as measured on Accuplacer	Exec Dir Liberal Arts	Jul 11-Jun 12
	Collaborate with CCBC to implement the courses College Readiness: Reading, Writing, and Mathematics	Exec Dir Liberal Arts Exec Dir STEM Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to coordinate with the Tech Prep Consortium and CCBC to support the implementation of Accuplacer exams to assist Career and Technology Education (CTE) students in pursuing post-secondary education	Exec Dir STEM	Jul 11-Apr 12
	Continue to provide staff development for CTE teachers to integrate reading, writing, and mathematics strategies into CTE curricula to increase academic achievement	Exec Dir STEM	Jul 11-Jun 12

Measure: Percentage of students whose Accuplacer scores enable them to enroll in two-year colleges

In 2008 – 2009, high school students who took the Accuplacer were college ready or on track to enroll in college-level courses at two-year colleges as follows: 16.7%, mathematics; 84.5%, English; and 49.7%, reading.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 1*

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

Performance Indicator for Goal 1

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to disaggregate and analyze achievement data and to assist schools to identify and meet the needs of students and align CTE programs with established goals and standards to support the achievement of all students	Exec Dir STEM	Jul 11-Jun 12
	Continue to revise CTE program proposals for career completer programs to meet Maryland State Department of Education requirements, to upgrade low performing CTE programs, and to align programs with career clusters	Exec Dir STEM	Jul 11-Jun 12
	Continue to infuse business and industry technical skill standards into curriculum content, competency profile development, and instructional activities for all CTE programs	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement strategies to support student success on industry certification exams and AP exams related to CTE programs	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide and upgrade equipment, technology, and instructional resources for CTE programs using local and federal funds	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide technical support to maintain or expand work-based learning opportunities	Exec Dir STEM	Jul 11-Jun 12
	Continue to implement components of CTE courses that involve students in online collaboration and resource sharing	Exec Dir STEM	Jul 11-Jun 12

Measure: Percentage of students identified as Career and Technology Education concentrators whose cumulative and technical GPAs meet or exceed standards

In 2009 – 2010, 70.4% of career and technology education students earned an overall GPA of at least 2.0; and 80.2% of career and technology education students earned a technical GPA of at least 2.0.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to communicate attendance expectations to parents/guardians and students to ensure regular, on-time attendance of students	Exec Dir SSS	Aug 11-Jun 12
	Continue to utilize the attendance manual to assist school personnel with developing and implementing systematic approaches to improve student attendance by providing a foundation for good attendance patterns that will follow students throughout their educational career	Exec Dir SSS	Aug 11-Jun 12
	Continue to facilitate access to appropriate educational and community resources for families, including homeless and immigrant families	Exec Dir SSS	Aug 11-Jun 12
	Continue to strengthen communications and mutual support between families and school personnel through home visits; student, parent/guardian, or team conferences; and other strategies to use at home so that students may succeed in school	Exec Dir SSS	Aug 11-Jun 12
	Continue to implement programs based on need, such as Project Attend, Truancy Prevention Program in collaboration with the University of Baltimore Law School and the Department of Juvenile Justice, and attendance committees to improve student attendance	Exec Dir SSS	Aug 11-Jun 12
	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 11-Jun 12
	Continue to build Project Attend as an interagency team approach to improve student attendance, which includes Baltimore County Public Schools, Baltimore County Police Department, Department of Juvenile Services, and Department of Social Services	Exec Dir SSS	Aug 11-Jun 12
	Continue to provide staff with up-to-date technology to collect, analyze, and report student attendance and achievement data	Exec Dir SSS	Aug 11-Jun 12
	Continue to review the 20.0% list with school administrators and other school personnel in order to develop and implement school plans for proactive attendance strategies	Exec Dir SSS	Aug 11-Jun 12
	Continue to identify and implement strategies to address barriers to student attendance through the Attendance Work Group	Exec Dir SSS	Aug 11-Jun 12
	Continue to assist and monitor schools that did not meet AYP due to attendance	Exec Dir SSS	Aug 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1 1.21 All schools will achieve an attendance rate of at least 94.0%. (State standard)
Measure: Percentage of schools achieving at least a 94.0% attendance rate In 2009 – 2010, 75.9% of schools achieved the state attendance standard of 94.0%.
Resources: Annual Budget Process
Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 2*

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

Performance Indicator for Goal 2

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Continue to diagnose English proficiency for English language learners to ensure proper placement. b) Provide ESOL services for all English language learners not meeting English proficiency levels. c) Facilitate access to appropriate educational and community resources for immigrant families. d) Facilitate interpretation and translation services for parents/guardians and families who speak a language other than English to strengthen communication among homes, schools, and the community. e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff. f) Provide parent/guardian orientations on how to access services from the school system.	Continue to purchase and administer the 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	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to hire certified English for Speakers of Other Languages (ESOL) teachers as the student population of English language learners grows	Asst Supt HR	Jul 11-Jun 12
	Continue to implement the protocol for translating, publishing, and distributing key system documents	Exec Dir Liberal Arts Asst Supt of Schools	Jul 11-Jun 12
	Continue to operate the ESOL Service Center Model for Secondary ESOL Centers to standardize services for English language learners	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide professional development for non-ESOL staff including building administrators, content teachers, and special educators	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement training sessions for ESOL staff to increase knowledge of federal regulations pertaining to services for ESOL students	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to facilitate home-school communication by publishing key system documents in other languages	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide services for newcomer families at intake conferences in ESOL intake centers and regional locations during peak registration periods	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to review projected ESOL enrollment to accommodate students in their home schools when appropriate	Exec Dir Liberal Arts Exec Dir Plan & Support Op	Jul 11-Jun 12
	Continue to collaborate with local graduate programs in Teachers of English for Students of Other Languages (TESOL) to provide professional development	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to develop and revise content-based curricula aligned with the Common Core State Standards for reading and writing for PreK – 12 English language learners	Exec Dir Liberal Arts	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 2*

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

Performance Indicator for Goal 2

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to evaluate annually the ESOL program and services based upon program guidelines and student achievement, and analyze evaluation results to adjust the program, as needed	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to implement recruiting strategies, professional development, and training to aid in interpretation and translation for family members of English language learners	Exec Dir Liberal Arts	Jul 11-Jun 12
	Facilitate access to English courses at CCBC for parents/guardians so they may continue to support their children's academic performance through improved skills in conversational English	Exec Dir Liberal Arts	Jul 11-Jun 12

Measure: Percentage of English language learners who achieve proficiency on the Language Assessment Scales Links (LAS-Links) assessment by the end of their fourth school year

In 2009 – 2010, 86.1% of English language learners receiving ESOL services attained English proficiency by the end of their fourth school year.

Resources: Annual Budget Process

Sources: Operating Budget

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

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	NOTE: Performance Goals 1 and 2, in accordance with the No Child Left Behind Act, further address the academic needs of English language learners		
	Continue to implement reading intervention curricula for English language learners and monitor student progress	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to include ESOL teachers with general education teachers in systemwide professional development initiatives in core subject areas	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide professional development for ESOL teachers in collaboration with resource personnel from English, language arts, science, mathematics, and social studies to align ESOL instruction with best practices to support the achievement of English language learners on MSA and HSA	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide professional development for all BCPS personnel, including administrators and teachers, speech language pathologists, school psychologists, IEP chairs, school-based clericals, and paraprofessionals on second language acquisition and differentiation strategies	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue school-based and regional bilingual parent/guardian information sessions for families	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to recruit and train interpreters/translators	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue course offerings for all staff on strategies for working with English language learners and their families	Exec Dir Liberal Arts	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 2*

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

Performance Indicator for Goal 2 2.2 All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)
Measure: Percentage of English language learners (ELL) receiving English for Speakers of Other Languages (ESOL) services that meet or exceed state standards for reading and mathematics on the MSA In 2009 – 2010, 64.5% of diploma-bound English language learners met or exceeded MSA reading standards; and 71.5% met or exceeded MSA mathematics standards.
Resources: Annual Budget Process
Sources: Operating Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 3*

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

Performance Indicator for Goal 3

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds. b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers. c) Establish a plan to measure Adequate Yearly Progress (AYP) with regard to staffing all schools for all children with highly qualified teachers. d) Continue to monitor progress and communicate with parents/guardians about Baltimore County Public Schools having all students taught by highly qualified teachers and paraprofessionals. e) Partner with local universities to design and implement a professional development model for middle school mathematics teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.	Continue to utilize the data warehouse to review and analyze teacher status to equitably assign staff throughout the school system by doing the following: • Identifying the percentage of non-tenured or conditionally certified teachers in schools that are more than twice the system average • Reporting teacher transfers, and showing tenure status and certification of the teachers transferring into and out of each school • Reporting data on the panels of candidates for each teacher vacancy in each school and showing the tenure status, certification, and highly qualified status of each candidate referred to each school • Developing action plans that include recruitment and retention strategies for any school or area with a percentage of non-tenured or conditionally certified teachers more than twice the school system average	Asst Supt HR	Jul 11-Jun 12
	Continue Maryland Approved Alternative Preparation Program partnerships	Asst Supt HR	Jul 11-Jun 12
	Provide and maintain competitive salaries	Asst Supt HR	Jul 11-Jun 12
	Conduct timely and focused reviews in targeted schools, assisting them in achieving professional certification standards	Asst Supt HR	Jul 11-Jun 12
	Continue to implement the staffing plan for ensuring that all teachers and paraprofessionals meet the highly qualified standards	Asst Supt HR	Jul 11-Jun 12
	Continue to monitor progress of teachers and paraprofessionals in meeting highly qualified standards using an automated tracking system	Asst Supt HR	Jul 11-Jun 12
	Continue to conduct an annual review of guidelines and timelines with teachers and paraprofessionals working to become highly qualified	Asst Supt HR	Jul 11-Jun 12
	Continue to collaborate with employee organizations and representatives of higher education to provide opportunities for paraprofessionals and teachers to meet highly qualified standards	Asst Supt HR Exec Dir PD	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 3*

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

Performance Indicator for Goal 3

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
f) Provide a variety of high quality professional development opportunities that focus on teachers' and paraprofessionals' assessed needs to ensure that they meet highly qualified status by 2005 – 2006. g) Continue a systematic process for the selection of highly qualified teachers. h) Optimize the use of all technology resources to attract and retain highly qualified teachers and paraprofessionals. i) Provide comprehensive information and professional development opportunities to support identified paraprofessionals in meeting academic and highly qualified requirements. 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 recruit and support a high quality instructional staff who meet recognized teaching and certification standards	Asst Supt HR	Jul 11-Jun 12
	Continue to develop partnerships with science and engineering, trade, and industry groups to provide new technical certification opportunities for teachers	Exec Dir Liberal Arts Exec Dir STEM	Jul 11-Jun 12
	Continue to offer initial certification and/or advanced coursework opportunities through the Maryland Center for Career and Technology Education Studies, Community College of Baltimore County, Maryland State Department of Education, University of Maryland Eastern Shore, University of Maryland Baltimore County, University of Maryland University College, Towson University, Johns Hopkins University, Stevenson University, and Valley City State University	Exec Dir STEM	Jul 11-Jun 12
	Continue to identify and monitor critical shortage areas; e.g., ESOL, mathematics, science, special education, and world languages	Asst Supt HR	Jul 11-Jun 12
	Continue utilizing Quality Teacher Incentive Act elements to recruit and retain highly qualified teachers	Asst Supt HR	Jul 11-Jun 12
	Continue to use the staffing model for Title I schools	Asst Supt HR	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 3*

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

Performance Indicator for Goal 3

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
k) Provide staff development opportunities that focus on principals' assessed needs and system priorities.			

Measure: Percentage of teachers and paraprofessionals who meet the highly qualified standard

In 2009 – 2010, 97.7% of teachers and 97.2% of paraprofessionals met the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.

Resources: Annual Budget Process

Sources: Operating Budget

Salary increments per union agreements (step increases), $15,128,328; Recruitment bonuses and relocation stipends, $1,166,000; School-based responsibility factors, $814,966; Extended-Year Employment program, $1,634,000; Cost increase for benefits for full-time employees and retirees, $16,958,896

SCHOOL YEAR 2011 – 2012 - *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 and the Maryland Professional Development Standards. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Implement, monitor, and report on a comprehensive, systemwide professional development plan that includes assessing staff development needs and providing a coordinated systemic delivery of professional development to improve student achievement	Exec Dir PD	Jul 11-Jun 12
	Develop, implement, and monitor evaluation procedures to measure the effectiveness of professional development activities in relation to planned teacher and student outcomes using multiple sources of information	Exec Dir PD	Jul 11-Jun 12
	Continue to plan and implement professional development sessions for all school-based personnel on topics directly related to assessed needs and system priorities	Exec Dir PD	Jul 11-Jun 12
	Continue to refine and implement professional development and networking opportunities for principals and assistant principals, both formally and informally, through the Principals' and Assistant Principals' Professional Development Program	Exec Dir PD Asst Supt of Schools	Jul 11-Jun 12
	Continue to offer the Education That is Multicultural (ETM) course to all school-based ETM liaisons and expand professional development opportunities to administrators and teachers based on a trainer-of-trainers model	Asst Supt C & I	Jul 11-Jun 12
	Provide systemwide training in cultural proficiency to ensure all staff are trained to meet the needs of a diverse student population	Asst Supt C & I	Jul 11-Jun 12

Measure: The number of teachers and paraprofessionals who receive high quality professional development, as required by No Child Left Behind and defined by MSDE

Resources: Annual Budget Process

Sources: Operating Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 3*

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

Performance Indicator for Goal 3

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to collaborate with universities, colleges, and community colleges to implement programs that prepare teachers to meet the requirements of highly qualified in mathematics and that may lead to a Master's degree or equivalent	Exec Dir STEM	Jul 11-Jun 12
	Continue to offer professional development courses for graduate credit in mathematics in order to meet the requirements for highly qualified teachers in mathematics	Exec Dir STEM	Jul 11-Jun 12
	Continue to update teachers with information regarding programs that result in highly qualified status	Asst Supt HR	Jul 11-Jun 12
	Continue to offer preparatory courses and review sessions for the tests required to obtain highly qualified status in mathematics	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide coaching and professional development for middle school teachers who are implementing Algebraic Thinking	Exec Dir STEM	Jul 11-Jun 12

Measure: Percentage of middle school mathematics teachers who meet the requirement for highly qualified

In 2009 – 2010, 99.6% of middle school mathematics teachers demonstrated content mastery through comprehensive testing or possessed a Maryland State Department of Education teaching certificate with an endorsement in secondary mathematics.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *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
	Continue to advertise and update weekly all teacher vacancies on the BCPS Web site to reach a wide audience of highly qualified teachers to meet the specific staffing needs of Baltimore County's public schools	Asst Supt HR	Jul 11-Jun 12
	Continue to partner with local universities and Maryland State Department of Education to establish Maryland Approved Alternative Preparation Programs in critical need subjects (e.g., mathematics, science, English, world languages, and special education)	Asst Supt HR	Jul 11-Jun 12
	Continue to develop a process to allow applicants to electronically file the BCPS application for professional employment	Asst Supt HR	Jul 11-Jun 12
	Continue to utilize online recruitment tools to attract highly qualified teachers from around the country	Asst Supt HR	Jul 11-Jun 12

Measure: Percentage of new Title I teachers hired who are highly qualified, as required by NCLB

In 2009 – 2010, 100% of new teachers in Title I schools met the standard of highly qualified when hired.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 3*

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

Performance Indicator for Goal 3

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Provide data-entry services for teacher credential analysis and reporting	Asst Supt HR	Jul 11-Jun 12
	Continue to disseminate and communicate appropriate educational background and certification information to parents/guardians and principals in the Title I schools	Asst Supt HR	Jul 11-Jun 12
	Continue to make the Maryland School Performance Program report which includes teacher certification and highly qualified status data available to all parents/guardians and the community	Asst Supt HR Exec Dir RAA	Jul 11-Jun 12

Measure: Percentage of parents/guardians of students in Title I schools who are notified of their children's teachers' qualifications

In 2009 – 2010, 100% of parents/guardians of students in Title I schools were notified of their children's teachers' qualifications.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Provide attractive, clean, caring, and secure learning environments. b) Implement active character/ ethics education. c) Utilize the Student Support Services Team to address the needs of students. d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, and law enforcement. e) Continue interdepartment and interagency teams to implement schoolwide Safety and Emergency Plans and the countywide Critical Response Plan and Emergency Safety Management Guide. f) Provide a continuum of services through alternative education programs. g) Continue fingerprinting and criminal background checks for all employees. h) Continue the annual Safe Schools Conference.	Continue to provide scheduled site improvements and grounds maintenance activities	Exec Dir Phy Fac	Jul 11-Jun 12
	Continue to implement the five-year turf repair program to improve safety of athletic fields	Exec Dir Phy Fac	Jul 11-Jun 12
	Ensure appropriate staffing, supplies, and materials to maintain a healthy educational environment	Exec Dir Phy Fac	Jul 11-Jun 12
	Provide for the safe delivery of services of the physical plant and execute minor preventive maintenance of mechanical equipment	Exec Dir Phy Fac	Jul 11-Jun 12
	Continue to evaluate and coordinate the School Resource Officer Program in secondary schools	Exec Dir SSS	Jul 11-Jun 12
	Continue to partner with the Baltimore County Police Department and the State's Attorney's office, as well as other stakeholders, to implement the safety, drug awareness, and resistance programs, including gang awareness and prevention, in grades K – 12	Exec Dir SSS	Jul 11-Jun 12
	Continue to provide character education and violence and substance abuse awareness and prevention within the health education program	Exec Dir SSS Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to provide *How To Establish a Character Education Program in your School: A Handbook for School Administrators* and other resources to develop and implement a character-building process as an integral component of the school improvement plan and extracurricular programs	Exec Dir SSS	Jul 11-Jun 12
	Continue to provide professional development and assistance to Student Support Team chairpersons and school staff on the Student Support Team process and the development, implementation, and monitoring of Student Support Plans and 504 Plans	Exec Dir SSS	Jul 11-Jun 12
	Continue to develop, implement, and monitor academic and behavioral interventions through the Student Support Team and instructional support teachers	Exec Dir SSS	Jul 11-Jun 12
	Continue to monitor individual student 504 Plans for eligible students through the Student Support Team	Exec Dir SSS	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *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
i) Establish an action plan in the School Improvement Plan (SIP) for increasing parent/guardian awareness of responsibilities and knowledge of behavior expectations identified in the *Student Handbook* and school code of conduct. j) Communicate to all students and parents/guardians the behavioral expectations identified in the *Student Handbook* and school code of conduct. k) Identify and train all staff in the implementation of effective student behavior management programs and the *Student Handbook* requirements.	Continue to update and provide the *Positive Behavior Planning Guide* (to include bullying, harassment, and intimidation) to school administrators and school staff to develop and implement positive behavior planning in each school, center, and program	Exec Dir SSS	Jul 11-Jun 12
	Continue to provide professional development and assistance for implementation of the Positive Behavioral Interventions and Supports process	Exec Dir SSS	Jul 11-Jun 12
	Coordinate the implementation of the MSDE Safe and Supportive Schools Initiative at 22 high schools	Exec Dir SSS	Jul 11-Jun 12
	Continue to provide psychological consultation, assessment, and intervention services to address student behavior and learning needs for all students	Exec Dir SSS	Jul 11-Jun 12
	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 11-Jun 12
	Continue support of the Spring Grove Hospital Center to provide services to students who reside within Baltimore County	Exec Dir SSS	Jul 11-Jun 12
	Continue support of the Crossroads Center to provide student services that will focus on appropriate school behaviors as well as academic and other appropriate supports. Continue to develop a plan for an additional center	Exec Dir SSS	Jul 11-Jun 12
	Continue to provide school-based wellness centers in schools with identified need for enhanced health services in partnership with the Baltimore County Department of Health	Exec Dir SSS	Jul 11-Jun 12
	Continue to provide school-based mental health services in partnership with community mental health providers	Exec Dir SSS	Jul 11-Jun 12
	Continue to provide and evaluate the services of Department of Social Services' social workers in schools to assist students and families in accessing mental health care and other social services programs	Exec Dir SSS	Jul 11-Jun 12

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide a full-time baccalaureate school health nurse in each school to ensure students' and families' health screening, health maintenance, management of chronic health conditions, referral for health services, and provide emergency care, health counseling, education, and staff wellness programs	Exec Dir SSS	Jul 11-Jun 12
	Continue to provide orientation and training to school health services personnel to ensure the delivery of a safe, comprehensive school health services program that reflects current best practices and is in compliance with Board of Nursing requirements	Exec Dir SSS	Jul 11-Jun 12
	Continue to provide services and health screenings that prevent communicable diseases, including immunizations and targeted health screenings, in partnership with the Baltimore County Department of Health	Exec Dir SSS	Jul 11-Jun 12
	Continue to provide training in cardiopulmonary resuscitation (CPR), first aid, and bloodborne pathogens to employees as required by state law	Exec Dir SSS	Jul 11-Jun 12
	Continue to provide and maintain Automated External Defibrillators (AED) in each school and designated offices and to provide required CPR/AED training for staff at each site	Exec Dir SSS	Jul 11-Jun 12
	Continue to work through the Baltimore County Multidisciplinary Team to ensure compliance with all Child Protective Services mandates	Exec Dir SSS	Jul 11-Jun 12
	Continue to provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, mental health services, and law enforcement	Exec Dir SSS	Jul 11-Jun 12
	Continue the operation of the Safety and Emergency Planning Steering Committee composed of BCPS and Baltimore County interagency partners	Exec Dir SSS	Jul 11-Jun 12
	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 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *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
	Provide professional development for teachers of students in grades PreK – 12 about the safe and ethical use of information, technologies, and Web 2.0 tools that are aligned with both the Maryland State Curriculum and Core Learning Goals and the BCPS Telecommunications Policy and Rule (6202)	Asst Supt C & I	Jul 11-Jun 12
	Continue to revise, publish, and train staff in all new procedures added to the *Critical Response and Emergency Safety Management Guide* at the annual Safe Schools Conference and when required	Exec Dir SSS	Jul 11-Jun 12
	Continue to train all members of the four Critical Incident Response Teams each year	Exec Dir SSS	Oct 11-Mar 12
	Continue to maintain alternative schools at the middle and high school levels, Home and Hospital programs, Home Teaching programs for students in grades K – 12, Afternoon Middle School Group Learning Centers, Evening/Saturday High School programs, and Summer School programs	Exec Dir SSS	Aug 11-Jun 12
	Continue to provide in-school alternative programs, such as Maryland's Tomorrow, Life Works, and AdvancePath Academy	Exec Dir SSS	Sep 11-Jun 12
	Continue to issue identification cards to support staff and increase the number of classified employees who are issued identification cards	Exec Dir Phy Fac	Jul 11-Jun 12
	Continue to fingerprint and initiate required pre-employment background checks, in accordance with current policy and procedures, for all new applicants to BCPS, volunteers, contractors, and others who may be required to undergo the background check process and be cleared before beginning employment in accordance with applicable law	Asst Supt HR	Jul 10-Jun 11
	Continue to utilize the Safe Schools Conference Planning Committee to organize, develop, and evaluate the Safe Schools Conference annually and initiate a teacher-parent/guardian component of the Safe Schools Conference	Exec Dir SSS	Jul 11-Jun 12
	Conduct asbestos surveys in all school buildings on a three-year cycle	Exec Dir Phy Fac	Jul 11-Jun 12
	Continue to provide on-site safety inspections and maintain and repair physical education facilities and equipment	Exec Dir Spec Prog Exec Dir Phy Fac	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 4*

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

Performance Indicator for Goal 4

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide ongoing safety and content-specific professional development so that all teachers of weight training courses will be Bigger Faster Stronger (BFS) certified	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to monitor the fully implemented indoor air quality program, *Tools for Schools*	Exec Dir Phy Fac	Jul 11-Jun 12

Measure: Percentage of schools participating in programs that support a safe, orderly, and nurturing environment

In 2009 – 2010, 99.4% of the schools were represented at a conference on providing a safe, orderly, and nurturing environment; 100% of the schools maintained an emergency plan; and 99.4% of the schools had a buzzer, card, or partnership as part of security measures.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

School furniture replacement program, $100,000; Utilities and energy conservation initiatives, $1,640,020; State-funded Aging Schools program, $357,766; Safe and Drug Free Schools program, $89,647

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to include parents/guardians, students, and community members on the School Improvement Planning Committee and systemwide Student Handbook Committee	Exec Dir SSS	Aug 11-Jun 12
	Continue to communicate and collaborate with students, parents/guardians, PTAs, advisory groups, and community members regarding behavior expectations and parent/guardian responsibilities and involvement in maintaining a positive learning environment	Exec Dir SSS	Jul 11-Jun 12
	Continue to seek strategies for reducing suspension/expulsion rates for any of the nine offenses identified as major offenses by Maryland State Department of Education	Exec Dir SSS	Jul 11-Jun 12
	Continue to provide training for teachers and administrators to ensure student compliance with the discipline code, specifically bullying, harassment, and intimidation offenses	Exec Dir SSS	Jul 11-Jun 12
	Continue to provide ongoing professional development for teachers and support staff, including paraprofessionals and bus drivers, in establishing and maintaining a positive, orderly, and nurturing environment	Exec Dir SSS Exec Dir PD Exec Dir Plan & Support Op	Jul 11-Jun 12
	Provide professional development on classroom management at the New Teacher Induction program	Exec Dir PD	Jul 11-Jun 12
	Continue to provide workshops on positive disciplinary interventions including conflict resolution, peer mediation, and crisis intervention for administrators, teachers, and paraprofessionals	Exec Dir SSS	Jul 11-Jun 12

Measure: Percentage of schools with published expectations and responsibilities for students and parents/guardians

In 2009 – 2010, 100% of schools had published expectations of student behavior and parent/guardian responsibilities and involvement.

Resources: Annual Budget Process

Sources: Operating Budget

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue implementation of a school-to-home telephone notification system and support schools' use of that system to help support and promote a safe and conducive learning environment	CCO	Jul 11-Jun 12
	Enhance the effectiveness of the school-to-home telephone notification system with adjustments, as necessary	CCO	Jul 11-Jun 12
	Continue to provide opportunities at the local school level for stakeholders to express satisfaction and receive information	Asst Supt of Schools	Jul 11-Jun 12
	Continue to implement parent/guardian support services in all communities, and internally evaluate their effectiveness	Asst Supt C & I Asst Supt of Schools	Jul 11-Jun 12
	Continue to provide air quality investigation and reporting when air quality emergencies occur	Exec Dir Phy Fac	Jul 11-Jun 12
	Continue to administer printed and online stakeholders' satisfaction surveys	CCO	Jul 11-Jun 12
	Promote examples of safe school environments within BCPS in print and electronic publications in the media and on the Web site	CCO	Jan 12-May 12
	Continue to provide assistance to parents/guardians, students, and staff to ensure a smooth transition when students who have been home-schooled enroll in BCPS	Exec Dir SSS	Jul 11-Jun 12

Measure: Percentage of staff, students, parents/guardians, and community members who express satisfaction with the school learning environment, climate, and facilities

In 2009 – 2010, staff, students, parents/guardians, and community members expressed satisfaction with the learning environment, climate, and school facilities as follows: academic, 83%; safe and orderly, 84%; and parent/guardian involvement, 81%.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 5*

All students will graduate from high school.

Performance Indicator for Goal 5

5.1 All high schools will meet the graduation rate established by the state. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Educate all students with disabilities in accordance with the objectives defined in the students' Individualized Education Programs (IEP) so that they learn the body of knowledge presented in the general education environment to the maximum extent possible. b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs. c) Increase participation in gifted and talented programs in all schools. d) Develop, in collaboration with students and parents/guardians, a Career Planning Profile of a four-year plan of studies for all Grade 8 students. e) Provide and implement 504 Plans which clearly outline goals, objectives, and accommodations to ensure that students will maximize their educational opportunities. f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.	Continue to communicate to secondary students and parents/guardians the graduation and testing requirements (including HSA) for receiving a diploma	Asst Supt of Schools Exec Dir Spec Prog	Jul 11-Jun 12
	Provide academic supports for students who need to pass the English, Algebra/Data Analysis, and Biology HSAs	Exec Dir Liberal Arts Exec Dir STEM Asst Supt of Schools	Jul 11-Jun 12
	Continue to implement, evaluate, and update the Career Planning Profile/Four-Year Plan with students throughout the high school experience	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to monitor secondary course enrollment, credit completion, and testing requirements to ensure that students meet graduation requirements	Asst Supt of Schools Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to communicate graduation requirements and coursework expectations to parents/guardians of secondary students	Asst Supt C & I Asst Supt HR Exec Dir SSS	Aug 11-Jun 12
	Continue to ensure rigorous course offerings by differentiating instruction	Asst Supt C & I	Jul 11-Jun 12
	Continue to distribute the *Course Registration Guide* to all students and families in grades 8 – 11	Asst Supt C & I	Dec 11
	Continue to provide counseling in graduation and career development to secondary students in individual and group settings at least annually	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to provide a quality physical education program and comprehensive health education program that supports the physical, mental, and social development of all students	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to provide consultation and professional staff development to school staff on the implementation of 504 Plans to support student achievement	Exec Dir SSS Exec Dir Spec Prog	Jul 11-Jun 12
	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 Handbook*	Exec Dir Spec Prog	Jul 11-Jun 12

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Support schools in using Web-based tools for monitoring progress and analyzing data to address critical questions and subsequent planning for improved achievement and performance of students with disabilities in the least restrictive environment	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to monitor all students' transcripts to ensure that students take and pass the HSAs and meet all other graduation requirements	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue to monitor graduating student cohorts to ensure that all graduating students will meet the graduation requirements	Exec Dir Spec Prog	Jul 11-Jun 12
	Continue the Co-Teaching Initiative at specified schools to plan and implement professional development for staff to ensure greater access of students with IEPs to the general education classroom	Exec Dir Spec Prog	Aug 11-Jun 12
	Collaborate with CCBC to offer the Diploma to Degree program to qualified Grade 10 students, allowing students the opportunity to graduate from high school with an associates of arts degree	Exec Dir Spec Prog Exec Dir Liberal Arts	Aug 11-Jun 12
	Initiate the use of Connect EDU to provide students and their families with an online coordinated college advisement service	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to develop credit recovery programs, such as AdvancePath Academy, to assist students in meeting graduation requirements	Exec Dir SSS	Jul 11-Jun 12

Measure: The systemwide high school graduation rate

In 2009 – 2010, the systemwide graduation rate was 86.1%.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to use the data warehouse to access information on attendance, suspensions, course selection, grades, standardized tests, and retention to develop appropriate intervention strategies	Exec Dir SSS	Jul 11-Jun 12
	Continue to implement professional development initiatives (PreK – 12) based on the understanding of different learning preferences, multiple intelligences, differentiating instruction, and utilizing instructional technology to engage all students	Asst Supt C & I	Jul 11-Jun 12
	Continue to provide summer school courses and programs to support increased and accelerated student achievement	Exec Dir SSS	Jul 11-Aug 12
	Continue to provide HSA assistance and Bridge Plan project support to high school students enrolled in summer school	Exec Dir SSS	Jul 11-Aug 12
	Continue to provide a range of educational opportunities for students to obtain a Maryland High School Diploma; e.g., Maryland's Tomorrow, Evening High School, Saturday School, alternative programs, Elementary Extended-Year Program Initiative, Home and Hospital, and CTE programs	Asst Supt C & I Exec Dir SSS	Jul 11-Aug 12
	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 Spec Prog	Aug 11-Jun 12
	Continue the collaboration with CCBC to implement the Gateway Partnership for middle schools	Exec Dir Spec Prog	Aug 11-Jun 12
	Continue to provide staffing for the Maryland's Tomorrow program in the five high schools with greater than 3.0% dropout rate (Kenwood, Patapsco, Sparrows Point, Chesapeake, and Dundalk, which are AdvancePath Academy sites)	Exec Dir SSS	Aug 11-Jun 12
	Continue to monitor each high school's placement of students in alternative and evening high school programs	Exec Dir SSS Asst Supt of Schools	Aug 11-Jun 12
	Continue to validate a predictive model for identifying students who are at risk of dropping out and develop individual and school plans through the use of Student Support Teams	Exec Dir SSS Asst Supt of Schools Exec Dir RAA	Aug 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *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 3.0%. (State standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to promote the use of the exit interviews with students planning to withdraw prior to graduation in order to reduce the dropout rate, direct students to other educational opportunities, and gather data on why students exit BCPS schools	Exec Dir SSS	Jun 11-Aug 12
	Continue to develop and disseminate an informational packet of resources on how students who withdraw prior to graduation can continue to access educational services	Exec Dir SSS	Jun 11-Aug 12

Measure: The systemwide high school dropout rate

In 2009 – 2010, the annual dropout rate was 3.0%.

Resources: Annual Budget Process

Sources: Operating Budget

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement strategies to encourage students with disabilities to pursue two- and four-year college options	Asst Supt C & I	Jul 11-Jun 12
	Implement CTE programs to assist students in meeting college entrance and/or CTE completer requirements to increase the number of dual completers	Exec Dir STEM	Jul 11-Jun 12
	Continue to evaluate enrollment data to determine student participation in and completion of CTE programs	Exec Dir STEM	Sep 11
	Target CTE programs with low enrollment and implement strategies to increase enrollment in these programs	Exec Dir STEM	Jul 11-Jun 12
	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	Asst Supt C & I	Jul 11-Jun 12
	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	Asst Supt C & I Asst Supt of Schools	Jul 11-Jun 12
	Monitor students participating in AVID to ensure that they are meeting college course entrance requirements and accessing available scholarships	Asst Supt C & I Asst Supt of Schools	Jul 11-Jun 12

Measure: Percentage of graduates who meet University System of Maryland entrance requirements, Maryland Career Completer and Technology Education Career Completer requirements, or both

In 2009 – 2010, 91.4% of students met the college course entrance requirements for the University System of Maryland and/or the Maryland Career and Technology Education Career Completer Requirements.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 6*

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

Performance Indicators for Goal 6

6.1 All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)

6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals. b) Educate all new teachers about how to conduct parent/guardian-teacher conferences. c) Provide guidelines and strategies for student-parent/guardian-teacher conferences. d) Provide media and planning services to schools to promote back-to-school night and American Education Week. e) Expand recognition opportunities for students, parents/guardians, community, and business partners. f) Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships.	Continue to implement Board Policy 1270 which states that schools, parents/guardians, and families have a mutual responsibility to work together in order to increase student achievement	Asst Supt C & I	Aug 11-Jun 12
	Continue to implement the Parent Outreach, Attendance Notification, and Emergency Communication System to deliver messages to parents/guardians through automated telephone and e-mail communication	CCO	Jul 11-Jun 12
	Implement a rapid response communications vehicle for stakeholders to ask questions and give comments based on internal and external information	CCO	Jul 11-Jun 12
	Solicit input and feedback from stakeholders to assure that necessary information is being communicated in an efficient, timely, and effective manner	CCO CIO	Jul 11-Feb 12
	Continue to implement requirements in NCLB for informing and involving parents/guardians in the education of children attending Title I schools by notifying families of their right to inquire about the qualifications of their children's teachers; informing families whenever their children are taught for more than four weeks by a teacher who is not yet highly qualified; and meeting NCLB requirements for parent/guardian compacts and involving families in an annual review and evaluation of the Parent/Guardian Family Involvement Policy 1270 and Title I administrative procedures	Asst Supt of Schools Asst Supt HR Exec Dir PD	Jul 11-Jun 12
	Continue to implement requirements in NCLB by providing prompt notification to parents/guardians of students enrolled in schools identified for improvement	Asst Supt of Schools Dir Spec Projects	Jul 11-Jun 12
	Continue to publish the *Message to Community, Classroom to Community Express* and other publications as appropriate to communicate the goals and accomplishments of the school system and the superintendent's budget priorities to parents/guardians and stakeholders	CFO CCO	Nov 11-Jan 12
	Revise current publications and maintain a "Contact Us" form on the Web site to help create transparency within the school system and promote timely feedback to parents/families, community members, and others	CCO	Jul 11-Jun 12

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library. h) Encourage business partnerships that support and complement the educational program.	Facilitate home-school communication by publishing key system documents in other languages	Exec Dir Liberal Arts	Jul 11-Jun 12
	All schools will continue to embed in their school improvement plans specific strategies for home-school communication	Asst Supt of Schools	Aug 11-Jun 12
	Continue to implement student-parent/guardian-teacher-led conferences	Asst Supt of Schools	Aug 11-Jun 12
	Continue to provide parents/guardians with updated guidelines and strategies for successful student-parent/guardian-teacher conferences and communication	Exec Dir PD	Aug 11-Jun 12
	Continue to provide professional development and technical support to new and current teachers to conduct effective student-parent/guardian-teacher conferences including addressing student achievement relative to established standards	Exec Dir PD	Aug 11-Jun 12
	Continue to provide administrators with information about multicultural infusion, diversity, and cultural sensitivity to promote positive relationships among students, parents/guardians, and professional staff in schools	Exec Dir Spec Prog Exec Dir PD	Jul 11-Jun 12
	Continue to provide interpersonal skills training for all clerical staff to facilitate positive home-school interactions and a welcoming school environment	Exec Dir PD	Jul 11-Mar 12
	Continue to communicate graduation requirements and coursework expectations to parents/guardians	Asst Supt C & I	Aug 11-Jun 12
	Continue to communicate and collaborate with students, parents/guardians, PTAs, advisory groups, and community members regarding behavior expectations and parent/guardian responsibilities and involvement in maintaining a positive learning environment	Exec Dir SSS	Jul 11-Jun 12
	Continue to implement college awareness programs directed toward all students, especially first generation, economically disadvantaged, and those enrolled in gifted and talented programs, and their parents/guardians	Asst Supt C & I Exec Dir Spec Prog	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 6*

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

Performance Indicators for Goal 6

6.1 All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)

6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measure: Performance Indicator 6.1 Percentage of schools providing home-school communication to all parents/guardians In 2009 – 2010, 100% of schools provided home-school communication to all parents/guardians. Performance Indicator 6.2 Percentage of schools increasing the number of student, parent/guardian, and teacher conferences In 2009 – 2010, 100% of schools increased the number of student, parent/guardian, and teacher conferences.			
Resources: Annual Budget Process			
Sources: Operating Budget			

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Create and advertise the availability of a "Speakers Bureau" to enable the community to receive current information about BCPS	CCO	Jul 11-Jun 12
	Plan and implement additional opportunities to provide content area learning experiences for parents/guardians and interested community members to assist in acquiring the content knowledge required to support students' academic achievement	Asst Supt C & I	Jul 11-Apr 12
	Plan and implement opportunities to provide parents/guardians and interested community members assistance in acquiring knowledge of Web-based tools and activities that enrich mathematics instruction and identifying technology resources that support students' academic achievement	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide the Style to Content Learning Preferences Inventory, a survey for students that is designed to assist parents/guardians and teachers with identifying the specific ways in which individual students learn; and assist teachers, administrators, and curriculum staff with developing and evaluating differentiated curriculum and instruction	Exec Dir Liberal Arts Exec Dir Spec Prog Exec Dir PD	Jul 11-Jun 12
	Continue to collaborate with PTAs, advisory groups, community, and businesses to ensure diverse stakeholder involvement	Asst Supt of Schools CCO	Sep 11-May 12
	Explore offering English classes for parents/guardians who are English language learners so that they may continue to support their children's academic performance	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to use the resource centers to provide support and materials to parents/guardians, teachers, and community members in helping their children achieve academically	Exec Dir PD	Aug 11-Jun 12
	Continue to implement parent/guardian support services in all communities and internally evaluate their effectiveness	Asst Supt C & I Asst Supt of Schools	Jul 11-Jun 12
	Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g., AVID, National Honor Society, National Merit Scholars, Science Fair, Black Saga, Mock Trial, Destination Imagination, 24 Challenge, CTE Student Recognition Dinner, work-based learning employer/employee appreciation events, and elementary and secondary STEM fairs)	Asst Supt C & I Asst Supt of Schools	Sep 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 6*

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

Performance Indicator for Goal 6

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide training through the Aspiring Leaders and Leadership Development programs to assist school-based administrators with developing effective home-school communication	Exec Dir PD	Aug 11-May 12
	Continue to provide training for pupil personnel workers, social workers, and school counselors to prepare them to participate in non-traditional outreach to parents/guardians through activities such as home visits and community-based partnerships and outreach programs	Exec Dir SSS	Jul 11-May 12

Measure: Percentage of schools increasing learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes

In 2009 – 2010, 100% of schools increased learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Implement school improvement process guidelines for site-based selection of parents/guardians on school improvement teams and parent/guardian involvement in decision-making processes	Asst Supt of Schools	Sep 11-Jun 12
	Continue to invite parents/guardians, teachers, and community members to serve on school improvement teams	Asst Supt of Schools	Sep 11-Jun 12
	Continue to share best practices at systemwide principals' meetings focusing on the National Standards for Family-School Partnerships adopted by the National PTA and implement appropriate strategies through school improvement plans	Asst Supt of Schools	Sep 11-Jun 12
	Continue to use the National Standards for Family-School Partnerships to structure and monitor parent/guardian involvement goals in school improvement plans (SIP) and to enhance effective home-school partnerships to improve student achievement	Asst Supt of Schools	Jul 11-Jun 12
	Continue to include parents/guardians, students, and community members on the School Improvement Planning Committee and systemwide *Student Handbook* committee	Exec Dir SSS	Jul 11-Jun 12
	Continue to schedule school events including athletic contests to allow more parents/guardians to attend	Asst Supt of Schools	Sep 11-Jun 12
	Continue to coordinate by geographic area and according to feeder schools within a cluster a schedule for back-to-school nights to optimize parent/guardian opportunities to attend	Asst Supt of Schools	Jul 11-Aug 11
	Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g., AVID, National Honor Society, National Merit Scholars, Science Fair, Black Saga, Mock Trial, Destination Imagination, 24 Challenge, CTE Student Recognition Dinner, work-based learning employer/employee appreciation events, and elementary and secondary STEM fairs)	Asst Supt C & I Asst Supt of Schools	Sep 11-Jun 12
	Continue to offer family services to assist schools in developing meaningful involvement strategies for parents/guardians and community, including families from other countries, through the Early Intervention and Family Literacy Programs	Exec Dir Liberal Arts Exec Dir SSS	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 6*

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

Performance Indicator for Goal 6

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide workshops for staff to increase awareness of and sensitivity to the needs of stakeholders in order to increase parent/guardian and community participation at school events and programs	Asst Supt of Schools Exec Dir PD	Aug 11-Jun 12

Measure: Percentage of schools increasing parent/guardian attendance at school-based events

In 2009 – 2010, 100% of schools increased parent/guardian attendance at school-based events and activities such as back-to-school nights and school improvement teams.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Plan, implement, and monitor outreach to parents/guardians, community leaders, and organizations to develop, promote, and maintain partnerships	CCO Exec Dir PD	Jul 11-Jun 12
	Continue to solicit business and community partnerships through chambers of commerce, rotary clubs, etc., to support student achievement	CCO	Jul 11-Jun 12
	Continue to collaborate with PTAs and advisory groups to assist in conducting systemwide parent/guardian education meetings	Asst Supt C & I Asst Supt of Schools CCO	Jul 11-Jun 12
	Continue to recruit and retain volunteers to support the instructional program and student achievement. Communicate the opportunities available to prospective and current volunteers	CCO	Jul 11-Jun 12
	Promote schools and engage business/community partners with an opportunity to promote an interest in helping schools	CCO	Jul 11-Jun 12
	Develop an online resource to promote school and business/community partnerships	CCO	Jul 11-Jun 12
	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)	Asst Supt C & I	Jul 11-Jun 12
	Continue the partnership with the Baltimore County Department of Recreation and Parks so that students have productive after-school activities	Asst Supt C & I	Jul 11-Jun 12
	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 STEM	Sep 11-Jun 12
	Continue collaboration with the Baltimore County Public Library to promote student independent reading	Exec Dir STEM	Mar 11-Jun 12
	Continue to facilitate the students' and families' use of Baltimore County Public Library's 24/7 Web-based reference service, digital content, and other public library resources and services	Exec Dir STEM	Jul 11-Jun 12

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue Internet safety awareness initiatives for both student and families through partnerships with local community resources and services	Exec Dir STEM	Jul 11-Jun 12
	Continue the award-winning First Library Card Campaign to build parent/guardian connections with public and school library resources that foster early literacy achievement for kindergarten children	Exec Dir STEM	Jul 11-Jun 12
	Support social services such as before- and after-school programs, health services, adult education, and counseling	Asst Supt C & I	Jul 11-Jun 12
	Support academic enrichment programs sponsored and administered by community-based organizations	Asst Supt C & I	Jul 11-Jun 12

Measure: Percentage of schools increasing parent/guardian, school, business, and community partnerships

In 2009 – 2010, 100% of schools increased parent/guardian, school, business, and community partnerships.

Resources: Annual Budget Process

Sources: Operating Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 6*

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

Performance Indicator for Goal 6

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Establish key communications vehicles to share systemwide enhancements within and outside the organization	CCO	Jul 11-Jun 12
	Develop formal and informal communication vehicles and protocols to communicate targeted information (e.g., varied initiatives, program, and policy changes) to stakeholder groups	CCO	Jul 11-Jun 12
	Collaborate with business community members to disseminate information to parents/guardians and community stakeholders about student successes	CCO	Jul 11-Jun 12
	Team with the BCPS Education Foundation to create opportunities for philanthropic promotion and support of school-system initiatives and successes	CCO	Jul 11-Jun 12
	Develop and implement a systemwide marketing, communications, and public relations plan to strengthen two-way communication with internal and external stakeholders to build awareness and advocacy for the school system	CCO	Jul 11-Jun 12
	Continue to provide recognition opportunities for teachers, volunteers, retirees, and other stakeholders in collaboration with employee groups, businesses, and community members	CCO	Jul 11-Jun 12
	Publish biannually an AVID/College Board Newsletter	Exec Dir Liberal Arts	Jul 11-Jun 12
	Continue to provide opportunities for parents/guardians to acknowledge and celebrate student success in programs and competitions (e.g., AVID, National Honor Society, National Merit Scholars, Science Fair, Mock Trial, Destination Imagination, Black Saga, 24 Challenge, and CTE Student Recognition Dinner); and continue to promote celebratory school news to media and community stakeholders	Asst Supt C & I Asst Supt of Schools CCO	Jul 11-Jun 12
	Continue to provide training through the Aspiring Leaders and Leadership Development programs to assist school-based administrators with developing effective home-school and community-wide communication about school and student successes	Asst Supt of Schools Exec Dir PD	Sep 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 6*

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

Performance Indicator for Goal 6 6.6 Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. (BCPS standard)
Measure: Percentage of schools increasing communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes In 2009 – 2010, 100% of schools increased communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes.
Resources: Annual Budget Process
Sources: Operating Budget Office of Communications' positions, $150,000

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 7*

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

Performance Indicator for Goal 7

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Train school leadership to help parents/guardians, teachers, and students serve as advocates for educational issues. b) Utilize key stakeholders to assist in training parents/guardians about educational issues. c) Provide information and support to principals in the alignment of the *Blueprint for Progress* with School Improvement Plans (SIP), the allocation of positions, and the allocation of other resources. d) Encourage parents/guardians and community members to participate on the school improvement team. e) Encourage teachers to be leaders in the school and community. f) Provide professional development opportunities to school administrators, teachers, and other staff on the roles of parents/guardians, staff, and community members in the school improvement process.	Continue to publish the *Maryland School Performance Program Report*, which includes state, local, and individual schools' information	Dir Spec Projects	Dec 11-Mar 12
	Continue to communicate individual school results of the *Maryland School Performance Program Report* to parents/guardians and stakeholders	Asst Supt of Schools	Jul 11-Jun 12
	Continue to communicate the individual school results report to stakeholders based on the BCPS *Blueprint for Progress Report on Results*	Asst Supt of Schools	Jan 12
	Continue to develop and implement processes to expand stakeholder input into the school improvement plans, and communicate the school results reports	Asst Supt of Schools	Jul 11-Jun 12
	Continue to provide professional development for principals in the alignment of all resources to support achievement of the goals in the *Blueprint for Progress*	Asst Supt of Schools Exec Dir PD	Jul 11-Jun 12
	Continue to invite parents/guardians, teachers, and community members to serve on school improvement teams	Asst Supt of Schools	Sep 11-Jun 12
	Continue to monitor that all schools have school improvement teams and monitor their effectiveness	Asst Supt of Schools	Sep 11-Jun 12
	Continue to identify and promote opportunities highlighting individuals and programs within the school system in local, national, and international media and education journals	CCO	Jul 11-Jun 12
	Continue to provide schools with site-specific data from the data warehouse for analysis and development of school improvement plans	Asst Supt of Schools CIO	Oct 11-Jun 12
	Continue to integrate Positive Behavior Planning and Character Education into the School Improvement Plan (SIP) as determined by school needs	Exec Dir SSS	Jul 11-Jun 12
	Maintain an International Organization for Standardization (ISO) 9001:2008 certified quality management system to continually improve the operational effectiveness and the delivery of the quality of services provided by the Divisions of Curriculum and Instruction and Business Services	Exec Dir RAA	Jul 11-Jun 12

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
g) Publish an annual educational performance report designed to increase community-wide awareness and advocacy. h) Assist schools' PTAs, school improvement teams, faculty councils, and student councils in the process of developing leadership skills to improve involvement in decision making. i) Provide school leadership training in group processes that encourages teachers, staff, parents/guardians, and community members to improve involvement in decision making. j) Present the results report, which includes the alignment of the results in the SIP, financial information, and student achievement, to the parents/ guardians and community members of all schools.			

Measure: The number of schools that are provided with school-level data to develop a school improvement plan

In 2009 – 2010, 100% of schools received school-level data and communicated student-level achievement results to the community.

Resources: Annual Budget Process

Sources: Operating Budget

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

Performance Indicator for Goal 8

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction. b) Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software. c) Allocate positions to schools in an equitable and adequate manner. d) Allocate non-salary and grant funds to schools in an equitable manner based on rational formulas and approved qualifications. e) Develop systemwide 5, 10, and 15-year comprehensive maintenance plans based on the condition of the individual facility's profile and establish short, mid, and long-range solutions. f) Establish benchmarks for on-board time and on-time service for students eligible for transportation services.	Continue to assess and modify the role of the instructional technology resource teachers in providing support to administrators, liaisons, technology integration teachers, and other instructional staff as they continue to integrate technology resources into teaching and learning based on the *Maryland Technology Standards for School Administrators*, the *Maryland Technology Standards for Teachers*, and the *Maryland Teacher Professional Development Standards*	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide regularly scheduled professional development and support at the school and system level for elementary technology integration teachers and technology liaisons and alternates so they can better serve the needs of their schools' staff and students as they integrate instructional technology into classroom instruction for 21st century learners	Exec Dir STEM	Jul 11-Jun 12
	Continue to offer professional development for teachers and administrators in the use of systemically provided technology tools such as wikis and VoiceThreads and the various Web 2.0 tools that can be incorporated into them so that 21st century skills can be seamlessly infused into teaching and learning	Exec Dir STEM	Jul 11-Jun 12
	Continue to offer differing levels of professional development at the school and system level to meet the basic, application, and integration skills of teachers in integrating technology into instruction to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide regularly scheduled professional development and support at the school and system level for elementary library media specialists and teachers in order to infuse information literacy and student research competencies within the K – 12 curriculum that will prepare students for 21st century work and academic readiness	Exec Dir STEM	Jul 11-Jun 12
	Continue to offer online technology integration institutes for elementary teachers which focus on using technology in the teaching of science and mathematics	Exec Dir STEM	Jul 11-Jun 12
	Revise and continue to offer the online inservice course, Teaching Reading in the Content Areas, Using Technology to Teach Reading and Writing Across the Curriculum, for secondary teachers to improve instruction and meet the needs of diverse learners	Exec Dir Liberal Arts Exec Dir STEM	Jul 11-Jun 12

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
g) Establish benchmarks for food service operations and copy, print, and distribution services. h) Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers. i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.	Use the Maryland Teacher Technology Standards and the Maryland School Administrator Technology Standards to assist teachers and administrators in planning professional growth activities related to the use of instructional technology and to assist central office staff in the planning of systemwide professional development in the integration of instructional technology	Exec Dir STEM	Jul 11-Jun 12
	Continue to offer graduate-level cohort programs for teachers to develop as leaders in instructional technology and library media	Exec Dir STEM	Jul 11-Jun 12
	Coordinate the work of the Curriculum and Instruction Technology and Learning Subcommittee so that technology tools and resources can be piloted and adopted across the system as Enterprise solutions that meet the Board of Education Telecommunications Policy and Superintendent's Rule and align with the Common Core State Standards and the 21st Century Learning Skills Framework	Exec Dir STEM	Jul 11-Jun 12
	Expand the Virtual Learning and Virtual High School projects while using new technologies such as virtual worlds, gaming, and computer simulation to broaden the experience of student learning while increasing students' motivation to learn and the ability to master and retain concepts	CIO	Jul 11-Jun 12
	Continue to implement a graduate Certificate Program in School Leadership in Technology, in collaboration with the Johns Hopkins University, for school-based teachers and administrators who work together to build capacity within the school for the effective use of technology and the effective pedagogy for developing 21st Century learners	Exec Dir STEM	Jul 11-Jun 12
	Continue to generate, interpret, and use data (library collection analysis, digital content, and Web site usage statistics, etc.) to guide library information systems and support to teachers, students, and their families	Exec Dir STEM	Sep 11-Jun 12
	Continue to provide 24/7 access to school library media collections and digital content for staff, students, and their families	Exec Dir STEM	Jul 11-Jun 12

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 8*

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

Performance Indicator for Goal 8

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to increase teacher access to digital content for technology integration for daily classroom instruction through the use of digital content (Safari Montage, databases, Internet sources, and Web 2.0 tools), the Internet, and the Intranet connections	Exec Dir STEM	Sep 11-Jun 12
	Continue to provide professional development and support to school-based technology liaisons in maintaining hardware and software inventories and providing the necessary skills for onsite technical support to schools	Exec Dir STEM	Jul 11-Jun 12
	Continue to provide resources and professional development activities for specific technology, equipment, and software programs in CTE and special education	Exec Dir STEM	Jul 11-Jun 12
	Review the implementation of the BCPS *Framework for Technology Implementation 2008 – 2011* to meet the new guidelines in the Maryland Technology Plan 2007 – 2012	Asst Supt C & I CIO	Jul 11-Jun 12
	Continue the development of a professional development Web application that tracks and reports professional development activities for all school-based personnel	CIO	Jul 11-Jun 12
	Continue to implement the systemwide upgrade to the Windows 7 operating system and Office 2007	CIO	Jul 11-Jan 12

Measure: The computer processing unit (CPU) count of MSDE and BCPS standard computers

In 2009 – 2010, all students, teachers, and office staff had access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

IT data center position, $47,690; Core equipment for data center infrastructure (one-time), $825,410; Personal computer replacement fund for schools, $707,563

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

Performance Indicator for Goal 8

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to seek funding to maintain the four-year replacement cycle for one computer per five students	CIO	Jul 11-Jun 12
	Continue to provide professional development to all school and office personnel in the effective and efficient instructional uses of Web-based digital content (databases, Internet resources, Safari Montage, Web conferencing, podcasting, and Web 2.0 tools)	Exec Dir STEM	Jul 11-Jun 12

Measure: The computer processing unit (CPU) count of MSDE and BCPS standard computers

In 2009 – 2010, all schools and offices had high-capacity computers at the following ratios: students to computers, 3.5 to 1; teachers to computers, 1 to 1; administrators to computers, 1 to 1; clericals to computers, 1 to 1; and supervisory personnel to computers, 1 to 1.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 8*

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

Performance Indicator for Goal 8

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement and communicate the process for development of the annual budget process that involves staff and stakeholders	CFO	Jul 11-Jun 12
	Continue to provide opportunities for public review and input in the proposed budget prior to board adoption	CFO	Sep 11-Jun 12
	Continue to use the feedback forms in the published budget books	CFO	Jul 11-Jun 12
	Review and adjust budget materials related to required criteria for the Association of School Business Officials (ASBO) and the Government Finance Officers Association's (GFOA) Meritorious Budget Awards programs	CFO	Jan 12-Jun 12
	Review and analyze budget data, and develop procedures to increase accuracy of budget forecasts	CFO	Jul 11-Jun 12
	Adjust the budget development and decision-making processes to increase connections to curriculum goals and strategic priorities by using various assessment tools including ranking, cost-benefit analysis, and other measures of effectiveness	CFO	Jul 11-Jun 12

Measure:

Submission of the operating and capital budgets for board approval by the statutorily required dates
Maintenance of budget to actual variance of 1.0% or less
Receipt of the Association of School Business Officials (ASBO) and Government Finance Officers' Association (GFOA) Meritorious Budget awards on the budget book

In 2009 – 2010, the standard of timeliness and a budget to actual variance of 1.0% or less was maintained at 0.50%; and the operating and capital budgets were submitted for board approval by the dates required by statute.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget
Office-based budget reductions (5%), $1,800,000

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 8*

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

Performance Indicator for Goal 8

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Assist in the development of and access to the financial, human resources, and data warehouse to access system data for development of financial documents	CFO	Jul 11-Jun 12
	Prepare the Comprehensive Annual Financial Report (CAFR) within criteria for the Government Finance Officers Association's (GFOA) and the Association of School Business Officials' (ASBO) Certificates of Excellence	CFO	Jul 11-Sep 11
	Continue to use feedback forms from all CAFR users	CFO	Jul 11-Jun 12
	Continue to implement processes and software to increase electronic purchasing, electronic submission of payroll data, and electronic access to financial reports	CFO	Jul 11-Jun 12
	Continue to provide professional development and technical assistance to school-based personnel on the Medicaid encounter data forms	CFO	Jul 11-Jun 12

Measure: The percentage of end-users who are satisfied with the content of the Comprehensive Annual Financial Report (CAFR)

In 2009 – 2010, 97.0% of end-users were satisfied with the content of the FY2009 Comprehensive Annual Financial Report.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 8*

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

Performance Indicators for Goal 8

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to update methodologies for student enrollment projections and demographic trends consistent with state and national standards	Exec Dir Plan & Support Op	Jul 11-Apr 12
	Continue to monitor the on-board time and on-time school bus service	Exec Dir Plan & Support Op	Aug 11-Jun 12
	Continue to provide meal service at the optimal level for each school	Exec Dir Plan & Support Op	Jul 11-Jun 12
	Monitor exhaust emissions control devices on 24 school buses	Exec Dir Plan & Support Op	Jul 11-Jun 12

Measure:

Performance Indicator 8.5 September 30 annual BCPS enrollment projections
In 2009 – 2010, the student enrollment projections had a 99.7% accuracy rate.

Performance Indicator 8.6 Percentage of buses arriving at school within the established arrival window
In 2009 – 2010, 97.1% of buses arrived each day within the established opening/closing window.

Performance Indicator 8.7 Percentage of students' ride time of less than three hours
In 2009 – 2010, 96.0% of students had total ride times of less than three hours per day.

Performance Indicator 8.8 The percentage of secondary schools meeting optimal meal service capacity
In 2009 – 2010, 81.0% of secondary schools met the maximum meal service capacity.

Resources: Annual Budget Process

Sources: Operating Budget Capital Budget
Fuel for bus transportation, $1,150,907

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 8*

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

Performance Indicators for Goal 8

8.9 The BCPS employee attendance rate will meet or exceed the system standard. (BCPS standard)
8.10 Copy and Print Services will operate at optimal capacity. (BCPS standard)
8.11 The Capital Improvement Program will align with the distribution of instructional programs. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to use data to prioritize and identify resources necessary to increase employee attendance rates	Exec Dir Plan & Support Op	Jul 11-Jun 12
	Continue to support school-based administrators in the implementation of the Employee Attendance Monitoring Program	Exec Dir Plan & Support Op	Jul 11-Jun 12
	Maintain sufficient human and material resources to support student learning priorities and optimal print capacity from Copy and Print Services	Exec Dir Plan & Support Op	Jul 11-Jun 12
	Continue to collect feedback from clients on quality and timeliness of Copy and Print Services	Exec Dir Plan & Support Op	Jul 11-Jun 12
	Continue to develop and publish an annual Educational Facilities Master Plan that aligns capital budget and instructional programmatic initiatives	Asst Supt C & I Exec Dir Phy Fac Exec Dir Plan & Support Op	Jul 11-Jun 12
	Continue to access school profile information through the data warehouse	Exec Dir Plan & Support Op	Aug 11-Jun 12

Measure:

Performance Indicator 8.9 Employee attendance rate
In 2009 – 2010, the employee attendance rate was 96.0%.

Performance Indicator 8.10 Copy and Print Services (CPS) will meet the established standard of 46.7 million impressions (copies)
In 2009 – 2010, Copy and Print Services operated at optimal capacity with the production of 48.2 million copies.

Performance Indicator 8.11 Submission of the Capital Improvement Program (CIP) to the superintendent and the Board of Education prior to the capital budget request
In 2009 – 2010, submission of the Capital Improvement Program (CIP) was successfully submitted to the superintendent and the Board of Education prior to the capital budget request.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress - Performance Goal 8*

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

Performance Indicators for Goal 8

8.12 All schools will receive equitable staffing allocations in a timely manner. (BCPS standard)

8.13 Administrative appointments will be made in a timely manner. (BCPS standard)

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide an online instrument for administrative staff to access the Allocation Spreadsheet and the Projected Resource Allocation Sheet	Asst Supt HR	Jul 11-Jun 12
	Continue to use the data warehouse for accessing and analyzing disaggregated data for tracking and reporting purposes, for assignment of staff to schools, and for the appointment of school administrators	Asst Supt HR	Jul 11-Jun 12
	Continue to identify and recruit aggressively for administrative positions both internally and externally	Asst Supt HR	Jul 11-Jun 12

Measure:

Performance Indicator 8.12 Allocation of available school-based positions based on projected enrollment

In 2009 – 2010, 99.9% of teacher positions and 94.8% of instructional assistant positions were filled based on projected enrollment.

Performance Indicator 8.13 The number of qualified applicants in the system's pool of administrators required to meet staffing needs

In 2009 – 2010, there were 44 qualified candidates in the system's pool of principals, which exceeded the minimum standard of 20; and there were 93 qualified candidates in the system's pool of assistant principals, which exceeded the minimum standard of 45.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 8*

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

Performance Indicators for Goal 8

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue EEO professional development	Asst Supt HR	Jul 11-Jun 12
	Continue to provide professional development to managers, supervisors, and administrators to increase knowledge and familiarity with the negotiated agreements and appraisal processes	Asst Supt HR	Jul 11-Jun 12
	Continue to improve client service on both of the Office of Benefits' Web sites	Asst Supt HR	Jul 11-Jun 12
	Continue to respond promptly to employees' and retirees' inquiries via the Web site and telephone	Asst Supt HR	Jul 11-Jun 12

Measure:

Performance Indicator 8.14 The number of EEO complaints
In 2009 – 2010, there were 27 Equal Employment Opportunity complaints.

Performance Indicator 8.15 The number of administrative and supervisory employees trained in various aspects of the master agreements and the appraisal process
In 2009 – 2010, 318 managerial/supervisory personnel received training so that master agreements could be implemented effectively.

Performance Indicator 8.16 The number of employees accessing the Employee Self-Service (ESS) Web site
In 2009 – 2010, 9,517 employees opted-in the Employee Self-Service Web site, which exceeded the goal of a 5.0% annual increase.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *Blueprint for Progress* - *Performance Goal 8*

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

Performance Indicators for Goal 8

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

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to plan, design, and construct new school buildings to meet the needs of the student population	Exec Dir Phy Fac	Jul 11-Jun 12
	Continue to research state school facility requirements and effective building design in order to recommend new school construction plans	Exec Dir Phy Fac	Jul 11-Jun 12
	Continue to implement the comprehensive outdoor maintenance plan for grounds, housekeeping services, and mechanical/critical equipment services	Exec Dir Phy Fac	Jul 11-Jun 12
	Continue to monitor the operational days for all BCPS facilities	Exec Dir Phy Fac	Jul 11-Jun 12

Measure:

Performance Indicator 8.17 Percentage of operational facilities that meet or exceed the standard of operational performance of 91.9%
In 2009 – 2010, 99.9% of schools were operational, which exceeded the 2002 – 2003 baseline standard of 91.9%.

Performance Indicator 8.18 The number of schools in which full-time equivalent (FTE) enrollment exceeds seating capacity (state-rated capacity plus available relocatable seats)
In 2009 – 2010, 16 of 105 elementary schools, no middle schools, and 2 of 24 high schools had FTE enrollments exceeding total seating capacity.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2011 – 2012 - *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

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

KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to maintain internet service provider availability, upgrade the Wide Area Network from 500 to 900 Mbps, upgrade the middle and high schools from 10 to 30 Mbps, and update the elementary schools from 10 to 20 Mbps	CIO	Jul 11-Jun 12
	Continue to maintain Enterprise System availability by replacing high school file servers and introducing server virtualization at the school level	CIO	Jul 11-Jun 12
	Continue to maintain telephone system availability and implement telephone outage notification	CIO	Jul 11-Jun 12
	Continue to participate in a joint effort with the county to develop a disaster recovery site and deploy services utilizing the disaster recovery center	CIO	Jul 11-Jun 12

Measure:

The percentage of time that the Wide Area Network (WAN), the Enterprise Systems (ES), and the telephone system are fully operational and available to users

The percentage of employee customer service issues resolved within 48 hours with customer satisfaction as measured by open ticket time and satisfaction response on work order tickets

In 2009 – 2010, 99.9% of the time the Wide Area Network (WAN), Enterprise Systems (ES), and telephones operated effectively; and 99.0% of customer issues related to the WAN, ES, and telephone issues were resolved within 48 hours.

Resources: Annual Budget Process

Sources: Operating Budget and Capital Budget

Baltimore County Public Schools

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