BLUEPRINT 2.0: OUR WAY FORWARD
2013-2014 through 2017-2018

Creating a culture of deliberate excellence
Baltimore County Public Schools
6901 Charles Street, Towson, Maryland 21204

Board of Education, June 2013

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LETTER FROM THE SUPERINTENDENT

Dear Team BCPS:

On behalf of Baltimore County Public Schools, I am pleased to present the five-year strategic plan, *Blueprint 2.0: Our Way Forward*. The title, *Blueprint 2.0*, builds on the legacy of this school system, but most importantly, provides direction for the future – moving BCPS from a good school system to a great school system.

Developing the strategic plan was a true collaborative process that began with multiple community meetings during fall 2012 to identify initiatives that would result in achieving our goal of having every student graduate globally competitive. Progress is well underway toward this goal through a strategic plan that is focused, deliberate in its action plans, and oriented toward academics, safety, communication, and organizational effectiveness.

We are moving this school system forward together. How are we doing this? As explained in our Theory of Action: “To equip every student with the critical 21st century skills needed to be globally competitive, BCPS must ensure that every school has an equitable, effective digital learning environment, and every student has equitable access to learning and developing proficiency in a second language.”

As a community, investing in our schools and students now will reap benefits for all of us in the future. We know what we need to do so every student is successful. Failure is not an option.

*Blueprint 2.0* is a roadmap – a shared roadmap – that is deliberate and directed toward setting higher standards for our students and ourselves. Just as important as setting the direction, *Blueprint 2.0* holds all of us accountable. During the 2014-2015 school year, it was necessary to update the performance metrics that will be used to track progress over time. There were several reasons for updating the metrics. First, there have been fundamental changes to state standards, local curriculum, and state assessments in the past few years. Current academic metrics were chosen to endure potential future changes in state standards and assessments.

In addition, we decided to focus on fewer metrics that are better indicators of performance. Many of the initial 67 metrics were unique to a particular program or practice within BCPS, which precluded our system from being able to report on progress against externally established benchmarks. Re-establishing fewer key metrics ensures that system and school leaders are focusing on the right activities to ensure that the goals of the strategic plan are met. As such, all of us will be accountable for continuing to deliver on the promise of a high-quality education to our students and our community.

The success of this plan will continue to rest on sustained community engagement. Team BCPS has already begun the work. I hope you share my excitement as we look to the future of our wonderful students, outstanding staff, and committed communities.

Sincerely,

S. Dallas Dance, Superintendent

July 2015
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Creating a culture of deliberate excellence
Baltimore County Public Schools (BCPS) begins a new chapter with the appointment of a new superintendent, the establishment of a new administration, and the development of *Blueprint 2.0*, a five-year strategic plan to build on the successes of the system’s *Blueprint for Progress*.

During the early planning stages for *Blueprint 2.0*, Team BCPS members – students, staff, parents, community members and leaders, the Board of Education, and other BCPS stakeholders – spoke out about their expectations of BCPS in a wide variety of public forums and social media. They made comments, asked questions, and offered suggestions to articulate clearly what the school system should do to close achievement and equity gaps; and they shared candidly what they expected from the new administration. The themes and priorities that emerged are as follows:

**MAJOR THEMES**
- World-class curriculum
- School safety and security
- Open, timely, and honest communication
- Organizational effectiveness and efficiency

**PRIORITIES**
- Set the expectation that *every* student will graduate and be globally competitive
- Transform school facilities into 21st century learning environments
- Raise the bar and close achievement gaps
- Build positive relationships among students, staff, and community
- Invest in the future
- Provide organizational development and professional growth opportunities for all employees

*BLUEPRINT 2.0: OUR WAY FORWARD* was shaped by three questions that arose consistently during the planning process. The strategic plan addresses these questions:

1. **What do we want to accomplish?**
   Collectively, we have identified goals in four focus areas:
   - GOAL 1 - Academics
   - GOAL 2 - Safety and Security
   - GOAL 3 - Communication
   - GOAL 4 - Organizational Effectiveness

2. **How will we do it?**
   The goals will be met by implementing the Strategic Initiatives and Five-Year Key Actions

3. **How will we know when we have done it well?**
   We will monitor progress and manage for results using the progress indicators, performance metrics, and annual targets contained in the plan.

To move the school system forward and “confront the brutal facts,” as the author, Jim Collins, of *Good To Great* (2001) suggests, a series of stakeholder forums were held to begin the dialogue. Many of the challenges raised were related to the equitable distribution of resources and to equitable student access to and opportunity for the highest quality education. Specific equity issues included funding, effective teachers, programs including World Languages,
access to the general curriculum, facility upgrades, and technology for teaching and learning.

Safety, especially in terms of facility upgrades and fostering positive relationships between and among students, teachers, and administrators, was a pervasive concern. Raising the bar for every student’s academic achievement was discussed often – especially, the collective responsibility for closing achievement gaps among student groups and ensuring that every student is a 21st century learner in a technology-rich, academically challenging, and supportive environment.

Discussions around these key topics created opportunities for members of the BCPS community to engage in open and honest discussions about what is needed to provide every student in BCPS with optimal teaching and learning. Developing and nurturing a climate of high expectations for the success of every student, allocating funding and other resources equitably, providing equitable teaching and learning opportunities and environments, and developing cultural competence were key topics in all discussions.

The four major themes that emerged during strategic planning discussions form the focus areas of Blueprint 2.0: Academics, Safety and Security, Communication, and Organizational Effectiveness. The themes and priorities inform the strategic initiatives and key actions that will accelerate the system’s progress toward meeting the goals. A robust performance management system will be developed to provide processes for monitoring the implementation and evaluating the impact of Blueprint 2.0. Departmental and school plans will be developed or revised to ensure alignment with Blueprint 2.0. Every member of Team BCPS has positive contributions to make to bring to fruition a world-class school system that prepares all students to be globally competitive.

**BCPS’ STRATEGIC PLANNING PROCESS**

**PHASE ONE**
Developing Blueprint 2.0: Strategic Framework
- Gathered stakeholder input through the engagement of community, staff, students, and Board of Education
- Responded to the Transition Report, Curriculum Mini-Audit, annual Report on Results, 100 Days Report, and other reports
- Developed the system’s vision, purpose, core value statements, goals, progress indicators, and strategic initiatives

**PHASE TWO**
Blueprint 2.0: Our Way Forward Five-Year Strategic Plan
- Continued to gather stakeholder input on all parts of the plan
- Defined key action steps that will be taken to implement strategies
- Aligned resources through the budget process
- Developed and refined progress indicators, performance metrics, and annual targets

**PHASE THREE**
Implementation, Monitoring, and Evaluation
- Schools, offices, and staff will determine and share progress toward meeting system goals.
- Continuous progress monitoring and periodic program evaluation results will inform discussions with all members of Team BCPS about what is working, what is not, and what the next steps should be to ensure that the system meets its goals.
- There will be frequent opportunities for ongoing stakeholder input through a variety of forums.
Anticipating how to educate today’s children to succeed in tomorrow’s world
THE CALL TO EXCELLENCE

BCPS will continue to build on a long and proud tradition of successes; however, there are opportunities for improvement that present critical challenges.

Many BCPS students and schools achieve at high levels. For example, BCPS’ 2012 graduation rate is over 80%; there is national and international recognition of students, staff, schools, and the system for fine arts, athletic, academic, technology, and other achievements; and a high number of graduates enroll in post-secondary education and training. Yet, some students had a reduced chance of graduating within four years of starting ninth grade; only half of students receiving special education services accomplished that goal in 2012. Some students had reduced time for art, music, and other subjects because they were taking remediation or intervention courses; and only one-third of BCPS high schools met or exceeded the national average for SAT scores. Clearly, BCPS has been successful in improving student and school achievement – now, the challenge is to foster excellence for every student and to educate students for the future without relying only on past practices.

The current state of the economy, shifting state and federal legislative landscapes, changing demographics, adopting the Maryland College and Career-Ready Standards for curriculum and new assessments, integrating technology into our daily lives, and the ever-increasing globalization of the workplace are all factors contributing to the urgent need to determine how to best serve the increasing, and increasingly diverse, student population. Organizational growth opportunities for school and central office staff require reshaping to sufficiently prepare educators and support personnel to facilitate and participate in the high-quality 21st century teaching and learning experiences that will benefit every student.

Recent analyses of the school system revealed significant opportunities for improvement in a number of areas including curriculum and instruction, where work has begun and the transformational leadership to guide curriculum development and the digitization of the curriculum is in place. In communications, development and implementation of a comprehensive long-term plan for meaningful community engagement has already started. All human resources processes and procedures are under review to increase effectiveness and efficiency and to focus efforts on organizational growth for all employees. Employee effectiveness, leadership succession, performance management, recruitment, and talent development are among other human resources areas identified for immediate improvement.

Organizational restructuring to maximize the support provided directly to schools has already occurred. Additional assistant superintendents of schools have been appointed to implement a direct service to schools model that uses data-informed decisions to determine the type and intensity of supports for schools. Schools have been organized into tiers that assist in the delineation of those supports. Office and departmental realignments and shifts in reporting structures have occurred to increase organizational effectiveness and efficiency. Needs for additional changes will emerge over time and will be addressed on an ongoing basis.

Full implementation of Blueprint 2.0 will provide students with the flexibility to learn in different ways on different days. Student and school schedules and staff assignments will be structured so that students will be able to access multiple and varied opportunities for learning, exploration, and enrichment while ensuring that every student has access to the same curriculum that is based upon high standards.

ELIMINATING ACHIEVEMENT GAPS AND RAISING THE BAR

Eliminating persistent achievement gaps among student groups is a national and local concern. While BCPS has made some progress in narrowing achievement gaps, there are significant and persistent gaps among groups...
of students. If the school system continues on its current path, there may continue to be incremental improvements in narrowing achievement gaps, but it is unlikely that the gaps will be eliminated.

The challenge is to raise the bar so that every student and every teacher is participating in learning and teaching that levels the playing field for everyone. “Equitable” does not necessarily mean “equal.” To ensure that every student has the same opportunity to be successful, data-informed decisions will determine which schools and students require specific resources to bring teaching and learning up to the highest standards in every classroom.

High school graduation is one progress indicator that reveals achievement gaps among student groups. A high school diploma no longer guarantees access to a middle-class lifestyle, but the absence of a high school diploma may create an impenetrable barrier. Students who do not graduate from high school are more likely to commit crimes, use drugs, or become teen parents; and the personal costs of those outcomes can be devastating. The economic impact alone is staggering for the individual and society – the cost of educating one student in BCPS for one year is approximately one-sixth of the cost of keeping a young person in a state-run juvenile facility for one year.

Nationally, a 5% increase in the graduation rate for males alone would save an estimated $5 billion in crime-related expenses and add as much as $2.8 billion annually in the form of earnings. On average, the individual earnings of a high school dropout stay far below those of high school graduates and even further below those graduates who have completed post-secondary training or attained degrees. Even though BCPS has the fourth highest graduation rate among large school systems in the nation and the fourth highest graduation rate for African American males, 19% of BCPS students overall and 33% of African American male students did not graduate on time. In addition, only one-half of BCPS students receiving special education services graduated within four years of beginning ninth grade.

Earning a diploma from BCPS should mean that upon graduation students are college and/or career ready, and that they are on the path to be globally competitive in post-secondary studies and the workforce. BCPS diplomas need to be distinguished for their actual value out in the world – changes across the globe are accelerating, and BCPS students need to be prepared for the technological advances and jobs that exist now and that will exist in the future.

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**TWENTY-FIRST CENTURY LEARNING**

Essential knowledge and skills that students must have to be successful in life and employment in the 21st century:

**21ST CENTURY THEMES**
- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

**CORE SUBJECTS**
- English, Reading, and Language Arts
- World Languages, Early Grades through Grade 12
- Arts
- Mathematics and Economics
- Science and Geography
- History and Culture Studies
- Government and Civics

**LEARNING AND INNOVATION SKILLS**
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

**INFORMATION, MEDIA, AND TECHNOLOGY SKILLS**
- Information Literacy
- Media Literacy
- Information, Communication, and Technology Literacy

**LIFE AND CAREER SKILLS**
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

*(P21, 2011; CCSSO, 2006)*

“If we are to prepare our students to compete in the 21st century workforce, we must change the way we educate them to reflect our ever-changing world.”

– Kevin Kamenetz, Baltimore County Executive
Preparing students to be globally competitive
Blueprint 2.0 provides the strategic direction to focus Team BCPS on creating a school system culture where excellence is the norm. This ambitious five-year plan sets forth the vision, purpose, and core beliefs of Team BCPS and establishes the goals and progress indicators that will be used to monitor and report progress.

As system activities and functions are aligned with Blueprint 2.0, BCPS will build on past successes and confront long-term challenges:

- Anticipating enrollment increases and providing safe and secure academic environments that fully support 21st century teaching and learning require facility and other infrastructure upgrades.
- Ensuring that every student has ample opportunities to acquire 21st century skills requires a world-class curriculum.
- Implementing innovative approaches to teaching and learning that include virtual instruction, credit recovery programs, and additional resources for low-performing schools are necessary to provide effective instruction for every student.
- Utilizing a comprehensive data system is needed to provide students, families, and staff ready access to information that impacts teaching and learning – especially student performance data. The same data system will be used systemwide for the robust performance management and other systems that will be in place to maximize the effectiveness and efficiency of all parts of the organization.
- Continuing to make student safety a priority. To address school safety, preventive measures such as expanding student support services, instituting anti-bullying and other proactive, anti-violence strategies, and researching and using best practices for security measures and equipment to optimize safety are included.

The plan also highlights the strategies and key actions that will be implemented to fulfill the commitment that every student – every single student in every one of BCPS’ schools – will have an effective education with the academic rigor and supports needed to reach his or her potential and to develop the 21st century skills and knowledge required to be a successful global citizen.
• Continuing to closely align the ongoing budget process with the priorities established in Blueprint 2.0 to ensure that resources are allocated equitably and effectively to support student and school success. Additional funding requests will increase as BCPS continues to build 21st century learning environments and, at the same time, accommodates student enrollment that is projected to increase significantly over the next five years.

Creating a culture of deliberate excellence, a culture of equity and of working together to achieve the goal of providing the best educational experience for every student, requires that BCPS moves beyond achieving excellence some of the time to being deliberate and taking deliberate action to achieving excellence all of the time. Team BCPS’ culture is built on equity, respect, teamwork, and a deeply held belief that every student deserves the same opportunities.

**TWENTY-FIRST CENTURY SKILL DEMANDS**

**Evolving Workplace Skill Demands**
- Post-secondary education or technical training
- Traditional knowledge including higher mathematics
- Application of learning to real-life situations
- Competencies in collaboration, communication, solving unusual problems, and creativity

**Forces Reshaping Skill Demands**
- Automation – Routine tasks are increasingly being done by computers
- Globalization – Communication technologies support global “workplaces” and increase economic and labor force competition
- Corporate Change – Technology flattens organizations; less supervision requires autonomy and self-management
- Demographics – Aging U.S. population and increasing diversity challenges schools to prepare students for diverse job settings

*(Center for Public Education, n.d.)*

“The overarching purpose of our school system – the sole reason we exist – is to prepare globally competitive graduates. This is a large goal, but we can get there by being strategic in our focus and by being deliberate in our action.”

– S. Dallas Dance, Ph.D., Superintendent of Baltimore County Public Schools
Doing whatever it takes to ensure that every student graduates globally competitive
OUR VISION

Our vision statement paints a picture of the future when our goals are achieved.

Baltimore County Public Schools will be among the highest-performing school systems in the nation as a result of creating, sustaining, and investing in a culture of deliberate excellence for every student, every school, and every community.

OUR PURPOSE

Our statement of purpose makes clear the intent and function of the school system.

Baltimore County Public Schools will provide for every student the highest quality 21st century education in a safe, secure, and positive environment conducive to high levels of teaching, learning, and student engagement, resulting in globally competitive students prepared for their chosen college and/or career path.

OUR CORE VALUES

Our core values express our fundamental beliefs, ethics, and overarching priorities.

• LEARNING IS BCPS’ CORE PURPOSE.
• Effective teaching is the most essential factor in student learning.
• Effective leaders support learning and optimum performance at all levels.
• BCPS is committed to doing whatever it takes to ensure that every student learns and succeeds, regardless of race, ethnicity, gender, socioeconomic status, language proficiency, or disability.
• Every student will be successful when provided high expectations and sufficient, appropriate supports.
• Organizational development is essential to BCPS becoming a world-class school system.
• Trusting relationships and commitment to BCPS core values will foster learning at all levels.
• Students, parents/guardians, employees, community members, and all BCPS stakeholders comprise Team BCPS.
• Every member of Team BCPS has value and makes important contributions towards BCPS becoming a world-class school system.
• Positive and productive relationships among all members of Team BCPS are built through meaningful communication and engagement.
• All members of Team BCPS are partners in creating, sustaining, and investing in a culture of deliberate excellence and vital to BCPS’ success.

“Together, we are strong and we can achieve our goals…

to ensure all children receive the best education possible.”

– Lawrence Schmidt, Esq., President, Baltimore County Board of Education, June 2013
OUR THEORY OF ACTION

The overarching purpose of BCPS is to prepare globally competitive graduates. *Blueprint 2.0* rests upon a bold theory of action for the Baltimore County Public Schools.

**THEORY OF ACTION**

To equip every student with the critical 21st century skills needed to be globally competitive, BCPS must ensure that every school has an equitable, effective digital learning environment, and every student has equitable access to learning and developing proficiency in a second language.

**INSTRUCTIONAL DIGITAL CONVERSION**

Students and teachers are already using handheld technology devices to inform, guide, educate, and entertain themselves and others. Even pastimes such as reading, watching television, and listening to music have shifted from passive to interactive digital activities. Providing an effective digital learning environment will provide students with access to the curriculum and other resources through a personalized digital learning device. Twenty-first century learning requires a technology-rich learning environment that parallels the world in which students and teachers interact with others outside of school, now and in the future.

Digital learning environments supported by technology standards, curriculum and assessments, and organizational development for teachers and administrators will lead to increases in student engagement in learning and prepare students to be competitive in a very technology-dependent global economy. There is still a digital divide between those who have access to computers and the Internet and those who do not. In order to provide a systemwide, equitable digital environment for learning, BCPS will move to a 1:1 platform – meaning that each student will have a digital learning device in his or her hands. To prepare students to thrive in today’s society and tomorrow’s, every student must have meaningful access to technology.

Technology has multiple benefits for students and for the school system. Technology allows students access to more accurate and timely information and to other teachers and learners. Textbooks become outdated quickly and are expensive. Technology can be used to adjust digitized curriculum immediately, and teachers can provide digital resources to every student instantaneously. Technology allows for personalization. A teacher instructing a group of students can provide instruction that moves at the exact pace of each student, create and deliver assessments, and receive real-time results used to adjust instruction. Bringing every classroom in every school up to the same technology standards for an effective digital learning environment will ensure that every BCPS student has access to the opportunities technology can provide.

Technology alone is not the answer to accelerating student achievement. Students need effective, highly skilled, and knowledgeable teachers to help them learn how to analyze and use the breadth and depth of information available and to help them make local, national, and international connections that contribute to learning and building global awareness. Students already benefit from technological advancements at home and in their social lives; they can

“To me it was more than just a laptop, it was an opportunity. Coming from a home where I did not have access to a personal computer made this opportunity a life-changing one.”

– A graduate of the Mooresville, NC, Graded School District shares the impact of the district’s instructional digital conversion (Edwards, 2014)
also benefit from these advancements in the classroom. BCPS’ most effective teachers are already maximizing their use of available technology, and they are asking for more assistance to make the instructional digital conversion. The instructional digital conversion process is underway and will be driven by the curriculum and the commitment to maximize outcomes for every student.

Through the consistent acquisition and integration of innovative technological practices, students will be prepared to be globally competitive upon graduation. The first steps in preparation for the instructional digital conversion are increasing community awareness, upgrading the system’s technology infrastructure, and investing in organizational development for teachers and administrators.

SECOND LANGUAGE PROFICIENCY

The other major component of BCPS’ theory of action is supporting students in becoming proficient in a second language. Research shows clearly that an essential factor in global competitiveness is fluency in a second (or for some students, a third) language. Communities are becoming more diverse, and at the same time technology and the global economy are making the nations of the world more interdependent. For these reasons, 27% of companies surveyed say that they are more likely to hire someone who is multilingual; and reports show that people who are multilingual earn on average about 10% more than individuals who know only one language.

The purpose of public education is not just preparing students for college and careers. Public education also helps students understand the world. Learning other languages deepens students’ understanding of diverse populations and cultures. While some students are having these experiences in BCPS, others are not. Research shows that students who begin learning a second language before adolescence are more likely to become fluent speakers and have higher academic achievement overall. Despite this, world languages instruction in elementary schools across the nation has dropped from 32% to 15% in the last decade. Aside from one French immersion magnet program in one elementary school, BCPS’ instruction in world languages does not begin until middle school. Immersion programs, in which students learn a language during core subject classes, and digital classrooms provide early, consistent opportunities for students to learn another language without giving up time for other subjects and activities.

Technology creates an excellent opportunity to teach world languages to more young students and to connect them with other remote learners and native language speakers. Studies indicate that language students using computer-aided instruction outperform their peers by 30%. Using technology to deliver language instruction 24 hours per day, 7 days per week, greatly increases students’ access to learning another language – thereby eliminating an inequity created when schools cannot offer an adequate number of language courses. The possibilities are extensive for English language learners and other students who are learning a second, or additional, language.

“While the demand for language skills is at an all-time-high, K-12 foreign language programs continue to disappear. New technology-based strategies are needed…”

– From the Evaluation of Language Learning (RSE, n.d.)
THE BENEFITS OF BILINGUAL AND MULTILINGUAL LANGUAGE LEARNING

ACADEMIC ACHIEVEMENT
- Enables students to benefit from early language learning
- Helps academic progress in all subjects
- Provides for skills to transfer between and among languages learned
- Improves reading comprehension, grammar, and language expression
- Improves SAT and ACT scores
- Leads to higher rate of college acceptance and higher achievement

THINKING AND REASONING
- Develops higher-order and abstract-thinking skills
- Enhances problem solving and critical thinking
- Improves creative thinking and cognitive flexibility

GLOBAL CITIZENSHIP
- Encourages cultural awareness and competence
- Broadens academic exposure to other cultures' history, literature, and arts
- Builds communication skills useful in a culturally diverse world
- Enhances college and career opportunities

SCHOOLS AND COMMUNITIES
- Reduces language barriers in the community and beyond
- Attracts potential residents to schools
- Attracts employers to communities

(ACTFL, n.d.; CCSSO 2007; NEA Research, 2007)

A PICTURE OF THE FUTURE

Instead of carrying heavy backpacks, BCPS students will arrive at school with their digital devices containing their schedules, books, assignments, and calendars. As teachers facilitate daily lessons, they will frequently assess learning using questions answered by each student on his or her digital device. Results delivered instantaneously will let the teacher know what percentage of the class grasps the concept. The teacher will know how each student is doing—even the quiet ones who do not usually raise their hands. Individual scores will be reported privately so the teacher knows who needs extra help in each subject, and parents/guardians will be able to go online to see in real time how their children are doing—becoming deeper partners with their children and school staff in the educational experience.

And imagine—every student having opportunities to learn world languages starting in elementary school, an optimal time for language learning, instead of in middle school. With a decade of practice under their belts, BCPS students will graduate at least bilingual—a skill that will boost not just their college and career applications but also their job opportunities and incomes for the rest of their lives. This will distinguish the BCPS diploma, boost the county and state economy, and give BCPS students an edge above their global competition.

Imagine tools that allow students to learn more effectively and allow teachers to quickly measure progress and adapt lesson plans. Imagine classes that give students a broader worldview and a real advantage in the job market. Blueprint 2.0 provides the direction to move BCPS forward into this future.

LANGUAGE LEARNING IN THE TWENTY-FIRST CENTURY

“Knowing how, when, and why to say what to whom”

COMMUNICATION
- Using language to communicate in real-world situations
- Reading, writing, speaking, and listening using traditional methods and in a digital environment

COMPARISONS
- Comparing and contrasting cultures and languages
- Deepening understanding of first language and culture
- Discovering similarities and differences
- Finding patterns, predicting, and analyzing

CULTURES
- Developing cultural understandings
- Recognizing and valuing other perspectives, customs, and contributions

CONNECTIONS
- Blending world language instruction with core subjects
- Accessing other bodies of information and knowledge

COMMUNITIES
- Participating in bilingual or multilingual communities
- Recognizing cultural contexts and diversity
- Using digital communication means to connect globally

(ACTFL, n.d.)
Eliminating achievement gaps and raising the bar
Academics

The work of developing transformational curriculum and assessments to prepare globally competitive graduates has begun using the BCPS-developed Teaching and Learning Framework, which includes the Maryland College and Career-Ready Standards. A trajectory, or pathway, that presents a set of benchmarks of student achievement to move students toward being college and/or career ready has been defined. Central office administration has been restructured to provide targeted support to those schools that need it most.

As part of the ongoing, data-informed decision making to provide students with equitable access to opportunities for effective teaching and learning, magnet programs across the county are being re-examined. Alternative education options are being evaluated to ensure that there are sufficient opportunities for those students who are not well served by the traditional educational environment. Achievement gaps begin in the earliest grades; therefore, plans are in place to expand access to prekindergarten. Early learning programs have long-term positive effects on children's physical, motor, social, emotional, cognitive, and language development. In Baltimore County, there are more than 1,000 children who would benefit from but do not attend a prekindergarten program. While the early childhood services will create additional costs for the system, the value-for-cost in terms of human potential is very high.

“...kids only have one chance at a quality education. Every day matters. Every day counts.”
– Arne Duncan, U.S. Secretary of Education, Speaking to BCPS Teachers

BCPS COLLEGE AND CAREER-READY PATHWAY

The BCPS College and Career-Ready Pathway represents a trajectory of achievement markers that indicate a student is on the path for college and/or career readiness. A student does not have to meet each point on the trajectory to be college and/or career ready nor does meeting one or more points on the pathway ensure that a student will enroll in college. The pathway points are useful for informing conversations about student achievement, teaching, and learning. Student achievement discussions should always include multiple sources of information.
Additional high-impact academic strategic initiatives and actions contained in this strategic plan are intended to support every student in developing 21st century and other skills and knowledge for college and career readiness.

Safety and Security

Safety has always been a primary concern in public education and has come to the forefront with school incidents in BCPS and across the country. Through partnership with the Baltimore County Police Department, BCPS has been and will continue to be proactive in keeping students and employees safe. A new Office of School Safety and Security has been established with an increased focus on prevention. To continue BCPS' proactive approach to safety and security, initiatives are in place to upgrade security measures that include instituting electronic access at all schools, completing camera upgrades, and requiring a systemic approach to identifying visitors. Students have been and will continue to be partners in this work. Students have shown impressive initiative by creating and implementing the first systemwide Anti-Bullying Day held during the 2012-2013 school year. The Student Advisory Board, Baltimore County Student Councils, and schools and students across the county made Anti-Bullying Day a significant success.

The safety and security of students and staff in all schools and workplaces will continue to be a priority. Current school and central office safety and security plans and programs are being evaluated, and an integrated approach to effective practices will be in place. Continuously pursuing knowledge of best practices and resources that will enhance current strategies will be an ongoing effort. A systemwide priority is and will continue to be cultivating school and workplace environments that build on a culture of mutual respect, value the worth of every individual, promote appreciation of similarities and differences, and ensure safety and security.

Students deserve to have trusting relationships with adults at school and to know that they have an advocate – at least one adult in the school who cares about them and is connected to them. Creating a culture of deliberate excellence that is focused on well being and extends to relationships with one another is the best plan for securing the safety of all members of Team BCPS. Additional high-impact safety and security-related strategic initiatives and actions are detailed further in this strategic plan.

Students deserve to have trusting relationships with adults at school and to know that they have an advocate – at least one adult in their school who cares about them and is connected to them.
Communication

In the area of communication, significant steps have been taken to provide meaningful opportunities for stakeholder engagement through a variety of forums. Enhancing the system’s internal and external communication by making more reports and information easily accessible online and by creating Web-based and other means of two-way communication has begun. A substantial redesign of the BCPS Web site is underway and is being driven by the system’s commitment to transparency and dialogue. Two-way communication is already occurring via the BCPS Web site, both digitally and in person; and increased opportunities for face-to-face dialogue through more community forums, student and community town halls, and advisory groups have been established.

BCPS is committed to communication that is clear, timely, honest, and transparent. Investing in communication practices and community outreach to foster meaningful two-way interaction will continue. Additional high impact communication-related strategic initiatives and actions are detailed further in this strategic plan.

Organizational Effectiveness

BCPS’ Commitment to Performance Management

Effective strategic plans provide a clear picture of what will be done to achieve an organization’s vision including outlining the broad approaches (strategic initiatives) and specific actions (key actions) that will be implemented to meet the established goals. Effective plans also indicate how progress will be monitored and measured. BCPS’ performance and progress will be tracked, publicized, and discussed. With the goal of increasing organizational effectiveness and efficiency by monitoring and measuring the school system’s progress, BCPS will employ a performance management system. All performance management goals and targets will be aligned to the strategic plan. Scorecards using progress data will be used for departments and schools across the system. This will ensure consistent use of performance data for decision making and provide regular opportunities to communicate the system’s progress in meeting the Blueprint 2.0 goals.

Indicators of progress and performance metrics have been identified and appear in the last section of this plan. Team BCPS will use these indicators and metrics to gather data that will focus progress-related conversations on what is working, what is not, and what the next steps should be. In addition, annual targets that are useful for setting interim goals to gauge the rate of progress have been or will be developed. In the event that adjustments to the plan are necessary, they may be made at the school or office level through refinements to school progress or office/departmental plans or at the system level through reallocation of resources or other approaches. Regular, open, honest, two-way communication about progress in meeting Blueprint 2.0 goals will be an ongoing priority.
BCPS’ Commitment to Organizational Development and Professional Growth

A systemwide organizational development plan is in place to support the professional growth of every employee, which is a priority at every level of the organization. As a learning community and to serve students well, all BCPS employees need to refresh and expand their skills and knowledge. The organizational development plan contains strategies for strengthening the process for identifying and mentoring aspiring administrators to ensure that leadership succession plans are in place. As principals retire or move into other roles, the next generation of school leaders needs to be prepared to step into those positions. Organizational development will be aligned with standards for employee performance with the goal of ensuring that BCPS has effective staff across the system.

BCPS’ Commitment to Facility Renewal

A comprehensive ten-year capital program that will address the system’s facility challenges is being developed. The plan will guide decision making that will result in long-term benefits for teaching and learning environments and for the community. Aging facilities and the need to accommodate increasing student enrollment continue to be priorities.

SEVEN PRINCIPLES OF PERFORMANCE MANAGEMENT

1. A results focus permeates strategies, processes, the organizational culture, and decisions.
2. Information, measures, goals, priorities, and activities are relevant to the priorities and well-being of the organization and the community.
3. Information related to performance, decisions, regulations, and processes is transparent — easy to access, use, and understand.
4. Goals, programs, activities, and resources are aligned with priorities and desired results.
5. Decisions and processes are driven by timely, accurate, and meaningful data.
6. Practices are sustainable over time and across organizational changes.
7. Performance management transforms the organization, its management, and the policymaking process.

(GFOA, 2011)

“Blueprint 2.0 is a living document that is guiding our progress in the critical areas that make a difference for student achievement.”

– David Uhlfelder, Chair,
Baltimore County Board of Education, July 2015
GOAL 1: ACADEMICS
WORLD-CLASS TEACHING AND LEARNING

GOAL: Every student will experience high academic achievement and continuous growth by participating in a rigorous instructional program designed to raise the academic bar and close achievement gaps so that every student will become a globally competitive citizen in a culturally diverse world.

A. Develop and implement an aligned, written, taught, and assessed curriculum and assessment system based on college and career-ready standards with emphasis on literacy, numeracy, and writing in every class and built on the foundation of a 21st century teaching and learning framework.

KEY ACTIONS
1. Implement, monitor, evaluate, and adjust reading language arts, writing, mathematics, science, and social studies curricula to align with the Maryland College and Career-Ready Standards (MCCRS), include 21st century learning skills, integrate STEM, and incorporate innovative technologies.

2. Develop, implement, and revise assessments to align with the MCCRS and Partnership for Assessment of Readiness of College and Careers (PARCC) recommendations, and build robust assessment banks available to teachers for use in daily instruction.

3. Implement the Teaching and Learning Framework that will inform teacher and principal evaluations, curriculum development, and teacher and leadership development.

4. Embed in teaching and learning specific strategies that emphasize the critical role of cultural competence, address multiple perspectives, and demonstrate high expectations to promote the achievement of all students.

5. Prepare every student to move successfully from elementary to middle school and from middle to high school by embedding transition strategies in teaching and learning.

6. Provide intensive, individualized staff development for all teachers on content in critical learning areas such as literacy and mathematics and on implementing the curriculum.

7. Increase programming support for critical-need student populations such as students with limited English proficiency and students receiving special education services.

B. Provide equitable resources for and access to world-class first instruction and high-quality educational programs.

KEY ACTIONS
1. Evaluate and modify magnet school and career and technology programs to ensure that every student has equitable access to high quality, effective programs.

2. Provide an optimal learning environment for middle school students including high expectations for achievement and a whole-child emphasis with appropriate schedules and extracurricular opportunities.
3. Extend opportunities for success for African American males.

4. Identify and use middle and high school student grouping practices that will provide every student with equitable access to rigorous instruction and a breadth of learning opportunities.

5. Embed in ongoing job-embedded and other staff development for teachers and administrators training on high expectations and instructional supports for all students.

6. Identify and embed in curriculum and staff development the characteristics of high-quality teaching and learning including 21st century learning skills and innovative technologies.

7. Prepare every school to provide second language instruction and other innovative programs that respond to the needs of the community, and position every school to be a school of choice.

C. Ensure a learner-centered, personalized, blended environment powered by digital learning and interactive curriculum access that is flexible anytime and anywhere.

KEY ACTIONS
1. Develop, implement, and expand a digital platform for curriculum development and delivery that widens teachers’ access to methods and materials that reach diverse learners and provides flexible access for staff, students, and parents.

2. Expand Grades prekindergarten through 12 opportunities for e-learning, virtual learning, and blended learning opportunities to individualize instruction for every student and ensure that every student has access to the curriculum.

3. Provide virtual learning opportunities for all courses required for high school graduation.

D. Strengthen and expand early childhood education in the community to build early foundations for learning success and eliminate achievement gaps before they occur.

KEY ACTIONS
1. Develop and implement a comprehensive, systematic, equitable plan to expand prekindergarten programs across the system.

2. Provide equitable access to early learning by adjusting program locations as needed and increasing inclusive opportunities.

3. Provide for early childhood staff training on the home-school connection, and provide opportunities for families to learn how to work with their children at home.

E. Develop and implement a Response to Intervention Framework to provide early, effective assistance to students for academic interventions.

KEY ACTIONS
1. Evaluate the system’s current Response to Intervention strategies, and use the findings to inform the development and implementation of a comprehensive, consistent, systemwide plan that integrates student support services, ESOL services, special education services, and other services to better meet students’ needs.

2. Infuse the revised Response to Intervention Framework into ongoing, job-embedded training including new teacher induction and leadership development.

F. Implement the Differentiated-Tiered Support Model to allocate resources and supports to all schools based upon student achievement and need.

KEY ACTIONS
1. Establish, monitor, and evaluate the Differentiated-Tiered Support Model that identifies schools as belonging in Tiers I, II, or III according to student achievement data and need for services.

2. Implement a tier-based plan for the equitable allocation of staffing and other resources including vertical articulation among school-based instructional leadership and central office leadership that provide differentiated supports.

![Differentiated-Tiered School Support Model](image-url)
GOAL 2: SAFETY AND SECURITY
SAFE AND SECURE TEACHING, LEARNING, AND WORKING ENVIRONMENTS

GOAL: Every school and office will be safe and secure, promote individual well-being, and provide positive, respectful, and caring environments for teaching, learning, and working.

A. Develop and implement a comprehensive, systemwide framework for safe schools and offices.

KEY ACTIONS
1. Develop and implement a comprehensive, systemwide plan for safety and security that addresses technology, facilities, school staff, and community access to schools and provides training for all school-based and central office staff.
2. Embed in teaching and learning clear expectations and effective strategies for developing and sustaining cultural competence, mutual respect and caring, and high expectations for performance.
3. Employ systemwide use of cameras, access control systems, and one-card staff and student identification systems to enhance security.
4. Evaluate and adjust procedures related to safety and security of open-space areas including enclosing open areas as indicated by safety evaluation results.
5. Increase the number of security patrol officers, and evaluate to determine effectiveness.
6. Monitor and evaluate developments in safety and security technology and practices to enhance the system's safety and security initiatives.
7. Implement a safety and security communication plan to provide information to and seek input from internal and external stakeholders.

B. Strengthen and expand student support services efforts at each school and systemwide.

KEY ACTIONS
1. Develop and sustain a positive climate in every school by implementing an integrated program of character education, social-skill development, behavior management, and relationship building that involves students, staff, families, and community members.
2. Evaluate the effectiveness of current character education, anger management, conflict resolution, and mediation/arbitration strategies; and adjust or develop programs to focus on positive school climate and successful teaching and learning.
3. Ensure that every student has equitable access to counseling, social work, psychological, and other support services by using data-informed decision making to determine the type and amount of support services that will be provided in every school.
4. Adopt national standards for school counseling services that address academics, career planning, and personal development to ensure students’ equitable access to rigorous courses.
5. Implement the student-developed Anti-Bullying Program systemwide.
6. Strengthen internal and external partnerships to improve delivery of mental health and other supportive services for all students with emphasis on students with Individualized Education Plans (IEPs).
C. Develop and implement a positive behavior support plan to provide early, effective assistance to students for behavioral interventions.

KEY ACTIONS
1. Develop and implement a multi-tiered system of behavior support that is informed by cultural competence; integrates all climate, behavior, and intervention programs within and across schools; and ensures that supports are provided equitably.
2. Expand and enhance Positive Behavior Intervention and Supports (PBIS) programs by refining existing school plans and providing professional development to new school teams.
3. Expand and communicate in-school and virtual programs to provide additional credit recovery opportunities for students.
4. Identify schools through a review of school-level data and include in their progress plans strategies to decrease suspension rates.
5. Implement a summer Safe Schools Academy to ensure that administrators acquire the core competencies needed to develop and implement effective safety and security plans.

D. Create a healthy environment that is conducive to learning and working in all schools and offices.

KEY ACTIONS
1. Execute a systematic, equitable facilities modernization plan that addresses the increasing age of school campuses and provides for upgrades to heating, ventilation, and air conditioning systems in order to provide comfortable conditions for teaching and learning.
2. Evaluate the Indoor Air Quality (IAQ) – Tools for Schools program to recommend enhancements for participating schools; bring additional schools into the program.
3. Develop and implement a plan to enhance and coordinate employee wellness and support programs that promote well-being and provide staff access to job-related and other coaching, counseling, and traumatic loss services on a preventive and as-needed basis.
4. Use the interagency school health council to support, enhance, and coordinate school wellness and other health programs, meal programs, and community-based health services.
5. Review and enhance the Grades prekindergarten through 12 instructional health program to address current and future health and wellbeing issues.
GOAL 3: COMMUNICATION
BUILDING COMMUNITY THROUGH COMMUNICATION

GOAL: Every stakeholder will experience clear, timely, honest, transparent, and widely available communication about system initiatives and activities that engages them in building a culture of trust through action and establishes BCPS as a world-class school system.

A. Develop and implement effective two-way communication for internal stakeholders.

KEY ACTIONS
1. Develop and implement a system communication plan beginning with a comprehensive needs assessment and encompassing all of the strategic initiatives of Goal 3.
2. Develop and implement an employee induction program to transition new employees into the system.
3. Assist schools and offices in increasing community engagement through strategic use of social and electronic media and new communication tools.
4. Construct and provide to all schools and offices a comprehensive guide to developing and engaging stakeholder groups.
5. Increase employees’ ease of access to information about the system and their ability to contribute to information sharing within the system by enhancing the employee Intranet site, producing an employee newsletter, and expanding the Good News Ambassadors program to include offices.

B. Develop and implement effective two-way communication for external stakeholders.

KEY ACTIONS
1. Expand the reach of positive BCPS news by increasing the use of social media and other new communication methods.
2. Develop a process for incorporating timely stakeholder input into key BCPS initiatives.
3. Increase opportunities for in-person communication such as roundtables, advisory groups, and town halls including households without children in BCPS schools, to foster better appreciation for, support of, and engagement with BCPS.
C. Cultivate innovative partnerships with members of Team BCPS to provide a sustainable system of support for every student.

KEY ACTIONS

1. Engage the community through a comprehensive “I am Team BCPS” branding/marketing campaign.

2. Fully engage the community in promoting literacy by developing and implementing an initiative focused on building active, lifelong readers and engaging parents/guardians in supporting early reading skills and leisure reading.

3. Implement a Parent University to support parents as teachers who guide the learning of their children and as learners who want to acquire skills to better assist their children.

4. Remarket and increase utilization of the Partner Network as a means to connect schools to the business community.

5. Strengthen BCPS’ philanthropic foundation and position it to fund educational opportunities through foundation/business grants and individual donations.

6. Strengthen connections with specific constituent groups such as higher education and various communities through communication and collaborative initiatives.

D. Build and nurture a culture of high engagement and customer service to ensure pride in Team BCPS.

KEY ACTIONS

1. Convene a Communications Advisory Group to provide broad-based involvement in and guidance about system communications.

2. Market BCPS through paid advertising and social media, develop school-based marketing strategies and plans, and proactively market a portfolio of schools and programs to competitively position BCPS as the preferred Grades PreK-12 option.

3. Create a culture of cross-functional partnerships and collaboration.

4. Expand parental involvement and engagement strategies to meet the unique needs of all families in the school communities.

5. Implement employee recognition efforts to support a culture of deliberate excellence including the Employee of the Month Awards Program and the Above and Beyond the Call of Duty (ABCD) Awards Program.
GOAL 4: ORGANIZATIONAL EFFECTIVENESS
ORGANIZATIONAL PERFORMANCE STANDARDS
AND ACCOUNTABILITY

GOAL: Baltimore County Public Schools will maximize organizational efficiency and effectiveness by engaging in strategic efforts that employ rigorous, relevant, and reasonable performance standards that provide for all employees’ professional growth and shared accountability for student, school, and organizational performance.

A. Develop and implement a comprehensive human resources management plan that addresses recruiting, selecting, developing, supporting, evaluating, and retaining highly qualified and effective staff at all levels of the organization.

KEY ACTIONS
1. Create and implement an integrated BCPS Strategic Talent Management Framework (STMF) with vibrant career ladders and pathways that enables staff to plan, self-manage, and achieve their career objectives.
2. Develop and implement a systemwide organizational development plan that is targeted and differentiated to support the diverse needs of BCPS’ adult learners.
3. Develop and implement a fair, reasonable, and appropriate performance management system which is linked to appropriate outcomes that measure optimum job performance; place emphasis in year one on school administrators and teachers.
4. Develop and implement a long-term recruitment and staffing strategy to include current, innovative practices such as advanced contracts and financial incentives in order to attract and retain a diverse, high-performing workforce; place emphasis in year one on staff in Tier III schools.
5. Assess and develop Human Resources’ (HR) processes, work flow, and operating procedures to create greater efficiency and support the needs of clientele; begin to identify how technology can be leveraged to increase efficiencies, improve customer service, and collect and analyze data within HR.
6. Build a pipeline of highly effective district leaders through a continuous focus on recruiting, hiring, evaluating, and supporting instructional and business leaders; refine leadership development programs for principals, assistant principals, and teacher leaders in year one.
7. Implement the Peer Assistance Review process (PAR), a peer coaching and evaluation program for teachers, administrators, and support staff, with year one emphasis on supporting teachers.
8. Develop and implement the Employee Dispute Resolution process in order to promptly resolve employee disputes and work-related issues.
B. Build, sustain, and invest in technology infrastructure and efforts to streamline data management and create efficiencies throughout the organization.

KEY ACTIONS

1. Establish BCPS technology standards for school buildings, classrooms, media centers, offices, and staff technology proficiency.

2. Develop and implement a phased three-year plan to provide full instructional-area wireless network access in all schools to provide students and teachers with access to educational materials and experiences from all instructional areas within schools.

3. Ensure that students have equitable access to technology, including personalized learning devices for students, by employing a bring-your-own-device approach and/or equipping schools with an appropriate number of mobile device carts for anytime, anywhere, and any device learning.

4. Perform a comprehensive analysis of the system’s Wide Area Network to determine cost-effective strategies for providing state-of-the-art fiber connections.

5. Conduct a feasibility study to determine whether a unified communications system will reduce the cost of telephone expenses; expand communication by giving voicemail to teachers, administrators, and key staff; and support safe schools by providing a telephone system in every classroom.

6. Develop and implement a plan to move from paper to electronic textbooks and other instructional materials.

7. Evaluate current systems to identify technology solutions to increase efficiencies in areas such as financial management, curriculum and learning management, applicant tracking, and employee absence and time reporting systems.

C. Establish a comprehensive performance management approach that ensures data-informed and evidence-based decision making.

KEY ACTIONS

1. Execute gap analyses of current performance management processes and documents to determine the system’s strengths and gaps in performance management structures including data management tools and systems.

2. Develop, pilot, implement, monitor, and evaluate a systemic performance management framework that includes clear accountability standards and uses system-defined report cards and scorecards for progress analysis and reporting.

3. Establish scorecards for every department including benchmarking against high-performing school systems.

4. Redefine freedom and flexibility with accountability as a method to advance school performance and maintain the progress of high-performing schools.

5. Review all tests and assessments to ensure that they add value to the teaching and learning process.

6. Include performance management training for staff in organizational development strategies.

D. Develop and implement a long-range, comprehensive facilities modernization plan that addresses the aging infrastructure and provides safe, clean, and well-equipped facilities for students and staff.

KEY ACTIONS

1. Assess the current status of all system facilities; and develop a long-range, systematic, equitable, and prioritized plan to modernize facilities and address increasing student enrollment including upgrades to heating, ventilation, and air conditioning systems, while maintaining preventive and other maintenance programs.

2. Develop and implement vendor evaluations using standardized criteria to assess the quality and cost effectiveness of engineering and construction projects.

3. Conduct an annual survey requesting principals and other facility occupants such as department and office heads to provide feedback on the performance of facilities’ offices, and use the results to strengthen facilities operations.

E. Develop and implement a systemwide framework to ensure efficiencies in all schools and offices throughout the organization.

KEY ACTIONS

1. Develop and implement a systemwide plan to maximize the efficiency of practices and procedures based upon performance results and aligned with the performance management plan.

2. Identify efficiencies and related performance metrics such as time cycles (e.g., open and closed work orders), waste reduction, financial savings, or realignment.

3. Develop and implement a program evaluation cycle that includes procedures and a timeline for programs to be evaluated and results to be communicated.
UPDATING THE BLUEPRINT 2.0
PROGRESS INDICATORS AND PERFORMANCE METRICS

From time to time, strategic plans are updated and refined as districts demonstrate responsiveness to meeting the needs of students, parents, and other stakeholders. During the 2013-2014 year, work was started in BCPS to update and focus the existing Blueprint 2.0 performance metrics that would be used to track our progress over time. Concentrating on fewer, streamlined metrics ensures that system and school leaders continue to focus on the right activities to meet the goals of our strategic plan. This refinement was initiated to align with changes to state standards and local curriculum, focus our efforts for increased efficiencies, and improve our capability to externally benchmark our performance while maintaining the integrity of the initial plan. Stakeholder input was obtained regarding these refinements; the updated Blueprint 2.0 document and performance metrics reflect that input and feedback.

Fundamental changes to state standards, local curriculum, and state assessments in the past few years have necessitated updates to Blueprint 2.0. When the Board of Education of Baltimore County adopted Blueprint 2.0 in 2013, it was a time of transition in public education across the nation. Many states collaborated to develop more rigorous learning expectations in English language arts and math anchored to the skills and knowledge students need to be prepared for college and careers. Known in Maryland as the Maryland College and Career Ready Standards (MCCRS), these expectations emphasize text complexity and algebra preparation to a greater extent than prior state standards, requiring changes in instruction and assessment.

Following Blueprint 2.0 adoption, BCPS educators began creating curriculum aligned to the MCCRS to guide the scope and sequence of instruction in English language arts and math. Implementation of the new standards began in fall 2013 while Maryland was working with a consortium of states to create new ways of measuring student progress in these subjects. The resulting assessment, the Partnership for the Assessment of Readiness for College and Careers (PARCC), was aligned to the MCCRS, and replaced the previous assessment, Maryland State Assessment (MSA), in the 2014-2015 academic year.

Given this context, updated indicators and metrics for Goal 1: Academics were chosen that would align and endure potential future changes in state standards and assessments.

Blueprint 2.0 metrics around Goal 2: Safety and Security and Goal 3: Communication remain relatively unchanged. For Goal 4: Organizational Effectiveness, key performance indicators (KPI) developed by the Council of Great City Schools (CGCS) guided the selection of the updated performance indicators and metrics. CGCS establishes a common set of KPIs in a range of school operations, including business services, finances, human resources, and technology. Our updated indicators can be used to benchmark and compare our system’s performance to that of the nation’s largest urban public school systems.

All of the updated metrics still span the four goal areas of Blueprint 2.0, but instead focus on just 17 key performance indicators (KPIs) and 23 metrics that will be used to communicate the system’s progress toward the objectives set in Blueprint 2.0.

The full list of the updated performance indicators and metrics is included on the following page.
GOAL 1: Academics

<table>
<thead>
<tr>
<th>Progress Indicators</th>
<th>Performance Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Readiness</td>
<td>Percentage of students demonstrating readiness for kindergarten</td>
</tr>
<tr>
<td>Grade 3 Reading</td>
<td>Percentage of Grade 3 students demonstrating on grade level reading</td>
</tr>
<tr>
<td>Grade 8 Algebra</td>
<td>Percentage of students completing algebra with a grade of B or higher by end of Grade 8</td>
</tr>
<tr>
<td>SAT</td>
<td>Average SAT composite score for Grade 11 SAT Day test-takers</td>
</tr>
<tr>
<td></td>
<td>Percentage of Grade 11 students participating in SAT Day</td>
</tr>
<tr>
<td>Graduation and Dropout</td>
<td>Percentage of students graduating in four years of enrolling in high school</td>
</tr>
<tr>
<td></td>
<td>Percentage of students who drop out within four years of enrolling in high school</td>
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</tbody>
</table>

GOAL 2: Safety and Security

<table>
<thead>
<tr>
<th>Progress Indicators</th>
<th>Performance Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>Percentage of students suspended one or more times</td>
</tr>
<tr>
<td></td>
<td>Percentage of suspension incidents that are less than three days</td>
</tr>
<tr>
<td>Emergency Plans</td>
<td>Percentage of schools and office complexes with emergency plans that are 100% complete</td>
</tr>
<tr>
<td></td>
<td>Percentage of schools meeting system requirements for emergency plan drills</td>
</tr>
<tr>
<td>Student Safety and Security</td>
<td>Percentage of student survey respondents agreeing that they feel safe and secure at school</td>
</tr>
<tr>
<td>Security Systems</td>
<td>Percentage of schools with complete security systems in place</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>Percentage of students meeting the 94% attendance standard</td>
</tr>
</tbody>
</table>

GOAL 3: Communication

<table>
<thead>
<tr>
<th>Progress Indicators</th>
<th>Performance Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Percentage of stakeholder survey respondents agreeing that communications are open, clear, and timely</td>
</tr>
<tr>
<td>Access to Information</td>
<td>Percentage of stakeholder survey respondents agreeing that information and results data are available and easily accessible</td>
</tr>
</tbody>
</table>

GOAL 4: Organizational Effectiveness

<table>
<thead>
<tr>
<th>Progress Indicators</th>
<th>Performance Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Engagement</td>
<td>Decrease in the percentage of instructional time taught by a substitute teacher</td>
</tr>
<tr>
<td></td>
<td>Rate of employee absences</td>
</tr>
<tr>
<td>Workforce Diversity</td>
<td>Workforce reported by ethnicity</td>
</tr>
<tr>
<td></td>
<td>Percentage of minority hires</td>
</tr>
<tr>
<td>School Utilization</td>
<td>School utilization as a percentage of school capacity and enrollment</td>
</tr>
<tr>
<td>Financial Resource Management</td>
<td>Total actual instructional expenditures as a percentage of total amended instructional budget</td>
</tr>
<tr>
<td>Transportation Efficiency</td>
<td>Percentage of daily school buses arriving within the scheduled arrival window</td>
</tr>
</tbody>
</table>