

TENTATIVE, SUBJECT TO CHANGE

MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, August 10, 2004
5:30 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

- I. PLEDGE OF ALLEGIANCE
- II. SILENT MEDITATION IN REMEMBRANCE
- III. AGENDA
Consideration of the agenda for August 10, 2004
- IV. MINUTES
Consideration of the Open and Closed Minutes of June 8, 2004; the Public Hearing Minutes on Proposed FY06 Capital State/County Budget of June 10, 2004; and the Open and Closed Minutes of July 13, 2004 Exhibit A
- V. SUPERINTENDENT'S REPORT
- VI. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS FROM JULY 13, 2004 (Dr. Arrington)
- VII. OLD BUSINESS
 - A. Consideration of Proposed Changes to Policy 1280 – Boundary Changes (Third Reading) (Ms. Fromm)
Exhibit B
- VIII. REPORTS
 - A. Revisions to the *Blueprint for Progress* (Dr. Hairston)
Exhibit C
 - B. Update on Baltimore County Public Schools' Master Plan (Dr. Johns)
Exhibit D
- IX. NEW BUSINESS
 - A. Consideration of consent to the following personnel matters: (Dr. Arrington)
 - 1. Retirements Exhibit E
 - 2. Resignations Exhibit F
 - 3. Non-Renewal of Contract Exhibit F-1
 - 4. Leaves Exhibit G
 - 5. Termination of Leaves Exhibit G-1
 - 6. Administrative Appointments Exhibit H

- B. Consideration of consent to the following contract awards: (Mr. Gay)
Exhibit I
1. Catapult Learning, Extension
 2. Food Service-Food Products: Frozen Waffles, Amendment
 3. Fuel Oil-Number 2
 4. HVAC Repair Services Extension, Revision
 5. Library Supplies
 6. Low Volume Digital Photocopiers
 7. *Maryland Assistive Technology CO-OP* Assistive Technology: Loans, Acquisitions, Services, and Training (AT:Last) – Purchasing Consortium
 8. Nextel Cellular Phones
 9. *On-Call* Emergency and Non-Emergency HAZMAT Clean-up/Disposal Service
 10. *On-Call* Science Chemicals and Waste Disposal Services
 11. Owner Authorization Agreement with Omnipoint (T-Mobile)
 12. Physical Examinations, Extension
 13. Stanford Diagnostic Reading Test
 14. Timonium Lease, Amendment
 15. US Bank Purchasing Card Program Contract Extension
 16. Web-Based Courses (Amended)
- C. Consideration of consent to the following Building Committee Recommendations: (Building Committee)
1. Award of Contract- Boiler Replacement at McCormick Elementary School Exhibit J
 2. Award of Contract- Exterior Door Replacements at Chesapeake High, Loch Raven Technical Academy and Halstead Academy Exhibit K
 3. Award of Contract- Site Improvements at New Town Elementary School Exhibit L
 4. Fee Acceptance- Design Services for Kenwood High School Exhibit M
 5. Fee Acceptance- Design Services for Systemic Renovations at Sudbrook Magnet Middle School Exhibit N
 6. Fee Acceptance- Design Services for Systemic Renovations at Southwest Academy Exhibit O

- IX. NEW BUSINESS (cont)
 - 7. Fee Acceptance- Design Services for Systemic Renovations at Ridgely Middle School Exhibit P
 - 8. Contract Modification- Systemic Renovations at Franklin Middle School Exhibit Q
 - D. Consideration of proposed adjustment to School Calendar, 2004-2005 (Dr. Poff)
Exhibit R
- X. INFORMATION
 - Revised Rule 6130 – INSTRUCTION: Magnet Schools and Programs Exhibit S
- XI. ANNOUNCEMENTS
 - A. Constituent Groups
 - B. General Public Comment

Next Board Meeting
7:30 PM

September 8, 2004
Greenwood

TENTATIVE MINUTES

BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, June 8, 2004

The Board of Education of Baltimore County, Maryland, met in open session at 5:37 p.m. at Greenwood. President James R. Sasiadek and the following Board members were present: Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymiski, Mr. John Hayden, III, Dr. Warren Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Ms. Janese Murray, and Ms. Joy Shillman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

President Sasiadek reminded Board members of upcoming functions scheduled to occur in June and July 2004 including the CUBE Issues Seminar to be held on June 25-27, 2004 in Baltimore. Dr. Hayman provided a brief overview of the CUBE event.

Mr. Walker entered the room at 5:45 p.m.

At 6:18 p.m., Ms. Ettinger moved the Board go into closed session to discuss personnel matters and to obtain legal advice pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1) and (a)(7). The motion was seconded by Mr. Walker and unanimously approved by the Board.

CLOSED SESSION MINUTES

Mr. Steele, Jr. provided information regarding legal issues concerning a vendor to Board members.

Ms. Howie discussed potential litigations with Board members.

Mr. Randy Grimsley, Executive Director of Human Resources, reviewed with Board members appointments to be considered at the public meeting, including an addendum to the Appointment/Transfer exhibit.

At 7:10 p.m., Mr. Grzymiski moved the Board adjourn for a brief dinner recess. The motion was second by Ms. Shillman and approved by the Board.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in open session at 7:42 p.m. at Greenwood. President James R. Sasiadek and the following Board members were present: Mr. Donald L. Arnold, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymiski, Mr. John A. Hayden, III, Dr. Warren Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Ms. Janese Murray, and Ms. Joy Shillman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Jenna and Lauren Robbins, students at Timber Grove Elementary School students, followed by a period of silent meditation for those who have served education in Baltimore County Public Schools.

Dr. Hairston noted two adjustments to the agenda for this evening's meeting – adding the adoption of Hearing Officer's Opinion on Case #04-17 under Personnel Matters, and adding Contract Settlement under New Business – Building Committee.

MINUTES

Hearing no additions or corrections to the Board Retreat Minutes of April 25, 2004, Mr. Sasiadek declared the minutes approved as presented on the website.

Mr. Sasiadek informed the audience of the previous sessions in which Board members had participated earlier in the afternoon.

SUPERINTENDENT'S REPORT

Dr. Hairston announced that on June 2, 2004 the Maryland State Department of Education had presented the 2004 Awards of Excellence at the Radisson Hotel in Annapolis. The awards, from MSDE's Division of Career Technology and Adult Learning, honored individuals, programs, and businesses for outstanding performance in secondary and post-secondary career and technology education. He stated that the Culinary Arts and Restaurant Management Program at Western School of Technology and Environmental Science received the award for the most outstanding secondary and post-secondary career and technology program in Maryland. Ms. Rhonda D. Hoyman, Supervisor for Technical Programs, received the Distinguished Service Secondary award.

Dr. Hairston also noted that on May 26, 2004, the Maryland Council on Economic Education had conferred upon the Offices of Secondary and Elementary Education for Baltimore County a special award for their support and excellence in promoting economics in their classrooms. In addition to the county recognition, many BCPS students and teachers received awards.

Dr. Hairston announced that the Department of Fiscal Services received both the Association of School Business Officials (ASBO) International and the Certificate of Excellence in Financial Reporting as well as the Government Finance Officers Association (GFOA) for the preparation of the 2003 school system Comprehensive Annual Financial Report (CAFR). This is the twelfth consecutive ASBO award and the eighth consecutive GFOA award achieved by Baltimore County Public Schools' Department of Fiscal Services.

SUPERINTENDENT'S REPORT (cont)

Dr. Hairston stated that on December 15, 2003, the Baltimore County Council passed Resolution #143-03 urging the Board of Education of Baltimore County to establish an Environmental Assessment Advisory Committee. The mission of this committee is to evaluate current BCPS environmental practices, establish new policies, if necessary, and to formally report all results to the Board of Education on an annual basis. The following individuals have been selected to serve:

1. Dr. John Bacon – Asthma and Allergy Expert
2. Ms. Cheryl Bost – President, Teachers Association of Baltimore County
3. Mr. Cornell S. Brown, Jr. – Administrator, Department of Physical Facilities
4. Ms. Rita Hill - Parent
5. Mr. Roger Janssen – Vice President for Leadership, PTA Council
6. Mr. Robert Merrey – Environmental Manager, Department of Physical Facilities
7. Mr. Rob Santa Croce – Principal, Sparrows Point High School
8. Mr. E. Phillip Schied – P.E., Systemic Program Manager
9. Ms. Teresa Streb – Legislative Aide, Baltimore County Council, Sixth District
10. Mr. Gary Urban – Environmental Auditor, Aerosol Monitoring and Analysis, Inc.
11. Student member to be selected after the opening of the school year

SPECIAL ORDER OF BUSINESS

On motion of Mr. Kennedy, seconded by Mr. Arnold, the Board adopted a Resolution honoring James E. Walker, who is leaving the Board after five years of service. Mr. Sasiadek presented Mr. Walker with the resolution.

Mr. Walker thanked fellow Board members and others throughout Baltimore County for their support. Mr. Walker noted the most memorable moment of his five years as a Board member had come early in his term. He witnessed a young student from an athletic team rush off of the field and administer CPR to a man who had suffered a heart attack

On motion of Mr. Kennedy, seconded by Mr. Arnold, the Board adopted a Resolution honoring Phyllis E. Ettinger, who is leaving the Board after ten years of service. Mr. Sasiadek presented Ms. Ettinger with the resolution. Ms. Murray presented Ms. Ettinger with flowers from her colleagues on the Board.

Ms. Ettinger thanked her colleagues on the Board and expressed her gratitude to parents and others in the community. She expressed her joy in working with other Board members who have shared her commitment to the community and to children. Ms. Ettinger expressed her thanks to BCPS staff at all levels who give their best to the children. She noted the privilege of knowing and working with people of courage who have been her heroes and role models over the last ten years. Ms. Ettinger encouraged everyone to be people of vision and good will, and think about what they want Baltimore County and the school system to be 5, 10 and 20 years from now. She noted the need to continually talk to one another about the issues that really matter because “we are so much smarter collectively than we are individually.”

SPECIAL ORDER OF BUSINESS (cont)

Ms. Ettinger thanked her colleagues on the Board and the public for their kindness and goodwill. She asked the Board to add the faces of children to the walls of the Board room to celebrate students and to remind Board members why they are here.

RECOGNITION OF ADMINISTRATIVE APPOINTMENTS FROM MAY 25, 2004

Mr. Grimsley recognized the administrative appointments approved at the May 25, 2004 meeting.

On motion of Mr. Kennedy, seconded by Ms. Ettinger, the Board adopted a Resolution honoring Randall D. Grimsley, Executive Director of Human Resources, who is retiring after 41 years of service to Baltimore County Public Schools.

Dr. Hairston introduced and welcomed Ms. Erin O'Connor who will serve in the County Executive's office as its Education Liaison.

OLD BUSINESS

On motion of Ms. Jung, seconded by Mr. Walker, the Board approved the proposed 2005-2006 Baltimore County Public School Calendar.

Mr. Arnold commented on the challenges dealing with religious holidays and cultures in the county and the limitations by this Board due to certain state requirements. Mr. Arnold noted the Jewish holidays were added due to absences with teachers and students, and the possibility of being in violation by not meeting the attendance requirement. He noted the need to work with the State in addressing and dealing with these types of situations including recognition of perfect attendance. Mr. Arnold mentioned BCPS has two calendars available—one known as the “refrigerator” calendar, which has multiple holidays listed, and the official calendar listing the times schools open and close. Mr. Arnold stated we must work together with the State to provide opportunity and recognize the various cultures in Baltimore County.

Mr. Hayden suggested that staff coordinate continued discussion with the State through the course of this year to address the issue. Mr. Hayden also noted he would communicate this issue with the Maryland Association of Boards of Education (MABE).

Mr. Kennedy noted the importance for the school system and staff to be sensitive to the different holidays.

REPORTS

The Board received the following reports:

- A. **Recognition of the Board of Education by the Baltimore County Nurses Association in Honor of School Nurse Day, May 12, 2004** – Ms. Michele Prumo, Coordinator, Health Services, introduced Ms. Rebecca Colt-Ferguson and Ms. Carla Snedegar, newly appointed President for the Baltimore County School Nurses Association, who presented a certificate of appreciation to the Baltimore County Board of Education.
- B. **Report on Proposed Changes to Policy 1280 – Boundary Changes (First Reading)** – Ms. Rita Fromm, Executive Director of Planning and Operations, stated the proposed changes to the policy are in alignment with the current organizational structure and added new language regarding boundary changes necessitated by construction of a new school building.

Mr. Hayden asked if the Office of Strategic Planning was looking at specific areas of the county for general consideration of overcrowding issues. Ms. Fromm responded that after the official enrollment is complete, the Office of Strategic Planning works with the Executive Directors of Schools to determine which schools might need relief and whether a boundary change is the way to achieve that relief.

PERSONNEL MATTERS

On motion of Mr. Kennedy, seconded by Mr. Walker, the Board approved the personnel matters as presented on Exhibits D, E, F, and G. The Board also approved the adoption of Hearing Officers Opinion on Case #04-17. (Copies of the exhibits are attached to the formal minutes.)

Ms. Jung noted the number of appointments within the Human Resources Department. At some future time, Ms. Jung would like to learn more about the Superintendent's vision regarding changes.

CONTRACT AWARDS

On motion of Mr. Kennedy, seconded by Mr. Walker, the Board approved items 2, 3, 4, 5, 7, 8, 9, and 11 (Exhibit H). Mr. Arnold abstained from voting on item 6. Ms. Shillman pulled items 1, 6, and 10.

2. Contracted Services for 2004 PSAT/NMSQT and PSAT/NMSQT Early Participation Program
3. Contracted Services for *On-Call* Asbestos Abatement and Removal
4. Contracted Services for *On-Call* Asbestos Abatement Hygiene Testing and Monitoring

CONTRACT AWARDS (cont)

5. Contracted Services for Food Service—Ice Cream Products
7. Printing—Continuous Forms
8. School Musical Instrument Repair Services
9. Summer Science Institute for Elementary Teachers
11. Touchstones School Program

Item 1

Ms. Shillman asked that Dr. Barber correct her name in the audit report.

Item 6

Ms. Shillman inquired as to why the reassignment. Mr. Gay responded that during the negotiations of the final contract, Bank of America attached conditions to the contract that based on guidance from legal counsel was found unacceptable. As BCPS was nearing an agreement, Bank of America informed BCPS they could not hold the interest rate. The new percentage rate would have been 4/10 of a percent higher than other bidders.

Mr. Hayden commented on the awkwardness of language in the contract and suggests BCPS is terminating an existing contract. Mr. Gay responded this reassignment is requested to rescind the contract award to Bank of America approved at the May 25, 2004 Board meeting and award the contract to Sun Trust Bank. The reassignment is necessary based on non-performance of the initially approved vendor.

Mr. Walker asked if the new interest rate is for the life of the loan. Mr. Gay responded BCPS has a firm commitment from the new vendor that they will honor the interest rate for the life of the loan.

Item 10

Ms. Shillman asked whether the technology and communication laboratories are in addition to the computer labs with Mr. Gay responding affirmatively. Mr. Gay also noted that this is part of the consolidated program that is ongoing at New Town High and being delivered and implemented at different stages as student population increases.

On motion of Ms. Ettinger, seconded by Mr. Walker, the Board approved items 1, 6, and 10 of Exhibit H.

CONTRACT AWARDS (cont)

1. Consulting Contract for Independent Operational Audit of the Special Education Program
6. Financing School Buses (Reassignment)
10. Technology Education Information and Communications Laboratory

BUILDING COMMITTEE

The Building Committee, represented by Mr. Kennedy, recommended approval of items 1-9 (Exhibits I through P), and a Contract Settlement. The Board approved these recommendations.

1. Award of Contract – Systemic Renovations at Dumbarton Middle School
2. Award of Contract – Systemic Renovations at Stemmers Run Middle School
3. Award of Contract – Systemic Renovations – Sprinkler Installation at Campfield Early Learning Center
4. Award of Contract – Renovations at Owings Mills Elementary
5. Award of Contract – ADA Upgrades at Southwest Academy
6. Award of Contract – Reroofing Project at Lansdowne Middle School
7. Award of Contract – Parking Lot Resurfacing at the Wabash Bus Facility
8. Memorandum of Understanding – Inverness Center
9. Contract Settlement

CHANGE TO BOARD MEETING SCHEDULE 2003-2004

On motion of Mr. Hayden, seconded by Mr. Kennedy, the Board approved two changes to the 2004-05 Board Meeting Schedule. The September 14th date was changed to Wednesday, September 8th, and the September 28th date was changed to September 21st.

INFORMATION

The Board received the following as information:

Revised Rule 3611 – Tuition: Non-Residents

ANNOUNCEMENTS

Mr. Sasiadek made the following announcements:

- The Baltimore County Board of Education will meet for a public hearing to seek public input about FY2006 Capital Budget needs in Baltimore County Public Schools on Thursday, June 10, 2004 at 7:00 p.m. Sign-up for the public to comment will begin at 6:00 p.m.

ANNOUNCEMENTS (cont)

- The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Tuesday, July 13, 2004, at Greenwood. The meeting will begin with an open session at approximately 5:00 p.m. After the Board adjourns to meet in closed session, followed by a brief dinner recess, the open meeting will reconvene at approximately 7:30 p.m. The public is welcome at all open sessions.

Mr. Sasiadek reminded speakers to refrain from discussing any matters that might come before the board in the form of an appeal, as well as any personnel matters.

STAKEHOLDER GROUPS

Ms. Maggie Kennedy, Chair of the Baltimore County Education Coalition, thanked Ms. Ettinger and Mr. Walker for their dedication, passion, and leadership with integrity and by example. She also congratulated Ms. Erin O'Connor and looks forward to working with her in future endeavors. Ms. Kennedy stated 75 citizens attended the Citizens Advisory Committee for Special Education meeting to hear Dr. Lou Barber deliver the results and recommendations of the special education audit. She noted that community leaders from other counties were in attendance to hear the recommendations. Ms. Kennedy thanked Dr. Hairston and the Board for their insight, courage, and leadership to act on Citizen's Advisory Council's recommendations to conduct the audit and study. She also thanked Ms. Kelli Nelson for her leadership, diligence, and style. Ms. Kennedy announced the Baltimore County Education Coalition would hold its retreat on Tuesday, June 29th at 6:00 p.m.

Ms. Jasmine Shriver, Chair of the Citizens Advisory Committee for Special Education, thanked all stakeholder groups for attending the meeting in support of special education. She noted one area of concern in the report by those at the meeting was item #11 entitled Other Findings regarding the "wide disparity in how special education support has been distributed throughout the school system." Included in the report was an example of a school where the special education classrooms were in the basement and the walls had holes and windows need repair. Ms. Shriver stated as a parent she was ashamed and asked the Board to address this issue.

Mr. Steve Crum, Southeast Area Educational Advisory Council representative, thanked Ms. Ettinger and Ms. Walker for their work and leadership in Baltimore County. He commented on the retiring of Ms. Diane Goldian from Kenwood High School. Mr. Crum noted the number of achievements at Kenwood while Ms. Goldian was principal and thanked her for the tremendous job at Kenwood High School.

Mr. Michael Franklin, President of the PTA Council of Baltimore County, thanked Ms. Ettinger and Mr. Walker for their years of service in promoting education. He noted that sometimes people forget that Board member are volunteers. Mr. Franklin stated he enjoyed working with the Board over the last two years and look forward to the next two years.

STAKEHOLDER GROUPS (cont)

Ms. Cheryl Bost, President of the Teachers Association of Baltimore County, reflected on this past school year. She was pleased with the many ways the Board and school system worked together on issues such as salary increases for teachers, securing funding of Thornton, and seeing the education budget almost complete. Ms. Bost commented on her visit to the Community Education Partnership Alternative School in Florida. She was impressed with the facility and program visited. Ms. Bost stated she still has questions and is looking forward to working with Dr. Hairston, administration, and the Board to work out the details in a true, collaborative manner. She thanked Ms. Ettinger and Mr. Walker for their service to Baltimore County.

There were no speakers signed up to address the proposed changes to Policy 1270 – Family/ Community Involvement.

There were no speakers signed up to address the proposed changes to Policy [4144] 3143 – Normal Biweekly Pay.

There were no speakers signed up to address the proposed changes to Policy 5550 – Disruptive Behavior.

PUBLIC COMMENT

Mr. Nick Aquino noted his attendance at a rally earlier this evening in Annapolis with the Governor on multi-culturalism. He stated that when he left his country he moved to Baltimore County because it was the place he chose to live. Mr. Aquino is calling for unity and asked the Board to work together for the same cause.

Dr. Bash Pharoan, thanked the Board for their consideration of the proposed calendar. He noted that not one Board member objected to the calendar. Dr. Pharoan commented that many positive comments have been made this evening. He stated that the BCPS website talks about the Board and school system being a team; however, the Muslim holidays were not recognized. Dr. Pharoan stated it is not about school days and perfect attendance, but about equality and being included equally with other communities. He takes this as a success and hopes to continue working with the Board in the future on this issue and other education issues.

Ms. Erica Cohn, former student Board member, commended the Board on their discussion surrounding the school calendar in respect to multi-culturalism. She commented on her recent visits to Bosnia, Yugoslavia, and Kwacha. Ms. Cohen appreciates the Board's consideration of students of minority status and commitment to provide an equitable education. She stated that Ms. Ettinger and Mr. Walker have been wonderful examples for this community and selfless leaders.

ADJOURNMENT

At 9:16 p.m., Mr. Grzymiski moved to adjourn the open session. The motion was seconded by Mr. Kennedy and approved by the Board.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

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REPORT OF THE PUBLIC HEARING ON THE PROPOSED FISCAL YEAR 2006
CAPITAL BUDGET RECOMMENDATIONS

Thursday, June 10, 2004
Greenwood

Board Member, Mr. Michael P. Kennedy called the hearing to order at 7:02 p.m. In addition to Mr. Kennedy, the following Board members were present: Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymiski, Dr. Warren C. Hayman, Ms. Joy Shillman, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, staff members, as well as media were present.

Ms. Jung and Mr. Hayden entered the room at 7:04 p.m.

The following speakers addressed the Board:

1. Ms. Lori Ann Valdivia, PTSA President – Advocated for new windows at Stemmers Run Middle School. She presented pictures to the Board of the current conditions of the windows at the school. Ms. Valdivia stated that the exterior of the school is an eye-sore, and the image the school portrays is not positive. Ms. Valdivia noted several windows are boarded up and duct taped together. She stated it is difficult for students to concentrate on classwork when windows cannot be opened in 90° weather, or if windows are opened an individual may endanger themselves on broken glass, broken latches or rusted frames.
2. Mr. C. Michael Johnson, Principal, Stemmers Run Middle School – Concurred with the statements made by the previous speaker. Mr. Johnson desires the school to be safe and conducive to learning. He stated school appearance tells the story. With the community being revitalized, windows would be an excellent addition to the school.
3. Ms. Sharon Ward, Principal, Maiden Choice Center – Requested additional systematic renovations at Maiden Choice Center. Some of the schools current problems are:
 - Building is not designed for special need students (building is 53 years old).
 - Bathrooms and sinks are not handicap accessible.
 - Unsuitable changing facilities.
 - Doors cannot accommodate wheelchairs.
 - Hallways do not include railings or supports to help students.
 - Water fountains are not handicap accessible.
4. Mr. Stephen Lee Levin, Art Instructor and TABCO Representative, Maiden Choice Center – He reiterated the conditions mentioned by the previous speaker. Mr. Levin noted that safety is an issue during routine fire drills. The small doors and existing undersized ramps hinder an appropriate evacuation. Additionally, exterior doors are not wheel chair accessible. Bathrooming and diapering needs of the students are not being met with privacy and dignity. Students are unable to maneuver into appropriate changing spaces. Mr. Levin stated that the school lacks appropriate mobility accommodations to promote independence.

5. Ms. Virginia Setliff, Special Educator, Maiden Choice School – Concurred with the two previous speakers. She noted more students are in wheels chairs and doors are not wheel chair accessible. Changing rooms do not meet the needs of the students. Ms. Setliff stated fire and evacuation drills are extremely difficult, due to unsuitable safety conditions. She appreciated the previous renovations, but requests the Board consider additional renovations to the school to meet the needs of all students.

6. Ms. Charlene Simonds, Cedarmere Elementary School PTA – She serves on the school’s Overcrowding Committee. The school is faced with a serious overcrowding problem. Ms. Simonds stated the school’s enrollment currently stands at 551, while the school’s capacity is only 461. This puts the school at 120% capacity. She noted that according to current projections the school is expected to continue to grow to well over 600 students. She stated that other short terms actions, like boundary changes, may provide some relief, but it is clear that another Northwest area elementary school is needed. Ms. Simonds stated that Cedarmere’s growth projections are not faster than they were in the DeJong study period. She stated that plans and funding for another Northwest area elementary school needs to be a high priority. In the meantime, she requested that relocatable classrooms be better joined to the main building by covered walkways to protect students and faculty. There are also safety problems with respect to transportation by car and buses. The school’s parking lot is not adequate for the growing facility. Finally, Ms. Simonds stated that a separate loop for cars and buses should be created and additional parking added for faculty.

The hearing was concluded at 7:30 p.m.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

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TENTATIVE MINUTES

BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, July 13, 2004

The Board of Education of Baltimore County, Maryland, met in open session at 3:34 p.m. at Greenwood. President James R. Sasiadek and the following Board members were present: Mr. Donald L. Arnold, Dr. Warren Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Ms. Janese Murray, Ms. Joy Shillman, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

The Board entertained oral argument in Hearing Examiner's Case #02-03. The matter was heard in closed session.

In addition to the above listed Board members, also in attendance were the Appellant; James R. Whattam, Esq., Assistant General Counsel, Maryland State Teachers Association; Dr. Christine Johns, Deputy Superintendent of Curriculum and Instruction; Margaret-Ann F. Howie, Esq., Legal Counsel to the Superintendent; Nevett Steele, Jr., Esq., Assistant County Attorney; and Ms. Brenda Stiffler, Administrative Assistant to the Board of Education.

Mr. Hayden entered the room at 3:37 p.m.

The proceedings of the hearing were recorded by a court reporter.

The hearing was concluded at 4:56 p.m.

Board members deliberated on the case.

OPEN SESSION MINUTES

At 5:42 p.m., the Board of Education of Baltimore County, Maryland, met in open session at Greenwood. President James R. Sasiadek and the following Board members were present: Mr. Donald L. Arnold, Miss Francesca Cirincione, Mr. John Hayden, III, Dr. Warren Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Ms. Janese Murray, Ms. Joy Shillman, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

President Sasiadek reviewed with Board members upcoming functions for August and association events.

At 5:55 p.m., Mr. Arnold moved the Board go into closed session to discuss personnel matters and to conduct matters related to the negotiations pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1) and (a)(7). The motion was seconded by Mr. Kennedy and unanimously approved by the Board.

CLOSED SESSION MINUTES

Dr. Alpheus Arrington, Director of Human Resources, reviewed with Board members personnel matters to be considered this evening.

Mr. Steele, Jr. provided legal advice to Board members regarding potential litigation.

At 7:05 p.m., Mr. Hayden moved the Board adjourn for a brief dinner recess. The motion was seconded by Mr. Walker and approved by the Board.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:48 p.m. at Greenwood. President James R. Sasiadek and the following Board members were present: Mr. Donald L. Arnold, Miss Francesca Cirincione, Mr. Thomas G. Grzymiski, Mr. John A. Hayden, III, Dr. Warren Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Ms. Janese Murray, Ms. Joy Shillman, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Kevin Burnopp, a student at Loch Raven High School, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.

MINUTES

Hearing no additions or corrections to the Board Work Session Minutes of April 27, 2004; Open and Closed Minutes of May 11, 2004; and the Open and Closed Minutes of May 25 2004, Mr. Sasiadek declared the minutes approved as presented on the website.

Mr. Sasiadek informed the audience of the previous sessions in which Board members had participated earlier in the afternoon.

SUPERINTENDENT'S REPORT

Dr. Hairston acknowledged that Ms. Sharon Grimes, Baltimore County's Teacher of the Year, is cited in the School Library Journal with an excellent article. Ms. Grimes has made a powerful contribution to the academic area on the national level.

SUPERINTENDENT'S REPORT (cont)

Through a PowerPoint™ presentation, Dr. Hairston shared with the Board the mean SAT scores focusing on rigorous courses. For the last two years, BCPS has been working to eliminate low level courses to pursue higher academics and the demand from the public as well as federal and state levels with regards to academic rigor. He noted that the data has a direct relationship to the performance of high school students and the number of high level courses taken before the SAT examination. Dr. Hairston commented on the achievement gap at the high school level and achievement of minorities. He stated that African American students taking 1-5 high level courses score better. More importantly, students taking 21+ rigorous courses are scoring at a phenomenal level. He noted that students taking no high level or rigorous courses are scoring low. Dr. Hairston stated it is important for BCPS to raise expectation levels for all students as well as target necessary subgroups. When students are exposed to higher expectations, students respond accordingly.

RECOGNITION OF ADMINISTRATIVE APPOINTMENTS FROM JUNE 8, 2004

Dr. Arrington recognized the administrative appointments approved at the June 8th meeting.

ELECTION OF OFFICERS FOR SCHOOL YEAR 2004-2005

Dr. Hairston presided during the election of the President of the Board of Education of Baltimore County. Dr. Hairston asked for nominations for the office of President. Mr. Kennedy nominated Mr. James Sasiadek. Dr. Hayman seconded the nomination. There being no further nominations, Dr. Hairston closed the nominations for the office of President. The motion to elect Mr. Sasiadek was passed by unanimous consent.

Mr. Sasiadek assumed the chair and requested nominations for the office of Vice President of the Board of Education. Ms. Murray nominated Mr. Thomas Grzymiski. Mr. Kennedy seconded the nomination. There being no further nominations, Mr. Sasiadek closed the nominations for the office of Vice President. The motion to elect Mr. Grzymiski as Vice President of the Board of Education was passed by unanimous consent.

OLD BUSINESS

Revisions to Policy 1270

On motion of Mr. Kennedy, seconded by Dr. Hayman, the Board approved the proposed changes to Policy 1270 – Community Relations: Parent/Family Involvement.

OLD BUSINESS (cont)

Revisions to Policy 3143 (Replacing 4144)

On motion of Mr. Arnold, seconded by Mr. Kennedy, the Board approved the proposed Policy 3143 – Personnel: Professional-Compensation and Related Employee Benefits – Normal Biweekly Pay.

Revisions to Policy 5550

On motion of Mr. Kennedy, seconded by Ms. Jung, the Board approved the proposed changes to Policy 5550 – Disruptive Behavior.

REPORTS

The Board received the following reports:

- A. **Fiscal Year 2006 Operating and Capital Budget Schedules** – Ms. Barbara Burnopp, Executive Director of Fiscal Services, outlined the FY '06 capital and operating budget schedule for the upcoming school year. She stated both schedules are available on the BCPS website. Ms. Burnopp distributed the FY2005 Adopted Operating Budget to the Board. Added to the budget book this year is an executive summary, which includes a budget variance table. Ms. Burnopp stated that due to a power outage, the adopted budget would be available to the public on July 14th via the BCPS website.

Mr. Kennedy expressed concern over community input into the Superintendent's budget. Mr. Kennedy encourages the Board to be part of the budget process throughout the development of the budget.

PERSONNEL MATTERS

On motion of Mr. Kennedy, seconded by Dr. Hayman, the Board approved the personnel matters as presented on Exhibits F, G, H, I, J, and K. (Copies of the exhibits are attached to the formal minutes.)

CONTRACT AWARDS

Mr. Kennedy moved to approve items 1-6 (Exhibit L). Mr. Walker seconded the motion. Ms. Jung had questions on items 2 and 3.

Item #2 and #3

In regards to item #2, Ms. Jung asked how the numbers compare to last year's figures and whether in-house personnel would be more effective. Ms. Margaret Kidder, Coordinator, Office of Psychological Services, clarified that the title of the contract should read Contracted Services *Office of Psychological Services*. Ms. Kidder stated these dollars would increase flexibility and meet compliance targets by providing additional services to the schools. Ms. Jung inquired whether supplementing full-time personnel with contract services are beneficial. Ms. Kidder responded this is a good balance between contract services and personnel. She stated the Office of Psychological Services is always interested in additional positions, especially for specific populations. Ms. Kidder stated we are able to give children in Baltimore County very good service for the dollar.

Regarding item #3, Mr. Ron Boone stated these contractual services are for children with IEPs where the IEP load exceeds professional staff or requires the level of services or equipment but that does not exist in the system. Mr. Boone noted the Office of Special Education does not want to staff beyond the amount of predicted case loads. Ms. Jung asked if this is the right proportion of in-house staff and outside contractual services. Mr. Boone responded we would look at future budgets to lower the contractual percentage. He stated professional staff is less expensive than contractual services. Contractual service is a necessary service and would always be accessible.

The Board approved items 1-6 (Exhibit L).

1. Contracted Services for Drug Testing, Extension
2. Contracted Services for Special Education, Psychological Reassessments
3. Contracted Services for Special Education Related Services, Extension
4. Global Positioning System Real-Time Bus Tracking System
5. LAN Shared Storage Equipment
6. Lease for Facility Space on Whitehead Road

Mr. Walker exited the room at 8:27 p.m.

BUILDING COMMITTEE

The Building Committee, represented by Mr. Kennedy, recommended approval of items 1-18 (Exhibits M through DD). The Board approved these recommendations.

1. Award of Contract – Various Construction Packages at Woodholme Elementary School
2. Award of Contract – Various Construction Packages at Windsor Mill Middle School

BUILDING COMMITTEE (cont)

3. Award of Contract – Window Replacement at Carney Elementary School and Harford Hills Elementary School
4. Award of Contract – Science Room Renovations at Randallstown High School
5. Award of Contract – Concrete Step Replacement at Prettyboy Elementary School
6. Request to Negotiate – Design and Construction at Kenwood High School Addition/Tech Wing Moderation
7. Request to Negotiate – On-Call Construction Monitoring Services at Various Sites
8. Contract Award – On-Call Construction Monitoring Services at Various Sites
9. Fee Acceptance – Contract Administration Services for Systemic Renovation at Stemmers Run Middle School
10. Fee Acceptance – Design and Construction Administration Services for Reroofing at Human Resource and Executive Director Buildings at Greenwood
11. Fee Acceptance – Design Services for Systemic Renovations at Arbutus Middle School
12. Contract Modification – Inspection Services at Various Sites
13. Contract Modification – Cleaning Services at Parkville Middle School
14. Contract Modification – Cleaning Services at Dundalk Middle School
15. Contract Modification – Cleaning Services at Franklin Middle School
16. Contract Modification – Cleaning Services at Sparrows Point Middle School
17. Contract Modification – Cleaning Services at Golden Ring Middle School
18. Contract Modification – Cleaning Services at Dumbarton Middle School

Ms. Jung commended the custodial staff for their hard work and long hours in past years to take care of the cleaning services in the schools. She stated this is a fair way of equalizing the work without an undue burden on staff.

Mr. Kennedy shared with the Board the percentage of change orders dramatically decreased to 1.4% from July – December 2003. He applauded staff for monitoring costs associated with change orders.

PROPOSED STUDENT MEAL PRICE INCREASE

Ms. Fromm, Executive Director of Planning and Operations, and Ms. Karen Levenstein, Director of Food and Nutrition Services, request the Board approve the recommendation to increase student meal prices. Ms. Fromm stated the last price increase to student meals was in 1992. She noted that the school system is no longer keeping up with inflation and the increasing prices in food and material. Ms. Fromm stated there are two recommendations:

- ③ Establish a student meal price policy that looks at the net programming expenses and aligns the student meal cost to those expenses
- ③ Phase in the student meal price increase.

Mr. Hayden proposed to the Board that Option B for Lunch cost be approved and modify Option B for Breakfast cost to begin at \$1.25 with 15 cent increments thereafter until it reaches \$2.00.

Ms. Jung asked if the food service program has been self-sufficient. Ms. Fromm responded BCPS has been spending down a cash reserve fund. She noted the food service program has operated at a loss and used the net cash reserve to cover the loss. Increasing meal cost would ensure that the food service program would no longer running a deficient. Ms. Jung inquired whether increasing meal prices would build up the reserve again. Ms. Fromm responded the State bylaws speak to keeping a minimum in the net cash reserves of 1-1/2 months operating expenses. This is the level the food service program is approaching.

Ms. Shillman inquired about government subsidy and how it relates to student meal prices. Ms. Fromm responded BCPS subtracts all the subsidies received from federal and staff government.

Mr. Hayden noted that the food service program is losing money and that funds are being appropriated to pay for those additional expenses. For example, the current cost of the breakfast program for FY2004 was \$1.41 and cost per meal was \$1.15. Mr. Hayden recommended a modified Option B for breakfast with the cost of \$1.25 for FY2005.

Mr. Hayden moved the approval of the following proposed Student Meal Price Options:

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
<u>Meal Cost Recommendation - Lunch</u>						
Option B - .20 first year, then .40 to full cost	\$ 1.80	\$ 2.20	\$ 2.60			
<u>Meal Cost Recommendation – Breakfast</u>						
Option B - .15 per year to full cost (MODIFIED)	\$ 1.25	\$ 1.40	\$ 1.55	\$ 1.70	\$ 1.85	\$ 2.00

Mr. Arnold seconded the motion. The Board approved the above proposed Student Meal Price Options. Mr. Kennedy opposed the increase.

INFORMATION

The Board received the following as information:

- A. Southwest Area Educational Advisory Council Meeting Minutes of April 21, 2004
- B. Southwest Area Educational Advisory Council Meeting Minutes of June 9, 2004

ANNOUNCEMENTS

Mr. Sasiadek made the following announcements:

- ③ The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Tuesday, August 10, 2004, at Greenwood. The meeting will begin with an open session at approximately 5:00 p.m. After the Board adjourns to meet in closed session, followed by a brief dinner recess, the open meeting will reconvene at approximately 7:30 p.m. The public is welcome at all open sessions.

Mr. Sasiadek reminded speakers to refrain from discussing any matters that might come before the board in the form of an appeal, as well as any personnel matters.

STAKEHOLDER GROUPS

Mr. Michael German, President of the Baltimore County Student Council, noted that during June 24-30 four members from BCSC attended the National Association of Student Councils' conference. The conference offered an opportunity to meet people from all states and Puerto Rico.

Ms. Kelli Nelson, Chair of the Citizens Advisory Committee on Special Education, announced that Ms. Jasmine Shriver is the new Chair of the Citizens Advisory Committee on Special Education and Mr. Carl Baily is the Vice Chair. Ms. Nelson submitted a copy of the committee's accomplishments and activities for the past school year. She also stated that COMAR regulations would be introduced on July 23rd in the Maryland register that would require every jurisdiction in Maryland to develop a Special Education Citizens Advisory Committee. Ms. Nelson had the opportunity to present Parent Involvement and Special Education process at the CUBE conference in Baltimore with Board member Dr. Hayman. She noted the committee would be working with staff this fall on the special education audit recommendations and the transition center.

Ms. Vicki Schultz-Unger, Coordinator of the Area Educational Advisory Councils, noted that the councils held June meetings and elections. She announced two new area Chairs for the upcoming year. Mr. Walt Hayes will be serving as the Chair for the Northeast Area Educational Advisory Council and Ms. Sandy Skordalos will serve as Chair of the Southeast Area Educational Advisory Council. Ms. Schultz-Unger stated she is looking forward to working with the Board to get the area educational advisory council's operating procedures approved and placed on the website.

STAKEHOLDER GROUPS (cont)

Mr. Stephen Crum, a representative of the Southeast Area Educational Advisory Council, thanked the Board for reappointing Mr. Boyd Crouse and himself as members to the council. He announced Mr. Alex Crouse would be the new student member of the Southeast Area Educational Advisory Council for 2004-2005. Regarding to the Superintendent's report, Mr. Crum stated the school system needs to start at the elementary school and middle school levels. He stated everyone needs to remain focused so that performance can increase.

Mr. Walter Hayes, Chair of the Northeast Area Education Advisory Council, announced Mr. Ron Zimmerman as the new Vice Chair for the Northeast Area and Ms. Barbara Martin has returned as secretary. Mr. Hayes stated that the council voted unanimously that the construction of a new high school between Towson High School and Perry Hall High School as outlined in the DeJong report would be the top priority for the upcoming school year to address overcrowding in these and adjacent schools. He noted that four of the top six overcrowded schools are located in the central and northeast areas of the county. Mr. Hayes stated construction of one new high school to alleviate overcrowding in the central and northeast areas is recommended as the best solution for Baltimore County Public Schools. He stated that the area advisory council advises the school board to accept the DeJong's recommendation by the start of the upcoming school year and take the lead to build a new high school in the central and northeast areas. Mr. Hayes reviewed the DeJong study and the increased population at Milford Mill Academy, Perry Hall High, Kenwood High, Towson High, Pikesville High, and Sparrows Point High Schools. Mr. Hayes stated that based on current projects, the central and northeast areas combined would be 850 seats short by 2006. Finally, Mr. Hayes commented that with the projected increase of family housing units there is considerable support to build a new high school to relieve both areas.

Dr. Ella White Campbell, Chair of the Minority Achievement Advisory Group (MAAG) introduced Ms. Jasmine Shriver who addressed the issue of the transition center. Ms. Shriver stated the transition center is coming under attack by various organizations. She noted that Baltimore County is the only county in Maryland saturated with so many foster care children. Ms. Shriver believes the transition center would not be a "holding tank" for children. She noted that 2,500 students would be entering the system with the transition center serving 420. Ms. Shriver stated that BCPS does not have a policy regarding "reasonable time," which must be clarified. She stated everyone needs to work together and be part of the solution.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 1280 - (Second Reading)

There were no speakers signed up to address the proposed changes to Policy 1280.

PUBLIC COMMENT

Mr. David Marks, member of the Northeast Area Education Advisory Council, echoed Mr. Walter Hayes' comments. He believed a breakthrough occurred when the DeJong report was published. Mr. Marks applauded the Board for supporting the DeJong study; however, no action has been taken since the report. Mr. Marks stated the longer the school system waits the more overcrowded schools will become.

Mr. Mohammad Jameel stated that adding the two Muslim holidays to the 2005-2006 school calendar would have averaged less than two school days a year. He noted the absence of these two days have a direct affect on the fundamentals of education of children. Mr. Jameel stated the request of Muslims is based upon the precedent and not discrimination. He stated he would stand for equity, rights, and justice for all. Finally, Mr. Jameel asked the Board to honestly consider the issue and be fair.

Ms. Jodi Shaefer stated parents and community members are concern about the number of trailers (relocatables) being added to schools. She stated an overcrowding coalition would be formed to address this specific issue. Ms. Shaefer noted Perry Hall High School has eleven trailers with approximately 2,300 students. She credits counselors, administrators, and teachers who are trying to deal with the overcrowding issue. Ms. Shaefer commented that the DeJong report was based on 2002 data and did not include New Town High School and the Route 43 extension. Ms. Shaefer stated the coalition wants to work with the Board to provide resources and improved facilities for the children.

Dr. Bash Pharoan, President of the Baltimore County Muslim Council, shared a survey with the Board about American feelings in relation to certain items. With regards to the school calendar, Dr. Pharoan stated the Board showed the Muslim community that it is not represented and has no voice. He believes that holidays should be equal. Dr. Pharoan trusts that Board members should be more supportive of the Muslim holidays.

ADJOURNMENT

At 9:14 p.m., Dr. Hayman moved to adjourn the open session. The motion was seconded by Mr. Arnold and approved by the Board.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

bls

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2004
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **BOARD OF EDUCATION POLICY 1280 – BOUNDARY CHANGES**
ORIGINATOR: J. Robert Haines, Deputy Superintendent
RESOURCE
PERSON(S): Rita Fromm, Executive Director, Planning and Support Operations

RECOMMENDATION

That the Board of Education approve revisions to Policy 1280 – Boundary Changes. This is the third reading of this policy

Background Information: Policy 1280 – Boundary Changes was originally adopted in October 2001, and has not been revised since that time. The proposed policy revisions would bring the language and current practice into alignment.

Appendix I – Proposed Policy 1280

BOUNDARY CHANGES

STATEMENT OF INTENT

The Board of Education recognizes its obligation to provide a uniform system of public schools that is designed to provide quality education and equal educational opportunity for all children. With the advice of the Superintendent, the Board of Education will establish geographical attendance areas for each school. The Board recognizes the importance of community involvement in the educational process.

In order to garner community input at the beginning of the boundary change process, the Board of Education is establishing this framework that provides an opportunity for a school /community-based recommendation to be presented to the Superintendent for specific boundary changes. The following school boundary practices have been established to provide school boundaries that are in the best interest of students.

PROCEDURE

1. During October, the [Department of Assessment and Student Data] **OFFICE OF STRATEGIC PLANNING** will analyze the September 30th enrollment data from the schools. At an Executive Leadership Team (Superintendent, Deputy Superintendents, Executive Directors of Schools, and the Chief of Staff) meeting in October, the [Department of Assessment and Student Data] **OFFICE OF STRATEGIC PLANNING** will identify those schools that exceed state capacity based on their full-time equivalent enrollment, as well as situations where enrollments are exceptionally low. Based on this analysis, the Executive Leadership Team will identify the schools for which boundary changes will be considered.
2. After the presentation to the Executive Leadership Team, the Executive Director of Schools responsible for any school(s) considered for boundary changes will appoint a Boundary Study Committee composed of parents, teachers, administrators, and other representatives from the schools and communities involved. The Boundary Study Committee will review information prepared by the [Department of Assessment and Student Data] **OFFICE OF STRATEGIC PLANNING**, gather input from the community, and develop several boundary change options.

3. The Executive Director of Schools will host a community forum in which the boundary change options developed by the Boundary Study Committee will be presented to all members of the community who wish to attend. The public will be informed at least ten (10) calendar days prior to the community forum by school newsletters and community newspapers of the time, date, and location of this community forum. The Boundary Study Committee will work with the individuals and groups at the community forum to receive input and assistance concerning the several boundary change options.
4. Following the community forum, all information and suggestions will be organized and processed by the [Department of Assessment and Student Data] **OFFICE OF STRATEGIC PLANNING** for review by the Boundary Study Committee. The Boundary Study Committee will then provide the Executive Director of Schools with the best boundary change option, which the Executive Director of Schools will review, approve, modify, alter, and/or reject.
5. The approved/altered boundary change option will be submitted to the Board of Education as the Superintendent's recommendation. The Superintendent's recommendation will be presented to the Board of Education at least ten (10) calendar days prior to the Board's public hearing on the boundary change. Copies of the Superintendent's recommendation will be sent to each school affected by the boundary change and, upon request, to interested parties. The Board of Education will also receive copies of the proposals considered by the Boundary Study Committee, including any rationales for rejection of a proposal by the Boundary Study Committee.
6. A public hearing on the Superintendent's recommendation will be held by the Board of Education at least ten (10) calendar days prior to final action by the Board on this item.
7. The above steps may be condensed in case of emergency.
8. **WHEN BOUNDARY CHANGES ARE NECESSARY BECAUSE OF CONSTRUCTION OF A NEW SCHOOL, STEPS 2 THROUGH 6 OUTLINED ABOVE MAY BE INITIATED BY THE EXECUTIVE DIRECTOR OF SCHOOLS WITH THE APPROVAL OF THE SUPERINTENDENT ANYTIME FOLLOWING FUNDING APPROVAL BY THE STATE AND/OR COUNTY FOR THE PROJECT.**

THE FRAMEWORK FOR THE BOUNDARY STUDY COMMITTEE

The following framework for the Boundary Study Committee, including the organization and duties and the suggestions for possible areas to be considered, are advisory.

ORGANIZATION AND DUTIES OF THE BOUNDARY STUDY COMMITTEE

The Boundary Study Committee is to develop several boundary change options to be presented to the appropriate Executive Director of Schools for presentation at the community forum. Following the community forum, the Boundary Study Committee will review all information gathered at the community forum. The Boundary Study Committee shall make a recommendation to the Executive Director of Schools of what it considers to be the best boundary change option.

- I. Boundary Study Committee
 - A. Boundary Study Committee Co-Chairpersons
 1. Selected by the Superintendent
 2. Duties
 - a. Chair Boundary Study Committee meetings
 - b. Organize dissemination of information to the affected community
 - c. Co-chair the community forum
 - d. Present the Boundary Study Committee recommendation to the Executive Director of Schools
 - e. Assist the Executive Director of Schools with the presentation of the best boundary change option to the Executive Leadership Team
 - f.
 - B. Recorder
 1. Elected by Boundary Study Committee members at the second meeting
 2. Duties
 - a. Attends all committee meetings
 - b. Takes minutes of committee discussions and actions. (Secretarial assistance and mailing of minutes will be provided by the [Department of Assessment and Student Data] **OFFICE OF STRATEGIC PLANNING** staff.)

C. Committee Members

1. Committee members will endeavor to work with the Executive Director of Schools and the [Department of Assessment and Student Data] **OFFICE OF STRATEGIC PLANNING** to:
 - a. Receive and review information on the housing developments and neighborhoods included in the study area using maps and data provided by staff
 - b. Serve as representatives of the affected schools and interested individuals from the affected neighborhoods
 - c. Seek input from the interested individuals from the affected neighborhood to identify concerns and preferences
 - d. Provide input to the Boundary Study Committee as a representative of the affected neighborhood, not as an individual
 - e. Provide, where necessary, information from the Boundary Study Committee to interested individuals in the affected neighborhoods
 - f. Identify the various boundary options
 1. Determine which neighborhoods and/or areas should be in the core boundary area to attend each affected school (i.e., the areas which will definitely be included in the attendance area for each affected school).
 2. Determine which neighborhoods and/or areas are considered optional and can be assigned to one or more different schools in the various boundary options.
 - g. Plan, attend, and assist with the facilitation of the community forum
 1. Assist in the preparation and/or dissemination of publicity concerning the community forum
 2. Work with staff to develop handouts which summarize the advantages or disadvantages of each of the boundary options
 3. Help the Boundary Study Committee develop answers to frequently asked questions about the process and the various boundary options.

- 4. Serve as small-group facilitators to answer questions and gather information for the Boundary Study Committee.
- h. Make recommendation to the Executive Director of Schools of the best boundary change option.

II. Executive Director of Schools

- A. Advise the Executive Leadership Team concerning schools which may require boundary adjustments
- B. Schedule meetings with principals, in concert with the [Department of Assessment and Student Data] **OFFICE OF STRATEGIC PLANNING**, to provide orientation to the boundary study process
- C. Appoint Boundary Study Committee members
- D. Schedule, attend, and facilitate Boundary Study Committee meetings
- E. Direct the research of the [Department of Assessment and Student Data] **OFFICE OF STRATEGIC PLANNING** staff
- F. Coordinate communication throughout the boundary change process
- G. Host the community forum
- H. Present the Boundary Study Committee’s best boundary change option to the Executive Leadership Team

III. School Principals

- A. Identify and contact parents and teachers to serve on the Boundary Study Committee and recommend those individuals to the Executive Director of Schools
 - 1. Seek the advice of the PTA Executive Board to identify parent(s) representatives to be appointed to the Boundary Study Committee
 - a. Parent representatives should have the time to devote to the Boundary Study Committee.
 - b. Parent representatives should represent potentially affected areas and/or neighborhoods.
 - 2. Seek the advice of the school’s Faculty Council to identify teacher[(s)] representative(s) to be appointed to the Boundary Study Committee.
 - 3. Explain to potential parent and teacher representatives the Boundary Study Committee member duties, organization, and time commitment, and obtain that individual’s commitment to actively serve on the Boundary Study Committee before final selection.

- B. Attend, or provide a representative to, the Boundary Study Committee meetings and serve as a technical advisor
 - C. Assist the Boundary Study Committee in communication efforts
 - 1. When requested by the Boundary Study Committee, use the school newsletter or other forms of parent communication to assist in the dissemination of information.
 - 2. Make appropriate presentations to various school-based groups and/or at PTA meetings of information that would be of assistance to the Boundary Study Committee.
 - 3. Be knowledgeable of all Boundary Study Committee activities in order to respond to parent inquiries.
 - D. Remain impartial in assisting the Boundary Study Committee with the determination of options
- IV. [Department of Assessment and Student Data] **OFFICE OF STRATEGIC PLANNING**
- A. Meet with affected principals to provide orientation to the Boundary Study Committee process
 - 1. Review boundary study parameters (extent of relief being sought for each school involved.)
 - 2. Review location of potentially affected neighborhoods
 - B. Work with Executive Director of Schools in planning first Boundary Study Committee meeting
 - C. When requested by the Boundary Study Committee, provide geographic and statistical data as well as other technical assistance
 - D. Organize and process information and report results of the Boundary Study Committee and the community forum
 - E. Review Boundary Study Committee recommendation
 - F. Organize information and data to be presented to the Executive Leadership Team
- V. Baltimore County Public Schools Budget, Physical Facilities, Transportation, and Other Offices
- A. Provide data, input, and feedback to all proposals throughout the process
 - B. Consider the implications of boundary changes when developing budgets, physical facilities, transportation networks, and other services

**SUGGESTIONS FOR POSSIBLE CONSIDERATION BY
THE BOUNDARY STUDY COMMITTEE**

The Baltimore County Public Schools' Belief Statement asserts "improved achievement requires families and communities to be partners in the education process." In order to encourage community support in the educational process, the boundary change process has been revised to garner community input at the initial stages of the boundary setting discussions. The Boundary Study Committee provides a framework to obtain and to refine community input for recommending new school boundaries to the Executive Director of Schools.

In order to prepare for its recommendation to the Executive Director of Schools, the Boundary Study Committee may consider any, all, several, or none of the following topics. These topics are provided only for Committee discussion and to provide a framework to develop the various boundary options. The topics are not intended to represent an exhaustive list of all the topics that could be considered when reviewing boundary changes.

The topics provided below are not meant to be a complete list. It is recognized that some topics of consideration may be mutually exclusive and/or contradictory. The listing of these topics is to provide a numerical reference system, but does not indicate a hierarchy, order of priority, or any implied priority or desirability. The best option recommended by the Boundary Study Committee to the Executive Director of Schools need not satisfy all of the topics listed below.

The final plan adopted by the Board of Education may include any or none of these topics of consideration.

1. Establish and adjust school boundaries throughout the county in a manner which ensures efficient use of available space.
 - A. Identify schools which are overcrowded or underenrolled by comparing the State Capacity of each facility with its full-time equivalent enrollment
 - B. Apply the guideline of 90% (Whenever a school's FTE enrollment reaches 90% of its state capacity, the school is overcrowded." Conversely, by MSDE practice, a school with an FTE enrollment that is 65% or less of its state capacity is considered underutilized.)
 - C. Avoid overcrowding facilities
 - D. Minimize costs

2. Reassign school attendance areas only when other reasonable and educationally sound choices are not immediately available.
 - A. Explore ways of using existing space more efficiently
 - B. Consider annexing certain grades or programs to nearby facilities with spare capacity
 - C. Where possible, use relocatable classrooms to relieve overcrowding due to short-term enrollment increases

3. Maintain a commitment to long-range planning decisions.
 - A. Where feasible, maintain the community school concept.
 - B. Attempt to ensure that students attend the schools closest to their homes. Sample options:
 - i. Whenever possible, attempt to keep communities together.
 - ii. In order to serve students at the closest possible school, consider employing a domino effect when locations of available school facilities and student clusters are not contiguous.
 - iii. When establishing boundary lines, attempt to follow natural boundaries, such as railroads, creeks, major highways, election districts, existing school boundaries, and locations of feeder schools.
 - C. Where possible, eliminate existing satellite zones (areas districted to a school that are outside of its community boundary). Sample options:
 - i. Attempt to employ satellite zoning only for special purposes and for a pre-determined time period. (Any satellite zoning plan should designate the contiguous school which will be expected to serve students in the satellite area as soon as circumstances permit.
 - ii. As new subdivisions are approved and overcrowd a school, consider assigning the children from the newly developing neighborhoods to other attendance areas with available space rather than disrupt students from existing neighborhoods. (Realize, however, that this tends to create undesirable satellite areas which are usually served by facilities that are a greater distance away than schools serving established residences.)

4. Relate proposed boundary adjustments to customary student assignment patterns for progression through school.
 - A. Whenever possible, develop boundary change proposals which ensure that feeder school patterns from elementary to middle to high school keep developments, neighborhoods, and communities together
 - B. Where feasible, develop boundary change proposals which ensure that elementary school boundaries do not overlap middle school boundaries, and middle school boundaries do not overlap high school boundaries
 - C. Reassign elementary school students no more than once every 5 years and secondary school students no more than once every 3 years
 - D. Phase in high school redistricting, when possible, beginning with grade 9 students
 - E. Develop options which reflect the diversity of the population within the entire cluster of schools under consideration
 - F. Reject options which foster racial or socioeconomic isolation

5. Examine the effects of boundary adjustments on the instructional programs of all schools involved.
 - A. Examine the effect of boundary adjustments on the instructional programs of both the sending and receiving schools
 - B. Adjust enrollment projections by school to assist in staffing, scheduling, and distribution of supplies and materials when boundary changes are implemented

6. Develop boundary adjustment proposals that allow students to be transported in the most efficient and feasible manner.
 - A. Maximize the number of students who can walk to school
 - B. Minimize travel time and maximize safety for students who must be transported
 - C. Avoid bussing students past a school which has the same grade levels
 - D. Avoid duplicate bus runs on the same streets for schools with the same grade levels
 - E. Transport toward town centers rather than toward countryside to minimize special trips to school for parents and guardians

7. Come to a consensus on proposed options by prioritizing the needs unique to the situation under study.
 - A. Develop proposals which meet the above criteria to the greatest extent possible
 - B. Recognize that there is not a single scenario which will please everybody
 - C. Keep in mind that decisions approved and implemented by the Board of Education become precedents that may influence decisions made in similar situations for years to come

Policy
Adopted: 10/23/01
REVISED:

Board of Education of Baltimore County

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2004
TO: **BOARD OF EDUCATION**
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: **REVISIONS TO *BLUEPRINT FOR PROGRESS***
ORIGINATOR: Dr. Joe A. Hairston, Superintendent
RESOURCE
PERSON(S): Christine M. Johns, Deputy Superintendent, Curriculum and Instruction

INFORMATION

That the Board of Education review the revisions to the *Blueprint for Progress*.

Appendix I: Draft *Blueprint for Progress*

The *Blueprint for Progress* is aligned
with two pieces of legislation,
No Child Left Behind Act 2001 and
Bridge to Excellence in Public Schools Education Act
and also with the
Maryland Visionary Panel for Better Schools:
Achievement Matters Most



BALTIMORE COUNTY PUBLIC SCHOOLS
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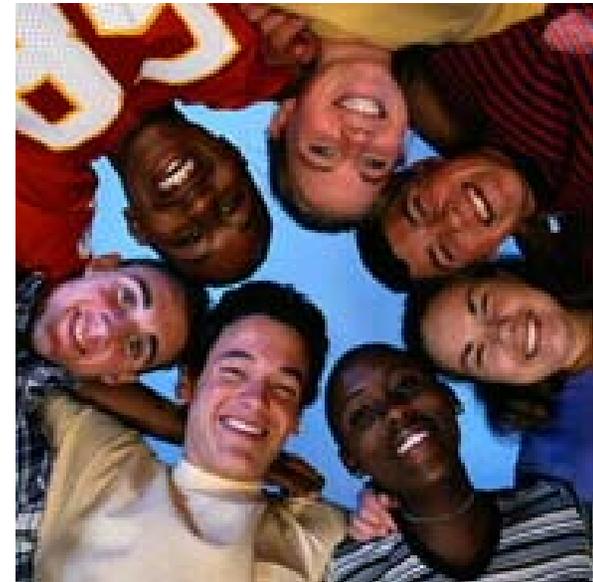
August 2004



DRAFT

Focused on Quality;
Committed to Excellence
Blueprint for Progress

**REALIZING THE
VISION**



Adopted by the Board of Education
on (DATE)

Work Group Members

Christine Johns, Deputy Superintendent, Co-Chair
Merle Audette, Chief of Staff, Co-Chair
J. Robert Haines, Deputy Superintendent, Business Services
Alpheus Arrington, Director, Personnel
Phyllis Bailey, Executive Director, Special Programs PreK-12
Charlene Bonham, Manager, Career and Technology
Ron Boone, Executive Director, Federal and State Programs
Cheryl Bost, President, TABCO
Barbara Brinker, Representative, PSNA
Cornell Brown, Administrator, Physical Facilities
Barbara Burnopp, Executive Director, Fiscal Services
LaWanda Burwell, Supervisor, Professional Development
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BALTIMORE COUNTY PUBLIC SCHOOLS

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August 2004

INTRODUCTION

The Baltimore County Public Schools are dedicated to providing a quality, comprehensive educational program designed to address the needs of a diverse student population. Building on current successes, the system's ***Blueprint for Progress*** outlines the vision, mission, belief statements, performance goals, performance indicators, and key strategies.

The ***Blueprint for Progress***, a framework for improving student achievement, provides clear direction for everyone involved in education in Baltimore County. The ***Blueprint for Progress*** is built on a foundation of clear standards, quality instruction, and individual accountability. Implementing this blueprint is essential if we are to meet state and national standards and accomplish the goals of increased student achievement and continuous school improvement.

Our children are our future.

We must teach them well.

They deserve the best.



International Baccalaureate (IB) is a rigorous course of study at the high school level that can result in the receipt of college credit and an IB designation on the diploma.

Maryland [State] SCHOOL Assessment (MSA) is a federally-mandated assessment program in grades 3 through 8, and grade 10 which will assess student achievement as basic, proficient, or advanced in the areas of reading and mathematics. The test results will be used to determine whether schools and school systems are meeting federal/state requirements for student achievement.

PERFORMANCE LEVEL STANDARDS INDICATE THE STATE'S THREE ACHIEVEMENT LEVELS: ADVANCED, PROFICIENT, AND BASIC. ALL STUDENTS SHOULD BE AT THE PROFICIENT OR ADVANCED LEVELS.



Highly Qualified Teacher

A “highly qualified” teacher:

- is eligible for a Maryland State Department of Education professional teaching certificate, and
- has demonstrated, through rigorous testing or appropriate course-work, mastery of the teaching content to which the teacher has been assigned.

Highly Qualified Paraprofessional

A “highly qualified” paraprofessional:

- has completed two or more years of study at an institution of higher education; or
- has obtained an associate’s or higher degree; or
- has a high school diploma or equivalent and meets a rigorous standard of quality, demonstrating through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, and mathematics or the instruction in readiness for these subjects.

High Quality Professional Development Opportunities

Professional development opportunities are of high quality if they are sustained, intensive, content based, and classroom focused in order to have a positive and lasting impact on daily instruction, on the teacher’s overall performance in the classroom, and on student achievement.

[**Independence Mastery Assessment Program (IMAP)** is a portfolio assessment comprised of three sections. Section One describes the student and the student’s school program. Section Two includes artifacts which demonstrate student achievement and progress in six areas:

- Functional Academics
- Communication/Decision-Making/Interpersonal Skills
- Community
- Career/Vocation
- Recreation/Leisure
- Personal Management

Section Three contains input from the student’s parent or guardian.

Students with disabilities who are learning alternate outcomes to the Maryland Content Standards and are participating in a Fundamental Life Skills curriculum that will lead to a Maryland High School Certificate will participate in the IMAP.]

Vision

Baltimore County Public Schools’ graduates will have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multicultural society.

Mission

The Baltimore County Public Schools’ mission is to provide a quality education that develops the content knowledge, skills, and attitudes that will enable all students to reach their maximum potential as responsible, life-long learners and productive citizens.



Goals

To improve achievement for all students

To maintain a safe and orderly learning environment in every school

To use resources effectively and efficiently

Belief Statements

- We believe that all students will learn and achieve.
- We believe that improved student achievement requires families and communities to be partners in the educational process.
- We believe that increased student achievement requires families to be responsible and accountable for their children's education.
- We believe that all schools will demonstrate adequate yearly progress.
- We believe in respecting the dignity and worth of every individual.
- We believe that a quality education requires:
 - An effective, qualified teacher in every classroom
 - An effective, qualified principal focused on instruction in every school
 - A challenging systemic curriculum
 - A results-oriented, data-driven focus based on continuous growth
 - An assessment program focused on the measurement of student growth
 - Shared accountability among teachers, principals, and central office personnel
 - Early intervention for young children.
- We believe that every employee must model ethical behavior, exhibit a strong work ethic, and perform at high levels.
- We believe that all Baltimore County Public Schools' departments and offices must demonstrate continuous improvement.

Glossary of Terms

Accuplacer is a college readiness examination that is offered to students to determine their ability to take college level courses in Baltimore County Public Schools. Accuplacer is a test used as part of the Baltimore County Public Schools College Readiness Program. The test is administered by assessors at CCBC.

The results are communicated to the schools by CCBC. Students are identified in three different groups: "College ready," "On track," and "See counselor." Counselors work with students to identify programs that may be beneficial to students desiring a parallel enrollment at a community college, and/or a higher-level course selection in high school.

Adequate Yearly Progress (AYP) is the growth in student achievement from year to year as measured by the Maryland School Assessment program (MSA). AYP will be determined, not only for schools and school systems, but for disaggregated data sets, e.g., gender, race/ethnicity, free/reduced meals, special education. As of January 2003, the Adequate Yearly Progress standards have not yet been established.

Advanced Placement Program (AP) represents a cooperative effort between secondary schools and colleges and universities. It is a program of introductory college-level courses for students who are willing and able to apply themselves to college-level studies during their high school years. Students who successfully complete AP courses and exams may be exempted from introductory courses by many colleges and universities.

ALTERNATE MARYLAND SCHOOL ASSESSMENT (ALT-MSA) IS DESIGNED FOR STUDENTS WITH DISABILITIES WHO ARE UNABLE TO PARTICIPATE IN THE MARYLAND SCHOOL ASSESSMENT (MSA) EVEN WHEN ACCOMMODATIONS ARE PROVIDED.

Engaging Work is teacher-developed activities and learning experiences that encourage and motivate students to persist at the tasks needed for learning.

High School Assessments (HSA) are State-mandated tests in Algebra I, biology, English 9, and government administered to measure student achievement in each of these subjects. The State will establish a passing standard, in the near future, which will become a graduation requirement for all students receiving a Maryland high school diploma.

- 8.17 ALL BALTIMORE COUNTY FACILITIES WILL BE OPERATIONAL IN THE SCHOOL YEAR AT A LEVEL THAT MEETS OR EXCEEDS THE 2002-2003 BASELINE.
- 8.18 THE NUMBER OF SCHOOLS THAT EXCEED CURRENT STUDENT CAPACITY STANDARDS WILL BE REDUCED.
- 8.19 THE WIDE AREA NETWORK, ENTERPRISE SYSTEMS, AND THE TELEPHONE SYSTEM WILL OPERATE EFFECTIVELY 98% OF THE TIME.

Key Strategies for Goal 8

- 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.
- 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.

Performance Goal 1

By [2007] 2014, all students will reach high standards, as established by the Baltimore County Public Schools and State [proficiency levels] PERFORMANCE LEVEL STANDARDS, in reading/language arts, mathematics, science, and social studies.

Performance Indicators for Goal 1

- 1.1 All diploma-bound students in grades 3 – 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards. (State standard)
- 1.2 All diploma-bound students will participate in the PSAT. (BCPS standard)
- 1.3 All students scoring a 55 or above on verbal/math PSAT will be counseled into honors or gifted and talented level courses. (BCPS standard)
- 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)
- 1.5 Seventy percent of participating special education students will meet or exceed state standards for the [Independence Mastery Assessment Program (IMAP)] ALTERNATE MARYLAND SCHOOL ASSESSMENT (ALT-MSA). (State standard)
- 1.6 All ELIGIBLE prekindergarten students [in eligible schools] will have access to a PreKindergarten Program by the 2007 – 2008 school year. (State standard)
- 1.7 All elementary schools will have a full-day kindergarten by the 2007 – 2008 school year. (State standard)
- 1.8 Students in grades 2 – 6 will achieve grade level standards on reading [benchmark] assessments. (BCPS standard)
- [1.9 All students will pass the Maryland Functional Math, Reading, and Writing Tests prior to the end of grade 8. (BCPS standard)]

- 1.9 [1.10] Each middle school will meet or exceed the State average student participation rate in Algebra I. (BCPS standard)
- 1.10 [1.11] All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9. (BCPS standard)
- 1.11 [1.12] All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards. (State standard)
- 1.12 [1.13] All students successfully completing Algebra I, biology, English 9, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)
- 1.13 [1.14] All high schools will meet or exceed the national average of a 7% participation rate on the Advanced Placement (AP) examination. (BCPS standard)
- 1.14 [1.15] All high schools will have at least 70% of their students who take AP examinations achieve passing scores. (BCPS standard)
- 1.15 [1.16 All International Baccalaureate (IB) schools will have 100% participation rate for the IB diploma-bound students.] ALL STUDENTS WHO PARTICIPATE IN THE INTERNATIONAL BACCALAUREATE (IB) PROGRAM WILL COMPLETE THE IB DIPLOMA REQUIREMENTS. (BCPS standard)
- 1.16 [1.17 All IB schools will have at least a 75% pass rate on IB examinations.] 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)



- 8.8 EACH SCHOOL WILL PROVIDE MEAL SERVICE AT OPTIMAL CAPACITY. (BCPS STANDARD)
- 8.9 THE BCPS EMPLOYEE ATTENDANCE RATE WILL MEET OR EXCEED THE COUNTY 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)
- 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)
- 8.14 THE NUMBER OF EQUAL EMPLOYMENT OPPORTUNITY (EEO) COMPLAINTS WILL BE REDUCED. (BCPS STANDARD)
- 8.15 MASTER AGREEMENTS WILL BE EFFECTIVELY IMPLEMENTED. (BCPS STANDARD)
- 8.16 ALL EMPLOYEES AND RETIREES WILL HAVE EFFECTIVE INFORMATION REGARDING EMPLOYEE BENEFITS. (BCPS STANDARD)



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

- [8.1 Each office in the Division of Business Services will establish benchmarks and indicators aligned with Performance Goal 8. (BCPS standard)]
- 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)
- 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)
- 8.3 THE ANNUAL OPERATING AND CAPITAL BUDGETS WILL BE DEVELOPED AND ADMINISTERED IN A TIMELY AND ACCURATE MANNER. (BCPS STANDARD)
- 8.4 THE DEPARTMENT OF FISCAL SERVICES' STAFF WILL EFFECTIVELY AND EFFICIENTLY PROVIDE TIMELY ACCESS TO FUNCTIONAL INFORMATION. (BCPS STANDARD)
- 8.5 THE STUDENT ENROLLMENT PROJECTIONS WILL HAVE A 99% ACCURACY RATE. (BCPS STANDARD)
- 8.6 NINETY PERCENT OF BUSES WILL ARRIVE EACH DAY WITHIN THE ESTABLISHED OPENING/CLOSING WINDOW. (BCPS STANDARD)
- 8.7 ALL STUDENTS WILL HAVE TOTAL RIDE TIMES OF LESS THAN 3 HOURS PER DAY. (BCPS STANDARD)

- 1.17 [18] All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)
- 1.18 [19] All high schools will meet or exceed the national average for [combined verbal,] CRITICAL READING, mathematics, AND WRITING scores on the SAT or the ACT. (BCPS standard)
- 1.19 [20] All high schools whose students take the placement test will meet or exceed scores on the Accuplacer that enables students to enroll in college level courses at two-year colleges. (BCPS standard)
- 1.20 [21] All high school students identified as career and technology education concentrators will meet or exceed State standards for both cumulative and technical Grade Point Averages (GPA). (State standard)
- 1.21 [22] All schools will achieve an attendance rate of at least 94%. (State standard)

Key Strategies for Goal 1

- 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 include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor 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.
- g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.

- h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
- i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
- j) Integrate technology in the teaching/learning process.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- l) Encourage reading by establishing a minimum goal of 25 books, from the recommended list, that will be read by/to each student during the academic school year.
- m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.
- n) Use standardized testing results to encourage all students to enroll in challenging course work.
- o) Monitor the relationship between 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.
- 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.

Performance Goal 7

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

Performance Indicators 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 for Goal 7

- a) Train school leadership to help parents, 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 the SIP, the allocation of positions, and the allocation of other resources.
- d) Encourage parents 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, staff, and community members in the school improvement process.
- 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 encourage 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.

Performance Goal 6

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

Performance Indicators for Goal 6

- 6.1 Increase student, parent/guardian, and teacher conferences annually by 10% per school. (BCPS standard)
- 6.2 Increase the number of volunteers and tutors in support of student achievement annually by 10% per school. (BCPS standard)
- 6.3 Increase the number of parents/guardians participating in Back-To-School Night and student events annually by 10% per school. (BCPS standard)

Key Strategies for Goal 6

- a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.
- b) Educate all new teachers in how to conduct parent-teacher conferences.
- c) Provide guidelines and strategies for student-parent-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, community, and business partners.
- f) Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships.
- 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.

- 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 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.
- 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[, e.g., Beginning Teacher Induction, Mentoring, and Academic Achievement].
- y) Provide professional development opportunities to teachers, para-professionals, and principals in content areas.



Performance Goal 2

By [2007] 2014, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

Performance Indicators 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 third school year. (BCPS standard)
- 2.2 Fifty percent of English Language Learners receiving ESOL services for more than one year, and less than three years, will attain proficiency on the MSA in reading/language arts, mathematics, and science. (BCPS standard)

Key Strategies for Goal 2

- 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 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 orientations on how to access services from the school system.

Note: Performance Goals 1 and 2, in accordance with *No Child Left Behind Act 2001*, further address the academic needs of English Language Learners.

Key Strategies for Goal 5

- a) Educate all students with disabilities in accordance with the objectives defined in the student's Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent possible.
- 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 eighth grade 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.



- i) Establish an action plan in the School Improvement Plan (SIP) for increasing parental awareness of their responsibilities and knowledge of behavior expectations identified in the *Student Handbook* and school code of conduct.
- j) Communicate to all students and parents 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.



Performance Goal 5

All students will graduate from high school.

Performance Indicators for Goal 5

- 5.1 All high schools will meet the graduation rate established by the State. (State standard)
- 5.2 All high schools will have annual dropout rates of less than 3%. (State standard)
- 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)

Performance Goal 3

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

Performance Indicators for Goal 3

- 3.1 All teachers and paraprofessionals will meet the requirements for “highly qualified,” as defined by *No Child Left Behind* and the *Bridge to Excellence in Public Schools Education Act*. (BCPS standard)
- 3.2 All teachers and paraprofessionals will participate in “high quality” differentiated professional development, as defined by *No Child Left Behind*. (State standard)
- 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)
- 3.4 All new teachers in Title I schools will meet the standard of “highly qualified” when hired. (State standard)
- 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 for Goal 3

- 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. Identify where the school system currently stands with respect to this goal and develop specific measures of acceptable progress and timelines.
- d) Continue to monitor and communicate with parents Baltimore County Public Schools’ progress toward 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 math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.
- f) Provide a variety of “high quality” professional development opportunities that focus on teachers’ and paraprofessionals’ assessed needs to ensure that they meet “highly qualified” status by 2005-2006.
- g) Continue a systematic process for the selection of “highly qualified” teachers.
- h) Optimize the use of all technology resources to attract and retain highly qualified teachers and paraprofessionals.
- i) Provide comprehensive information and professional development opportunities to support identified paraprofessionals in meeting academic and Maryland ParaPro Test requirements.
- j) Provide comprehensive information, access to hardware and software, and professional development opportunities to assist identified teachers in meeting the Elementary Secondary Education Act (ESEA) requirements to be “highly qualified.”
- k) Provide staff development opportunities that focus on principals’ assessed needs and system priorities.

Performance Goal 4

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

Performance Indicators for Goal 4

- 4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)
- 4.2 All schools will have published expectations of student behavior and parental responsibilities and involvement. (BCPS standard)
- 4.3 Staff, students, parents, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)

Key Strategies for Goal 4

- a) Provide attractive, clean, caring, and secure learning environments.
- b) Implement active character ethics education.
- c) Utilize the Student Support Services Team to address the needs of students.
- d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, and law enforcement.
- e) Continue inter-department and inter-agency teams to implement schoolwide Safety and Emergency Plans and the countywide Critical Response Plan and Emergency Safety Management Guide.
- f) Provide a continuum of services through alternative education programs.
- g) Continue the fingerprinting and criminal background checks for all employees.
- h) Continue the annual Safe Schools Conference.

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2004
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **UPDATES TO MASTER PLAN**
ORIGINATOR: Christine M. Johns, Deputy Superintendent, Curriculum and Instruction
RESOURCE PERSON(S): Business Services and Curriculum & Instruction Staff

INFORMATION

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

Appendix I: Draft Master Plan 2004-05 Update

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
SYSTEM			
Curriculum and Instruction			
c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.	Continue to investigate and identify, at the international, national, and state levels, research-based best practices designed to eliminate achievement gaps. Synthesize the information and determine its usefulness in addressing the achievement needs of all subgroups in BCPS	Exec Dir C & I	Jul 04-Jun 05
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	Continue to implement, evaluate, and adjust, as necessary, the BCPS Action Plan, “Elimination of the Over-Representation of African-American Students in Special Education”	Exec Dir Fed & St and Asst to Supt E & A	Jul 04-Mar 05
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	Continue to review existing programs, curricula, and instructional approaches to determine their effect on accelerating academic achievement for all students and eliminating achievement gaps	Exec Dir C & I	Jul 04-Jun 05
w) Support teachers in the implementation of reading techniques through professional development opportunities.	Continue to develop and revise curriculum guides <u>to align with the Voluntary State Curriculum (VSC) with a focus on imbedding the alignment to the VSC on an annual basis</u>	Exec Dir C & I	Jul 04-Jun 05
x) Provide ongoing support to new and veteran teachers through professional development opportunities, e.g., <u>Beginning Teacher Induction, Mentoring, and Academic Achievement</u> .	Continue to explicitly identify curriculum-based instructional strategies to meet the needs of a diverse student population with a focus on student engagement	Exec Dir C & I	Jul 04-Jun 05
	Continue to provide professional development and updates in National, State, and County content and assessment standards for administrators, mentors, and teachers	Exec Dir El, Sec and Fed & St	Jul 04-Jun 05
	Continue to offer refine school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, math, science, and social studies	Exec Dir El, Sec and Fed & St	Jul 04-Jan 05
	Continue to conduct demonstration lessons and coaching for teachers to provide differentiated instruction in reading, mathematics, science, and social studies to share researched-based instructional practices	Exec Dir El, Sec, and Fed & St	Jul 04-Jun 05

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>w) Support teachers in the implementation of reading techniques through professional development opportunities.</p> <p>x) Provide ongoing support to new and veteran teachers through professional development opportunities, e.g., Beginning Teacher Induction, Mentoring, and Academic Achievement.</p>	<p>Receive feedback on the draft <u>Assess the content</u> of <i>Schools Are For Children</i>, a document which that provides the educational philosophy of BCPS, the instructional framework, and research-based strategies to organize schools for teaching and learning</p>	Exec Dir C & I	Oct 04-Apr 05
	<p><u>Ensure maximum access to the general education curriculum for all students with disabilities in the Least Restrictive Environment (LRE)</u></p>	<u>Exec Dir C & I and Schools</u>	<u>Aug 04-Oct 05</u>
	<p>Continue to utilize disaggregated Data Warehouse information, on an annual basis, on of all State and local math and reading assessments at the system, area, school, classroom, and individual student level to make informed educational decisions to improve student achievement</p>	Exec Dir C & I and Schools	Jul 04-Jun 05
	<p>Continue to analyze and review disaggregated <u>Maryland School Assessment (MSA)</u> data from 2003-2004 to determine curricular implications, student performance by subgroups, and a needed appropriate professional development plan</p>	Exec Dir C & I, Schools, and Dir PD	Jul 04-Jun 05
	<p>Continue to analyze and utilize the results of State and local assessments</p>	Exec Dir Schools	Jul 04-Jun 05
	<p>Continue to implement a systemic intervention plan to support schools not achieving <u>Adequate Yearly Progress (AYP)</u> as indicated by 2002-2003 and 2003-2004 MSA data</p>	Exec Dir Schools	Jul 04-Oct 04
	<p>Continue to institute a cabinet-level review of any school that fails to make AYP</p>	Superintendent's Cabinet	Aug 04-Feb 05
	<p>Design, develop, and implement a mechanism and process for schools to provide feedback on the services from central offices</p>	Div of C & I and Bus Ser	Aug 04-Dec 04
<p>Prepare and analyze disaggregated reports to use for systemwide planning for curriculum and instruction leading to student success on MSA</p>	Exec Dir C & I and Schools	Jul 04-Mar 05	

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 201407, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>e) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>e) Monitor classroom instruction to ensure the Essential Curriculum is being taught.</p> <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>k) Identify and consistently</p>	<p>Continue to provide information to parents about access to MSA facts/strategies/score explanations/test samples through mailings, the BCPS website, and Education Channel programming</p>	CCO	Jul 04-Dec 04
	<p>Continue to provide professional development to administrators and teachers on measurement, analysis of disaggregated student-data results from the MSA, and the application of the findings to student learning in the classroom</p>	Exec Dir El and Sec	Jun 04-Dec 04
	<p>Continue to Update-publish grade level <u>curriculum and instructional</u> expectations to current goals and grade requirements for distribution by schools <u>to</u> parents/guardians</p>	Exec Dir El and Sec	Jul 04-Aug 04
	<p>Continue to implement the articulation plan between elementary and middle schools, and between middle and high schools</p>	Exec Dir El and Sec	Aug 04-Mar 05
	Early Childhood and Language Arts		
	<p>Continue professional development on the research-based components of comprehensive early literacy program including phonemic awareness, phonics, fluency, vocabulary, and comprehension</p>	Exec Dir El	Aug 04-Mar 05
	<p>Continue professional development on effective strategies to ensure differentiation <u>of instruction</u> and <u>opportunities for</u> acceleration of for all students in PreK to grade 2</p>	Exec Dir El	Aug 04-Dec 04
	<p>Maintain the student-teacher ratios for Kindergarten to Grade 2 at 21:1 for allocating positions to schools.</p>	Exec Dir HR	Jul 04-Dec 04
	<p>Pilot PreK, kindergarten, and first grade diagnostic tools</p>	Exec Dir El and Sec	Aug 04-Jun 05
	<p>Integrate the best practices and the appropriate findings into the curriculum and provide teachers with professional development <u>that includes training, modeling, and coaching of effective research-based instructional practices</u></p>	Exec Dir C & I	Aug 04-Jun 05

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.</p> <p>e) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p><u>h) Develop, implement, and monitor intervention programs for students who have no demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</u></p>	<p><u>Create more inclusive opportunities for students in Early Childhood Programs</u></p>	<p><u>Exec Dir EI</u></p>	<p><u>Aug 04-Nov 04</u></p>
	<p><u>Provide collaborative professional development among general educators and special educators to ensure the success of inclusion settings</u></p>	<p><u>Exec Dir EI</u></p>	<p><u>Jul 04-Jun 05</u></p>
	<p><u>Continue to participate in PreK curriculum study with University of Maryland at Campfield Early Childhood Center</u></p>	<p><u>Exec Dir EI</u></p>	<p><u>Jul 04-Jun 05</u></p>
	<p><u>Evaluate 2003-2004 PreK literacy program using kindergarten Maryland Model for School Readiness (MMSR) data</u></p>	<p><u>Exec Dir EI</u></p>	<p><u>May 04-Oct 04</u></p>
	<p><u>Implement the Open Court Prekindergarten Reading Program in all BCPS prekindergarten classes</u></p>	<p><u>Exec Dir EI</u></p>	<p><u>Aug 04-Jun 05</u></p>
	<p><u>Support the use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as an early childhood screening and progress monitoring tool to adjust instruction and provide appropriate support and interventions in order to prevent early reading failure</u></p>	<p><u>Exec Dir EI</u></p>	<p><u>Jun 04-Jun 05</u></p>
	<p><u>Provide summer training for approximately 450 additional teachers, administrators, and central office personnel in the use of <i>DIBELS</i></u></p>	<p><u>Exec Dir EI</u></p>	<p><u>Jun 04-Aug 04</u></p>
	<p><u>Maintain the student-teacher ratios for Kindergarten to Grade 2 at 21:1 for allocating positions to schools.</u></p>	<p><u>Exec Dir HR</u></p>	<p><u>Aug 04-Jun 05</u></p>
	<p><u>Support and expand the Model K reading program into the following elementary schools: Arbutus, Baltimore Highlands, Chadwick, Chesapeake Terrace, Deep Creek, Featherbed Lane, Harford Hills, Hebbville, Hernwood, Johnnycake, Norwood, Red House Run, Scotts Branch, Timber Grove, and Winfield, as well as the 10 schools transitioning from half-day kindergarten programs to full-day programs: Catonsville, Fullerton, Glyndon, Oliver Beach, Orems, Middleborough, Reisterstown, Relay, Villa Cresta, and Westowne</u></p>	<p><u>Exec Dir EI</u></p>	<p><u>Jul 04-Jun 05</u></p>

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p><u>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</u></p> <p><u>w) Support teachers in the implementation of reading techniques through professional development opportunities.</u></p> <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p>	<p><u>Partner with MSDE to implement the first year of the MSDE <i>Reading First</i> Grant in: Edmondson Heights, Sandalwood, Sandy Plains, Scotts Branch, and Winfield</u></p>	<p><u>Exec Dir EI</u></p>	<p><u>Jul 04-Jun 05</u></p>
	<p><u>Implement a more comprehensive, research-based <i>Assessment and Intervention Model (AIM)</i> to promote ongoing assessment, early identification and support for students who are at risk of reading failure in: Baltimore Highlands, Battle Grove, Berkshire, Chadwick, Charlesmont, Chase, Chesapeake Terrace, Deep Creek, Dogwood, Dundalk, Featherbed Lane, Glenmar, Halstead, Hebbville, Hernwood, Johnnycake, Logan, Mars Estates, Middlesex, Norwood, Oliver Beach, Owings Mills, Powhatan, Randallstown, Sussex, Timber Grove, Villa Cresta, White Oak, and Woodmoor elementary schools</u></p>	<p><u>Exec Dir EI</u></p>	<p><u>Jul 04-Jun 05</u></p>
	<p><u>Provide <i>Language Essentials for Teachers of Reading and Spelling (LETRS)</i> training by Louisa Moats to central office and school-based AIM teachers, reading specialists, coaches, mentors, and administrators in order to support the implementation of AIM</u></p>	<p><u>Exec Dir EI</u></p>	<p><u>Jul 04-Jun 05</u></p>
<p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p>	<p style="text-align: center;">Language Arts</p> <p><u>Complete the planning of the use of Houghton Mifflin as the basis for the summer curriculum workshop revisions of the elementary written language curriculum <u>Assess the need for other written language resources</u></u></p>	<p>Exec Dir EI</p>	<p>Apr 05-Jun 05</p>
	<p><u>Pilot the revised written language curriculum. Provide professional development to support <u>writing-written language instruction that is aligned with the VSC</u></u></p>	<p>Exec Dir EI</p>	<p>Aug 04-Jun 05</p>
	<p><u>Support the implementation of the primary reading acceleration model</u></p>	<p>Exec Dir EI</p>	<p>Sep 04-Jun 04</p>
	<p style="text-align: center;">Elementary Math</p> <p><u>Continue to implement Math and Science curriculum development and professional development with NSF, Super Stem, and UMBC at Featherbed Lane Elementary and</u></p>	<p>Exec Dir Fed & St, Dir Math PreK-12 and</p>	<p>Jul 04-Jun 05</p>

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students. ———</p> <p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>g) Provide the opportunity for</p>	<p>Review and assess the elementary Math curriculum</p> <p style="text-align: center;"><u>Elementary Science</u></p> <p>Analyze, revise, and publish the grade 4 differentiated science curriculum</p> <p>Initiate the implementation of the science plan</p> <p>Continue to implement departmentalization of science instruction at grades 3-5</p> <p>Continue to provide ongoing professional development on research-based best practices to these elementary teachers</p> <p>Seek future funding for the continued implementation of the plan</p> <p>Implement the concept of a countywide Science Fair</p> <p>Continue to implement the elementary science, engineering, and technology fair</p> <p>Plan and implement a school-to-university program including Saturday conferences, symposia, etc.</p> <p>Design units grades PreK-5 aligned curriculum with VSC that are problem centered</p> <p>Add design and technology concepts to selected elementary science units</p> <p>Add electronic data acquisition activities to units in grades 1-5</p> <p>Pilot Waterford Early Science and Mathematics program in grades K-2</p> <p>Design and pilot end-of-year science tests in grades 3 and 5</p>	<p>Exec Dir EI</p> <p>Dir Sci K-12</p> <p>Dir Sci K-12</p> <p>Dir Sci PreK-12</p> <p>Dir Sci PreK-12</p> <p>Dir Sci K-12</p> <p>Dir Sci K-12</p> <p>Dir Sci PreK-12</p>	<p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p>Jul 04-Dec 04</p> <p>Sep 04-Jun 05</p> <p>Sep 04-Jun 05</p> <p>Sep 04-Jun 05</p> <p>Sep 04-Mar 05</p> <p>Sep 04-Jun 05</p>

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>students to participate in music, art, athletic, and extra-curricular activities.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>l) Encourage reading by establishing a minimum goal of 25 books, from the recommended list, that will be read by/to reach student during the academic school year.</p> <p>q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.</p> <p>r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.</p> <p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include</p>	<p><u>Design and implement science lab facilities in elementary schools</u></p> <p><u>Design, pilot, and implement a grade 5 outdoor science program for all students</u></p> <p><u>Plan and implement a Summer Science Institute in partnership with CCBC that is centered on learning science content</u></p> <p><u>Design and implement a master's degree program or certificate with local universities</u></p> <p style="text-align: center;">Elementary Social Studies</p> <p><u>Continue to provide professional development for teachers, administrators, and ETM liaisons to receive information about strategies to meet the learning needs of all students</u></p> <p>Continue to implement differentiated social studies curriculum for grade 5</p> <p>Continue to implement an MSDE credit course on social studies content</p> <p><u>Infuse the application of the reading strategies that support the Comprehension of Informational Text into the social studies curriculum</u></p> <p>Seek funding for the expansion of the <u>Expand Black Saga, program a multicultural program that enriches the social studies curricula to reflect the contributions of African Americans, to include the first annual Baltimore County Black Saga Competition for the following elementary schools: Battle Grove, Bedford, Cedarmere, Cromwell Valley, Deer Park, Dogwood, Edmondson Heights, Hebbville, Logan, Mars Estates, Milbrook, Powhatan, Randallstown, Scotts Branch, Stoneleigh, Winand, Winfield, and Woodmoor, as well as Deer Park Middle Magnet, Old Court Middle, Southwest Academy, Woodlawn Middle, and others to be named for elementary schools-</u></p>	<p><u>Dir Sci PreK-12</u></p> <p><u>Dir Sci PreK-12</u></p> <p><u>Dir Sci PreK-12</u></p> <p><u>Dir Sci PreK-12</u></p> <p><u>Exec Dir El and Sec</u></p> <p><u>Exec Dir El</u></p> <p>Exec Dir El and Asst to Supt for E & A</p> <p><u>Exec Dir El</u></p> <p>Exec Dir El, Sec, and Asst to Supt E & A</p>	<p><u>Sep 04-Jun 05</u></p> <p><u>Aug 04-Jun 04</u></p> <p><u>Sep 04-Mar 05</u></p> <p><u>Jul 04-Oct 04</u></p> <p><u>Jun 04-Nov 04</u></p>

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1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards.				
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE	
<p>differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p><u>Goal 5 a) Educate all students with disabilities in accordance with the objectives defined in the student’s Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent possible.</u></p> <p><u>g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.</u></p> <p>j) Integrate technology in the teaching/learning process.</p> <p><u>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</u></p>	<p>Explore other awareness programs that respect and honor other cultures and develop a plan for implementation</p> <p><u>Conduct an on-line voting experience for elementary and middle school students to promote civic awareness and responsibility to generate data for use in post-election analysis in math and social studies instruction</u></p> <p><u>Continue to promote student enrichment programs such as Mock Trial, Quiz Bowl, Model United Nations, Model Congress, Black Saga, Student Council, and Forensics</u></p>	<p>Exec Dir El and Asst to Supt E & A</p> <p style="text-align: center;"><u>Exec Dir El</u></p> <p style="text-align: center;"><u>Exec Dir Sec and Spec Prog</u></p>	<p>Jul 04-Jun 05</p> <p style="text-align: center;"><u>Sep 04-Dec 04</u></p> <p style="text-align: center;"><u>Aug 04-Jan 05</u></p>	
	Special Education	<p><u>Provide collaborative general and special education teacher professional development in the implementation of the VSC. Embed strategies and understandings to assist in meeting the needs of all students</u></p> <p><u>Review the special education external evaluation and develop an action plan</u></p> <p><u>Explore research-based methodologies and interventions to meet the needs of diverse learners</u></p>	<p style="text-align: center;"><u>Exec Dir C & I</u></p> <p style="text-align: center;"><u>Exec Dir Fed & St</u></p> <p style="text-align: center;"><u>Exec Dir C & I</u></p>	<p style="text-align: center;"><u>Jul 04-Jun 05</u></p> <p style="text-align: center;"><u>Jul 04-Jun 05</u></p> <p style="text-align: center;"><u>Jul 04-Jun 05</u></p>
	<p><u>Implement a staff development program for paraeducators addressing roles/responsibilities to promote student learning</u></p> <p><u>Improve reading achievement of students with disabilities in the general education classroom using AIM</u></p> <p><u>Develop demonstration lessons that utilize collaboration and co-teaching models to provide differentiated instruction in all content areas</u></p>	<p style="text-align: center;"><u>Exec Dir Fed & St and Dir PD</u></p> <p style="text-align: center;"><u>Exec Dir El, Sec, and Fed & St</u></p> <p style="text-align: center;"><u>Exec Dir C & I</u></p>	<p style="text-align: center;"><u>Jul 04-Apr 05</u></p> <p style="text-align: center;"><u>Jul 04-Jun 05</u></p> <p style="text-align: center;"><u>Jul 04-Jun 05</u></p>	
	<p><u>Improve services for students with disabilities in the Least Restrictive Environment (LRE) by identifying strategies to divert nonpublic placements by utilizing efficient practices and school-based natural supports</u></p>	<p style="text-align: center;"><u>Exec Dir Fed & St</u></p>	<p style="text-align: center;"><u>Jul 04 – Jun 05</u></p>	

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
school year.	Secondary English and Reading		
q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.	Continue to utilize the Data Warehouse to analyze the disaggregated MSA results and make instructional adjustments based on the analysis of the data. Examples are: Master Schedules and Student Assignments	Exec Dir Sec, Schools, and Fed & St	Aug 04-Dec 04
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.	<u>Implement a structure to assist teachers and administrators in reviewing student achievement data in reading to determine where students need formal reading instruction after grade 6</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.	Implement the plan to p Provide professional development for identified classroom teachers in schools where students are not meeting reading standards	Exec Dir Sec	Aug 04-Jun 05
	Continue to encourage the implementation of speech and debate teams to motivate students to read and do research	Exec Dir Sec	Aug 04-Jun 05
	Continue to implement a professional development program for all middle and high school reading teachers that focuses on increasing their knowledge and use of research-based reading strategies	Exec Dir Sec	Jul 04-Jun 05
	Implement the summer school reading program for eighth and ninth grade students who are not meeting grade level standards	Exec Dir Sec	Jun 04-Sep 04
	Continue to provide <u>site-based</u> coaching and demonstration lessons for <u>site-based teachers to improve the achievement of students scoring professional development based on the number of students achieving</u> at the basic level on the MSA	Exec Dir Sec and Spec Prog	Aug 04-Jun 05
	<u>Implement a new Grade 6 Scott Foresman reading program for all students countywide</u>	<u>Exec Dir Sec and Schools</u>	<u>Jul 04-Jun 05</u>
	Implement the reading <u>acceleration-intervention</u> program <u>at Deep Creek Middle and Dundalk High schools FAST TRACK at all middle schools and Catonsville Alternative</u>	Exec Dir Sec and Schools	Aug 04-Jun 05

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1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards.				
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE	
<p><u>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</u></p> <p><u>j) Integrate technology in the teaching/learning process.</u></p> <p><u>t) Provide middle school mathematics teachers with intense professional development opportunities that address content</u></p>	<p><u>School, as well as Lansdowne, Randallstown, Woodlawn, Loch Raven, Towson, Overlea, Kenwood, Sparrows Point, Patapsco, and Dundalk High Schools identified by need based upon MSA/HSA results</u></p>			
	<p><u>Implement an Assessing Curriculum Content for Special Education Students (ACCESS) reading support program at Kenwood, Lansdowne, Milford Mill Academy, Overlea, Parkville, Patapsco, and Woodlawn High Schools</u></p>	<p><u>Exec Dir Sec and Schools</u></p>	<p><u>Aug 04-Jun 05</u></p>	
	<p>Secondary Mathematics</p>	<p>Analyze data from the 2004 MSA in grades 6-8 and provide professional development in MSA content standards and scoring of MSA test items</p>	<p>Exec Dir Sec and Schools</p>	<p>Jun 04-Apr 05</p>
	<p>Continue the Algebra with Assistance course in identified schools based upon the 2003-04 evaluation</p>	<p>Exec Dir Sec</p>	<p>Aug 04-Jun 05</p>	
	<p>Implement the summer math program to accelerate students who are at the proficient level in math to prepare them for pre-Algebra and Algebra I courses</p>	<p>Exec Dir Sec and SSS</p>	<p>Jun 04-Aug 04</p>	
	<p>Secondary Science</p>	<p>Initiate the <u>Implementation of the science plan</u></p>	<p>Dir Sci PreK-12</p>	<p>Aug 04-Jun 05</p>
	<p><u>Middle School</u></p>	<p><u>Design science units for grades 6-8 aligned curriculum with VSC that are problem centered</u></p>	<p><u>Dir Sci PreK-12</u></p>	<p><u>Sep 04-Jun 05</u></p>
	<p><u>Implement whiteboard/tablet technology in middle school science classrooms</u></p>	<p><u>Dir Sci PreK-12</u></p>	<p><u>Sep 04-Jun 05</u></p>	
	<p><u>Implement a virtual science fair in all middle schools</u></p>	<p><u>Dir Sci PreK-12</u></p>	<p><u>Sep 04-Jun 05</u></p>	
	<p><u>Add electronic data acquisition activities to units in grades 6-8</u></p>	<p><u>Dir Sci PreK-12</u></p>	<p><u>Sep 04-Jun 05</u></p>	

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By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<u>standards and teaching techniques for a diverse student population.</u>	<u>Design and implement a master’s degree program or certificate with local universities leading to highly qualified status</u>	<u>Dir Sci PreK-12</u>	<u>Sep 04-Jun 05</u>
	<u>Design and implement student summer enrichment programs in science and technology</u>	<u>Dir Sci PreK-12</u>	<u>Sep 04-Jun 05</u>
	<u>Plan and implement a summer science institute for teachers that is centered on learning science content</u>	<u>Dir Sci PreK-12</u>	<u>Sep 04-Jun 05</u>
	<u>High School</u>		
	<u>Design science units that are problem centered for biology, chemistry, and environmental science aligned with the VSC</u>	<u>Dir Sci PreK-12</u>	<u>Sep 04-Jun 05</u>
	<u>Pilot whiteboard/tablet technology in six high schools</u>	<u>Dir Sci PreK-12</u>	<u>Sep 04-Jun 05</u>
	<u>Implement a virtual science fair in all high schools</u>	<u>Dir Sci PreK-12</u>	<u>Sep 04-Jun 05</u>
	<u>Add electronic data acquisition activities to all science units</u>	<u>Dir Sci PreK-12</u>	<u>Sep 04-Jun 05</u>
	<u>Design and implement master’s degree programs with local universities leading to highly qualified status in physics and chemistry</u>	<u>Dir Sci PreK-12</u>	<u>Sep 04-Jun 05</u>
	<u>Design a 9th grade program in science, Algebra I, and technology education that develop a foundation for biology</u>	<u>Dir Sci PreK-12</u>	<u>Sep 04-Jun 05</u>
	<u>Develop, pilot, and refine end-of-year exams in all core science courses</u>	<u>Dir Sci PreK-12</u>	<u>Sep 04-Jun 05</u>
	<u>Secondary Social Studies</u>		
	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 Sec	Sep 04-Jun 05

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By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p><u>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</u></p> <p><u>g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.</u></p> <p><u>i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.</u></p> <p><u>k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.</u></p> <p><u>x) Provide ongoing support to new and veteran teachers through professional development opportunities.</u></p>	Continue to implement the Primary Talent Development program (PTD) for all children K-2 to support access to and achievement in gifted and talented education	Exec Dir Spec Prog	Aug 04-Jun 05
	Continue to provide a quality interscholastic athletic program that encourages the participation of a diverse high school student population and that enhances and supports the mission of the school system to increase student achievement	Exec Dir Spec Prog and Sec	Aug 04-Jun 05
	Continue to provide interscholastic athletic opportunities for teams of regular and special education students (with disabilities) through the Allied Sports program	Exec Dir Spec Prog	Aug 04-Jun 05
	<u>Continue to implement magnet programs at 26 school sites, considering recommendations from the external magnet school evaluation study</u>	<u>Exec Dir Spec Prog</u>	<u>Jul 04-Jun 05</u>
	<u>If awarded Magnet Schools of America Program (MSAP) Grant, begin year one of magnet program implementation at Lansdowne Middle School, Lansdowne High School, Deep Creek Middle School, and Chesapeake High School</u>	<u>Exec Dir Spec Prog</u>	<u>Sep 04-Jun 05</u>
	Conduct a study to analyze the correlation between student achievement and extra-curricular activities. Evaluate the participation data of students involved with extra-curricular activities to develop programs to increase student involvement	Exec Dir Spec Prog	Aug 04-Jun 05
	Continue to provide experiences for all children in Fine Arts, Physical Education, and Health by allocating teaching positions to schools to deliver these programs to support child development	Exec Dir HR	Aug 04-Jun 05
	Library/Technology		
	Continue to use client feedback and user statistics to update the web portal OnLINE: The Librarians' Network for the Essential Curriculum of evaluated Internet resources to directly support the PreK-12 Essential Curriculum for a diverse population and learning styles	Exec Dir Spec Prog	Jul 04-Jun 05
	Continue to provide 24/7 access to online databases for students, staff, and parents access from school and home to authoritative online information databases resources	Exec Dir Spec Prog	Aug 04-Jun 05

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>c) <u>Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</u></p> <p>j) <u>Integrate technology in the reading/learning process.</u></p> <p>k) <u>Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.</u></p> <p>h) <u>Develop, implement, and</u></p>	<p><u>Continue to develop <i>Online Research Models</i> to promote best practices in engaging student problem solving by integrating information literacies with curriculum content standards in science, language arts, and social studies</u></p>	<p><u>Exec Dir Spec Prog</u></p>	<p><u>Jul 04-Jun 05</u></p>
	<p><u>Continue to provide curriculum offices with access to an e-Learner system to provide teachers with electronic resources and collaborative communication tools</u></p>	<p><u>Exec Dir Spec Prog</u></p>	<p><u>Jul 04-Jun 05</u></p>
	<p>Continue to provide quality and diverse library media center resource collections to ensure that all students have equitable access to books, media, and digital resources</p>	<p>Exec Dir Spec Prog</p>	<p>Jul 04-Jun 05</p>
	<p>Continue to provide curriculum and instructional service and support to schools with a priority focus on <u>priority elementary</u> schools: Deep Creek, Edmondson Heights, Hebbville, Hernwood, Johnnycake, Powhatan, Riverview, Scotts Branch, Winfield, and Woodmoor elementary schools, as well as Lansdowne Middle, Middle River Middle, Old Court Middle, Southwest Academy, Stemmers Run Middle, Chesapeake High, Dundalk High, Lansdowne High, Milford Mill Academy, and Woodlawn High</p>	<p>Exec Dir C & I</p>	<p>Jul 04-Jun 05</p>
	<p>Continue to provide <u>Title I transfer options and/or SUPPLEMENTAL EDUCATION SERVICES-supplemental education services</u> for eligible students as required by <u>No Child Left Behind (NCLB)</u></p>	<p>Exec Dirs C & I <u>Fed & St</u></p>	<p>Jul 04-Jun 05</p>
	<p><u>Continue to implement procedures for special permission transfers as required by Public Law 107-110 ELEMENTARY AND SECONDARY ACT 2001</u></p>	<p><u>Exec Dir Fed & St</u></p>	<p><u>Jul 04-Sep 05</u></p>
	<p><u>Continue to provide regional teams in the northwest and southwest areas to support schools with the highest number of students, who have IEPs and who live in group homes</u></p>	<p><u>Exec Dir Fed & St</u></p>	<p><u>Jul 04-Jun 05</u></p>
<p><u>Develop a Transition Center to support students</u></p>	<p><u>Exec Dir SSS</u></p>	<p><u>Jul 04-Jun 05</u></p>	

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By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p><u>monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</u></p> <p><u>j) Integrate technology in the teaching/learning process.</u></p>			
<p>Measurement: <u>On the 2003 baseline MSA assessment, the BCPS system-level performance was 64.3% of students achieving at the proficient level in reading; and 50.1% in mathematics. This performance exceeded the MSDE Annual Measurable Objectives (AMO) in both reading and mathematics for 2003. On the 2004 MSA, BCPS system-level performance was 70.7% of students achieving at the proficient level in reading; and 60.7% in mathematics. The 2004 BCPS system-level performance exceeded the AMO for 2007 in mathematics and the AMO for 2008 in reading. The percentages of students achieving at the proficient level will continue to increase to 100% by 2014.</u></p> <p><u>BCPS system’s 2004 proficiency level of 70.7% in reading surpasses the MSDE targeted 2008 AMO of 69.1%.</u></p> <p><u>BCPS system’s 2004 proficiency level of 60.7% in mathematics surpasses the MSDE targeted 2007 AMO of 57.0%.</u></p> <p><u>The percent of diploma-bound students in grades 3 – 8 and 10 who meet or exceed MSA standards. The baseline percent will be determined from the 2002-03 MSA. Percentages for subsequent years will be incremented so that by 2007-08, the percentage will be 100.</u></p>			
<p>Resources: Annual Budget Process</p> <p><u>Special Education – nonpublic placement \$1,965,208, Instructional Salaries for Science/Math teachers - \$1,594,676</u></p> <p><u>Consistent grade 6 reading materials in all middle schools including FAST TRACK and ACCESS reading support program in 12 high schools - \$1,067,000</u></p> <p><u>Title II Grant – Four days of professional development for middle school reading teachers - \$92,800; 2% Increase in non-salary per pupil allocations to schools - \$418,090;</u></p> <p><u>Transportation to Athletic Events - \$33,500; New Enrollment Growth - \$1,015,004; Redirected funding and other changes – (\$10,046,494)</u></p> <p><u>Instructional assistants for the Grade 5 Outdoor Science Program - \$44,092; Science - Supplies and – Materials for the Grade 5 Outdoor Science Program - \$33,730; and</u></p> <p><u>Transportation - Drivers and buses for the Outdoor Science Program - \$70,923</u></p> <p><u>Title II Grant - Science/math teachers for targeted elementary schools - \$1,594,676 (Also see Indicator 1.1)</u></p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.2 All diploma-bound students will participate in the PSAT. (BCPS standard).			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>n) Use standardized testing results to encourage all students to enroll in challenging course work.</p> <p>q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.</p> <p>r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.</p>	<p>Continue to pay registration fees for selected ninth and all tenth graders to take the PSAT and seek funding for fee increases every year</p>	<p>Exec Dir Sec</p>	<p>Jul 04-Nov 04</p>
	<p style="color: red;"><u>Provide payment for PSAT for eleventh graders to familiarize them with the new SAT format and increase the number of students eligible for National Merit Scholarship consideration</u></p>	<p style="color: red;"><u>Exec Dir Sec</u></p>	<p style="color: red;"><u>Jul 04-Nov 04</u></p>
	<p>Continue to communicate with parents of ninth graders regarding the benefits of students participating in the PSAT</p>	<p>Exec Dir Sec <u>and SSS</u></p>	<p>Aug 04-Jun 05</p>
	<p>Continue to communicate the importance of participation in PSAT to eighth and ninth grade students and their parents through school counselor meetings</p>	<p>Exec Dir Sec and SSS</p>	<p>Jul 04-Oct 04</p>
	<p>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</p>	<p>Exec Dir Sec</p>	<p>Sep 04-Jan 05</p>
<p>Continue to provide CollegeEd information about the PSAT to grade 7 students which informs them of career opportunities and appropriate course selection needed to attend a college or university</p>	<p>Exec Dir Sec</p>	<p>Aug 04-Jun 05</p>	
<p>Measurement: <u>In 2003, 84.4% of all grade 10 diploma-bound students participated in PSAT. By 2005, 88% of all diploma-bound grade 10 students will participate in PSAT, and the percentage participating will continue to increase to 100% by 2014. By 2005, 88% of grade 11 diploma-bound students will participate in PSAT, and the percent participating will continue to increase to 100% by 2014.</u> Baseline: In 2002-03, 68% of all grade 10 diploma-bound students participated in PSAT. 75% of all grade 10 diploma bound students will participate in PSAT in 2004. 82% of all grade 10 diploma bound students will participate in PSAT in 2005.</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.3 All students scoring a 55 or above on verbal/math PSAT will be counseled into honors or gifted and talented level courses. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p style="color: red; text-decoration: underline;">h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>n) Use standardized testing results to encourage all students to enroll in challenging course work.</p> <p>r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p>	Continue to review course offerings, the master schedules, and staffing to increase the number of honors, gifted and talented, and AP courses	Exec Dir Schools, Sec, and Spec Prog	Jul 04-Dec 04
	Continue to review, evaluate, and adjust the master schedules to implement rigorous course offerings to ensure that low-level courses are eliminated	Exec Dir Schools	Jul 04-Jan 05
	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 Sec and Spec Prog	Aug 04-Mar 05
	Communicate with parents to increase their understanding of the academic potential of their children.	CCO and Exec Dir SSS	Jul 04-Jun 05
	Continue to identify middle school students who require more time to learn the content in reading, math, and science and, based on funding, provide tutoring/small group instruction through an extended school day	Exec Dir Sec and Schools	Aug 04-Jun 05
	Implement programs based on funding	Exec Dir Sec and Fed & St	Sep 04-Jun 05
	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	Exec Dir Schools and Sec	Sep 04-Dec 04
Continue to review and evaluate student participation, report cards, and schedules to support and encourage student movement into and success in rigorous courses	Exec Dir Schools	Jul 04-Jun 05	

SCHOOL YEAR 2004 – 2005 - Blueprint for Progress - Performance Goal 1

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Performance Indicator for Goal 1			
1.3 All students scoring a 55 or above on verbal/math PSAT will be counseled into honors or gifted and talented level courses. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>Measurement: The baseline percentage of graduating seniors whose PSAT scores were > 55 on verbal/math PSAT and who were enrolled in honors, AP, or IB courses will be determined in 2005.</p> <p style="color: red;">The baseline percents will be determined for 2002-2003. The percentage of graduating seniors whose PSAT scores are > 55 on the verbal/math PSAT who are enrolled in G/T or honors courses, AP-level courses, or IB courses will increase. (04, 05)</p>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

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By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, 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
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	Continue to provide 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 Sec, Fed & St, and SSS	Aug 04-Mar 05
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	Continue to implement <u>training professional development</u> for school system administrators and aspiring leaders to understand <u>the Alternate Maryland State Assessment (ALT-MSA) ALT-MSA/alternate assessments</u>	Exec Dir Fed & St	Sep 04-Mar 05
m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.	Continue to provide professional development and school-based technical assistance for new administrators, <u>special and general educators, special area teachers (music, art, PE)</u> , paraprofessionals, related service providers, school counselors, and other mental health professionals in using the IEP to drive instruction based on <u>the MSDE content standards and indicators VSC</u>	Exec Dir Fed & St	Sep 04-Mar 05
u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.	Continue to provide workshops and professional development opportunities on effective baseline and ongoing data collection techniques and methods to support the understanding of this data for parents and professionals who work with students who participate in the <u>state alternative ALT-MSA assessment</u>	Exec Dir Fed & St	Aug 04-Jun 05
x) Provide ongoing support to teachers through professional development opportunities.	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 Fed & St	Aug 04-Jun 05
<u>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</u>	Utilize quarterly report card/progress reports that <u>include data and</u> clearly document observable and measurable progress over baseline performance	Exec Dir Fed & St	Aug 04-Jun 05
	Provide professional development in the use of <u>the life-skills instructional units that support functional academics guide that supports the MSDE-VSC content standards</u> in order to increase student achievement in the least restrictive environment (LRE)	Exec Dir Fed & St	Aug 04-Jun 05

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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
	Utilize the data results of the post secondary placements for students with certificates in order to assess and access additional post secondary options (baseline data to be developed and collected by June 30, 2004)	Exec Dir Fed & St	Jul 04-Oct 04
<p>Measurement: The baseline percentage of students with disabilities who are candidates for certificates of attendance and who meet or exceed the state standards for the Alternate Maryland School Assessment (ALT-MSA) will be determined in 2004. By 2008, 70% of students with disabilities who are candidates for certificates of attendance will meet or exceed the state standards for the ALT-MSA, and the percentage will increase to 100 % by 2014. The baseline percentage of participating special education students who meet or exceed the State standards for IMAP will be determined for 2002-03. <u>By 2008, 70% of participating special education students will meet or exceed the State standards for IMAP.</u></p>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

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By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.5 Seventy percent of participating special education students will meet or exceed state standards for the <u>Alternate Maryland State Assessment (ALT-MSA) Independence Mastery Assessment program (IMAP)</u> . (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	Establish school partnerships (e.g., one school meeting or exceeding the state standards and one school not meeting state standards) 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 Fed & St	Aug 04-Jun 05
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	Continue to conduct periodic meetings for general and special education staff, paraprofessionals, parents, guardians, and community stakeholders to share strategies and best practices to enhance achievement for students who are working toward a certificate of attendance	Exec Dir Fed & St	Aug 04-Jun 05
q) Provide parents, guardians and community stakeholder groups with strategies that can be implemented with children to enhance student learning.	Collect and evaluate the data on ALT-MSA IMAP participation to identify schools which do not meet the State standards	Exec Dir Fed & St	Aug 04-Oct 04
r) <u>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.</u>	Continue to collaborate with the Citizens’ Advisory Council for Special Education to provide frequent and meaningful formats for parent involvement, input, and information regarding topics such as the Special Education Staffing Plan, early childhood services, the IEP team process, and the transitions to middle and high school	Exec Dir Fed & St	Aug 04-Jun 05
u) <u>Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</u>			

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Performance Indicator for Goal 1			
1.5 Seventy percent of participating special education students will meet or exceed state standards for the Alternate Maryland State Assessment (ALT-MSA) Independence Mastery Assessment program (IMAP) . (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
x) Provide ongoing support to teachers through professional development opportunities.			
<p>Measurement: The 2004 baseline percentages of participating special education students who met or exceeded the state standards for ALT-MSA were 88% in reading and 87% in mathematics. By 2008, 95% of participating special education students will meet or exceed the state standards for ALT-MSA, and the percentage will increase to 100% by 2014.</p> <p>The baseline percentage of participating special education students who meet or exceed the State standards for IMAP will be determined for 2002-03. By 2008, 70% of participating special education students will meet or exceed the State standards for IMAP.</p>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

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Performance Indicator for Goal 1			
1.6 All <u>eligible</u> prekindergarten students in eligible schools will have access to a PreKindergarten Program by the 2007 – 2008 school year. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Develop a plan for phasing in Prekindergarten programs for eligible students.	Continue to implement the new criteria for eligibility in all prekindergarten programs and develop and implement a plan to ensure that parents and community members are aware of the new eligibility criteria	Exec Dir El	Aug 04-Jun 05
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	Implement the five-year plan to provide access to prekindergarten for all eligible students. Consider: (1) transfer of Preschool 3 programs into prekindergarten programs, (2) movement of under-enrolled prekindergarten classes, (3) movement of programs in schools where there is an exact match between the number of prekindergarten and kindergarten programs, (4) use of outside vendor <u>Incorporate recommendations to broaden the availability of prekindergarten into the FY06 budget process</u>	Exec Dir El and Fed & St	Aug 04-Jun 05
y) <u>Provide professional development opportunities to teachers, para-professionals, and principals in content areas.</u>	Continue to implement the new criteria for eligibility in all prekindergarten programs and develop and implement a plan to ensure that parents and community members are aware of the new eligibility criteria	Exec Dir EL	Jul 04-Jun 05
	Support schools as they R recruit students and communicate with parents regarding the purpose and philosophy of <u>the</u> PreKindergarten Program	Exec Dir El	Aug 04-Jun 05
	Provide professional development on the components of an effective prekindergarten program to administrators and teachers	Exec Dir El	Aug 04-Mar 05
	Assist schools in preparing for new prekindergarten sessions	Exec Dir El	Jul 04-Sep 04
Measurement: The baseline percentage of eligible prekindergarten students enrolled in BCPS prekindergarten programs will be established in 2005. The baseline percentage of eligible prekindergarten students enrolled in prekindergarten programs will be determined for 2002-03. By 2008, 100% of all eligible prekindergarten students will be enrolled in prekindergarten programs.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

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By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.7 All elementary schools will have a full-day kindergarten by the 2007 – 2008 school year. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
b) Develop a plan for phasing in full-day kindergarten in all elementary schools.	Continue to implement the full-day kindergarten in 73 schools and expand the program to 10 additional schools <u>based on Free and Reduced Meal Program (FARMs) data for the 2004-05 school year: Catonsville, Fullerton, Glyndon, Middleborough, Oliver Beach, Orem, Reisterstown, Relay, Villa Cresta, and Westowne</u>	Exec Dir El and Schools	Jun 04-Jun 05
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	Implement full-day kindergarten <u>for students receiving special education services in all schools where full-day kindergarten is available for students receiving general education services: Edmondson Heights, Elmwood, Featherbed Lane, Halethorpe, Halstead, Hebbville, Lansdowne, Middleborough, Middlesex, Padonia, Orem, Red House Run, Reisterstown, Riverview, Villa Cresta, and Westowne elementary schools</u>	Exec Dir El and Fed & St	Jun 04-Jun 05
<u>w) Support teachers in the implementation of reading techniques through professional development opportunities.</u>	<u>Plan for Continue the implementation of full-day kindergarten for the 10 schools to be funded in FY06 based on FARMs data: Carney, Gunpowder, Hampton, Hillcrest, Joppa View, Perry Hall, Pine Grove, Pot Spring, Warren, and Woodbridge elementary schools</u>	Exec Dir Schools	Jun 04-Sept 04
<u>x) Provide ongoing support to new and veteran teachers through professional development opportunities.</u>	<u>Continue to provide opportunities for inclusion in all kindergarten programs</u>	Exec Dir El and Fed & St	Aug 04-Jun 05
<u>y) Provide professional development opportunities to teachers, para-professionals, and principals in content areas.</u>	Request future funding for classroom teaching staff, special area teaching staff, transportation needs, instructional materials, supplies, furniture, equipment, and facility needs <u>for full-day kindergarten</u>	Exec Dir El	Jun 04-Sept 04
	<u>Provide opportunities for teachers of half-day kindergarten programs to visit effective full-day kindergarten classrooms in the year before they teach full-day kindergarten</u>	Exec Dir El	Aug 04-Jun 05
	<u>Provide year-long, one-on-one professional development to teachers new to full-day kindergarten to assist with effective room arrangement, model lessons, planning, and co-teaching</u>	Exec Dir El	Aug 04-Jun 05
	<u>Assess, support, and expand Model K reading program if appropriate to other under performing schools</u>	Exec Dir El	Aug 04-Jun 05

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State ~~proficiency levels~~performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.7 All elementary schools will have a full-day kindergarten by the 2007 – 2008 school year. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Evaluate the pilot of the DIBELS assessment	Exec Dir EI	Aug 04-Jun 05
Measurement: Ten additional schools will receive full-day kindergarten in 2006 and 2007. By 2008, all elementary schools will have full-day kindergarten. The ten additional schools will receive full-day kindergarten annually in 04, 05, 2006, and 2007. By 2007-2008, all elementary schools will have full-day kindergarten.			
Resources: Annual Budget Process <u>Instructional salaries - \$590,774; Instructional salaries special education - \$841,206; Transportation - \$150,527; Transportation special education - \$362,976; Instructional supplies for kindergarten special education - \$120,000; Four relocatables funded by the County Budget; infants and toddlers teacher - \$47,262</u>			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - Blueprint for Progress - Performance Goal 1

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.8 Students in grades 2– 6 will achieve grade level standards on the reading <u>benchmark</u> assessments. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p style="color: red; text-decoration: underline;">e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.</p>	<p>Monitor students meeting grade level reading standards <u>on MSA and grade 6 reading program assessments</u></p>	Exec Dir Schools	Aug 04-Jun 05
<p>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.</p>	<p>Continue to provide countywide professional development on reading assessments for principals, assistant principals, <u>mentors, special educators, and</u> reading specialists, who will train and classroom <u>reading</u> teachers</p>	Exec Dir C & I	Aug 04-Mar 05
<p>o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p>	<p>Schools will continue to analyze disaggregated assessment data to identify students not meeting grade level standards and apply instructional adjustments</p>	Exec Dir Schools and Principals	Jul 04-Jun 05
<p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p>	<p>Implement a program and assessment for oral reading fluency in grades one and two</p>	Exec Dir EI	Aug 04-Jun 05
<p style="color: red; text-decoration: underline;">w) Support teachers in the implementation or reading techniques through professional development opportunities.</p>	<p style="color: red; text-decoration: underline;">Continue to implement the Performance Series program in elementary and middle schools throughout the system</p>	Exec Dir Sec	Aug 04-Jun 05
	<p style="color: red; text-decoration: underline;">Implement the Reading Screening process in all middle schools to determine the need for additional reading instruction for students performing at the Basic level and below</p>	Exec Dir Sec	Apr 04-Jun 05
	<p style="color: red; text-decoration: underline;">Implement the Grade 6 Reading Series in all middle schools</p>	Exec Dir Sec	Apr 04-Jun 05
<p>Measurement: <u>The baseline percentage of students who achieve grade level standards on reading assessments will be determined in 2005. By 2008, 80% of students in grades 2 - 6 will achieve grade level standards on reading assessments, and the percentages will increase to 100% by 2014. The baseline percentage of those who achieve grade level standards on reading benchmark assessments will be determined for 2002-2003. By 2008, 100% of students in grades 2-6 will achieve grade level standards on the benchmark assessments.</u></p>			

SCHOOL YEAR 2004 – 2005 - Blueprint for Progress - Performance Goal 1

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State ~~proficiency levels~~performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.8 Students in grades 2– 6 will achieve grade level standards on the reading benchmark assessments. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - Blueprint for Progress - Performance Goal 1

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.9 All students will pass the Maryland Functional Math, Reading, and Writing Tests prior to the end of grade 8. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
e) Monitor classroom instruction to ensure the Essential Curriculum is being taught.	All Functional Tests: Continue to provide professional development for teachers to increase student achievement on the MFT	Exec Dir Sec	Aug 04-Jun 05
h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.	Continue to provide appropriate assistance sessions for identified students through after school, and summer programs to increase mastery of functional tests.	Exec Dir Sec	Jul 04-Jun 05
j) Integrate technology in the teaching/learning process.	Provide computer assisted practice opportunities and use related software to enhance the effectiveness of appropriate assistance and increase mastery on functional tests.	Exec Dir Sec	Aug 04-Jun 05
Measurement: The baseline percentage of grade 8 BCPS students who passed MFTP for 2001-2002 was 95% (reading) 83%, (writing), 75%, (mathematics), and 69% (all three tests). The percentage of grade 8 BCPS students who pass the MFTP will be 96% (reading), 87% (writing), 80% (mathematics), and 76% (all three tests) by 04. The percentage of grade 8 BCPS students who pass the MFTP will be 97% (reading), 91% (writing), 85% (mathematics), and 82% by 05.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State ~~proficiency levels~~performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.101.9 Each middle school will meet or exceed the State average student participation rate in Algebra I. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measurement: In 2003, 14.9% of BCPS middle school students were enrolled in Algebra I. By 2008, 50% of BCPS middle school students will be enrolled in Algebra I, increasing to 100% by 2014. The baseline percentage of BCPS middle schools with Algebra I participation rates that meet or exceed the state average will be determined for 2002-03. By 2007-2008, 100% of the BCPS middle schools' Algebra I participation rates will meet or exceed the state average.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
4.111.10 All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p><u>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</u></p> <p><u>j) Integrate technology in the reading/learning process.</u></p> <p>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.</p> <p>o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p> <p>s) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.</p>	<p>Continue to analyze disaggregated summative assessment data to evaluate the progress of all population subgroups in Algebra I</p> <p>Develop a proposal to develop intervention strategies to <u>improve student achievement address the skills that impede success</u> in Algebra I</p> <p>Continue to assist less experienced teachers to improve instructional practices by having them observe a Master Teacher's class each day in place of a duty assignment</p> <p>Seek future funding to purchase an interactive software package to reinforce Algebra I skills for each secondary school</p>	<p>Exec Dir Schools and Dir Math PreK-12</p> <p>Exec Dir Sec</p> <p>Dir Math PreK-12 and Principals</p> <p>Exec Dir Sec</p>	<p>Apr 04-Jun 05</p> <p>Jul 04-Oct 04</p> <p>Sep 04-Mar 05</p> <p>Sep 04-Dec 04</p>

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

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Performance Indicator for Goal 1			
1.11.10 All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measurement: In 2003, 42% of grade 9 students passed the Algebra I HSA. By 2008, 68% of grade 9 students will pass the Algebra I HSA, increasing to 100% by 2014. The percentage of BCPS 9th-grade students who pass the High School Algebra I Assessment by the end of grade 9 will increase. (04) The percentage of BCPS 9th-grade students who meet or exceed the Maryland State mean High School Algebra I Assessment pass rate will increase. Baseline percent will be determined for 2002-03. Percentages will be incremented so that by 2007-08, the percentage will be 100.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
<u>1-121.11</u> All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>d) Provide an array of courses aligned with the Content Standards for students to meet their fine arts credit requirement.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>e) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p> <p>g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.</p>	<p>Continue to conduct curriculum workshops to develop and refine curricula <u>in the fine arts including: DLLA 3 units, units for upper level photography courses, elementary portfolio assessment framework, RMVP career completer, outcome II and exams supplement for high school dance, grade 9-12 choral instruction, grades 5-8 instrumental elementary K-5 music, technical theatre, development of arts outcome 2 extension, continuation of middle and high school art magnet course objectives, and elective courses</u></p>	Exec Dir El, Sec, and Spec Prog	Jul 04-Aug 04
	Continue to conduct fine arts professional development experiences for teachers in art, theatre, music, and dance	Exec Dir El	Aug 04-Apr 05
	<u>Conduct two-day summer integrated Fine Arts Academy for teachers to take master classes from their peers and guest artists</u>	Exec Dir El	Aug 04-Jan 05
	<u>Provide professional development in differentiated instruction in the fine arts to assist in meeting the learning needs of all students</u>	Exec Dir El	Jul 04-Jun 05
	Continue to implement <u>and update</u> the BCPS Fine Arts Initiative <u>Strategic Plan</u> and explore additional opportunities to enhance teaching and learning in the Arts <u>at all levels of instruction</u> .	Exec Dir El	Aug 04-Jun 05
	Maintain Art and Music services to PreK classes in Title I schools	Exec Dir El	Aug 04-Jun 05
	Continue to provide enrichment programs in art, music, theatre, and dance for elementary, middle, and high school students	Exec Dir El	Aug 04-Jun 05
	Continue to repair and replace <u>instructional equipment that supports the fine arts musical instruments</u> . Reassess need annually	Exec Dir El	Jul 04-Jun 05
Continue to partner with business and community organizations to provide opportunities for public display of students' work and opportunities to perform publicly in art, music, theatre, and dance	Exec Dir El and Sec	Jul 04-Jun 05	

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
<u>1-121.11</u> All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	<p style="color: red;"><u>Provide technology-based arts career completer programs that result in students prepared to enter the world of work and/or institutions of higher learning while receiving a credit for fine arts (a five credit program)</u></p> <p style="color: red;"><u>Provide career completer programs that result in students receiving a credit for fine arts</u></p> <p>Continue to provide fine arts magnet programs at Carver, Patapsco, Deer Park Middle, Loch Raven Academy, Parkville Middle, Southwest Academy, Sudbrook Middle, and Halstead</p>	<p style="color: red;"><u>Exec Dir EI and Sec</u></p> <p style="color: red;"><u>Exec Dir Sec and PreK-12</u></p> <p>Exec Dir Spec Prog, Sec, and EI</p>	<p style="color: red;"><u>Jul 04-Jun 05</u></p> <p style="color: red;"><u>Jul 04-Jun 05</u></p> <p>Jul 04-Jun 05</p>
<p>Measurement: <u>The 2004 baseline percentage of students acquiring one fine arts credit by passing a course that is driven by the Maryland Content Standards was 87.1%. The percentage of students acquiring one fine arts credit will increase to 100% by 2008. The percentage of students acquiring one advanced fine arts credit by passing a course that is driven by the Maryland Content Standards. Baseline percent will be determined for 2002-03. The percentages will be incremented so that by 2007-08, the percentage will be 100.</u></p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
<u>1-131.12</u> All students successfully completing Algebra I, biology, English 9, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p><u>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</u></p> <p><u>n) Use standardized testing results to encourage all students to enroll in challenging course work.</u></p>	Continue to align BCPS final exams to reflect the content assessed on the High School Assessments	Exec Dir Sec	Jul 04-Dec 04
	Continue to identify under-performing secondary schools in need of support to increase student performance on final exams, by providing site-based professional development and modeling best practices	Exec Dir Schools and Principals	Jul 04-May 05
	Continue to collaborate with higher education to establish cohort graduate classes for science and mathematics teachers to develop content knowledge and pedagogy	Exec Dir Sec and Dir Sci PreK-12	Jul 04-Mar 05
	Continue to implement Unit/Benchmark/Test Bank Assessments in HSA courses	Exec Dir Sec, Dir Sci and Math PreK-12	Jul 04-Dec 04
	Continue to provide professional development for general and special educators in content and strategies for HSA courses	Exec Dir Sec, Fed & St	Jul 04-Jun 05
	Continue to revise and implement curricula to align with HSA Core Learning Goals and integrate differentiation of instructional strategies and attention to learning styles	Exec Dir Sec and Fed & St	Jul 04-Jun 05
	Continue to participate with MSDE in the development of High School Assessments and range findings	Exec Dir Sec, Dir Sci and Math PreK-12	Aug 04-Mar 05
	Continue to develop and implement review packets for HSA courses where student performance did not meet standards	Exec Dir Sec	Jul 04-Dec 04
	<u>Pilot and assess support programs designed to enhance student knowledge of Core Learning Goals</u>	<u>Exec Dir Sec, Dir Sci and Math PreK-12</u>	<u>Jul 04-Jun 05</u>

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
<u>1.131.12</u> All students successfully completing Algebra I, biology, English 9, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	<u>PREPARATION FOR HIGH SCHOOL ASSESSMENTS</u>		
	<u>Secondary English</u>		
	<u>Pilot and assess programs such as Springboard at Deer Park Middle, Randallstown High, and Milford Mill Academy to support mathematics and English instruction and academic preparation for local, state, and national assessments</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	<u>Encourage schools to use quarterly assessments aligned to the Core Learning Goals</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	<u>Secondary Mathematics</u>		
	<u>Require schools to administer BCPS unit assessments</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	<u>Require schools to run item analysis of student responses on the unit assessments and utilize data from item analysis to target instruction</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	<u>Develop review packets for HSA courses where student performance does not meet standards</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	<u>Encourage the implementation of vocabulary strategies for HSA courses where student performance does not meet standards</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	<u>Conduct range-finding activities on student responses to BCPS unit assessments and final exam</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	<u>Continue to assist schools in restructuring algebra classes to include assisted algebra programs</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>

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Performance Indicator for Goal 1			
<u>1-131.12</u> All students successfully completing Algebra I, biology, English 9, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	<u>Pilot and assess supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	<u>Provide staff development for algebra teachers in instructional strategies that support student achievement on BCPS unit assessment and final exam</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	<u>Secondary Social Studies</u>		
	<u>Coordinate efforts with principals and department chairmen to ensure appropriate implementation of program of study</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	<u>Maintain professional development of American Government teachers with focused attention toward inexperienced teachers</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	<u>Monitor departmental use of periodic assessments and final examination data to analyze and modify instruction and determine applications of the HSA Test Review Packet of American Government as a re-teaching tool</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	<u>Implement suggested best practices within “Recommendations for Improving HSA Scores”</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	<u>Secondary Science</u>		
	<u>Require schools to administer BCPS Unit Assessments</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	<u>Require schools to run item analysis of student responses on the Unit Assessments and utilize data from item analysis to target instruction</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>

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Performance Indicator for Goal 1			
<u>1-131.12</u> All students successfully completing Algebra I, biology, English 9, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	<u>ASSISTANCE FOR STUDENTS</u>		
	<u>Secondary English</u>		
	<u>Provide appropriate assistance through the use of review packets</u>	<u>Exec Dir Sec</u>	<u>Upon Grad Req</u>
	<u>Pilot and assess the effectiveness of the FAST TRACK reading intervention program for the lowest performing 60 readers on the Grade 8 MSA (13 high schools)</u>	<u>Exec Dir Sec</u>	<u>Upon Grad Req</u>
	<u>Pilot and assess the effectiveness of the ACCESS reading intervention for students rated “Basic” on the Grade 8 MSA (8 high schools)</u>	<u>Exec Dir Sec</u>	<u>Upon Grad Req</u>
	<u>Secondary Mathematics</u>		
	<u>Require schools to run item analysis of student responses on the Unit Assessments and utilize data from item analysis to target intervention</u>	<u>Exec Dir Sec</u>	<u>Upon Grad Req</u>
	<u>Develop Intervention Packets for Algebra I where student performance does not meet standards</u>	<u>Exec Dir Sec</u>	<u>Upon Grad Req</u>
	<u>Continue to assist schools in the placement of students who are rated “Basic” on the Grade 8 MSA into Assisted Algebra programs</u>	<u>Exec Dir Sec</u>	<u>Upon Grad Req</u>
	<u>Secondary Social Studies</u>		
	<u>Compose, distribute, and implement a guide for remediating students</u>	<u>Exec Dir Sec</u>	<u>Upon Grad Req</u>
	<u>Participate in the development of the projected MSDE on-line remediation course for American Government</u>	<u>Exec Dir Sec</u>	<u>Upon Grad Req</u>

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Performance Indicator for Goal 1			
<u>1-141.13</u> All high schools will meet or exceed the national average of a 7% participation rate on the Advanced Placement (AP) examination. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
f) Develop and implement instructional strategies that include multiculturalism and differentiation. j) Integrate technology in the teaching/learning process. k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students. n) Use standardized testing results to encourage all students to enroll in challenging courses. o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.	Continue to use AP Potential software/data to identify and counsel students into AP courses	Exec Dir Sec and SSS	Aug 04-Mar 05
	Continue to provide yearly meetings with parents and students to promote AP enrollment	Exec Dir Sec, and SSS , <u>and Principals</u>	Sep 04-Dec 04
	Coordinate links between GT, Honors, and AP in middle school and early high school years	Exec Dir Sec, Spec Prog, and SSS	Aug 04-Jun 05
	Evaluate Advancement Via Individual Determination (AVID) implementation and seek future funding for potential expansion of AVID to additional schools	Asst to Supt E & A	Aug 04-Jun 05
	<u>Attend AVID summer program and offer professional development to secondary schools</u>	<u>Exec Dir Sec</u>	<u>Aug 04-Jun 05</u>
	Maintain existing partnership with College Board to provide professional development in AP content, higher level thinking strategies, scoring, and parent outreach	Exec Dir Sec	Aug 04-Jun 05
	Review and monitor secondary school master schedules and staffing to ensure AP courses are being offered in all schools	Exec Dir Schools	Aug 04-Sep 04
<u>Pilot Spring Board at Deer Park Middle, Randallstown High, and Milford Mill Academy</u>	<u>Exe Dir Sec</u>	<u>Aug 04-Jun 05</u>	
Measurement: <u>In 2003, 88.5% of BCPS high schools had AP participation rates of at least 7%. By 2008, 100% of high schools will have an AP examination participation rate of at least 7%. Baseline (2001-2002): 44% of all BCPS high schools have at least a 7% participation rate on AP exams. 56% of all BCPS high schools will have at least a 7% participation rate on AP exams by 2002-2003. 67% of all BCPS high schools will have at least a 7% participation rate on AP exams by 2004-2005.</u>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.151.14 All high schools will have at least 70% of their students who take AP examinations achieve passing scores. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>n) Use standardized testing results to encourage all students to enroll in challenging courses.</p>	Continue vertical teaming to support skills, expectations, and activities supporting success on AP examinations	Exec Dir Sec	Aug 04-Mar 05
	Continue to recruit teachers to serve as readers for AP examinations	Exec Dir Sec	Aug 04-Mar 05
	Continue to organize student participation in conferences sponsored by the College Board	Exec Dir Sec	Aug 04-Mar 05
	Continue to organize parental groups for disseminating information and providing home support for AP students	Exec Dir Sec and SSS	Aug 04-Mar 05
	Maintain student workshops after school for tutoring in content, skills, and writing processes	Exec Dir Sec	Aug 04-May 05
	Continue to offer Building Success Workshops to clusters of middle school and high school teachers and monitor instruction to ensure that higher level questions and thinking strategies are integrated into daily instruction	Exec Dir Schools and Sec	Aug 04-May 05
	Continue to collaborate with local institutions to provide graduate-level professional development for all AP courses	Exec Dir Sec	Jul 04-Jun 05
	Evaluate "Test U" software programs used for student self-evaluation. If appropriate, expand Test U software programs	Asst to Supt E & A	Aug 04-Jun 05
Continue to recruit and develop teachers to teach AP courses	Exec Dir HR and Sec	Jul 04-Jun 05	
Expand additional schools AP JAVA curriculum in identified schools and provide ongoing staff development in order to prepare students to take and pass the AP JAVA examination	Exec Dir PreK-12	Aug 04-Jun 05	

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By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.151.14 All high schools will have at least 70% of their students who take AP examinations achieve passing scores. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measurement: <u>In 2003, 38.5% of BCPS high schools had at least 70% of their students who took AP examinations achieve passing scores. By 2008, 75% of all BCPS high schools will have at least a 70% AP pass rate, and the percentage will increase to 100% by 2014.</u> Baseline (2001-2002): 48% of all BCPS high schools have at least a 70% Advanced Placement (AP) pass rate. 59% of all BCPS high schools will have at least a 70% AP pass rate by 2003-2004. 70% of all BCPS high schools will have at least a 70% AP pass rate by 2004-2005.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.161.15 All International Baccalaureate (IB) schools will have 100% participation rate for the IB diploma-bound students. Students who participate in the International Baccalaureate (IB) Program will complete the IB diploma requirements. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>n) Use standardized testing results to encourage all students to enroll in challenging course work.</p>	<p>Continue use of PSAT in IB schools as an entrance criteria for IB program</p> <p>Pending application and funding of Federal Magnet Schools Assistance Grant, begin planning for implementation of expanded IB program</p> <p>Develop criteria and methods for evaluating effectiveness of efforts to recruit and retain students in the IB diploma program</p> <p><u>Continue to implement activities for 9th and 10th grade pre-IB students and their parents/guardians that provide exposure to rigorous coursework in order to recruit participation in the diploma program. Implement activities for 11th and 12th grade IB diploma students and parents/guardians for retention in IB diplomas program</u></p>	<p>Exec Dir PreK-12</p> <p>Exec Dir PreK-12</p> <p>Exec Dir Spec Prog</p> <p><u>Exec Dir Spec Prog</u></p>	<p>Aug 04-Dec 04</p> <p>Jul 04-Jun 05</p> <p>Jul 04-Dec 04</p> <p><u>Aug 04-Jun 05</u></p>
<p>Measurement: <u>In 2004, 46% of students who participated in the IB program completed the IB diploma requirements. By 2008, 75% of students who participate in IB will complete the diploma requirements, and the percentage will increase to 100% by 2014. The baseline percentage of International Baccalaureate (IB) schools that have a 100% participation rate for IB diploma students will be established for 2002-2003.</u></p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.18 1.17 All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)			
1.19 1.18 All high schools will meet or exceed the national average for <u>combined verbal critical reading, and mathematics, and writing</u> scores on the SAT or the ACT. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	Continue College Ed, a twelve-week College Board course that will provide all seventh grade students and their families with college information to enable them to make informed post-secondary decisions	Exec Dir Sec	Dec 04-Mar 05
<u>j) Integrate technology in the teaching/learning process.</u>	Continue to implement the College Board partnership action plan to promote achievement and enable all students to meet their maximum potential in standardized testing, such as the PSAT, SAT, and Advanced Placement exams	Exec Dir Sec	Jul 04-Jun 05
n) Use standardized testing results to encourage all students to enroll in challenging course work.	Implement outreach and interventions for targeted CTE students based upon participation rates and performance on the SAT or ACT	Exec Dir PreK-12	Aug 04-Mar 05
q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.	Continue to identify and promote instructional practices that lead to student success on formal assessments, such as PSAT/SAT or ACT, AP, MFRT, MWT, MSA, HSA, and countywide final exams, MSA reading test, and HSA	Exec Dir Sec	Jul 04-Jun 05
	Continue to identify, disseminate, and implement best practices to eliminate the achievement gaps on the SAT and ACT	Exec Dir Sec	Jul 04-Dec 04
	Evaluate and modify, as needed, the use of Test U to raise admission scores	Asst to Supt E & A	Aug 04-Jun 05
	Continue professional development to enhance the integration of SAT skills in daily instruction	Exec Dir Sec	Aug 04-Mar 05
	<u>Offer the practice SAT online for all students</u>	<u>Exec Dir Sec</u>	<u>Oct 04-Jul 05</u>

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State ~~proficiency levels~~performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.18 <u>1.17</u> All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)			
1.19-1.18 All high schools will meet or exceed the national average for combined verbal <u>critical reading</u> , and mathematics, <u>and writing</u> scores on the SAT or the ACT. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>Measurement: <u>The 2003 baseline percentage of BCPS high schools that met or exceeded the national SAT participation rate (48% of graduating class taking SAT) was 42.3%. By 2008, the percentage of BCPS high schools exceeding the national SAT participation rate will be 75%, and the percentage will increase to 100% by 2014.</u> <u>The 2003 baseline percentage of BCPS high schools that met or exceeded the national average for SAT scores was 42.3%. By 2008, the percentage of BCPS high schools meeting or exceeding the national average SAT scores will be 75%, and the percentage will increase to 100% by 2014.</u> –Baseline: (2001-2002) 61% of high schools exceeded the national average for SAT verbal; 65% in math; and 65% combined. In 2003-2004, 69% of high schools will exceed the national average for SAT verbal; 72% in math; and 69% combined. In 2004-2005, 77% of high schools will exceed the national average for SAT verbal; 79 in math; and 77% combined.</p>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.201.19 All high schools whose students take the placement test will meet or exceed scores on the Accuplacer that enables students to enroll in college level courses at two-year colleges. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>n) Use standardized testing results to encourage all students to enroll in challenging course work.</p> <p>p) Work with the Community College of Baltimore County (CCBC) to study the present participation rates and national standards for the high school administration of the Accuplacer and to identify standards for county-wide participation.</p> <p>x) Provide ongoing support to new and veteran teachers through professional development opportunities, to teachers, paraprofessionals, and principals in content areas.</p>	Continue to partner with CCBC to assist underrepresented students in pursuing post-secondary education	Exec Dir SSS	Jul 04-Jun 05
	Seek future funding to expand the use of Accuplacer and concurrent enrollment at CCBC to encourage college <u>attendance. participation.</u> Continue to use Accuplacer and parallel scheduling, as appropriate, and seek future funding for possible expansion, including transportation	Exec Dir SSS	Aug 04-Dec 04
	Continue to coordinate with the College Board professional development for English and Mathematics Department Chairmen on reading, grammar/writing, and mathematics as measured on Accuplacer	Exec Dir Sec	Jul 04-Mar 05
	Continue to coordinate with the Tech Prep Consortium and CCBC to support the implementation of Accuplacer exams in <u>targeted high schools Sollers Point Technical High School to assist CTE students in pursuing post-secondary education</u>	Exec Dir Spec Prog	Jul 04-Dec 04
	Continue to provide staff development for CTE teachers to integrate reading, writing, and math strategies in CTE curricula to <u>increase academic achievement and</u> enable the students to be college ready	Exec Dir Spec Prog	Aug 04-Mar 05
<p>Measurement: In 2003, 56% of BCPS graduates were eligible to take college-level mathematics; 60% college-level English; and 61% required no remediation in reading at CCBC institutions. By 2008, the percentage of students eligible for college-level courses will be 75%, and the percentage will increase to 100% by 2014. The baseline percentage for high schools whose students score above the target level (TBD) for Accuplacer will be established for 2003-04. By 2007-08, 100% of all BCPS high schools will meet or exceed the target level for Accuplacer. The baseline percentage of BCPS high school students taking Accuplacer who subsequently enroll in college level courses at community colleges will be determined for 2003-04. By 2007-08, 100% of BCPS high school students taking Accuplacer will subsequently enroll in college level courses at community colleges.</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
<u>1.21.20</u> All high school students identified as career and technology education concentrators will meet or exceed State standards for both cumulative and technical Grade Point Averages (GPA). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	Continue to disaggregate and analyze <u>annual outcome</u> achievement data to assist schools to identify and meet the needs of students and align CTE programs with established goals and standards to eliminate the achievement gap <u>for specific sub-groups</u>	Exec Dir Spec Prog	Jul 04-Jun 05
j) Integrate technology in the teaching/learning process.	Revise additional CTE program proposals for completer programs <u>annually</u> to meet MSDE requirements <u>to upgrade low performing CTE programs and align programs with career completers</u>	Exec Dir Spec Prog	Aug 04-Oct 04
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	Continue to infuse business and industry <u>technical skill</u> standards in curriculum content, competency profile development, and instructional activities for all CTE programs	Exec Dir Spec Prog	Jul 04-Dec 04
n) Use standardized testing results to encourage all students to enroll in challenging course work.	Continue to provide and upgrade equipment, technology, and instructional resources to CTE programs <u>using local and federal funds</u>	Exec Dir Spec Prog, Fed & St, and Sec	Jul 04-Dec 04
o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.	Continue to provide technical support to maintain or expand work-based learning opportunities, particularly for schools restructuring to smaller learning communities	Exec Dir Spec Prog	Jul 04-Jun 05
	Implement incentives to encourage high school students to meet the academic and technical requirements needed to pass industry certification examinations		

SCHOOL YEAR 2004 – 2005 - Blueprint for Progress - Performance Goal 1

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State ~~proficiency levels~~performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
4.21.20 All high school students identified as career and technology education concentrators will meet or exceed State standards for both cumulative and technical Grade Point Averages (GPA). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>Measurement: In 2003, 74.6% of BCPS high school students who were identified as career and technology education concentrators had an overall GPA that met or exceeded the state standard of 2.0 and 78.6% had a technical GPA that met or exceeded the standard. By 2008, 90% of BCPS career and technology education students will meet or exceed this standard, and the percentage will increase to 100% by 2014. The baseline percentage of Career & Technology Education (CTE) students with cumulative and technical grade point averages (GPA) that meet or exceed Maryland standards (TBA) will be established for 2003-04. By 2007-08, 100% of CTE students will have cumulative and technical GPAs that meet or exceed Maryland standards.</p>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
<u>1.221.21</u> All schools will achieve an attendance rate of at least 94%. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.</p> <p><u>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.</u></p> <p>s) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p>	Continue to communicate attendance expectations to parents and students to ensure regular, on-time attendance of students	Exec Dir SSS	Aug 04-Jun 05
	Continue to assist school personnel with developing and implementing systematic approaches to improve student attendance by providing a foundation for good attendance patterns that will follow these students throughout their educational career	Exec Dir SSS	Aug 04-Jun 05
	Continue to facilitate access to appropriate educational and community resources for families including homeless and immigrant families	Exec Dir SSS	Aug 04-Jun 05
	Continue to strengthen communications and mutual support between families and school personnel through home visits; student, parent or team conferences; and other strategies to use at home so that children may succeed in school	Exec Dir SSS	Aug 04-Jun 05
	Continue to implement and expand attendance programs, based on need, such as Project Attend and Attendance Committees, to improve student attendance. Assess program needs and request future funding	Exec Dir SSS	Aug 04-Jun 05
	Continue to <u>intervene and</u> refer chronic absentee cases <u>to the local school Student Support Team (SST), Project Attend, District Court, or the</u> to State’s Attorney’s office	Exec Dir SSS	Aug 04-Jun 05
	Continue to build Project Attend as an inter-agency team approach to improve student attendance which includes Baltimore County Public Schools, Baltimore County Police Department, Department of Juvenile Services, Department of Aging, and Department of Social Services	Exec Dir SSS	Aug 04-Jun 05
	Continue to provide staff with updated technology to collect, analyze, and report student attendance and achievement data	Exec Dir SSS	Aug 04-Jun 05
Continue to review 20% list with school administrators and other school personnel in order to develop and implement school plans for proactive attendance strategies	Exec Dir SSS	Aug 04-Jun 05	

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 1*

By 2014~~07~~, all students will reach high standards, as established by the Baltimore County Public Schools and State ~~proficiency levels~~performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 1			
1.221.21 All schools will achieve an attendance rate of at least 94%. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to intervene in chronic attendance cases at the local school by referring the cases to student attendance committees and/or SSS Teams	Exec Dir SSS	Sep-04-Jun-05
Measurement: In 2003, the average daily attendance (ADA) in BCPS elementary and middle schools met or exceeded the state standard. High school ADA was 93.6%. By 2008, all schools will achieve the 94% attendance rate. Baseline (2001-02): 86% of all schools had average daily attendance (ADA) greater than 94% (Maryland standard). In 2003-04, 89% of all BCPS schools will have ADA greater than 94%. In 2004-2005, 92% of all schools will have ADA greater than 94%.			
Resources: Annual Budget Process <u>Pupil Personnel Workers - \$345,101</u>			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 2*

By ~~2007~~2014, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, 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 third school year. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Continue to diagnose English proficiency for English Language Learners to ensure proper placement.	Purchase and administer state mandated English Language Proficiency assessments; refine data collection and reporting process based on funding. Prioritize support and professional development to schools with the highest percentage of English Language Learners not meeting AYP goals	Exec Dir Sec	Jul 04-Dec 04
b) Provide ESOL services for all English Language Learners not meeting English proficiency levels.	Seek future funding to <u>continue</u> replacing ESOL tutors with <u>certified</u> ESOL teachers	Exec Dir Sec	Sep 04-Dec 04
	Seek future funding for <u>ESOL</u> staffing based on increased enrollments	Exec Dir Sec	Sep 04-Dec 04
c) Facilitate access to appropriate educational and community resources for immigrant families.	<u>Continue to refine and</u> implement new systemwide protocol for translation and interpretation services	Exec Dir Schools, Sec, Principals, and Dir PD	Sep 04-Jun 05
	Continue to provide services for newcomer families at intake conferences, including evening hours and regional locations during peak registration periods	Exec Dir Sec	Jul 04-Jun 05
d) Facilitate interpretation and translation services for parents and families who speak a language other than English to strengthen communication among homes, schools, and the community.	Review facility space needs annually based on the projected ESOL enrollment	Exec Dir Plan & Support Op	Jul 04-Oct 04
	Continue to collaborate with local graduate programs in <u>Teachers of English for Students of Other Languages (TESOL)</u> to provide professional development <u>for their preservice ESOL teachers and to plan professional development in current best practices and national trends for the ESOL staff</u> professional development for ESOL staff and training for preservice ESOL teachers	Exec Dir Sec	Jul 04-Mar 05
e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.	Develop the following curricula to be used in ESOL centers or school-based programs: intermediate middle school ESOL II and high school ESOL I Newcomer. Revise and implement middle school ESOL I Newcomer curriculum	Exec Dir Sec	Jul 04-Jun 05
f) Provide parent orientations on how to access services from the school system.	Seek future funding to <u>conduct evaluation of</u> adjust the delivery of ESOL services <u>based on the evaluation</u>	Exec Dir Sec	Sep 04-Dec 04

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 2*

By ~~2007~~2014, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, 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 third school year. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Recruit, train, and place parent volunteers of English language learners based on needs assessment	Exec Dir Sec	Jul 04-Jun 05
	Conduct a needs assessment and develop a recommendation for effective recruiting strategies, professional development, and on-site placement of volunteer parents <u>to aid in interpretation and translation for parents</u> of English language learners	Dir PD Exec Dir Sec	Jul 04-Jun 05
<p>Measurement: <u>The 2004 baseline percentage of ELL students who reached the proficiency level on the <i>Idea Proficiency Test</i> (IPT) by the end of their third year in school was 41.2%. By 2008, 75% of third-year ELL students will achieve proficiency on IPT, increasing to 100% by 2014.</u> <u>The baseline percentage of ESOL students who reach the Maryland proficiency level (TBD) on the <i>Idea Proficiency Test</i> (IPT) by the end of their 3rd-school year will be established for 2003-04. By 2007-08, 100% of ESOL students will achieve proficiency on the IPT by the end of their 3rd-school year.</u></p>			
<p>Resources: Annual Budget Process <u>Instructional Salaries – Three year phase-in of certified ESOL teachers for ESOL classes – (3.5 FTEs), \$165,417</u></p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 2*

By ~~2007~~2014, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 2			
2.2 Fifty percent of English Language Learners receiving ESOL services for more than one year, and less than three years, will attain proficiency on the MSA in reading/language arts, mathematics, and science.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>e) Facilitate access to appropriate educational and community resources for immigrant families.</p> <p>e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.</p> <p>Goal 1 (c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students .</p>	Implement high school ESOL reading curriculum and monitor student progress	Exec Dir Sec	Jul 04-Jun 05
	Continue to provide professional development for ESOL teachers and curriculum writers on higher-level thinking skills, vocabulary, and pedagogy to increase the rigor of self-contained ESOL courses	Exec Dir Sec	Jul 04-Jun 05
	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 in the content areas and to increase student success on MSA and HSA	Exec Dir Sec	Jul 04-Jun 05
	Continue to provide professional development for schools- administrators and teachers on second language acquisition and cross-cultural and differentiation strategies	Exec Dir Sec	Jul 04-Jun 05
	Continue regional, bilingual parent training and information sessions for families	Exec Dir Sec	Jul 04-Jun 05
	Continue to recruit and train interpreters/translators	Exec Dir HR and Dir PD	Jul 04-Jun 05
	Continue to collaborate with the Community College of Baltimore County (CCBC) to expand offerings and publicize ESOL classes for adults	Exec Dir Sec	Jul 04-Jun 05
	Seek future funding to expand after-school homework sessions for English language learners in mainstream classes	Exec Dir Sec	Sep 04-Oct 04
	Develop and implement a continuing professional development course for all staff on strategies for working with English language learners	Exec Dir Sec	Jul 04-Jun 05
Align/write new elementary ESOL units to coincide with changes in the science and social studies units in the Essential Curriculum	Exec Dir Sec	Jul 04-Aug 04	

SCHOOL YEAR 2004 – 2005 - *Blueprint for Progress - Performance Goal 2*

By ~~2007~~2014, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

Performance Indicator for Goal 2 2.2 Fifty percent of English Language Learners receiving ESOL services for more than one year, and less than three years, will attain proficiency on the MSA in reading/language arts, mathematics, and science.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Goal 1 (c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students .	Advertise the availability of the lending libraries in Resource Centers for bilingual reading materials for families of English language learners Continue to identify and purchase bilingual reading materials; seek appropriate funding <u>to purchase materials for Resource Centers</u>	Exec Dir Schools and Principals Exec Dir Sec and Dir PD	Jul 04-Jun 05 Jul 04-Jun 05
Measurement: <u>In 2003, at least 50% of ESOL students with 1-3 years of service achieved at the proficient level on MSA reading and mathematics in grades 3, 5, 8 and 10 with the exceptions of grade 8 reading (42.1%), grade 8 mathematics (41.4%), and grade 10 reading (47%). By 2008, at least 50% of ESOL students will achieve at the proficient level on MSA in all tested areas at all grade levels. The baseline percentage of all ESOL students with 1-3 years of service who achieve Maryland standards (TBD) on the MSA reading, math, and science will be established for 2003-04. By 2007-08, 50% of all ESOL students with 1-3 years of service will achieve Maryland standards (TBD) on the MSA reading, math, and science.</u>			
Resources: Annual Budget Process <u>Funds to purchase bilingual materials for research centers - \$2,500 (also see Indicator 6.2)</u>			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - 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 <i>No Child Left Behind</i> and the <i>Bridge to Excellence in Public Schools Education Act</i> .			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.</p> <p><u>g) Continue a systematic process for the selection of "highly qualified" teachers.</u></p> <p>h) Optimize the use of all technology resources to attract and retain highly qualified teachers and paraprofessionals.</p>	<p>Continue to utilize Data Warehouse to review and analyze teacher quality to equitably assign staff throughout the school system by doing the following:</p> <ul style="list-style-type: none"> • Identifying the percentage of non-tenured or conditionally certified teachers in schools that are more than twice the system average • Reporting teacher transfers, showing tenure status and certification of the teachers transferring into and out of each school • Reporting data on the panels of candidates for each teacher vacancy in each school, showing the tenure status and certification 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 provisionally certified teachers more than twice the school system average 	Exec Dir HR	Jul 04-Jun 05
	Continue Resident Teacher program partnerships	Exec Dir HR	Jul 04-Jun 05
	Provide signing bonuses to professionally certificated teachers who accept assignments in targeted schools	Exec Dir HR	Jul 04-Jun 05
	Provide and maintain competitive salaries	Exec Dir HR	Jul 04-Jun 05
	Conduct timely and focused reviews with provisional teachers in targeted schools, assisting them in achieving professional certification standards	Exec Dir HR	Jul 04-Jun 05
	Implement the plan for ensuring that all teachers and paraprofessionals meet the highly qualified standards	Exec Dir HR	Jul 04-Jun 05
	Utilize the Data Warehouse to identify and monitor areas of need and areas of strength; modify activities based on data analysis	Exec Dir HR	Jul 04-Jun 05
	Using an automated tracking system, monitor progress of teachers and paraprofessionals in meeting highly qualified standards	Exec Dir HR	Jul 04-Jun 05

SCHOOL YEAR 2004 – 2005 - 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 <i>No Child Left Behind</i> and the <i>Bridge to Excellence in Public Schools Education Act</i> .			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) <u>Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.</u></p> <p>b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.</p> <p>f) Provide a variety of "high quality" professional development opportunities that focus on teachers' and paraprofessionals' assessed needs to ensure that they meet "highly qualified" status by 2005-2006.</p> <p>e) <u>Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.</u></p> <p>g) Continue a systematic process for the selection of "highly qualifies" teachers.</p> <p>j) Provide comprehensive information, access to hardware and software, and professional</p>	<p>Continue to conduct an annual review of guidelines and timelines with teachers and paraprofessionals working to become highly qualified</p>	Exec Dir HR	Jul 04-Jun 05
	<p>Continue to collaborate with employee organizations and representatives of higher education to provide opportunities for paraprofessionals and teachers to meet highly qualified standards</p>	Exec Dir HR and Dir PD	Jul 04-Jun 05
	<p>Continue to recruit and support a high quality instructional staff who meet recognized teaching and certification standards</p>	Exec Dir Spec Prog	Jul 04-Jun 05
	<p>Continue to develop partnerships with science and engineering, trade, and industry groups to provide new technical certification opportunities for teachers</p>	Exec Dir Spec Prog and Dir Sci Pre-K-12	Jul 04-Jun 05
	<p>Offer initial certification and/or advanced coursework opportunities through the Maryland Center for Career and Technology Education Studies (MCCTES), the Community College of Baltimore County (CCBC), Maryland State Department of Education (MSDE), and University of Maryland Eastern Shore (UMES)</p>	Exec Dir Spec Prog	Jul 04-Jun 05
	<p>Identify critical shortage areas (e.g., ESOL, mathematics, reading, science, special education, world languages, school library media)</p>	Exec Dir HR	Jul 04-Jun 05
	<p>Continue utilizing Quality Teacher Incentive Act elements to recruit and retain highly qualified teachers</p>	Exec Dir HR	Jul 04-Jun 05
	<p>Implement specific targeted recruitment strategies (e.g., signing bonuses)</p>	Exec Dir HR	Jul 04-Jun 05
	<p>Continue to use the staffing model for Title I schools and expand the number of schools for which the comprehensive staffing model will be used</p>	Exec Dir HR	Jul 04-Jun 05

SCHOOL YEAR 2004 – 2005 - 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 <i>No Child Left Behind</i> and the <i>Bridge to Excellence in Public Schools Education Act</i> .			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
development opportunities to assist identified teachers in meeting the Elementary Secondary Education Act (ESEA) requirements to be "highly qualified."			
<p>Measurement: The 2003 baseline BCPS system-level percentage of teachers meeting the requirements for highly qualified was 88.8%; and paraprofessionals, 39.9%. By 2006, 100% of BCPS teachers and paraprofessionals will meet the requirements for highly qualified. 100% of teachers and paraprofessionals who do not meet the "highly qualified" standards will be identified and will receive an evaluation of their status (2003-2004). Percentage of teachers and paraprofessionals who meet the requirements for "highly qualified" as defined by <i>No Child Left Behind</i> (NCLB) and the <i>Bridge to Excellence in Public Schools Education Act</i> (2003-2004) 75% of teachers and paraprofessionals will meet the highly qualified standards by the end of fiscal year 2004-2005. The percentage of teachers and paraprofessionals who meet the requirements for "highly qualified" as defined by <i>NCLB</i> and the <i>Bridge to Excellence in Public Schools Education Act</i> will increase (2004-2005).</p>			
<p>Resources: Annual Budget Process Instructional Salaries – additional teachers and paraprofessionals as a result of special education enrollment growth (37.8 FTEs). \$1,782,927; All BCPS compensation scales restructured - \$20,709,884; Step increases for all employees \$9,843,939; Health benefits increases - \$14,980,269</p>			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - 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 <i>No Child Left Behind</i> .			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>h)i) Provide comprehensive information and professional development opportunities to support identified paraprofessionals in meeting academic and Maryland ParaPro Test requirements.</p> <p>j) Provide comprehensive information, access to hardware and software, and professional development opportunities to assist identified teachers in meeting the Elementary Secondary Education Act (ESEA) requirements to be "highly qualified."</p> <p>k) Provide staff development opportunities that focus on principals' assessed needs and system priorities.</p> <p>f) Provide a variety of "high quality" professional development opportunities that focus on teachers/ and paraprofessionals' assessed needs to ensure that they meet highly qualified status by 2005-2006.</p> <p>j) Provide comprehensive information and professional development opportunities to</p>	<p>Continue to collect and analyze data from various sources, including student achievement data trends and input from teachers, paraprofessionals, and principals, regarding systemwide needs for professional development among regular educators, special educators, and gifted and talented educators</p> <p>Continue to provide college courses, inservice courses, online courses, <u>tutorials</u>, college partnerships and cohorts for paraprofessionals</p> <p>Continue to provide summer reading/language arts and mathematics academies <u>to provide new teachers with practice in instructional planning with in-school follow-up sessions for new teachers</u></p> <p><u>Provide new teacher follow-up</u> professional development <u>sessions in cluster meetings, inservice courses, and visits to schools by central office personnel</u></p> <p><u>Provide</u> professional development <u>and support to paraprofessionals who are required to take state assessments in order to become highly qualified</u></p> <p>Continue to offer the Education That is Multicultural (ETM) course to all school-based ETM liaisons and expand course offerings to administrators and teachers</p> <p>Continue to provide <u>ongoing professional development for teacher mentors and math mentors to new teachers in Baltimore Highlands, Chadwick, Deep Creek, Deer Park, Dogwood, Dundalk, Edmondson Heights, Featherbed Lane, Halstead Academy, Hebbville, Hernwood, Johnnycake, Logan, New Town, Powhatan, Randallstown, Riverview, Sandalwood, Sandy Plains, Scotts Branch, Seneca, Winand, Winfield, and Woodholme elementary schools; Deep Creek, Deer Park Middle Magnet, Dundalk, Golden Ring, Holabird, Lansdowne, Loch Raven Academy, Middle River, Old Court, Southwest Academy, Stemmers Run, and Woodlawn middle schools; and Chesapeake, Dundalk, Kenwood, Lansdowne, Milford Mill Academy, Overlea, Randallstown, and Woodlawn high schools identified schools</u></p> <p>Provide professional development <u>for the pool of: teachers as aspiring leaders, new teacher induction, professional development schools</u></p>	<p>Dir PD, Research & Assm</p> <p>Dir PD</p> <p>Exec Dir EI and Sec</p> <p>Exec Dir EI and Sec C & I</p> <p><u>Dir PD</u></p> <p>Asst to the Supt E & A and Dir PD</p> <p>Dir PD</p> <p>Dir PD</p>	<p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p><u>Jul 04-Jun 05</u></p> <p><u>Jul 04-Jun 05</u></p> <p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p>

SCHOOL YEAR 2004 – 2005 - 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 <i>No Child Left Behind</i> .			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p><u>support identified paraprofessionals in meeting academic and Maryland ParaPro Test requirements.</u></p> <p><u>e) Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.</u></p> <p><u>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.</u></p> <p><u>k) Provide staff development opportunities that focus on principals' assessed needs and system priorities.</u></p>	<p><u>Continue to track number of participants in cohort partnerships and graduate programs</u></p>	<p><u>Exec Dir SecC & I and Dir PD</u></p>	<p><u>Jul 04-Jun 05</u></p>
	<p><u>Continue to utilize the resources of professional development schools to develop and maintain cohorts</u></p>	<p><u>Dir PD</u></p>	<p><u>Jul 04-Jun 05</u></p>
	<p><u>Continue to partner with institutions of higher education faculties to ensure that the Professional Development Schools (PDS) address the academic and clinical preparation of interns and the continuous professional development of faculties</u></p>	<p><u>Dir PD</u></p>	<p><u>Jul 04-Jun 05</u></p>
	<p><u>Implement the systemwide protocol for creating, deleting, and expanding Professional Development Schools (PDS)</u></p>	<p><u>Dir PD</u></p>	<p><u>Jul 04-Dec 04</u></p>
	<p>Continue to plan and implement focused, recursive monthly professional development sessions for all principals on topics directly related to instructional leadership based on principals' assessed needs and system priorities</p>	<p>Exec Dir Schools and Dir PD</p>	<p>Jul 04-Jun 05</p>
	<p>Continue to refine and implement opportunities for principals to participate in study groups and to network with colleagues, both informally and formally, to follow up monthly professional development initiatives</p>	<p>Exec Dir Schools</p>	<p>Jul 04-Jun 05</p>
	<p>Continue to plan and implement the BCPS Leadership Enhancement professional development initiative for all assistant principals, with emphasis on differentiation, based on assessed needs and system priorities</p>	<p>Dir PD</p>	<p>Jul 04-Jun 05</p>
	<p>Continue to refine and implement the Administrative Induction and Support program for first year principals and assistant principals based on their assessed needs and system priorities</p>	<p>Dir PD</p>	<p>Jul 04-Jun 05</p>

SCHOOL YEAR 2004 – 2005 - 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 <i>No Child Left Behind</i> .			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measurement: <u>Participation in high quality professional development is measured by the MSDE Maryland Survey of Teacher Participation in High-Quality Professional Development. Data from the 2004 state baseline survey are not available at this time. By 2005, 65% of teachers and paraprofessionals will receive high quality professional development; by 2006, 90% and by 2007, 100% as defined by MSDE state performance targets. In 2005-2006, 100% of teachers will participate in principal led HQPD. In 2005-2006, 100% of teachers participating in principal led HQPD (07) 100% of teachers participating in principal led HQPD.</u>			
Resources: <u>Annual Budget Process</u> <u>Fees for paraprofessional tests \$28,000</u>			
Sources: Operating Budget and Capital Budget			

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SCHOOL YEAR 2004 – 2005 - 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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
e) Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics. f) Provide a variety of "high quality" professional development opportunities that focus on teachers/ and paraprofessionals' assessed needs to ensure that they meet highly qualified status by 2005-2006.	Continue to collaborate with universities, colleges/community colleges to design 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 Sec	Jul 04-Jun 05
	Continue to offer professional development courses for graduate credit in mathematics in order to meet the requirements for highly qualified <u>teachers</u> in mathematics	Exec Dir Sec	Jul 04-Jun 05
	Continue to update teachers with information regarding programs that result in highly qualified status	Exec Dir HR	Jul 04-Jun 05
	Continue to offer preparatory courses for the required tests in mathematics to obtain highly qualified status	Exec Dir Sec	Jul 04-Jun 05
Measurement: <u>In 2003, 57.7% of middle school mathematics teachers met the requirements for highly qualified. By 2005, 75% of middle school mathematics classes will be taught by highly qualified teachers; and 100% by 2006. The baseline percentage of highly qualified math teachers will be established in 2003-2004. By 2005-2006, 100% of middle school math teachers will be highly qualified. In 2007-2008, 100% highly qualified math teachers will be maintained.</u>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - 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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>c) Establish a plan to measure Adequate Yearly progress (AYP) with regard to staffing all schools for all children with "highly qualified" teachers. Identify where the school system currently stands with respect to this goal and develop specific measures of acceptable progress and timelines.</p> <p>e) <u>Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.</u></p> <p>g) Continue a systematic process for the selection of "highly qualified" teachers.</p> <p>h) Optimize the use of all technology resources to attract and retain highly qualified teachers and paraprofessionals.</p>	<p>Continue to advertise and update weekly all teacher vacancies on the BCPS website to reach a wide audience of highly qualified teachers to meet the specific staffing needs of Baltimore County's Title I schools</p> <p>Continue to partner with local universities and MSDE to establish Resident Teaching programs targeting core subject applicants, holding a 3.0 GPA or higher, in critical need subjects</p> <p>Continue to develop a process to allow applicants to electronically file Baltimore County's application for professional employment</p> <p><u>Continue to utilize online recruitment tools to attract highly qualified teachers from around the country</u></p>	<p>Exec Dir HR</p> <p>Exec Dir HR</p> <p>Exec Dir HR</p> <p><u>Exec Dir HR</u></p>	<p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p><u>Jul 04-Jun 05</u></p>
<p>Measurement: <u>In 2003, 86.2% of Title I teachers met the requirements for highly qualified. In 2004, 100% of newly hired teachers in Title I schools met the requirements for highly qualified. 100% of the newly hired teachers in Title I schools will meet the standard of "highly qualified" when hired.</u></p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004 – 2005 - Blueprint for Progress - Performance Goal 3
 By 2005-2006, all students will be taught by highly qualified teachers.

Performance Indicator for Goal 3			
3.5 All parents/guardians will be advised of the qualifications of their child’s teacher at the beginning of the year or upon request if there are changes to a teacher’s qualifications during the school year.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
d) Continue to monitor and communicate with parents Baltimore County Public Schools’ progress toward having all students taught by “highly qualified” teachers and paraprofessionals.	Provide data-entry services for the teacher credential analysis and reporting process Continue to disseminate and communicate appropriate educational background and certification information quarterly to parents and principals in the Title I schools	Exec Dir HR Exec Dir HR	Jul 04-Jun 05 Jul 04-Jun 05
Measurement: In 2003 and 2004, 100% of parents of students in Title I schools were notified of the qualifications of their child’s teacher. All parents of students in the Title I schools will receive teacher qualifications information (2003–2004). All parents of students in Group I schools will receive teacher qualification information (2004–2005).			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004– 2005- *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.			
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.	<i>Office of Grounds Services</i> Continue to provide the delivery of all site improvements and grounds	Exec Dir Phy Fac	Jul 04-Jun 05
	Establish Five- Year Turf Repair program to improve safety of athletic fields	Exec Dir Phy Fac	Oct 04-Mar 05
	Update grounds fleet equipment to improve operational safety and efficiency	Exec Dir Phyl Fac	Jul 04-Jun 05
	Replenish "Fibar" material used for safety surfacing on new playgrounds	Exec Dir Phyl Fac	Jul 04-Jun 05
	<i>Office of Operations</i> Increase custodial staffing, supplies, and materials to provide adequate cleaning of the learning environment	Exec Dir Phyl Fac	Jul 04-Jun 05
	Replace aging cleaning equipment	Exec Dir Phy Fac	Jul 04-Jun 05
	Continue to provide safe operation of the physical plant and minor preventive maintenance of mechanical equipment	Exec Dir Phy Fac	Jul 04-Jun 05
	<i>Office of Security</i> Install new closed circuit television systems (CCTV) at six secondary schools	Exec Dir Phy Fac	Jul 04-Jun 05
	Continue to evaluate and expand the School Resource Officers program in secondary schools	Exec Dir SSS	Jul 04-Jun 05
	Continue to partner with Baltimore County Police Department (BCPD) to implement the safety, drug awareness, and resistance programs, grades K-12	Exec Dir SSS	Jul 04-Jun 05
	Collaborate with the Office of Risk Management to implement a comprehensive CTE Risk Management Plan	Exec Dir Spec Prog	Jul 04-Jun 05
	Replace aging security vehicles	Exec Dir Phy Fac	Oct 04-Jun 05

SCHOOL YEAR 2004– 2005- *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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p><u>b) Implement active character ethics education.</u></p> <p>c) Utilize the Student Support Services Team to address the needs of students.</p> <p>d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, childcare services, recreational services, and law enforcement.</p> <p>e) Continue inter-department and inter-agency teams to implement schoolwide Safety and Emergency Plans and the countywide Critical Response Plan and Emergency Safety Management Guide.</p> <p><u>k) Communicate to all students and parents the behavioral expectations identified in the Student Handbook and school code of conduct.</u></p>	<p>Continue to use the <i>How To Establish a Character Education Program in your School: A Handbook for School Administrators</i> to develop and implement a character-building process as an integral component of the School Improvement Plan and extra curricular programs</p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue to train and implement the Student Support Team Model in each school through integration of school-based and student-oriented teams</p>	Exec Dir SSS	Jul 04-Sep 04
	<p>Continue to implement and monitor academic-behavior supports including accommodations, modifications, interventions, and strategies to address student behavior and learning through the Student Support Team</p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue to implement and monitor ADHD Accommodation Plans to address behavior and learning needs for eligible students through the Student Support Team</p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue to monitor Individual Student 504 Plans to address behavior and learning needs for eligible students through the Student Support Team</p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue to implement Positive Behavior Intervention and Supports (PBIS) process in schools</p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue to provide professional development for new Student Support Team chairpersons and school staff on the Student Support Team Model and 504 Plans</p>	Exec Dir SSS	Jul 04-Sep 04
	<p>Continue to maintain 14 school-based wellness centers serving 17 schools</p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue to provide site-based mental health services in partnership with community mental health providers</p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue to provide and evaluate the services of full-time DSS social workers in schools in assisting students and families in accessing mental health care and other social services programs</p>	Exec Dir SSS	Jul 04-Jun 05

SCHOOL YEAR 2004– 2005- *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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>e) Continue inter-department and inter-agency teams to implement schoolwide Safety and Emergency Plans and the countywide Critical Response Plan and Emergency Safety Management Guide.</p> <p>f) Provide a continuum of services through alternative education programs.</p> <p>g) Continue the fingerprinting and criminal background checks for all employees.</p> <p>h) Continue the annual Safe Schools Conference.</p>	<p>Continue to provide <u>1.0 full-time baccalaureate school health nurse in each school to assure students ' and families' health screening, health maintenance, management of chronic health conditions, referral for health services, provide emergency care, health counseling, education, and staff wellness programs resources for school nurses to assist students and families in obtaining medical care</u></p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue to work through the Baltimore County Multidisciplinary Team to ensure compliance with all Child Protected Services mandates</p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue the operation of the Safety and Emergency Planning Steering Committee composed of BCPS and Baltimore County staff</p>	Exec Dir SSS	Jul 04-Sep 04
	<p>Continue having all schools and identified facilities develop and post to the system's intranet their annual emergency plans</p>	Exec Dir SSS	Jul 04-Sep 04
	<p>Continue to revise, publish, and train staff in all new procedures added to the Critical Response and Emergency Safety Management Guide</p>	Exec Dir SSS	Jul 04-Sep 04
	<p>Continue to train all members of the four Critical Incident Response Teams each year</p>	Exec Dir SSS	Oct 04-Mar 05
	<p>Continue to maintain alternative schools at the middle and high school levels Home and Hospital programs, Home Teaching programs for students grades K-12, Afternoon Middle School Group Learning Centers, Evening/Saturday High School programs, and Summer School programs</p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue to provide in-school alternative programs, such as Maryland's Tomorrow and Choice</p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue to issue Identification Cards to employees</p>	Exec Dir HR	Jul 04-Jun 05
	<p>Continue to fingerprint and initiate pre -employment background checks in accordance with applicable law for all new applicants to BCPS, contractors, and others that may be</p>	Exec Dir HR	Jul 04-Jun 05

SCHOOL YEAR 2004– 2005- *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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p><u>a) Provide attractive, clean, caring, and secure learning environments.</u></p> <p><u>h) Continue the annual Safe Schools Conference.</u></p>	<p>required to undergo the background check process</p> <p>Continue to coordinate with Personnel and Hiring Managers to ensure that new applicants, and others required to undergo a background check, are identified before allowing the person to begin employment</p> <p>Continue to utilize Safe Schools Conference Planning Committee to organize, develop, and evaluate the Safe Schools Conference annually and initiate a teacher component of the Safe Schools Conference</p> <p><u>Continue to provide onsite safety inspections and maintain and repair physical education facilities and equipment</u></p>	<p>Exec Dir HR</p> <p>Exec Dir SSS</p> <p><u>Exec Dir Sec and Phy Fac</u></p>	<p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p><u>Jul 04-Jun 05</u></p>
<p>Measurement: <u>In 2005, a baseline survey of stakeholders' perceptions of the extent to which schools are safe, orderly, and nurturing environments will be administered. 100% of individuals requiring a background check will have these completed prior to beginning employment. 100% of schools will participate in the annual Safe Schools Conference.</u></p>			
<p>Resources: Annual Budget Process Transitional Center costs <u>(\$1,764,516)</u> – Start-up \$224,000, Ongoing Costs <u>\$170,000</u><u>160,500</u>, <u>Redirected NW/SW Team - \$239,343</u> and <u>Personnel Costs \$1,290,067</u><u>NW/SW Team - New Positions - \$995,888; and Transportation - \$144,785</u> <u>New Town High School additional positions for grades 11 and 12, administration, teachers, building service workers and transportation - \$533,730; Woodholme ES Principal - \$102,122; Bus, physical education equipment, inspection, and repairs - \$50,000</u></p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004– 2005- *Blueprint for Progress - Performance Goal 4*
 All students will be educated in school environments that are safe and conducive to learning.

Performance Indicator for Goal 4			
4.2 All schools will have published expectations of student behavior and parental responsibilities and involvement.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
i) Establish an action plan in the School Improvement Plan (SIP) for increasing parental awareness of their responsibilities and knowledge of behavior expectations identified in the <i>Student Handbook</i> and school code of conduct. j) Communicate to all students and parents the behavioral expectations identified in the <i>Student Handbook</i> and school code of conduct. k) Identify and train all staff in the implementation of effective student behavior management programs and the <i>Student Handbook</i> requirements.	Continue to include parents, students, and community members on the School Improvement Planning Committee and countywide <i>Student Handbook</i> Committee Continue to communicate and collaborate with students, parents, PTA, advisory groups, and community members regarding behavior expectations and parental responsibilities and involvement in maintaining a positive learning environment Continue to seek strategies for reducing long-term suspension/expulsion rate for any of the nine offenses identified as major offenses by MSDE Provide ongoing professional development for teachers and support staff, including paraprofessionals and bus drivers, in establishing and maintaining a positive, orderly, and nurturing environment Provide professional development for all new teachers on classroom management at New Teacher Induction Provide professional development on positive disciplinary interventions including such topics as conflict resolution, peer mediation, and crisis intervention for administrators, teachers, and paraprofessionals	Exec Dir SSS Exec Dir SSS Exec Dir SSS Dir PD and Exec Dir Plan and Support Op Dir PD Exec Dir SSS	Apr 05-Jun 05 Jul 04-Jun 05 Jul 04-Jun 05 Jul 04-Jun 05 Jul 04-Aug 04 Jul 04-Jun 05
Measurement: In 2003, 100% of BCPS parents/guardians received published expectations and notification of the responsibilities for students and parents/guardians. Published notification of expectations will continue to 100% of parents/guardians annually. In 2003-2004, 100% of staff, students, and parents will be aware of students' rights, responsibilities, and behavior expectations found in the <i>Student Handbook</i>. By 2007-08, 100% of staff, students, and parents/guardians will be aware of the school learning environment, climate, and facilities.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004– 2005- *Blueprint for Progress - Performance Goal 4*
 All students will be educated in school environments that are safe and conducive to learning.

Performance Indicator for Goal 4			
4.3 Staff, students, parents, and community members will be provided opportunities to express satisfaction with the learning environment, climate, and school facilities.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Provide attractive, clean, caring, and secure learning environments.	Develop and implement a systemwide marketing, communications, and public relations plan to strengthen two-way communication with internal and external stakeholders and build awareness and advocacy for the school system	CCO	Jul 04-Jun 05
j) Communicate to all students and parents the behavioral expectations identified in the <i>Student Handbook</i> and school code of conduct.	Provide opportunities at the local school level for stakeholders to express satisfaction and receive information	Exec Dir Schools	Jul 04-Jun 05
	Continue to implement parent support services in all communities and evaluate their effectiveness	Exec Dir C& I and Schools	Jul 04-Jun 05
g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library. (Goal 6)	Continue to provide professional development for all employees to enhance staff and stakeholder satisfaction	Exec Dir Bus Ser and Dir PD	Jul 04-Jun 05
	Continue, as needed, consultation to provide air quality investigation and reporting when an air quality emergency occurs	Exec Dir Phy Fac	Jul 04-Jun 05
Measurement: <u>In a 2004 sample, 94% of elementary school parents expressed overall satisfaction with their children’s schools; and 88% of elementary parents felt that they were safe and secure. Ninety two percent (92%) of middle school parents expressed overall satisfaction with their children’s schools; and 91% of middle school parents felt that they were safe and secure. Stakeholders’ satisfaction with the learning environment, climate, and school facilities at all school levels will be determined by survey in 2005. The baseline percentage of staff, students, and parents/guardians who are aware of the BCPS school learning environment, climate, and facilities will be established in 2003-2004, using an awareness survey. By 2007-08, 100% of staff, students, and parents/guardians will be aware of the BCPS school learning environment, climate, and facilities.</u>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - Blueprint for Progress - Performance Goal 5
All students will graduate from high school.

Performance Indicator for Goal 5			
5.1 All high schools will meet the graduation rate established by the State. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Educate all students with disabilities in accordance with the objectives defined in the student’s Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent.</p> <p>b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.</p> <p>c) Increase participation rate in Gifted and Talented programs in all schools.</p> <p>d) Develop, in collaboration with students and parents/guardians, a Career Planning Profile of a four-year plan for studies for all eighth grade students.</p> <p>e) Provide and implement 504 Plans which clearly outline goals, objectives, and accommodations to ensure that students will maximize their educational opportunities.</p>	<p>Continue <u>Seek future funding</u> to allocate staffing to all schools based upon the number of students participating in the academic enrichment and acceleration programs and provide additional FTE, to support increased numbers of students, as required</p>	Exec Dir PreK-12, HR	Jul 04-Jun 05
	Review and revise the Career Planning Profile with students to keep them current throughout the high school experience	Exec Dir SSS	Aug 04-Jun 05
	Continue to monitor secondary course enrollment, credit completion, and testing requirements to ensure that students meet graduation requirements	Exec Dir Schools	Sep 04-Jun 05
	Continue to communicate graduation requirements and coursework expectations to parents of secondary students	Exec Dir Sec	Aug 04-Jun 05
	Implement the provisions of the Smaller Learning Communities (SLC) grant designed to create a more personalized learning environment, provide more challenging academic course work, and offer academic interventions for students in ten large high schools: Dundalk, Kenwood, Lansdowne, Milford Mill, Overlea, Owings Mills, Parkville, Pikeville, Randallstown, and Woodlawn	Exec Dir Sec	Jul 04-Jun05
	Continue to provide graduation requirements and counseling to secondary students in group settings and at least once per year on an individual basis	Exec Dir SSS	Aug 04-Jun 05
	Continue to provide offer a quality Physical Education program that supports the mission of the school system in improving student achievement	Exec Dir Sec	Aug 04-Jun 05
	Continue to plan and implement professional development for teachers to assist them in providing the specified accommodations so that students with 504 Plans meet the State standards for the Maryland School Assessment	Exec Dir SSS	Jul 04-Mar 05
	Continue to provide professional development activities to support general and special educators and paraprofessionals in the use of inclusive practices as detailed in the Inclusion Handbook for General and Special Educators and monitor and evaluate use of the handbook	Exec Dir Fed & St	Jul 04-Jun 05

SCHOOL YEAR 2004 – 2005 - 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
	Continue to utilize <u>improve</u> a web-based data format wherein principals and Executive Directors of Schools can access and analyze data elements to assess the achievement of students with disabilities and their placement in the least restrictive environment (LRE) and to provide support to principals and schools in improving the achievement of students with disabilities in the least restrictive environment. Monitor and evaluate the use of the data elements	Exec Dir Sec, Fed & St, and Schools	Jul 04-Jun 05
Measurement: The 2003 baseline percentage of BCPS schools that met the state graduation rate standards (90% of grade 12 students) was 88.2%. By 2005, 92% of schools will meet the state graduation standards, and the percentage will increase to 100% by 2008. The baseline percentage of high schools that meet or exceed the Maryland graduation rate standard (TBD) will be established for 2003-04. By 2007-2008, 100% of high schools will meet or exceed the Maryland standard.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004 – 2005 - Blueprint for Progress - Performance Goal 5
All students will graduate from high school.

Performance Indicator for Goal 5			
5.2 All high schools will have annual dropout rates of less than 3%. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Educate all students with disabilities in accordance with the objectives defined in the student’s Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent.</p> <p>b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.</p> <p>f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.</p>	Continue to use the Data Warehouse to access information on attendance, suspensions, course selection, grades, standardized tests, and retention and develop appropriate intervention strategies	Exec Dir Fed & St	Jul 04-Jun 05
	Continue to implement professional development initiatives (PreK-12) based on the understanding of different learning styles, multiple intelligences, and differentiating instruction, and utilize instructional technology to engage all students	Exec Dir C & I and Asst to Supt E & A	Jul 04-Jun 05
	Continue to provide summer school to support increased and accelerated student achievement	Exec Dir SSS	Jul 04-Aug 04
	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, and CTE programs	Exec Dir Spec Prog and SSS	Aug 04-Jun 05
	Continue to develop the partnership with CCBC to change the learning environment and provide classes on campus for transitioning from high school to higher education	Exec Dir SSS	Aug 04-Jun 05
	Continue to provide additional staffing to high schools with greater than 3% dropout rate to provide assistance (tutoring, counseling, and parental assistance) for at-risk students and implement after-school enrichment/support programs to provide additional learning opportunities	Exec Dir SSS	Aug 04-Jun 05
<p>Measurement: In 2003, The BCPS drop out rate of 3.3% did not meet the state standard. By 2008, all high schools will have a dropout rate of less than 3%. In 2001–2002, 61% of high schools had dropout rates of 3% or less, which met the Maryland state standard. In 2003-04, 69% of high schools will have dropout rates of 3% or less. In 2004-2005, 77% of high schools will have dropout rates of 3% or less.</p>			
<p>Resources: Annual Budget Process Supervisor for Dropout Prevention - \$93,530 (1.0 FTE)</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004 – 2005 - Blueprint for Progress - Performance Goal 5
All students will graduate from high school.

Performance Indicator for Goal 5			
5.3 All graduates will meet the college course entrance requirements for the University System of Maryland of the Maryland career and technology education career completer requirements or both. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Educate all students with disabilities in accordance with the objectives defined in the student’s Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent.</p> <p>f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.</p> <p>b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.</p>	Continue to provide and evaluate Career Completer opportunities for students with disabilities	Exec Dir Spec Prog and Fed & St	Aug 04-Jun 05
	Refine and develop additional strategies to encourage students with disabilities to pursue two- and four-year college options	Exec Dir Fed & St	Jul 04-Oct 04
	Evaluate the effectiveness of CTE programs in assisting students to meet college entrance and/or CTE completer requirements <u>to increase the number of dual completers</u>	Exec Dir Spec Prog	Jul 04-Dec 04
	Evaluate enrollment data to determine student participation in and completion of CTE programs	Exec Dir Spec Prog	Jul 04-Dec 04
	Continue to facilitate partnerships with the community colleges and universities to refine and increase articulation opportunities to increase student achievement and pathways to college and employment	Exec Dir Spec Prog and SSS	Jul 04-Jun 05
	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	Exec Dir C & I, Schools, Asst to Supt E & A, Dir PD, and Principals	Jul 04-Jun 05
<p>Measurement: In 2003, 57.7% of BCPS graduates met the University System of Maryland (UM) entrance requirements and 48% met the career and technology (CT) requirements. By 2008, 75% of students will meet the UM entrance requirements and/or the Maryland career and technology education completer requirement, and the percentage of students meeting these requirements will increase to 100% by 2014. In 2002, 79% of graduates met program requirements for University of Maryland entrance and/or career & technology career completer. Of the class of 2004, 84% will meet these requirements, as will 88% of the class of 2005. The baseline percentage of BCPS students with disabilities who select two-year and four-year college options will be established for 2003-04. Thereafter, that percentage will increase by at least 1% annually.</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004– 2005- *Blueprint for Progress - Performance Goal 6*
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.1 Increase student, parent/guardian, and teacher conferences annually by 10% per school.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Provide professional development opportunities to principals schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.</p> <p>b) Educate all new teachers in how to conduct parent-teacher conferences.</p> <p>c) Provide guidelines and strategies for student-teacher-parent conferences.</p>	Continue to use the six areas of parent involvement to structure and monitor parent involvement goals in School Improvement Plans (SIP) and to enhance effective home-school partnerships to improve student achievement	Exec Dir Schools and Principals	Jul 04-Jun 05
	Continue to share best practices at countywide principals’ meetings focusing on the six areas of parental involvement adopted by the National PTA and implement appropriate strategies through SIP	Exec Dir Schools	Sep 04-Dec 04
	Continue to monitor parent-teacher and student-led conferences and include this data in SIP	Exec Dir Schools and Principals	Aug 04-Jun 05
	Continue to provide professional development and technical support to new and current teachers to conduct effective parent-teacher-student conferences	Dir PD	Aug 04-Jan 05
	Continue to provide parents and students with updated guidelines and strategies for successful parent/teacher and student-led conferences	Dir PD	Aug 04-Nov 04
Continue to provide administrators with updated guidelines and strategies on multicultural infusion and cultural sensitivity to promote effective parent-teacher and student-led conferences, and continue to update on an ongoing basis	Asst to the Supt E & A	Jul 04-Sep 04	
<p>Measurement: In a 2004 sample, 62% of schools increased student, parent/guardian, and teacher conferences by at least 10%, compared with 2003. By 2008, all schools will have increased conferences by 10% annually. The baseline number of parent-teacher conferences will be established for 2003–2004. Thereafter the number of parent-teacher conferences will increase by 10% annually. The BCPS awareness instrument (TBD) will establish the baseline awareness level of parents about the BCPS educational process. Awareness levels will be assessed on a biennial cycle.</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004– 2005- *Blueprint for Progress - Performance Goal 6*
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.2 Increase the number of volunteers and tutors in support of student achievement annually by 10% per school.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>e) Expand recognition opportunities for students, parents, community, and business partners.</p> <p>f) Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships.</p> <p>g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiative with the Baltimore County Public Library.</p> <p><u>h) Encourage business partnerships that support and complement the educational program.</u></p>	Continue to collaborate with PTA, advisory groups, community, and businesses to ensure diverse stakeholder involvement	Exec Directors, Principals, Staff, and CCO	Jul 04-Jun 05
	Continue collaboration with the Baltimore County Public Library to promote summer reading and increase student independent reading	Exec Dir Spec Prog	Mar 05-Jun 05
	Continue to facilitate the use of Baltimore County Public Library’s 24/7 web-based reference service, fee-based databases, and other public library resources and services	Exec Dir Spec Prog	Jul 04-Jun 05
	Expand the “Get Carded” campaign implemented at Deep Creek Middle School to Woodlawn Middle School to facilitate use of both school and public library resources	Exec Dir Spec Prog	Sep 04-Nov 04
	Continue the “First Library Card Campaign” to build parent connections with public and school library resources that foster early literacy achievement of their kindergarten children	Exec Dir Spec Prog	Jul 04-Jun 05
	Establish a process with the Baltimore County Public Library that would facilitate students, Gr. 1-12, to obtain their own public library card	Exec Dir Spec Prog	Jul 04-Jun 05
	Continue to recruit and retain volunteers to support the instructional program and student achievement	CCO	Jul 04-Jun 05
	Continue to provide recognition opportunities for teachers, volunteers, retirees, and others in collaboration with employee groups, business, and community members	CCO	Sep 04-Jun 05
	Expand family services to assist schools in developing meaningful involvement strategies for parents/guardians/community, including families from other countries, e.g., HIPPY, PAT , <u>Aliza Brandwine Center (ABC)</u> and Even Start	Exec Dir SSS and El	Jul 04-Jun 05
	Continue to solicit business and community partnerships through Chambers of Commerce, Rotary Clubs, etc. to support student achievement	CCO	Jul 04-Jun 05

SCHOOL YEAR 2004– 2005- *Blueprint for Progress - Performance Goal 6*
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.2 Increase the number of volunteers and tutors in support of student achievement annually by 10% per school.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to collaborate with PTA and advisory groups to conduct countywide parent education meetings	Bd of Ed, Exec Dir Schools , and CCO	Sep 04-May 05
<p>Measurement: In a 2004 sample, 72% of schools increased volunteers and tutors in support of student achievement by at least 10%, compared with 2003. By 2008, all schools will have increased volunteers and tutors by 10% annually. The baseline number of volunteers and tutors per school will be established for 2003–04. Thereafter, the number of volunteers and tutors will increase by 10% annually. The number of elementary and middle school students participating in the Baltimore County Public Library (BCPL) Summer Reading program will be established for the summer of 2003. Thereafter, the number of students participating in the BCPL Summer program will increase by 10% annually. The number of times the BCPL 24/7 service is used will be established for 2003–04. Thereafter, the number of times the 24/7 service is accessed will increase by 10% annually.</p>			
<p>Resources: Annual Budget Process Expand the library “Get Carded” program to Woodlawn Middle School - \$6,160; Bilingual reading materisl for five resource centers - \$7,500 (also see Indicator 2.2).</p>			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004– 2005- 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 the number of parents/guardians participating in Back-To-School Night and student events annually by 10% per school.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.</p> <p>d) Provide media and planning services to schools to promote Back-To-School Night and American Education Week.</p> <p>e) Expand recognition opportunities for students, parents, community, and business partners.</p> <p>g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library.</p>	Continue by geographic area to coordinate a schedule for Back-To-School Night, according to feeder schools within a cluster and optimize parent/guardian opportunities to attend	Exec Dir Schools and Principals	Jul 04-Aug 04
	Continue to provide workshops for staff to increase awareness of and sensitivity to the needs of stakeholders in order to increase parent/guardian/community participation at school events and programs	Exec Dir Schools and Principals	Aug 04-Nov 04
	Publish an annual update of the directory listing community organizations with an interest in helping schools, as well as those organizations that are non-traditional school contacts	CCO	Nov 04
	Continue to seek ways to schedule school events including athletic contests to allow more parents/guardians to attend	Principals	Sep 04-Jun 05
<p>Measurement: In a 2004 sample, 40% of schools increased parent/guardian participation in Back-to-School Night by at least 10%, compared with 2003. By 2008, all schools will have increased participation in Back-to-School Night and student events by 10% annually. The number of parents/guardians participating in Back-To-School-Night and student events will increase by 10% per school (BCPS standard). (04) The number of parents/guardians participating in Back-to-School Night and student events will increase by 10% per school (BCPS Standard). (05)</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004– 2005- *Blueprint for Progress - Performance Goal 6*
Engage parents/guardians, business, and community members in the educational 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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Train school leadership to help parents, teachers, and students serve as advocates for educational issues.</p> <p>b) Utilize key stakeholders to assist in training parents/guardians about educational issues.</p> <p>c) Provide information and support to principals in the alignment of the <i>Blueprint for Progress</i> with the SIP, the allocation of positions, and the allocation of other resources.</p> <p>d) Encourage parents and community members to participate on the School Improvement Team.</p> <p>e) Encourage teachers to be leaders in the school and community.</p> <p>f) Provide professional development opportunities to school administrators, teachers, and other staff on the roles of parents, staff, and community members in the school improvement process.</p>	Continue to provide professional development for principals in the alignment of all resources to support achievement of the goals in the <i>Blueprint for Progress</i>	Exec Dir Schools and Dir PD	Jul 04-Jun 05
	Continue to provide professional development to assist parents, students, teachers, administrators, and community members in becoming active advocates for Baltimore County Public Schools	Exec Dir Schools and Dir PD	Jul 04-Jun 05
	Continue to invite parents, teachers, and community members to serve on School Improvement Teams (SITs) on an ongoing basis	Principals	Sep 04-Jun 05
	Continue to provide schools with site-specific data from the Data Warehouse for analysis and development of individual school results report	Dir Acc Res & Testing and IT	Oct 04-Nov 04
	Continue to communicate the individual school results report to stakeholders	Principals	Jan 05
	Continue to implement a process to get feedback from stakeholders	CCO	Jul 04-Dec 04
	Continue to monitor that all schools have SITs and monitor their effectiveness	Exec Dir Schools	Sep 04-Jun 05
	Continue to develop and implement processes to expand stakeholder input into the school improvement plans and communicate the school results reports	Principals	Jul 04-Jun 05

SCHOOL YEAR 2004– 2005- *Blueprint for Progress - Performance Goal 6*
Engage parents/guardians, business, and community members in the educational 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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>g) Publish an annual education performance report designed to increase community-wide awareness and advocacy.</p> <p>h) Assist schools’ PTAs, School Improvement Teams, Faculty Councils, and Student Councils in the process of developing leadership skills to improve involvement and decision-making.</p> <p>i) Provide school leadership training in group processes that encourages teachers, staff, parents/guardians, and community members to improve involvement in decision-making.</p> <p>j) Present the results report, which includes the alignment of the results in the SIP, financial information, and student achievement to the parents/guardians and community members of all schools.</p>			
<p>Measurement: In 2004, school-level results reports that were aligned with the system’s annual results report were provided to all schools and those reports were used to develop 2004-2005 school improvement plans. This process will continue annually. Beginning in 2003-2004, 100% of BCPS parents/guardians will indicate their awareness of the results achieved by their schools on a biennial parent awareness survey, and extending through 2007-08.</p>			
<p>Resources: Annual Budget Process – Pilot program for Closed Caption – Education Channel - \$23,000</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004– 2005- *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.

<p>Performance Indicator for Goal 8 8.1 Each office in the Division of Business Services will establish benchmarks and indicators aligned with Performance Goal 8. (BCPS standard) New Indicators have been developed that are aligned with Performance Goal 8.</p>			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>New Key Strategies have been developed to establish the benchmarks that are aligned with Performance Goal 8.</p>	<p>New performance indicators from 8.4 to 8.20 have been developed and are included in this plan.</p>		
<p>Measurement:</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004– 2005- *Blueprint for Progress - Performance Goal 8*

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

Performance Indicator for Goal 8			
8.1 All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction.</p> <p>h) Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers.</p> <p><u>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u></p>	Continue to assess and modify the role the instruction technology (IT) resource teachers in providing support to administrators, liaisons, technology integration teachers, and other instructional staff as they learn to integrate technology into teaching and learning	Exec Dir Spec Prog	Jul 04-Jun 05
	Continue to evaluate, revise, and offer the Technology Integration Institutes, Level I and II for elementary, middle, and high school teachers to improve instruction and meet the needs of diverse learners	Exec Dir Spec Prog	Jul 04-Jun 05
	Continue to develop, pilot, and implement online assessment tools to determine administrator technology competencies related to the National Educational Technology Standards for Administrators (NETS-A) and the teacher technology competencies related to the Maryland Teacher Technology Standards (MTTS) and the BCPS Technology Skills Continuum	Exec Dir Spec Prog	Jul 04-Jun 05
	Continue to offer graduate-level cohort programs for teachers to develop leaders in instructional technology and library media	Exec Dir Spec Prog and Dir PD	Jul 04-Jun 05
	Collaborate with the Department of Technology to develop a data cube of library media program data (collection, staffing, technology) that correlates with student achievement research	Exec Dir Spec Prog and Dir IT	Sep 04-Jun 05
	Continue to develop, pilot, and implement an e-Learning system (web-based instruction and communication) to provide an alternate delivery system for professional growth for teachers, paraprofessionals, and other instructional staff	Exec Dir IT and Dir PD	Jul 04-Jun 05
	Expand the websites to provide teachers, paraprofessionals, and other instructional staff with access to resources related to the integration of technology and information literacies into instruction to improve the teaching/learning process	Exec Dir Spec Prog and IT	Jul 04-Jun 05
	Increase student, staff, and parent 24/7 access to school library media collections through a system management system	Exec Dir Spec Prog	Jul 04-Jun 05

SCHOOL YEAR 2004– 2005- *Blueprint for Progress - Performance Goal 8*

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

Performance Indicator for Goal 8			
8.1 All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) <u>Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction.</u>	<p>Continue to increase teacher access to electronic information for technology integration for daily classroom instruction through the use of CDs, server-based resources, videos, and technology-based resources</p> <p>Continue to provide resources and professional development activities for specific technology, equipment and software programs in CTE and special education</p> <p>Continue to integrate math, science, and technology into professional staff development opportunities for all staff to enable effective and efficient utilization of instructional equipment and software</p> <p>Revise the <i>Framework for Technology Implementation 2002-2005</i> to meet new state guidelines for LSS technology plans and present to the BCPS Board of Education for approval</p>	<p>Exec Dir Spec Prog</p> <p>Exec Dir Spec Prog and Fed & St</p> <p>Exec Dir IT and Exec Dir C & I</p> <p>Exec Dir IT and Exec Dir Spec Prog</p>	<p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p>
Measurement: <u>The 2004 inventory indicated that CPU count of MSDE and BCPS standard computers was 5:1 for students and 1:1 for teachers, administrators, and clericals. Inventory system will indicate that CPU count of MSDE and BCPS standard computers will be 5 to 1 for students, 1 to 1 for teachers, administrators, and clericals.</u>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004– 2005- *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			
<p>8.2 All schools and offices will have high-capacity computers at the ratio of:</p> <ul style="list-style-type: none"> ▪ One computer per five students by 2005; ▪ One computer per school-based teacher, administrator, and clerical by 2006; and ▪ One computer per central office administrative/supervisory and clerical staff by 2007. (BCPS standard) 			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p><u>b) Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software.</u></p> <p><u>f) Establish benchmarks for on-board time and on-time service for students eligible for transportation services.</u></p> <p><u>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u></p>	<p>Seek funding through budget process for 1/4 of four-year replacement cycle for one computer per five students</p> <p>Request first half of funding through budget process for one computer per school-based teacher</p> <p>Request first third of funding through budget process for one computer per central office administrative/supervisory and clerical staff</p>	<p>Exec Dir IT</p> <p>Exec Dir IT</p> <p>Exec Dir IT</p>	<p>Sep 04-Dec 04</p> <p>Sep 04-Dec 04</p> <p>Sep 04-Dec 04</p>
<p>Measurement: <u>The 2004 inventory indicated that CPU count of MSDE and BCPS standard computers was 5:1 for students, and 1:1 for teachers, administrators, and clericals. Inventory system will indicate that CPU count of MSDE and BCPS standard computers will be 5 to 1 for students, 1 to 1 for teachers, administrators, and clericals.</u></p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004– 2005- *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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<u>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u>	Implement and communicate the process for development of the annual budget process that involves staff and stakeholders	Exec Dir Fiscal Ser	Jul 04
	Continue to provide opportunities for public review and input in the proposed budget prior to Board adoption	Exec Dir Fiscal Ser	Sep 04-Jun 05
	Evaluate and continue to implement the feedback form for all users of the published budget books and CAFR	Exec Dir Fiscal Ser	Apr 05-Jun 05
	Review and adjust budget materials related to required criteria for the Association of School Business Officials (ASBO) Meritorious Budget Awards program	Exec Dir Fiscal Ser	Jan 05-Jun 05
	Review and analyze budget data and develop procedures to increase accuracy of budget forecasts	Exec Dir Fiscal Ser	Jul 04-Jun 05
	Implement recommendation of external auditors	Exec Dir Fiscal Ser	Dec 04-Jun 05
	Provide professional development and technical assistance to school-based personnel on Medicaid encounter data forms	Exec Dir Fiscal Ser	Sep 04-Jan 05
<p>Measurement: In 2004, the operating and capital budgets were submitted for Board approval by the dates required by statute, and the budget to actual variance was 0.69%. This standard of timeliness and a budget to actual variance of 1% or less will be maintained annually. The operating and capital budgets will be submitted for Board approval by the statutorily required dates.</p> <p>Maintain a budget to actual variance of 1% or less.</p> <p>Maintain 2% annual increases in number of purchases completed on procurement card by 2008.</p> <p>The number of electronic catalogs will be increased by 6.</p> <p>Reduce the proportion of special checks issued as compared to the total number of checks, and the percent of W2s that are corrected.</p> <p>Increase by 1% per year the number of schools that will have received the Third Party Billing Certificate of Achievement. (Baseline 95%)</p> <p>Increase the number of encounter data forms entered within 2.5 days.</p> <p>Address 100% audit recommendations.</p>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004– 2005- *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.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<u>1) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u>	Assist in development of and access to the financial, human resources, and Data Warehouse to access system data for development of financial documents	Exec Dir Fiscal Ser	Jul 04-Jun 05
	Prepare Comprehensive Annual Financial Report (CAFR) within criteria for the Government Finance Officers Association (GFOA) and ASBO Certificates of Excellence	Exec Dir Fiscal Ser	Jul 04-Sep 04
		Exec Dir Fiscal Ser	Jul 04-Jun 05
	Explore and implement processes and software to increase electronic purchasing, electronic submission of payroll data, and electronic access to financial reports	Exec Dir Fiscal Ser	Jul 04-Sep 04
	Evaluate and continue to implement a feedback form for all users related to CAFR	Exec Dir Fiscal Ser	Jul 04-Jun 05
	Implement recommendation of external auditors	Exec Dir Fiscal Ser	Jul 04-Jun 05
	Provide professional development and technical assistance to school-based personnel on Medicaid encounter data forms	Exec Dir Fiscal Ser	Jul 04-Jun 05
	<u>Increase the availability of electronic purchasing and electronic payroll to schools and offices</u>	<u>Exec Dir Fiscal Ser</u>	<u>Jul 04-Jun05</u>
Measurement: <u>The 2004 baseline percentage of end users who were satisfied with the content of the CAFR was 78%. This rate of end user satisfaction will be maintained or increase annually. The baseline percentage of end users who rate the information provided by the BCPS Proposed Operating Budget/Approved Operating Budget as satisfactory will be established in 2005. Establish baseline data on the functionality of the budget book and CAFR</u> <u>Receive ASBO Meritorious Budget Award on Budget Book 2006-08</u> <u>Receive annual certificates of award from GFOA and ASBO on CAFR 2004-08</u>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004– 2005- *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			
<p>8.5 The student enrollment projections will have a 99% accuracy rate.</p> <p>8.6 Ninety percent of buses will arrive each day within the established opening/closing window.</p> <p>8.7 All students will have total ride times of less than 3 hours per day.</p> <p>8.8 Each school will provide meal service at optimal capacity.</p>			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>f) Establish benchmarks for on-board time and on-time service for students eligible for transportation services.</p> <p>g) Establish benchmarks for food service operations and copy, print, and distribution services.</p> <p><u>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u></p>	<p>Seek future funding for short-term and long-term resources necessary to support implementation of "best practice" standards in each office</p> <p>Update methodologies for student enrollment projections and demographic trends consistent with state and national standards</p> <p>Seek future funding to support the full-day kindergarten initiative with necessary transportation services</p> <p>Monitor the on-board time and on-time school bus service</p> <p>Continue to provide meal service at the optimal level for each school</p>	<p>Exec Dir Plan and Support Op</p>	<p>Jul 04-Dec 04</p> <p>Jul 04-Apr 05</p> <p>Jul 04-Jun 05</p> <p>Aug 04-Jun 05</p> <p>Jul 04-Jun 05</p>
<p>Measurement: <u>In 2004, the student enrollment accuracy rate was 99.94%. A 99% accuracy rate will be maintained annually. The 2004 baseline percentage of buses that arrived each day within the established opening/closing window was 90%. The percentage of buses arriving within the established opening window will be at least 90% annually. The 2004 baseline number of buses that exceeded a maximum ride time of 3 hours was 61. The number of buses that exceed a maximum ride time of 3 hours will not exceed 61 annually. In 2004, the standard and formula for optimal school meal service capacity was established. The baseline percentage of schools that provide meal service at optimal capacity will be determined in 2005. Ninety percent of buses arriving at school within the established arrival/departure window. Percentage of schools meeting maximum meal service capacity. Annual System, September 30 enrollment, will be within 1% of projections. 100% of the students will have a total ride of less than 3 hours per day as logged.</u></p>			
<p>Resources: Annual Budget Process – Lease payments for buses for spare fleet - \$133,187; Buses for Woodholme Elementary School - \$12,544; 40 truck replacements - \$72,075; New drivers for NCLB - \$92,235</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2004– 2005- *Blueprint for Progress - Performance Goal 8*

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

Performance Indicator for Goal 8			
8.9 The BCPS employee attendance rate will meet or exceed the county standard.			
8.10 Copy and Print Services will operate at optimal capacity.			
8.11 A Capital Improvement program and Curriculum and Instruction program Distribution will align with the current Distribution of Instruction programs in the System.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
e) Develop systemwide 5-, 10-, 15-year comprehensive maintenance plans based on the condition of the individual facility's profile and establish short-, mid-, and long-range solutions. <u>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u>	Use data to prioritize and identify resources necessary to increase employee attendance rates Maintain sufficient human and material resources to support optimal print capacity in Copy and Print Services Continue to collect feedback from clients on quality and timeliness of copy and print shop services Update and publish an annual five-year Capital Improvement Program (CIP) that aligns capital budget and instructional programmatic initiatives Continue to access school profile information through the Data Warehouse	Exec Dir Plan and Support Op Exec Dir Plan and Support Op Exec Dir Plan and Support Op Exec Dir Phy Fac, Plan and Support Op, and C & I Exec Dir Plan and Support Op	Jul 04-Jun 05 Jul 04-Jun 05 Jul 04-Jun 05 Jul 04-Jun 05 Aug 04-Jun 05
Measurement: The BCPS baseline employee attendance rate will be determined in 2005. In 2004, the optimal capacity standards for copy and print service were established. The baseline performance of copy and print services relative to these standards will be determined in 2005. In 2005, standards will be established for the alignment of capital improvements with instructional programs. Schools will implement the identified programs as per the CIP Schedule. Copy and print service will meet the standard once the standard is established. Employee attendance will meet or exceed the BCPS standard once standard is established. The System will have less than 42% of schools that exceed current standard for student capacity at the elementary level; 50% at the middle level; and 79% at the high school level.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004– 2005- *Blueprint for Progress - Performance Goal 8*

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

Performance Indicator for Goal 8			
8.12 All schools will receive equitable staffing allocations in a timely manner.			
8.13 Administrative appointments will be made in a timely manner.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
c) Allocate positions to schools in an equitable adequate manner.	Provide an online instrument for administrative staff to access the Allocation Spreadsheet and the Projected Resource Allocation Sheet	Exec Dir HR	Jul 04-Jun 05
d) Allocate non-salary and grant funds to schools in an equitable manner based on rational formulas and approved qualifications.	Develop an action plan for use during the spring staffing season to improve rate of processing change of status transactions	Exec Dir HR	Jul 04-Nov 04
<u>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u>	Continue to use the Data Warehouse for accessing and analyzing disaggregated data for tracking and reporting purposes and for assignment of staff to schools and the appointment of school administrators	Exec Dir HR	Jul 04-Jun 05
	Continue to aggressively identify and recruit both internally and externally for administrative positions throughout the year	Exec Dir HR	Jul 04-Jun 05
	<u>Track student disability status and</u> support services staffing ratios	Exec Dir HR and Fed & St	Jul 04-Jun 05
Measurement: In 2005, standards will be established for staffing allocations that are equitable and timely. In 2005, standards will be established for the timeliness of administrative appointments. The first weekly vacancy report after school opening will indicate that all school-based positions are filled. By September, 100% of the percentage of Change of Status transactions will be completed. Increase the number of qualified applicants in the system's pool of administrators over the previous year.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004– 2005- *Blueprint for Progress - Performance Goal 8*

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

Performance Indicator for Goal 8			
8.14 Reduce the The number of Equal Employment Opportunity (EEO) complaints <u>will be reduced</u> . 8.15 Master Agreements will be effectively implemented. 8.16 All employees and retirees will have effective information regarding employee benefits.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
i) <u>Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u>	Continue EEO professional development and establish a Diversity Council program that will support schools and business units in addressing diversity issues Continue to provide professional development to managers, supervisors, and administrators to increase their knowledge and familiarity with the negotiated agreements and appraisal processes Continue to improve client service on both of the Benefits Office’s websites Continue to promptly respond to <u>employees’ and retirees’</u> inquiries via the website and telephone	Exec Dir HR Exec Dir HR Exec Dir HR Exec Dir HR and IT	Jul 04-Sep 04 Jul 04-Sep 04 Jul 04-Jun 05 Jul 04-Jun 05
Measurement: The 2003 baseline of EEO complaints was 116, and in 2004, there were 113 complaints. The number of EEO complaints will continue to decrease. In 2005, the standard for effective implementation of master agreements will be established. The baseline percentage of employees and retirees who rate information regarding benefits as effective will be established by survey in 2005. The number of EEO complaints will be reduced by 5%. Increase the number of successfully resolved or concluded grievances (04-05). Increase the number of contacts to both Benefits websites by 5% over the prior year. Improve response time to inquiries by Web and telephone by 5% over the prior year.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004– 2005- *Blueprint for Progress - Performance Goal 8*

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

Performance Indicator for Goal 8			
8.17 All Baltimore County facilities will be operational in the school year at a level that meets or exceeds the 2002-2003 baseline.			
8.18 Reduce the The number of schools that exceed current standards for student capacity <u>will be reduced.</u>			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
e) Develop systemwide 5-, 10-, and 15-year comprehensive maintenance plans based on the condition of the individual facility's profile and establish short-, mid-, and long-range solutions. <u>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u>	Continue to plan, design, and build new school buildings to meet the needs of an increasing student population	Exec Dir Phy Fac	Jul 04-Jun 05
	Continue to research state school facility requirements and effective building design in order to recommend new school construction plans	Exec Dir Phy Fac	Jul 04-Jun 05
	Implement the comprehensive maintenance plan for outdoor site improvement of grounds maintenance	Exec Dir Phy Fac	Jul 04-Jun 05
	Implement the comprehensive maintenance plan for housekeeping services	Exec Dir Phy Fac	Jul 04-Jun 05
	Implement the comprehensive maintenance plan for mechanical and critical equipment services	Exec Dir Phy Fac	Jul 04-Jun 05
	Monitor the operational days for all BCPS facilities	Exec Dir Phy Fac	Jul 04-Jun 05
Measurement: <u>In 2004, all Baltimore County facilities we re operational at a level that met the 2002-2003 baseline. This standard of operational performance will be met or exceeded annually. In 2004, BCPS met the standards of less than 42% of elementary schools, less than 50% of middle schools , and less than 79% of high schools exceeding MSDE school capacity standards. These standards for school capacity will be maintained annually.The System will have less than 42% of schools that exceed current standard for student capacity at the elementary level; 50% at the middle level; and 79% at the high school level. Ninety-five percent of school administrators will indicate satisfaction with the custodial and grounds services.</u>			
Resources: Annual Budget Process <u>Additional maintenance staff for schools - \$49,883; Utility cost increases - \$3,110,413</u>			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2004– 2005- *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% of the time.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
b)Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software. i) <u>Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u>	Continue to resolve Customer Service issues successfully and in a timely manner Continue to maintain Wide Area Network availability Continue to maintain Enterprise System availability Continue to maintain telephone system availability	Exec Dir IT Exec Dir IT Exec Dir IT Exec Dir IT	Jul 04-Jun 05 Jul 04-Jun 05 Jul 04-Jun 05 Jul 04-Jun 05
Measurement: <u>In 2005, the baseline percentage of effective operational time for the wide area network, enterprise systems, and the telephone system will be determined. Percentage of issues resolved in 48 hours with customer satisfaction as measured by open ticket time and satisfaction response on work order tickets. System logs will indicate that the network is available to users 98% of time. System logs will indicate that Enterprise Systems are available to users 98% of time. System logs will indicate that the telephone system is fully operational 98% of time.</u>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

August 10, 2004

RETIREMENTS

<u>NAME</u>	<u>POSITION</u>	<u>SCHOOL/OFFICE</u>	<u>YRS. OF SERVICE</u>	<u>EFFECTIVE DATE</u>
Mary Lou Clawson	Teacher	Dundalk High	34.0	7-01-04
Marcia Henshaw	Teacher	Franklin High	32.0	7-01-04
Geraldine Niedoba	Bus Attendant	Transportation	25.0	7-01-04
Deborah Richmond	Teacher	Parkville High	33.0	7-01-04
Nancy Swiston	Teacher	Chesapeake High	30.0	8-01-04

As of 7/22/04

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

August 10, 2004

RETIREMENTS

Addendum

<u>NAME</u>	<u>POSITION</u>	<u>SCHOOL/OFFICE</u>	<u>YRS. OF SERVICE</u>	<u>EFFECTIVE DATE</u>
Joyce Garner	Teacher	Seven Oaks Elem.	16.0	7-01-04
DeLane Gebken	Teacher	Lansdowne High	33.0	7-01-04
Donald Krempel	Executive Director	Pulaski Park	6.0	9-01-04
Carol Shek	Teacher	Jacksonville Elem.	19.0	2-01-04

As of 8/4/04

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

August 10, 2004

RESIGNATIONS

ELEMENTARY – 27

Berkshire Elementary School

Jean A. Sunell, 06/30/04, 13.0 yrs.

Chase Elementary School

Raymond H. Alexander, 06/30/04, 8.0 yrs.

Chatsworth School

Mara K. Reinartz, 06/30/04, 14.0 yrs.

Deep Creek Elementary School

Margaret M. Barksdale, 06/30/04, 2.0 yrs.

Dogwood Elementary School

Laura E. Cook, 06/30/04, 3.0 yrs.

Britta E. Williams, 06/30/04, 1.0 yr.

Glenmar Elementary School

Jennifer L. Brewster, 06/30/04, 6.0 yrs.

Gunpowder Elementary School

Kimberly A. Von Hagel, 06/30/04, 3.5 yrs.

Halethorpe Elementary School

Jay T. Eppenbach, 06/30/04, 1.0 yr.

Halstead Academy

Gail M. Weidner, 06/30/04, 4.8 yrs.

Hebbsville Elementary School

Gregory A. Schnitzlein, 06/30/04, 3.0 yrs.

Lansdowne Elementary School

Kristen Bennett, 06/30/04, 5.0 yrs.

Logan Elementary School

Maureen L. Malley, 06/30/04, 4.0 yrs.

Martin Boulevard Elementary School

Mary A. Briggs, 06/30/04, 3.5 yrs.

Milbrook Elementary School

DOP: 8/12/04

Michelle N. Soumah, 06/30/04, 5.0 yrs.

New Town Elementary School

Susan K. Brousseau, 06/30/04, 6.0 yrs.

Pleasant Plains Elementary School

Josephine E. Michoudet, 06/30/04, 3.0 yrs.

Reisterstown Elementary School

Jennifer M. Shill, 06/30/04, 1.0 yr.

Relay Elementary School

Dee S. Dlugos, 06/30/04, 18.1 yrs.

Riderwood Elementary School

Anastasia M. Trueman, 06/30/04, 3.0 yrs.

Riverview Elementary School

Brenda Engebrecht, 06/30/04, 3.0 yrs.

Amy S. Kilgore, 06/30/04, 3.0 yrs.

Beth Poston, 06/30/04, 1.0 yr.

Summit Park Elementary School

Jennifer S. Miner, 06/30/04, 1.0 yr.

Villa Cresta Elementary School

Stacy H. Walkowitz, 06/30/04, 2.0 yrs.

Woodmoor Elementary School

Donna J. Armanas, 06/30/04, 9.0 yrs.

Clarence R. Holmes, 06/30/04, 5.0 yrs.

RESIGNATIONS

August 10, 2004

SECONDARY – 28

Catonsville High School

Douglas M. Campbell, 06/30/04, 11.0 yrs.
Nathan L. Martin, 06/30/04, 3.5 yrs.

Catonsville Middle School

Nicholas R. Wehr, 06/30/04, 10.0 yrs.

Deep Creek Middle School

Brian D. Coons, 06/30/04, 1.0 yr.

Deer Park Middle Magnet School

Thomas K. Ferguson, 06/30/04, 4.0 yrs.
Patrick Rudolph, 06/30/04, 26.5 yrs.

Golden Ring Middle School

Felicia L. Bauder, 06/30/04, 7.0 yrs.

Lansdowne Middle School

Eric E. Briggs, 06/30/04, 3.5 yrs.
Sara K. Gustafson, 06/30/04, 1.0 yr.
Robert A. Ott, 06/30/04, 10.0 yrs.

Milford Mill Academy

Gabriel M. Cronin, 06/30/04, 1.8 yrs.
Robert E. Young, 06/30/04, 1.0 yr.

Old Court Middle School

Heather D. Curry, 06/30/04, 1.0 yr.
Kristen B. Rolfs, 06/30/04, 3.0 yrs.

Overlea High School

Matthew J. Feltenberger, 06/30/04, 2.5 yrs.

Owings Mills High School

James G. Clements, 06/30/04, 5.0 yrs.
Shequela D. Perkins, 06/30/04, 5.0 yrs.

Parkville High School

Timothy A. Gavin, 06/30/04, 1.0 yr.

Parkville Middle School

Heather A. Waesche, 06/30/04, 4.0 yrs.

Pikesville High School

Manda R. Meese, 06/30/04, 2.0 yrs.

Pikesville Middle School

Matthew B. Bachtel, 06/30/04, 4.0 yrs.

Randallstown High School

Frank D. Baker, 06/30/04, 6.0 yrs.
Mary B. Dickensheets, 06/30/04, 1.0 yr.
Eugene Rose, 06/30/04, 9.0 yrs.
Frank J. Valenza, 06/30/04, 3.0 yrs.

Southwest Academy

Rita G. Stein-Grollman, 06/30/04, 7.0 yrs.

Sparrows Point Middle School

Patrick J. Whipple, 06/30/04, 3.0 yrs.

Sudbrook Magnet Middle School

Melissa K. Troy, 06/30/04, 2.5 yrs.

AMENDED (Board Agenda July 13, 2004)

Office of the Superintendent

Merle J. Audette, 06/25/04, 3.7 yrs.
(Chief of Staff)
(Changed Years of Service)

SEPARATIONS FROM LEAVE – 6

Ellen Bell, granted Personal Illness Leave, 04/22/03-06/19/03, resigning 01/19/04, 3.5 yrs.
Ian R. Blanchard, granted Personal Leave, 07/01/03-06/30/04, resigning 06/30/04, 12.0 yrs.
Dorothy K. Chesil, granted Personal Illness Leave, 12/01/03-08/03/04, resigning 01/22/04, 2.0 yrs.
Maureen P. Mead, granted Unusual or Imperative Leave, 07/01/03-06/30/04, resigning 06/30/04, 5.0 yrs.
Nancy N. Paulis, granted Unusual or Imperative Leave, 07/01/03-06/30/04, resigning 06/30/04, 14.0 yrs.
Jerry A. Williams, granted Unusual or Imperative Leave, 11/20/03-06/30/04, resigning 06/30/04, 6.0 yrs.

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

August 10, 2004

RESIGNATIONS

ADDENDUM-1

ELEMENTARY – 2

Chatsworth School

Alison R. Dattelbaum, 06/30/04, 1.5 yrs.

Oakleigh Elementary School

Jennifer L. Markowitz, 06/30/04, 2.3 yrs.

SECONDARY – 1

Carver Centers for Arts and Technology

Jon-Philip Imbrenda, 06/30/04, 1.0 yr.

ADMINISTRATORS – 1

Chadwick Elementary School

Angela Brown, 08/07/04, 28.0 yrs.

(Assistant Principal)

SEPARATIONS FROM LEAVE – 1

Nancy N. Paulis, granted Unusual or Imperative Leave, 07/01/03-06/30/04, resigning 07/01/04, 14.0 yrs.

RESIGNATIONS

August 10, 2004

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

August 10, 2004

RESIGNATIONS

ADDENDUM-2

ADMINISTRATORS - 1

Woodlawn High School
Eddie Scott, 09/01/04, 3.1 yrs.
(Assistant Principal)

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

August 10, 2004

LEAVES

CHILD REARING LEAVE

MARYBETH HANNON BENESCH – Perry Hall Middle School
Effective October 15, 2004 through June 30, 2006

MARY MUSSELMAN CINKER – Perry Hall High School
Effective November 15, 2004 through June 30, 2005

PATRICIA PIPER LOMBARDI – Formerly Powhatan Elementary School
Effective August 23, 2004 through June 30, 2006

PERSONAL ILLNESS LEAVE

ANDROULA LENTZ – Chapel Hill Elementary (Café Worker)*
Effective August 26, 2004 through January 2, 2005

UNUSUAL OR IMPERATIVE LEAVES

JENNIFER E. BEAN-DEMPSEY – Lansdowne Elementary School
Effective July 1, 2004 through June 30, 2005

ANN MARIE BYRD – Chadwick Elementary School
Effective July 1, 2004 through June 30, 2005

AMY VITTEK GRACE – Carney Elementary School
Effective July 1, 2004 through June 30, 2005

KATHERINE LANDON – Formerly Western School of Technology
Effective July 1, 2004 through June 30, 2005

ELIZABETH LANNI - Westchester Elementary School
Effective July 1, 2004 through June 30, 2005

MICHAEL OTTO – Hebbville Elementary School
Effective July 1, 2004 through June 30, 2005

*Non-member Maryland State Retirement System & Pension System

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204****RECOMMENDED APPOINTMENTS**

WILLIAM T. ATKINS Teacher/Physical Education Assistant Principal
(Effective August 11, 2004) Dundalk High School Woodlawn High School

(Replacing Eddie Scott, resigning)

FRANK A. ABBOTT Pupil Personnel Worker (1.0) Superintendent Designee –
(Effective August 10, 2004) Northwest Area (.5)
Pupil Personnel Worker (.5)

(New Position)

KARA E. B. CALDER President/CEO Chief Communications Officer
(Effective August 10, 2004) Howard County Chamber of Office of the Superintendent
Commerce

(Replacing Douglas Neilson)

EDNA DUNN-ROGERS Teacher/Classroom Assistant Principal
(Effective August 11, 2004) Featherbed Lane Elementary School Chadwick Elementary School

(Replacing Angela Brown, resigning)

PATSY J. HOLMES Coordinator, Safe and Drug Free Schools Director of Student
(Effective August 11, 2004) Department of Student Support Services Support Services Department
of Student Support Services

(Replacing Dale Rauenzahn, appointed to Executive Director of Student Support Services, Department of Student Support Services)

BARBARA MASIULIS School Health Specialist Specialist
(Effective August 11, 2004) Maryland State Department Office of Health Services
of Education

(Replacing Mary Shiner, transferred to school nurse)

SHARON MASON Reading Specialist Assistant Principal
(Effective August 11, 2004) Bear Creek Elementary School Deep Creek Elementary School

(Replacing Joyce Schultz, promoted to Principal, Scotts Branch Elementary School)

BRIAN C. MORRISON Teacher/Social Studies Assistant Principal
(Effective August 11, 2004) Randallstown High School Woodlawn High School

(Replacing Daric Jackson, promoted to Principal, Woodlawn High School)

MICHELE M. MURPHY Teacher/Resource Supervisor of Reading
(Effective August 11, 2004) Office of Special Education Department of Federal and State
Programs

(Replacing Carla Zamerilli-Clifford, resigned)

GLENDA W. MYRICK Specialist, Safe and Drug Free Schools Coordinator, Safe and Drug
(Effective August 11, 2004) Department of Student Support Free Schools
Services Department of Student Support
Services

(Replacing Patsy Holmes, recommended for appointment to Director of Student Support Services, Department of Student Support Services)

KATHY J. NYE Teacher/Resource Supervisor of Social Studies
(Effective August 11, 2004) Department of Secondary Programs Department of Secondary
Programs

(Replacing Rex Shepard, recommended for appointment to Coordinator of Social Studies, Department of Secondary Programs)

FRANCES A. PITTELLI Teacher/Resource Supervisor of Secondary
(Effective August 11, 2004) Department of Secondary Programs Mathematics Department of
Secondary Programs

(Replacing Patricia Baltzley, promoted to the Director of Mathematics, Department of Elementary Programs)

REX M. SHEPARD Supervisor of Social Studies Coordinator of Social Studies
(Effective August 11, 2004) Department of Secondary Programs Department of Secondary
Programs

(Replacing Nancy Boyd, retired)

DIANA L. SPENCER Public Information Officer Communications Officer
(Effective August 11, 2004) Mayor's Office of Employment Office of the Superintendent
Development

(New Position)

DEBRA K. VICKERS
(Effective August 11, 2004)

Teacher/Resource
Department of Secondary Programs

Supervisor in Secondary
English, Department of
Secondary Programs

(Replacing Margaret Berry, promoted to Coordinator of Secondary English and Reading, Department of Secondary Programs)

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2004
TO: **BOARD OF EDUCATION**
FROM: Joe A. Hairston, Superintendent
SUBJECT: **RECOMMENDATIONS FOR AWARD OF CONTRACTS**
ORIGINATOR: J. Robert Haines, Deputy Superintendent, Business Services
RESOURCE
PERSON(S): Patrick Fannon, Controller; Rick Gay, Purchasing Manager

RECOMMENDATION

That the Board of Education approves the following contract recommendations.

See the attached list of contract recommendations presented for consideration by the Board of Education of Baltimore County.

RLG/caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit

**Recommendations for Award of Contracts
Board Exhibit – August 10, 2004**

The following contract recommendations are presented for consideration by the Board of Education of Baltimore County.

- 1. Contract:** Catapult Learning, Extension
Bid #: 1-105-96

Term: 2-year extension **Contract Ending Date:** 8-31-06 (tentative)
Estimated annual extension award value: \$121,000
Estimated total extension award value: \$242,000

Description:

A two-year extension of contract is recommended to Catapult Learning, LLC (formerly Sylvan Learning Systems, Inc.), Baltimore, MD, for services at Riverview Elementary School. The original program contract was approved by the Board on August 6, 1996. The focus of the program at Riverview Elementary School is instructional support for students in grades one through five. Services are provided to supplement BCPS' curriculum in reading and writing language skills for approximately 100 students. Catapult will provide pretest assessment prior to a student entering the program, and following review of those results, the student is enrolled into an individualized, perspectives instructional program. The fee for the school years from 2004 to 2006 is \$242,000.

The contract also includes a performance guarantee, i.e., a guarantee that requires a specific number of hours for direct instruction, instructional progress documented in assessment tools, and additional hours of service at no charge to respond to any student(s) who fails to achieve the established improvement goals. Catapult personnel are Maryland certified teachers who provide instruction during the school day as well as after-school activities. A summary report is prepared by the Office of Educational Accountability of the Catapult program results for the school.

Catapult Learning, LLC, Baltimore, MD, has agreed to honor all fees, terms, and conditions of the original bid specification.

Extension of this contract is subject to the availability and/or appropriation of funds.

Recommendation:

Award of contract is recommended to:

Catapult Learning, LLC, Baltimore MD

Responsible school or office: Riverview Elementary School

Contact Person: Thomas (Mick) Small

Funding Source: Title I Funds

2. Contract: Food Service-Food Products: Frozen Waffles, Amendment
BID #: JCO-421-03

Term: 1 year **Extension:** 0 **Contract Ending Date:** 6/30/05 (tentative)
Estimated total award value: \$4,974,396

Description:

A bid for the annual price agreement was issued for the purchase of various food products (canned fruits and vegetables, canned meat and seafood, cereals, condiments, spices, dry goods, pizza and frozen foods) for delivery direct to the food services warehouse. The initial solicitation for providing various food products was approved by the Board on May 25, 2004, and awarded to 17 vendors. Kellogg's Food Away From Home is an award bidder from that solicitation.

The initial solicitation omitted frozen waffles. On June 18, 2004, quotes were requested from Kellogg's Food Away From Home, Princess Ann Products, Carroll County Foods, and Sysco Food Services Foods to provide frozen waffles. Kellogg's Food Away from Home, Inc., was the only vendor providing a quote. This will increase the current contract amount by \$27,700.

Recommendation:

Amended award of contract is recommended to:

Kellogg's Food Away From Home, Battle Creek, MI

Responsible school or office: Office of Food and Nutrition Services

Contact Person: Karen Levenstein

Funding Source: Operating budget of the Office of Food and Nutrition Services

3. Contract: Fuel Oil—Number 2
Bid #: MBU-511-05 (Baltimore City Public Schools BCS #04051)

Term: 3 years **Extension:** 0 **Contract Ending Date:** 6/30/07 (tentative)

Estimated annual award value: \$1,502,861

Estimated total award value: \$4,508,583

Bid issued: June 7, 2004

Pre-bid meeting date: None

Bid due date: July 7, 2004

No. of vendors issued to: 6

No. of bids received: 6

No. of no-bids received: 0

No. of non-responsive: 0

Description:

A solicitation was issued by the Baltimore City Public School System’s Office of Materials Management and Logistics to qualify and select contractors to provide #2 Fuel Oil for ten municipalities and organizations under a Baltimore Regional Cooperative Purchasing Committee adopted solicitation. The second phase of the solicitation process involved a reverse auction that was held on July 7, 2004. The auction saw various vendors bid their per-gallon “factor(s)” (mark-ups) over the market cost for #2 fuel oil.

The specifications allow BCPS to purchase at the Oil Price Information Service (OPIS) or New York Mercantile Exchange (NYMEX) factors offering an option based on seasonal requirements and the current market. The specifications also allow BCPS to look at other factors, such as age of vendor equipment, transport ability, etc., before selecting an award bidder. Contract award value is based on a cost per gallon of \$1.20. BCPS purchases on average each year 1.352 million gallons. We are committed to buy from the NYMEX price for six months, then we can convert to either OPIS or NYMEX for the second six months, whichever is cheaper.

Recommendations:

Award of contract is recommended to:

Carroll Fuel Company, Baltimore, MD

Responsible school or office: Department of Physical Facilities

Contact Person: Pradeep Dixit

Funding Source: Operating budget of the Department of Physical Facilities

4. Contract: HVAC Repair Services Extension, Revision
Bid #: 3-343-01

Term: 1-year **Contract Ending Date:** 3/13/05 (tentative)
Estimated annual extension award value: \$1,000,000
Estimated total extension award value: \$1,000,000
Original award value: \$300,000

Bid issued: January 18, 2001
Pre-bid meeting date: January 31, 2001
Due Date: February 15, 2001
No. of vendors issued to: 14
No. of bids received: 13
No. of no-bids received: 0

Description:

This is a revision of a one-year extension that was approved by the Board on March 9, 2004. The purpose of this board exhibit is to request additional funds to adequately cover current and forecasted service requirements greater than originally anticipated.

Recommendations:

Primary Award	Denver-Elek, Inc., Baltimore, MD
Secondary Award	R. F. Warder, White Marsh, MD
Tertiary Award	Tignall & Company, Cockeysville, MD

Responsible school or office: Division of Physical Facilities, Maintenance

Contact Person: Cornell Brown

Funding Source: Operating budget of the Office of Maintenance

5. Contract: Library Supplies
Contract #: JCO-450-04

Term: 2 years **Extension:** 0 **Contract Ending Date:** 8/30/06 (tentative)
Estimated annual award value: \$20,000
Estimated total award value: \$40,000

Bid issued: June 10, 2004
Pre-bid meeting date: None
Bid due date: June 24, 2004
No. of vendors issued to: 12
No. of bids received: 5
No. of no-bids received: 1
No. of non-responsive: 0

Description:

A multi-year price agreement was issued for the purchase of miscellaneous library supplies. The specification requires the bidders to offer a discount for all library supplies within a unique industry catalog. The vendor must guarantee the discount rate, with delivery to each individual school for orders processed on an as-needed basis. Delivery is required within 14 days of receipt of the purchase order or through the use of the BCPS procurement card. The specifications allow the award of contract to multiple bidders offering the greatest diversity of library products for the schools and offering the highest discount off the published catalog price.

Recommendations:

Awards of contract are recommended to:

Brodart Company, McElhattan, PA
Highsmith, Inc., Fort Atkinson, WI
School Specialty, Inc., Mansfield, OH

Responsible school or office: Library Information Services

Contact Person: Della Curtis

Funding Source: Operating budget of each individual school

6. Contract: Low Volume Digital Photocopiers
Bid #: PCR-250-04

Term: 3 years **Extensions:** 2/1-year **Contract Ending Date:** 8/11/09 (tentative)
Estimated annual award value: \$200,000
Estimated total award value: \$1,000,000

Bid issued: February 26, 2004
Pre-bid meeting date: March 18, 2004
Due Date: March 25, 2004
No. of vendors issued to: 22
No. of bids received: 11
No. of no-bids received: 2

Description:

A bid was issued for low volume digital photocopiers (multi-purpose machines). These machines are purchased, as opposed to leased, are high-volume machines, and are recommended for service in the 20,000 to 50,000 per month copy volume range. Contracts shall include equipment cost, and projected maintenance and supply costs over the contract term.

As a stand-alone photocopier, digital technology offers minimal handling of originals, eliminates conventional sorter bins, produces more consistent copy quality, and operates at a reduced level of noise. As a networked photocopier, digital machines allow multiple users to print documents directly from their personal computers.

Recommendation:

Award of contract is recommended to:

Advance Business Systems, Inc, Cockeysville, MD
Imagistics International, Inc., Baltimore, MD

Responsible school or office: Office of Purchasing
Contact Person: Paul Cramer
Funding Source: Operating budget of individual schools and offices

7. Contract: *Maryland Assistive Technology CO-OP, Assistive Technology: Loans, Acquisitions, Services, and Training (AT:LAST) – Purchasing Consortium*

Bid #: RGA-132-05

Term: 4 years **Extension:** NA **Contract Ending Date:** 9/30/08 (tentative)
Estimated annual award value: \$30,000
Estimated total award value: \$120,000

Bid issued: NA
Pre-bid meeting date: NA
Due Date: NA
No. of vendors issued to: NA
No. of bids received: NA
No. of no-bids received: NA

Description:

The Maryland Assistive Technology CO-OP, doing business as Assistive Technology: Loans, Acquisitions, Services, and Training (AT:LAST) is supported by funding from MSDE and the Developmental Disabilities Council (DDC). The mission is to support Maryland’s schools with assistive technology: loans, acquisitions, services, and training. The co-op’s function is to negotiate discounts on devices and software to provide the lowest cost for assistive technology products. Since the co-op began operation, participating members have saved over \$900,000 by combining their purchasing power to negotiate price reductions on assistive technologies. Baltimore County, as a member of the co-op, has realized over \$6,000 savings through the efforts of the co-op.

The products purchased through the co-op enable our youngsters the opportunity to participate in educational programs on an equitable level with their non-disabled peers. Specifically, the products consist of augmentative communication devices, computer technology, adapted access equipment, and software. These high-tech systems provide youngsters who do not possess functional verbal communication skills an avenue with which to communicate. It also enables students the ability to participate as a full member in their classroom setting. The equipment requested is recommended during assistive technology evaluations and noted on their IEP.

Recommendation:

Approved purchases made through the Maryland Assistive Technology CO-OP

Responsible school or office: Office of Technology in Special Education
(Assistive Technology)

Contact Person: Marsye Kaplan

Funding Source: Special Education

8. Contract: Nextel Cellular Phones
Contract #: RGA-136-05

Term: 1 year **Extension:** 0 **Contract Ending Date:** 6/30/05 (tentative)
Estimated annual award value: \$100,000
Estimated total award value: \$100,000

Bid issued: NA
Pre-bid meeting date: NA
Due Date: NA
No. of vendors issued to: NA
No. of bids received: NA
No. of no-bids received: NA

Description:

Baltimore County Public Schools would like to *piggyback* the state of Maryland contract, #DBM-9915-DCES, for Nextel phones. These Nextel phones are state-of-the-art, integrated, digital phone units that contain digital, cellular, paging services, data services, GPS, and *Nextel Direct Connect*. *Direct Connect* allows users to instantly talk with other BCPS' Nextel phone users at the touch of a button. Departments can evaluate phones offered under this state contract, as well as phones offered under the existing state contract award. Purchases under this award will vary depending on the requirements of each individual department.

Recommendation:

Award of contract to:

Nextel Communications, Silver Spring, MD

Responsible school or office: Department of Information Technology

Contact Person: Greg Barlow

Funding Source: Individual operating budgets of offices and schools

9. Contract: *On-Call* Emergency and Non-Emergency HAZMAT Clean-up/
Disposal Services
Bid #: JMI-622-04

Term: 5 years **Extension:** 0 **Contract Ending Date:** 07/ 31/09 (tentative)
Estimated annual award value: \$100,000
Estimated total award value: \$500,000

Bid issued: June 10, 2004
Pre-bid meeting date: June 21, 2004
Due Date: June 30, 2004
No. of vendors issued to: 6
No. of bids received: 3
No. of no-bids received: 0

Description:

All work under this contract will be done either on a *time-and-material* or by a *not-to-exceed* quote basis. Award bidders were ranked according to a formula that applied a multiplier to pricing provided by bidders for: hourly rates (manpower and equipment); individual pricing for protective clothing; oil sorbents; and disposal costs.

Recommendation:

Award of contracts is recommended to the following firms:

Primary	A & A Environmental Services, Linthicum Heights, MD
Secondary	A2Z Environmental Group LLC, Joppa, MD
Tertiary	Clean Harbors Environmental Services, Laurel, MD

Responsible school or office: Department of Physical Facilities, Office of Environmental Services

Contact Person: Bob Merrey

Funding Source: Operating budget of the Office of Maintenance

10. Contract: *On-Call* Science Chemicals and Waste Disposal Services
Bid #: JMI-650-04

Term: 5 years **Extensions:** 0 **Contract Ending Date:** 07/31/09 (tentative)
Estimated annual award value: \$100,000
Estimated total award value: \$500,000

Bid issued: June 10, 2004
Pre-bid meeting date: June 21, 2004
Due Date: June 30, 2004
No. of vendors issued to: 8
No. of bids received: 7
No. of no-bids received: 0

Description:

All work under this contract will be done either on a *time-and-material* or by a *not-to-exceed* quote basis. Award bidders were ranked according to a formula that applied a multiplier to pricing provided by bidders for various labor rates (chemist, field technician) and disposal fees for various containers of chemicals (solid and liquid).

Recommendation:

Award of contracts is recommended to the following firms:

Primary	Philip Services Group, Hatfield, PA
Secondary	Environmental Waste Specialists, Inc., Chantilly, VA
Tertiary	Environmental Management Services, Inc., Rockville, MD

Responsible school or office: Department of Physical Facilities, Office of Environmental Services

Contact Person: Bob Merrey

Funding Source: Operating budget of the Office of Maintenance

11. Contract: Owner Authorization Agreement with Omnipoint (T-Mobile)
Contract #: RGA-135-05

Term: None **Extension:** None **Contract Ending Date:** TBD

Estimated annual award value: NA
Estimated total award value: NA

Bid issued: NA
Pre-bid meeting date: NA
Due Date: NA
No. of vendors issued to: NA
No. of bids received: NA
No. of no-bids received: NA

Description:

Baltimore County Public Schools has been approached by Omnipoint Communications Cap Operations, L.L.C., requesting permission to enter our property at Randallstown High School and conduct reasonable tests designed to determine the feasibility of a cell tower on the property. Omnipoint will conduct radio frequency testing, soil testing, on-site feasibility assessment, and filing of necessary zoning applications granting this right of access. All necessary licenses and permits or authorizations required for Omnipoint’s use of the property from all applicable government and/or regulatory agencies will be at their (Omnipoint’s) expense.

At the conclusion of the feasibility testing, BCPS and Omnipoint will enter into negotiations for the actual lease of the property, if that is the desire of both parties.

Recommendation:

Permission granted for communication testing to:

Omnipoint Communications Cap Operations, LLC, Baltimore, MD

Responsible school or office: Department of Physical Facilities

Contact Person: Don Krempel, Ph.D.

Funding Source: No Cost to BCPS

12. Contract: Physical Examinations, Extension
Bid #: 4-400-03

Term: 2 year **Extension:** 0 **Contract Ending Date:** 8/30/06 (tentative)
Estimated annual award value: \$105,000
Estimated total award value: \$210,000

Bid issued: June 6, 2002
Pre-bid meeting date: June 17, 2002
Bid due date: June 27, 2002
No. of vendors issued to: 19
No. of bids received: 7
No. of no-bids received: 1
No. of non-responsive: 0

Description:

The Board of Education approved a contract with the vendors on August 13, 2002, to provide physical examinations for school bus drivers, other Commercial Drivers License (CDL) holders (distribution services, food services, maintenance, etc.), and to monitor exposure to asbestos, lead, and PCB (polychlorinated biphenyl) for the Department of Physical Facilities.

The Department of Risk Management, and the Offices of Transportation, Distribution Services, Food and Nutrition Services, Maintenance, and Purchasing are recommending the extension of the contract for one additional one-year period.

Recommendations:

Extension of contracts is recommended to:

Concentra Health Services, Elkridge, MD
Mt. Royal Medical Associates, Baltimore, MD
(formerly Maryland General Care, Inc.)

Responsible school or office: Department of Risk Management

Contact Person: Frances Allen

Funding Source: Department of Risk Management, Offices of Transportation, Distribution Services, Food and Nutrition Services, and Maintenance

13. Contract: Stanford Diagnostic Reading Test
Contract #: RGA-133-05

Term: 5 years **Extension:** 0 **Contract Ending Date:** 6/30/09 (tentative)
Estimated annual award value: \$97,086.20
Estimated total award value: \$485,431.00

Bid issued: NA
Pre-bid meeting date: NA
Due Date: NA
No. of vendors issued to: NA
No. of bids received: NA
No. of no-bids received: NA

Description:

The *Stanford Diagnostic Reading Test* by the Harcourt assessment will be used in both elementary and secondary schools. Currently a system-wide diagnostic test does not exist to identify students' specific strengths and needs in the area of reading.

- For elementary schools, information is needed to diagnose the specific reading strengths and needs (i.e., phonics, vocabulary, comprehension) of incoming third grade students scoring in stanines 1-3, and incoming fourth and fifth grade students scoring in the Basic range on Maryland State Assessment (MSA). MSA provides the students' range (basic, proficient, advanced), but it does not indicate the specific skills needed for instructional intervention. The *Stanford Diagnostic Reading Assessment* assesses the essential components of reading in order to determine students' strengths and needs for instructional planning.
 - This assessment will be used as part of a comprehensive assessment and intervention program in the following elementary schools: Baltimore Highlands, Battle Grove, Berkshire, Chadwick, Charlesmont, Chase, Chesapeake Terrace, Deep Creek, Dogwood, Dundalk, Edmondson Heights, Glenmar, Halstead, Hebbville, Hernwood, Johnnycake, Logan, Mars Estates, Middlesex, Norwood, Oliver Beach, Owings Mills, Powhatan, Randallstown, Sandalwood, Sandy Plains, Scotts Branch, Sussex, Timber Grove, Villa Cresta, White Oak, Winfield, and Woodmoor. Information from the assessment will be used to identify the type of differentiated and accelerated instruction required by students.
- The Office of Secondary English and Reading has selected the *Stanford Diagnostic Reading Test* as the test for measuring baseline knowledge and progressive growth for the high school students using the Fast Track (reading intervention) program.

- In the 12 identified high schools (Lansdowne, Woodlawn, Milford Mill, Randallstown, Towson, Loch Raven, Kenwood, Overlea, Chesapeake, Dundalk, Patapsco, and Sparrows Point), the sixty 9th graders in each school who have been identified as the lowest readers in their schools based upon their Grade 8 MSA scores will be the ones who take the *Stanford Diagnostic Reading Test* at the beginning of the school year, and again near the end of the school year, as a measure of their improvement.

The Office of English and Reading followed the selection process as established in Board Policy 6163.2 and Superintendent’s Rule 6163.2. The Office of English and Reading appointed a study committee in September 2002 to examine intervention programs currently on the market. In addition to intervention programs, the choices of diagnostic assessments were also considered. As well as identifying students’ specific strengths and needs, an assessment would be needed to monitor the reading achievement of students receiving instruction with the intervention programs. The Committee consisted of representatives from the Offices of Special Education, Accountability and Testing, World Languages, Early Childhood Programs, Elementary Reading/Language Arts, Secondary Reading and English, administrators, middle school department chairs, middle school and elementary reading teachers, and specialists.

The *Stanford Diagnostic Reading Test* has been selected for the following reasons:

- Group administered
- Online version provides quick and easy scoring
- Provides individual diagnostic reports with skill analysis indicating skills on target or needing intervention
- Includes a teacher’s manual with intervention strategies
- Its results are consistent with the norm-referenced portion of the MSA

Recommendation:

Award the *Stanford Diagnostic Reading Assessment* for use by the Elementary Reading/Language Arts Office and the Secondary Office of English and Reading

Responsible school or office: Office of Secondary English and Reading and the Office of Elementary Reading/Language Arts

Contact Person: Jane Lichter and Elaine Berry

Funding Source: Office of Accountability and Testing

14. Contract: Timonium Lease, Amendment
Contract #: RGA-134-05

Term: 3 years **Extension:** 0 **Contract Ending Date:** 1/31/07 (tentative)
Estimated annual award value: \$64,645
Estimated total award value: \$193,935

Bid issued: NA
Pre-bid meeting date: NA
Due Date: NA
No. of vendors issued to: NA
No. of bids received: NA
No. of no-bids received: NA

Description:

An amendment to the current lease of the Timonium office space is needed to provide for an additional 4,200 square feet to accommodate the requirements for secure and confidential storage of testing materials, and to provide secure storage for seasonal physical educational equipment. The new total square footage being leased will be 62,475.

Recommendation:

Amendment of contract is recommended to:

MERRITT/BAVAR-TD, LLC, Baltimore, MD

Responsible school or office: Department of Planning and Support Operations

Contact Person: Rita Fromm

Funding Source: Operating budget of the Department of Fiscal Services

15. Contract: US Bank Purchasing Card Program Contract Extension
Contract #: RGA-131-05

Term: 1 year **Extensions:** 1/ 5-yr **Contract Ending Date:** 6/30/10 (tentative)
Estimated annual award value: \$25,000
Estimated total award value: \$150,000

Bid issued: N/A
Pre-bid meeting date: N/A
Due Date: N/A
No. of vendors issued to: N/A
No. of bids received: N/A
No. of no-bids received: N/A

Description:

In June, 2000, the Board of Education of Baltimore County approved the renewal of the US Bank Government Purchasing Card Program Agreement. Subsequent to that renewal, BCPS initiated a service agreement with US Bank and Valu.Net, Fairfax, VA, to deploy US Bank’s online catalog ordering system, eCommerce Suite.

The primary goal of this initiative has been to empower schools and offices to do much of their purchasing online from a campus workstation with web access, thus saving valuable resources and making our procurement systems more efficient and effective. Since September, 2001, Baltimore County Public Schools has processed over 9,214 online transactions valued at over \$3.2 million. The eCommerce Suite now maintains 20 catalogs of instructional supplies, materials, and equipment including: art, art photo, audiovisual, family studies, athletics, football, music vocal, music instruments, math, science, physical education, unique office supplies, technology education, medical and first aide supplies, and library media, and for the first time – elementary and secondary textbooks and instructional media. The combined catalogs include over 30,000 line items. By the end of calendar year 2004, it is anticipated that the catalog will include over 300,000 line items.

The contract addendum and extension establishes annual maintenance fees and vendor transaction maintenance fees. The cost of this contract is offset with user revenues.

Recommendation:

Award of contract is recommended to:

US Bank, Minneapolis, MN

Responsible school or office: Office of Purchasing
Contact Person: Rick Gay
Funding Source: Operating budget of the Office of Purchasing

16. Contract: Web-Based Courses (Amended)
Bid #: JCO-405-04

Term: 3 year **Extension:** 0 **Contract Ending Date:** 8/31/06 (tentative)
Estimated amended annual award value: \$99,000
Estimated amended total award value: \$297,000
Original contract amount: 216,000

Bid issued: June 19, 2003
Pre-bid meeting date: June 30, 2003
Bid due date: July 10, 2003
No. of vendors issued to: 20
No. of bids received: 1
No. of no-bids received: 1
No. of non-responsive: 0

Description:

A request for a proposal was issued for web-based (online) courses covering topics to include multicultural education, gifted and talented education, special education, human relations, and student diversity for teachers and administrators after a lengthy pilot program. Subsequently, a multi-year contract with CaseNex, LLC, of Charlottesville, VA, was approved by the Board of Education on August 12, 2003. The objective of the specifications was for bidders to submit pricing based on the criteria provided by the Office of Equity and Assurance. The specifications required a minimum of five courses, the development of a new multicultural course, instructor training, and support services.

CaseNex is a researched-based professional development by the University of Virginia and CaseNex, Inc. It offers professional development courses for educators through the use of case studies. The courses are instructor-led and are online via the Internet. Anyone is eligible to take the courses. Each course provides a five-step case analysis process to identify case issues, explore perspectives, research knowledge, develop action plans, and anticipate consequences. BCPS first piloted online courses with CaseNex during 2001-2002 to offer diversity training via the Internet, believing that teachers who are pressed for time would want to avail themselves of a course that can be completed at home anytime during the day or night. Initially, we offered two courses: The Special Learner and Multicultural Studies.

CaseNex and Baltimore County entered into a broader contractual agreement in the spring of 2002. The intention of the Office of Equity and Assurance was to increase the availability of course work that would help Baltimore County teachers address diversity within the classroom, and inevitably, increase student success. The courses offered through CaseNex and BCPS are all approved by MSDE and eligible for graduate credit through Hampton University. Certain courses, such as special education, can be used toward certification. During the 2002-2003 school year, 378 participants successfully completed the CaseNex online course offerings.

In order to increase the online course offerings, abstracts were written and submitted to MSDE for approval. BCPC offered 10 courses in rotation during 2003-2004 school year:

1. Providing an Education That Is Multicultural
2. Classroom Accommodations and Modifications
3. Special Populations of Gifted Learners
4. Technology and Schools: Challenge and Change
5. Literacy Instruction for At Risk Student Populations
6. Behavior Management: Working with Children with Challenging Behaviors
7. The Special Learner
8. Individuals with Disabilities Education Act
9. Multicultural Studies
10. Assessment and Measurement–Gifted

Unlike traditional coursework, BCPS online courses are offered at fall, winter, spring, and summer intervals. There are also special summer mini-intense sessions of four weeks duration. At the end of the July summer session, over 700 people will have taken advantage of the online courses. In total, there were 21 professional development courses offered during the 2003-2004 school year.

The Office of Equity and Assurance would like to expand its online course offerings available to our teachers and, by doing so, amend the contract with CaseNex. In addition, the Office of Professional Development wants to offer an administrative strand that consists of five courses leading to Administration I endorsement. Also under the revised agreement, BCPS will be able to expand its offerings related to Gifted and Talented education, which can lead to endorsement as indicated in the Master Plan. The contract for 2004-2005 will total \$99,000, which represents an increase of \$27,000. The new amount covers the cost of unlimited access to CaseNex course library (\$18,000) and the cost for training and customizing the administration courses to meet BCPS criteria (\$9,000).

Recommendation:

Award of contract is recommended to:

CaseNex, LLC, Charlottesville, VA

Responsible school or office:	Office of Equity and Assurance and Office of Professional Development
Contact Person:	Barbara Dezmon and Arlene Fleischmann
Funding Source:	Operating budget of the Offices of Equity and Assurance and Professional Development

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2004

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **AWARD OF CONTRACT – BOILER REPLACEMENT AT
MC CORMICK ELEMENTARY SCHOOL**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

**RESOURCE
PERSON(S):** Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
Sammie Clark, Mechanical Engineering Designer
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

Award of Contract – Boiler Replacement at McCormick Elementary School.

**Recommendation for Award of Contract
Boiler Replacement at McCormick Elementary School
August 10, 2004**

On June 24, 2004, three (3) bids were received for the boiler replacement project at McCormick Elementary School – Bid # PCR-259-04. This project consists of replacing the two existing boilers along with the associated piping. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Towson Mechanical, Inc., the lowest responsive bidder, in the amount of \$286,688.00 for the Base Bid plus Add Alternates 2 and 3. Add Alternate 2 consists of the installation of a temporary boiler during construction, and Add Alternate 3 consists of the installation of three pulse-type boilers and a new water heater.

At this time, we also request approval of a 10% Change Order Allocation in the amount of \$28,668.00, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is identified in the State and County Capital Budgets under Project #665 – Major Maintenance.

APPROVED:



Donald F. Kremel, Ph.D.
Executive Director

**Baltimore County Public Schools
McCormick Elementary School – Boiler Replacement
Bid Number: PCR-259-04
Bid Due Date: June 24, 2004**

	Towson Mechanical, Inc.	Chasney and Company, Inc.	M & M Welding & Fabrication, Inc.
Base Bid Price:	\$130,725.00	\$52,000.00	\$55,000.00
Add Alternate #1	\$133,455.00	\$236,000.00	\$245,000.00
Add Alternate #2	\$29,500.00	\$29,100.00	\$6,000.00
Add Alternate #3	\$126,463.00	\$231,500.00	\$229,500.00
Base Bid Plus Add Alternates #2 and #3	\$286,688.00	\$312,600.00	\$290,500.00

Add Alternate #1 – Furnish and install a field-erected boiler, a new water heater, and associated piping.

Add Alternate #2 – Provide temporary boiler as needed during construction.

Add Alternate #3 – Furnish and install three pulse-type boilers, a new water heater, and associated piping.

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2004

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **AWARD OF CONTRACT – EXTERIOR DOOR REPLACEMENT AT CHESAPEAKE HIGH SCHOOL, LOCH RAVEN TECHNICAL ACADEMY, AND HALSTEAD ACADEMY**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
George J. Colburn, Special Projects Supervisor
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

Award of Contract – Exterior Door Replacement at Chesapeake High School, Loch Raven Technical Academy, and Halstead Academy.

Appendix I

**Recommendation for Award of Contract
Exterior Door Replacement at Chesapeake High School,
Loch Raven Technical Academy, and Halstead Academy
August 10, 2004**

On July 27, 2004, three (3) bids were received for the replacement of existing exterior doors at Chesapeake High School, Loch Raven Technical Academy, and Halstead Academy - Bid # MBU-510-05. These projects consist of furnishing and installing new exterior doors, door frames, and associated door hardware. Base Bids and unit prices were received for replacing the exterior doors at each of the respective schools. The recommendation for award is based on the bid prices along with the unit pricing that allows for the greatest number of exterior doors to be replaced given the funding available. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends the award of contract to Atlantic Door Control, Inc., the lowest responsive bidder, for exterior door replacements at Chesapeake High School in the not-to-exceed amount of \$100,000.00, Loch Raven Technical Academy in the not-to-exceed amount of \$135,000.00, and Halstead Academy in the not-to-exceed amount of \$125,000.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of \$36,000.00 with Atlantic Door Control, Inc. to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for these projects is available through the Fiscal Year 2004 Qualified Zone Academy Bond Program.

APPROVED:



Donald F. Krempel, Ph.D.
Executive Director

Baltimore County Public Schools
Exterior Door Replacement - Chesapeake High School, Loch Raven Technical Academy,
and Halstead Academy
Bid Number: MBU-510-05
Bid Due Date: July 27, 2004

	Bidders' Names			Door Quantities To Be Installed
	Atlantic Door Control, Inc.	Precision Door and Hardware, Inc.	Builders Hardware Corporation	
	Chesapeake High School			
Base Bid	\$ 95,497.00	\$ 100,448.00	\$ 109,509.00	44 doors
Unit Price #1	\$ 8,480.00 per four door unit	\$ 9,888.00	\$ 9,469.00	0 of 2 units
Unit Price #2	\$ 6,280.00 per three door unit	\$ 7,138.00	\$ 6,855.00	0 of 2 units
Unit Price #3	\$ 1,987.00 per one door unit	\$ 2,017.80	\$ 2,062.00	2 of 10 units
Unit Price #4	\$ 4,067.00 per two door unit	\$ 4,700.00	\$ 3,863.00	0 of 2 units
Unit Price #5	\$ 4,720.00 per two door unit	\$ 4,401.00	\$ 4,466.00	0 of 1 unit
Unit Price #6	\$ 2,300.00 per one door unit	\$ 2,079.00	\$ 2,303.00	0 of 2 units
Total amount accepted:	\$ 99,471.00			Total: 46 of 76 doors
	Loch Raven Technical Academy			
Base Bid	\$ 88,387.00	\$ 100,644.00	\$ 102,784.00	43 doors
Unit Price #1	\$ 3,785.00 per two door unit	\$ 4,148.62	\$ 3,770.00	8 of 8 units
Total amount accepted:	\$ 118,667.00			Total: 59 of 59 doors
	Halstead Academy			
Base Bid	\$ 81,987.00	\$ 100,917.00	\$ 106,658.00	49 doors
Unit Price #1	\$ 3,187.00 per two door unit	\$ 3,476.00	\$ 3,002.00	1 of 1 unit
Unit Price #2	\$ 1,850.00 per one door unit	\$ 1,973.75	\$ 1,916.00	4 of 4 units
Unit Price #3	\$ 1,740.00 per one door unit	\$ 1,953.00	\$ 1,840.00	1 of 1 unit
Unit Price #4	\$ 4,075.00 per two door unit	\$ 4,754.50	\$ 4,184.00	2 of 2 units
Total amount accepted:	\$ 102,464.00			Total: 60 of 60 doors

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2004

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **AWARD OF CONTRACT – SITE IMPROVEMENTS AT NEW TOWN ELEMENTARY SCHOOL**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
Mark J. Camponeschi, Civil Engineering Supervisor
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

Award of Contract – Site Improvements at New Town Elementary School.

**Recommendation for Award of Contract
Site Improvements at New Town Elementary School
August 10, 2004**

On June 29, 2004, two (2) bids were received for the site improvement project at New Town Elementary School – Bid # JNI-752-04. This project consists of grading and re-grading of the fields, installation of code required field equipment, installation of walkways and field access components, installation of storm drain system, slope stabilization and installation of topsoil, and hydroseeding of the fields. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Orfanos Contracting, Inc., the lowest responsive bidder, in the amount of \$1,864,375.00 for the Base Bid plus Add Alternates 4, 5, 6, 8, 9, 10, and 11. These Add Alternates consist of the construction of a concession building for the Department of Recreation and Parks, layout of a soccer field, and the installation of various concrete walkways.

At this time, we also request approval of a 10% Change Order Allocation in the amount of \$186,437.00, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is identified in the County Capital Budget under Project # 629 – New Town Elementary School. This project will provide \$670,000.00 toward the total project cost. The remainder of the required funds (\$1,380,812.00) will be obtained via a budget transfer request utilizing saved funds from other programs.

APPROVED:


Donald F. Kremmel, Ph.D.
Executive Director

**Baltimore County Public Schools
New Town Elementary School – Site Improvements
Bid Number: JNI-752-04
Bid Due Date: June 29, 2004**

	Bidders' Names	
	Orfanos Contractors, Inc.	James Ancel, Inc.
Base Bid Price:	\$1,417,775	\$1,836,500
Add Alternate #1	\$183,000	\$177,400
Add Alternate #2	\$221,000	\$211,400
Add Alternate #3	\$179,000	\$177,400
Add Alternate #4	\$181,000	\$211,400
Add Alternate #5	\$12,600	\$30,000
Add Alternate #6	\$81,500	\$93,000
Add Alternate #7	\$10,700	\$11,000
Add Alternate #8	\$51,500	\$50,000
Add Alternate #9	\$96,200	\$77,000
Add Alternate #10	\$9,200	\$7,000
Add Alternate #11	\$14,600	\$15,000
Add Alternate #12	\$23,400	\$50,000
Base Bid Plus Add Alternates #4, #5, #6, #8, #9, #10, and #11:	\$1,864,375.00	\$2,289,900

- Add Alternate #1 - Construct a small concession building using brick and block.
- Add Alternate #2 - Construct a concession building with storage room using brick and block.
- Add Alternate #3 - Construct a small concession building using ground face concrete masonry units.
- Add Alternate #4 - Construct a concession building with storage room using ground face concrete masonry units.
- Add Alternate #5 - Install water main under existing hard surface courts.
- Add Alternate #6 - Lay out soccer field including topsoil and chain link fence.
- Add Alternate #7 - Remove existing split rail fence around pond and replace with chain link fence.
- Add Alternate #8 - Construct a concrete walk along Lakeside Boulevard from New Town Boulevard to Dolfield Road.
- Add Alternate #9 - Construct a concrete walk from parking lot to concession building.
- Add Alternate #10 - Construct a concrete walk to baseball diamond.
- Add Alternate #11 - Construct a concrete walk from service area to main walkway.
- Add Alternate #12 - Power rake, add topsoil, and hydroseed bus loop island.

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2004
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **FEE ACCEPTANCE – DESIGN SERVICES AT KENWOOD HIGH SCHOOL**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
J. Kurt Buckler, P.E., Head of Engineering
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a negotiated fee.

Fee Acceptance – Design Services at Kenwood High School.

Appendix I

Recommendation of Fee Acceptance Design Services at Kenwood High School August 10, 2004

On July 13, 2004, the Board of Education granted approval for the Department of Physical Facilities to enter into negotiations with Grieves, Worrall, Wright & O'Hatnick, Inc. for design services associated with the construction of an addition and the modernization of the Technical Education wing at Kenwood High School. Following this approval, a total fee of \$788,504.97 was negotiated to provide pre-design phase services, development of schematic design, design development, construction documents, submission of documents for State review, bidding phase services, and construction administration services.

The total negotiated fee is partially funded in the existing Capital Budget with the remaining funds being requested in the proposed Fiscal Year 2006 Capital Budget. At this time, we are requesting that the Board approves \$330,833.73, which represents the cost of the schematic design phase and design development phase portions of this project. Upon completion and acceptance of the development phase, the Department of Physical Facilities will request the approval of the remainder of the negotiated fee to allow the completion of the other design work phases.

At this time, the Department of Physical Facilities requests approval of a fee acceptance with Grieves, Worrall, Wright & O'Hatnick, Inc., in the amount of \$330,833.73, for the initial design services associated with the addition and modernization project at Kenwood High School.

Funding for the initial \$330,833.73 schematic design and design development phase services is available through Capital Budget Project #13.084 – Kenwood Technical High School. The dollars necessary for funding the remaining design services will be proposed in the FY 2006 Capital Budget Request.

APPROVED:



Donald F. Kremmel, Ph.D.
Executive Director

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2004
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **FEE ACCEPTANCE – DESIGN SERVICES FOR SADBROOK
MAGNET MIDDLE SCHOOL**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
Clarence Foard, P.E., Mechanical Engineer
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a negotiated fee.

Recommendation of Fee Acceptance - Design Services for Systemic Renovations at Sudbrook Magnet Middle School.

Appendix I

Recommendation of Fee Acceptance Design Services for Systemic Renovations at Sudbrook Magnet Middle School

On March 23, 2004, the Board of Education granted approval for the Department of Physical Facilities to enter into negotiations with the firm of Gilbert Architects to provide consultant services for the systemic renovations planned for Sudbrook Magnet Middle School. These services include the preparation of the schematic design documents, design development documents, and construction documents; assistance in the bidding phase; and construction administrative services. The Department of Physical Facilities has negotiated a lump sum fee of \$814,637.68 with the consultant to provide these services.

At this time, the Department of Physical Facilities recommends acceptance of the negotiated fee in the amount of \$814,637.68 with Gilbert Architects to provide the design services associated with the systemic renovations at Sudbrook Magnet Middle School.

Funding for these design services is identified in the County Capital Budget under Project #105 – Sudbrook Magnet Middle School Systemic Renovations.

APPROVED:


A handwritten signature in blue ink, appearing to read "Donald F. Kremmel", is written over a horizontal line.

Donald F. Kremmel, Ph.D.
Executive Director

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2004

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **FEE ACCEPTANCE – DESIGN SERVICES FOR SYSTEMIC RENOVATIONS AT SOUTHWEST ACADEMY**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
Clarence Foard, P.E., Mechanical Engineer
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a negotiated fee.

Recommendation of Fee Acceptance - Design Services for Systemic Renovations at Southwest Academy.

**Recommendation of Fee Acceptance
Design Services for Systemic Renovations at Southwest Academy**

On March 23, 2004, the Board of Education granted approval for the Department of Physical Facilities to enter into negotiations with the firm of KCI Technologies, Inc. to provide consultant services for the systemic renovations planned for Southwest Academy. These services include the preparation of the schematic design documents, design development documents, and construction documents; assistance in the bidding phase; and construction administrative services. The Department of Physical Facilities has negotiated a lump sum fee of \$559,931.00 with the consultant to provide these services.

At this time, the Department of Physical Facilities recommends acceptance of the negotiated fee in the amount of \$559,931.00 with KCI Technologies, Inc. to provide the design services associated with the systemic renovations at Southwest Academy.

Funding for these design services is identified in the County Capital Budget under Project #109 – Southwest Academy Systemic Renovations.

APPROVED:



Donald F. Kremmel, Ph.D.
Executive Director

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2004
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **FEE ACCEPTANCE – DESIGN SERVICES FOR SYSTEMIC RENOVATIONS AT RIDGELY MIDDLE SCHOOL**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
Clarence Foard, P.E., Mechanical Engineer
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a negotiated fee.

Recommendation of Fee Acceptance - Design Services for Systemic Renovations at Ridgely Middle School.

Appendix I

Recommendation of Fee Acceptance Design Services for Systemic Renovations at Ridgely Middle School

On March 23, 2004, the Board of Education granted approval for the Department of Physical Facilities to enter into negotiations with the firm of James Posey Associates, Inc. to provide consultant services for the systemic renovations planned for Ridgely Middle School. These services include the preparation of the schematic design documents, design development documents, and construction documents; assistance in the bidding phase; and construction administrative services. The Department of Physical Facilities has negotiated a lump sum fee of \$980,245.00 with the consultant to provide these services.

At this time, the Department of Physical Facilities recommends acceptance of the negotiated fee in the amount of \$980,245.00 with James Posey Associates, Inc. to provide the design services associated with the systemic renovations at Ridgely Middle School.

Funding for these design services is identified in the County Capital Budget under Project #108 – Ridgely Middle School Systemic Renovations.

APPROVED:



Donald F. Kremmel, Ph.D.
Executive Director

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2004
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **CONTRACT MODIFICATION – SYSTEMIC RENOVATIONS AT FRANKLIN MIDDLE SCHOOL**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard Cassell, P.E., Administrator
Office of Engineering and Construction
E. Phillip Schied, P.E., Program Manager
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a contract modification.

Recommendation of Contract Modification – Systemic Renovations at Franklin Middle School

**Request for Contract Modification
Systemic Renovations at Franklin Middle School
August 10, 2004**

On June 10, 2003, the Board of Education approved an award of contract with Phillips Way, Inc. for the systemic renovation project at Franklin Middle School. In order to complete this project, it has become necessary to replace selected exterior door frames and transoms. The contractor has requested an increase to their contract in the amount of \$36,020.00 to complete this additional scope of work.

At this time, the Department of Physical Facilities requests approval of an increase to the contract with Phillips Way, Inc. in the amount of \$36,020.00 for selected exterior door frame replacement at Franklin Middle School.

Funding for this contract modification is identified in the State and County Capital Budgets under Project #095 –Franklin Middle School Systemic Renovation.

APPROVED:



Donald F. Kremmel, Ph.D.
Executive Director

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2004
TO: **Board of Education**
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: **PROPOSED REVISION TO CALENDAR, SCHOOL YEAR 2004-2005**
ORIGINATOR: Dr. George P. Poff, Jr., Assistant to the Superintendent
Governmental Relations

RECOMMENDATION

* * * * *

That the Board review and approve the Proposed revision to Calendar for School Year 2004-2005.

During the process of generating the 2004-2005 Student Handbook, it was noted that typographical errors existed for the June and July 2005 dates. Therefore, a change in June and July dates is requested.

December	15 [M] (W)	Bill of Rights Day*
June	[25] 24(F) [28] 27(M)	Summer School Teachers on duty for all centers Summer School begins for all centers
July	[5] 4(M) [6] 5(T) [30] 29(F)	Summer School closed for Independence Day Curriculum Workshops begin Last Day of Summer School for all Centers

Proposed Adjustments to Calendar 2004-2005

BALTIMORE COUNTY PUBLIC SCHOOLS
Towson, Maryland 21204
Calendar 2004 –2005

			Pupil Days	Teacher Days
August	20(F)	Meeting of Admin/Supervisory Personnel		
	23(M)	Teachers on Duty		
	30(M)	Opening Day for Students	2	7
September	6(M)	Labor Day – Schools Closed		
	16(Th)	Rosh Hashanah – Schools Closed	20	20
October	1(F)	Professional Development—Schools Closed for Students		
	11(M)	Columbus Day*		
	15(F)	Professional Development Day/MSTA Convention Schools Closed for Students	19	21
November	2(T)	Election Day—Schools Closed		
	5(F)	First Marking Period Ends – Assessment Day for elementary and middle schools*** - Schools Close 3 hours early for elementary and middle school students		
	11(Th)	Veterans Day*		
	15-19(M-F)	American Education Week		
	19(F)	Elementary Conference Day – Schools Closed for elementary students		
	22(M) 25-26(Th-F)	Distribution of Report Cards Thanksgiving Holiday – Schools Closed	19	19
December	15(W)	Bill of Rights Day*		
	23(Th)	Christmas/Winter Holiday begins at end of school day	17	17
January	3(M)	Schools Reopen for Students		
	15(S)	Dr. Martin Luther King, Jr.'s Birthday**		
	17(M)	Dr. Martin Luther King, Jr.'s Birthday Observed – Schools Closed		
	21(F)	Second Marking Period Ends		
	24(M)	Assessment Day/Preparation for Second Semester – Schools Closed for Students	19	20
February	7(M)	Distribution of Report Cards		
	12(S)	Lincoln's Birthday**		
	18(F)	Team Planning and Student Performance Data Analysis***** – Schools close three hours early for elementary and middle school students		
	21(M)	President's Day – Schools Closed		
	22(T)	Washington's Birthday*	19	19
March	24(Th)	Easter/Spring Holiday begins at the end of the school day		
	25(F)	Maryland Day	18	18

April	4(M)	Schools Reopen		
	8(F)	Third Marking Period Ends – Assessment Day for elementary and middle school students – schools close 3 hours early for elementary and middle school students		
	25(M)	Report Cards Distributed	20	20
May	6(F)	PreK/K Conference Day – no preK, half-day, or full day Kindergarten sessions		
	27(F)	Last Day for Seniors		
	28-31(S-T)	Commencement Exercises		
	30(M)	Memorial Day** – Schools Closed	21	21
June	1-5 (W-Su)	Commencement Exercises		
	14(T)	Flag Day*		
	15-16(W-Th)	Assessment Days*****Schools close 3 hours early for high school students; teachers on duty		
	16(Th)	Assessment Day***Schools close 3 hours early for elementary and middle school students; teachers on duty		
	17(F)	Last Day of Classes for Students and Teachers; schools close 3 hours early for students; teachers on duty		
			<u>13</u>	<u>13</u>
		TOTALS	187	195
June	24(F)	Summer School Teachers on duty for all centers		
	27(M)	Summer School begins for all centers		
July	4(M)	Summer School closed for Independence Day		
	5(T)	Curriculum Workshops begin		
	29(F)	Last Day of Summer School for all Centers		

Functional Test Dates for Reading, Mathematics: July 14-15, 2004

Functional Test Dates for Writing: Prompt I July 14; Prompt II July 15, 2004

*Schools open with appropriate exercises

**Appropriate exercises to be scheduled on the Friday before

***ASSESSMENT DAYS- Elementary and middle schools will be given time for parents, teachers, and students to meet and/or assess progress

****ASSESSMENT DAYS- High schools will have the opportunity to administer traditional midterm and/or final exams or to use alternative assessment procedures

*****TEAM PLANNING AND STUDENT PERFORMANCE DATA ANALYSIS—Teachers will work in a variety of team structures at local schools to analyze and use performance data to develop differentiated instructional strategies for improving student achievement.

If inclement weather conditions force us to close schools more than seven days, it will be necessary to alter the school calendar. These additional days will be scheduled as required at the end of the school year. The calendar will be reduced up to 5 days if not needed to offset days/hours when schools are closed due to inclement weather. **Teacher duty days will not exceed 191.** One-half days may be modified for inclement weather/emergency conditions.

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2004

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **RULE 6130 INSTRUCTION: MAGNET SCHOOLS AND PROGRAMS**

ORIGINATOR: Phyllis Bailey, Executive Director, Special Programs, PreK-12

RESOURCE PERSON(S): Jeanne Paynter, Coordinator, Gifted Education/Magnet Programs,
David Lukes, Supervisor, Magnet Programs

INFORMATION

The Superintendent's Rule 6130 has been modified to align with the centralized admissions process for magnet programs, successfully implemented during the 2003-04 school year.

All caps indicate new material. Brackets [] indicate deleted material.

Appendix I: Superintendent's Rule 6130: INSTRUCTION: Magnet Schools and Programs

RULE 6130

INSTRUCTION: Magnet Schools and Programs

Magnet Schools Admission1. Definition of Magnet Schools and Magnet Programs

As used in this rule, magnet schools and programs are defined as those schools and programs with a specialized curriculum or those with an emphasis on instruction that is different from that generally offered in other schools throughout the school system. Magnet schools and programs can be total-school or school-within-a-school programs.

2. Access to Magnet Schools and Programs

- a. To promote equal educational opportunities for all students, it is the goal of the school system to provide all interested students with a fair opportunity for access to magnet schools and programs. To carry out this goal, the Superintendent directs central office staff to assist each magnet school and program in developing equitable recruitment strategies and to recruit a pool of applicants which reflects the diversity of the school system as a whole.
- b. At the elementary level, the school system shall not employ any academic or other admissions criteria for determining whether a student is eligible for a magnet school or program. For magnet secondary schools and programs that have academic or other admissions criteria, each year the Superintendent or [superintendent's designee] **THE EXECUTIVE DIRECTOR OF PREK-12 SPECIAL PROGRAMS** shall review and approve those criteria to determine that they are educationally related to the specialized curriculum or instructional strategy.
- c. Where school-within-a-school magnet programs exist, the principal shall promote interaction, for as much of the school day as possible, between those students participating in the magnet program and those students who do not. Students residing in the attendance area of a school housing a magnet program also may apply for admission to the program under the procedures set forth in subsection 4 of this rule.

3. Transportation

- a. The school system shall provide transportation to students who reside in the attendance area of a magnet school or program in accordance with the

standards established by the Department of Transportation, as set forth in Board of Education Policy 3410.

- b. Transportation to secondary school magnet schools and programs will be provided from community pick-up points located in each of the five geographic areas.

4. Admissions

- a. The Superintendent or the [superintendent's designee] **EXECUTIVE DIRECTOR, SPECIAL PROGRAMS, PREK-12**, together with a representative of each magnet school and program, annually shall designate the number of available seats by grade for each magnet school or program for the following school year.
- b. Each year, the Superintendent or [superintendent's designee] **EXECUTIVE DIRECTOR, SPECIAL PROGRAMS, PREK-12** shall assess the extent to which each magnet school program's enrollment reflects the diversity of the school system as a whole. Based on this analysis, the Superintendent or [designee] **EXECUTIVE DIRECTOR, SPECIAL PROGRAMS, PREK-12** may set recruitment goals for groups that are underrepresented in magnet schools or programs. "Recruitment" may include efforts such as targeted mailings, but shall not create any priority or preference for admission.
- c. The Superintendent or [superintendent's designee] **EXECUTIVE DIRECTOR, SPECIAL PROGRAMS, PREK-12** shall make magnet applications and brochures available at all schools[and], at the central office, **AND ON THE BALTIMORE COUNTY PUBLIC SCHOOLS WEBSITE**. Magnet applications and brochures will be distributed to the parents of students currently attending **PRE**-kindergarten and the fifth and eighth grades in the Baltimore County Public Schools.
- D. Students who wish to apply to a magnet school or program outside of their attendance area must apply for a special permission transfer in accordance with **THE PROVISIONS OF SECTION II.C.2. OR SECTION II.C.8. OF [Board Policy and] Superintendent's Rule 5140 ENTITLED STUDENTS: ENROLLMENT AND ATTENDANCE**. Students must complete the "Application for Special Transfer" form and attach it to the completed magnet school or program application **AND SUBMIT SUCH APPLICATION BY THE MAGNET APPLICATION DEADLINE IN EARLY DECEMBER**. The magnet school principal will [approve] **CONSIDER** the special permission transfer in accordance with the

procedures set forth in [Board Policy and] Superintendent's Rule 5140. Special permission transfer students **APPROVED FOR A SPECIAL PERMISSION TRANSFER UNDER THE PROVISIONS OF SECTION II.C.2. OR SECTION II.C.8. OF SUPERINTENDENT'S RULE 5140** are required to qualify for magnet schools or programs according to the approved program criteria and will be selected according to the procedures set forth in 4e and 4f of Board Policy and Superintendent's Rule 6130. Parents/guardians are responsible for providing transportation to and from the special permission magnet school or program.

When the special permission student completes the terminal grade of a magnet school or program, the student will attend the subsequent middle or high school serving his/her area of residence, unless the student is accepted in a magnet school or program [outside of the student's attendance area].

e. Elementary Schools and Programs

- (1) All students otherwise eligible to attend the elementary grades of the Baltimore County Public Schools shall be eligible to apply [for elementary magnet schools and programs within their targeted attendance areas.] **TO UP TO THREE MAGNET SCHOOLS.**
- (2) Siblings: Kindergarten applicants applying to elementary magnet schools and programs who have a sibling who is attending the magnet school and who will continue to attend that school the next year will be placed in the magnet school and program. The applicant must apply within the regular application period in order to receive sibling priority for placement. For purposes of this rule, a sibling shall be defined as a brother, sister, half-brother, half-sister, stepbrother, stepsister, or foster child living in the same household.
- (3) All elementary school applications must be forwarded to the **DESIGNATED** central office. [, where the Superintendent or superintendent's designee will conduct a centralized random lottery to determine student enrollment].
- (4) If there are fewer qualified applications than seats available for any elementary magnet school program, the school system shall admit all eligible students to fill the available seats. If there are more applications than seats available for an elementary magnet school and program, the school system will apply the kindergarten sibling

priority process. This is followed by the random lottery selection process.

- (5) After the lottery selection process, the school system will inform magnet schools and programs of the students selected [so these students may be notified by the schools] **AND WILL NOTIFY ALL STUDENTS IN WRITING OF THEIR STATUS.** Students offered a seat will inform [a magnet school or program] **THE DESIGNATED CENTRAL OFFICE** by the designated deadline whether the seat will be accepted.

f. Secondary Schools/Programs

- (1) [All students interested in applying for a secondary magnet school and program must complete a written application and submit it to the appropriate magnet school] **THE APPLICANT'S PARENT/GUARDIAN WILL SUBMIT A COMPLETE APPLICATION TO THE DESIGNATED CENTRAL OFFICE** [between designated dates from October to] **BY THE APPLICATION DEADLINE IN** [mid-] **EARLY** December. A student may apply to programs in up to three magnet schools within the student's magnet attendance area or by special permission transfer. **THE DESIGNATED CENTRAL OFFICE WILL OBTAIN A COPY OF A STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM OR SECTION 504 PLAN TO DETERMINE WHETHER MODIFICATIONS AND ACCOMMODATIONS SHOULD BE PROVIDED DURING ANY AUDITION/ASSESSMENT.**
- (2) All applications for secondary magnet schools and programs will be reviewed at [the school for which admission is sought] **THE DESIGNATED CENTRAL OFFICE** to determine the eligibility of each applicant under any criteria approved **BY THE SUPERINTENDENT OR EXECUTIVE DIRECTOR OF PREK-12 SPECIAL PROGRAMS** in 2b. [Each secondary school] **THE DESIGNATED CENTRAL OFFICE** will notify applicants who are not eligible for that magnet school and program.
- (3) If there are fewer applicants than seats available for any secondary magnet school and program, the [school] **DESIGNATED CENTRAL OFFICE** shall admit all qualified students to fill the available seats. If there are more applicants than seats available for a

secondary magnet school and program, the [local school] **DESIGNATED CENTRAL OFFICE**, using criteria appropriate to the specific magnet program, will screen applicants to determine the number of qualified candidates. [Where recruitment goals for under represented groups have been established, the pool will be evaluated to determine the extent to which the goals have been reached. The list of qualified applicants will be forwarded to the central office where a] **A** random lottery will be conducted to select [students] **QUALIFIED APPLICANTS** to fill the available seats.

- (4) At the middle school level where the number of qualified applicants exceeds the number of available seats, up to 10% of the seats may first be filled with candidates who show exceptional commitment and promise in the specialized program as evidenced by their performance on the approved entrance criteria. The remaining seats will be filled using the centralized random lottery selection process from the remaining pool of qualified applicants.
- (5) At the high school level where the number of qualified applicants exceeds the number of available seats, up to 20% of the seats may first be filled with candidates who show exceptional commitment and promise in the specialized program as evidenced by their performance on the approved entrance criteria. The remaining seats will be filled using the centralized random lottery selection process from the remaining pool of qualified applicants.
- (6) After the lottery selection process, the [school system] **DESIGNATED CENTRAL OFFICE** will inform [magnet schools and programs of the students selected so these students may be notified by the schools] **STUDENTS IN WRITING OF THEIR ADMISSION STATUS**. Students offered seats shall inform the [magnet school and program] **DESIGNATED CENTRAL OFFICE** by the designated deadline if the seat will be accepted.

5. Waiting Lists

- a. A waiting list will be generated randomly for each oversubscribed magnet school and program. The waiting list will be maintained **BY THE DESIGNATED CENTRAL OFFICE** until the second semester of that school year.

- b. After an annually designated date in March, [qualified] students who are new to the system [and who have not previously applied] may [apply or be added to a waiting lists or lists] **SUBMIT A LETTER OF INTEREST IN A SPECIFIC MAGNET PROGRAM TO THE DESIGNATED CENTRAL OFFICE. IF SPACE PERMITS, STUDENTS MUST MEET ANY ELIGIBILITY CRITERIA FOR THE PROGRAM(S) IN WHICH THEY ARE INTERESTED AND WILL BE SELECTED ACCORDING TO THE PROCEDURES SET FORTH IN SECTIONS 4E AND 4F OF THIS RULE.**
- c. Elementary and secondary students on waiting lists who are offered assignments to a magnet school or program must accept the assignment within the specified time or apply for the next annual selection process.

6. Withdrawals

- a. Students admitted to the magnet schools and programs, according to the procedures in Section 4, items a-f of this rule, may remain in these schools and programs as long as their parents/guardians are residents of Baltimore County, and the student has not been withdrawn to attend another school, public or private. If a family moves out of the attendance area of the magnet school or program, transportation will not be provided.
- b. Any request for temporary leave from a magnet school or program must be approved, in advance of such leave of absence, by the principal of the school. A leave of absence from the magnet school and program shall be considered in the following situations:
 - (1) If a family is moving out of Baltimore County temporarily, a leave of absence may be granted for a maximum of one (1) year.
 - (2) A student also may be granted a leave of absence from the magnet school and program for the period of time necessary to complete any of the following: a stay as a patient in a hospital for an extended period of time; acceptance into a [b]Board approved alternative education program or another exceptional education program; or enrollment in a licensed full-time substance abuse treatment program.
- c. Students who violate the provisions of Board of Education Policy 5550, *Disruptive Behavior*, or Board of Education Policy 5540, *Alcoholic Beverages and Drugs*, shall be suspended and expelled in accordance with

applicable Board of Education policies and Superintendent's rules. When students who have been expelled are ready to return to their program of study, they may return to the magnet school and program from which they were expelled.

- d. Students in danger of failing in their [prime areas] **MAGNET COURSES** of study at mid-year will be informed **IN WRITING** of their status. Counseling regarding the propriety of a student's continuation in magnet schools and programs will take place at the end of the school year.

Any decision by the administration to withdraw a student from a magnet school or program because of academic failure must be approved **IN ADVANCE** by the [Executive Director of PreK-12 Special Programs] **COORDINATOR OF GIFTED & TALENTED EDUCATION AND MAGNET PROGRAMS** or [his/her] **A** designee. The administration of the magnet school or program shall explain the basis of the withdrawal **AND THE PROCESS FOR APPEAL IN WRITING** to the student's parents/guardians.

A student who transfers out of a magnet program housed in a comprehensive school will be transferred to the student's home school.

- e. Parents/guardians may remove students from magnet schools and programs and return them to their home schools. Principals of the students' home schools shall not deny admission to such students.

7. Appeals

- a. Denials of admission to magnet schools, may be appealed by the parent/guardian and must be made in writing to the Executive Director of PreK-12 Special Programs within ten (10) calendar days from the date of the [school's denial] **NOTIFICATION** letter or the postmarked date, whichever is later. The Executive Director of PreK-12 Special Programs or [his/her] **A** designee will [research and] evaluate the appeal and issue a written decision.
- b. If the appeal is denied by the Executive Director of PreK-12 Special Programs or [his/her] **A** designee, the written decision will inform the parent(s)/guardian(s) of the right to appeal, in writing, to the Superintendent within fifteen (15) calendar days of the date of the denial letter or the postmarked date, whichever is later.

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- c. Denials of magnet admissions by the Executive Director of PreK-12 Special Programs or [his/her] A designee must be appealed in writing to the Superintendent within fifteen (15) calendar days of the date of the Executive Director of PreK-12 Special Programs' or [his/her] A designee's denial letter or the postmarked date, whichever is later. The Superintendent or his/her designee will research and evaluate the appeal and issue a written decision.

- d. If the appeal is denied by the Superintendent or [his/her] A designee, the written decision will inform the parent(s)/guardian(s) of the right to appeal in writing to the Board of Education within thirty (30) calendar days of the date of the denial letter in accordance with §4-205 of the Education Article of the *Annotated Code of Maryland* and Board of Education Policy 8339 – Internal Board Policies: Operations, Appeal Before Hearing Examiner. An appeal will be considered timely filed, if, within the allotted time period, it has been delivered to the Board of Education, postmarked, or deposited in the U.S. Mail as registered or certified mail.

Legal references: Annotated Code of Maryland, Education Article, §4-205

Rule		Superintendent of Schools
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