



MASTER PLAN 2007-2008

**FOCUSED ON QUALITY:
COMMITTED TO EXCELLENCE**



REALIZING THE VISION

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	SYSTEM Curriculum and Instruction		
a) Develop a plan for phasing in prekindergarten program for eligible students.			
b) Develop a plan for phasing in full-day kindergarten in all elementary schools.	Develop a curriculum management plan that produces high quality curriculum guides to promote alignment and content rigor, provides a consistent format for guides to focus and normalize systemwide use, and provides review and evaluation procedures to determine its usefulness in supporting the achievement of all students including ethnic groups, special education, English Language Learners, Free and Reduced Meals (FARM), and Gifted and Talented (R. 3)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honors students.	Develop a comprehensive professional development plan, which provides central control and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of needed knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement (R. 2)	Asst Supt Hum Asst Supt STEM Dir PD	Jul 07-Jun 08
d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.	Develop a comprehensive assessment plan that fosters sound instructional decision making based upon comprehensive feedback and that provides information for administrators and teachers on individual student progress, improvements and analysis of benchmark and short-cycle assessments, training and support for the administration of all MSA and HSA assessments according to the state mandated testing calendar, and information for use in design and delivery of curriculum, support services, and professional development (R. 5)	Asst Supt Hum Asst Supt STEM Exec Dir RAA	Jul 07-Jun 08
e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.			
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	Develop a systematic evaluation plan of district programs, initiatives and curricular models and master plan action by external and internal program review utilizing disaggregated data warehouse information on all state and local assessments at the system, area, school, classroom, and individual student level to make informed educational decisions to improve student achievement and professional development (R. 6)	Asst Supt Hum Asst Supt STEM Exec Dir RAA	Jun 07-Jun 08

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g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.	Continue professional development on effective strategies to ensure differentiation of instruction/assessments and opportunities for acceleration for all students (R. 2)	Asst Supt Hum Asst Supt STEM Dir PD	Jun 07-Jun 08
h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.	Provide instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher level thinking, and preparation for advanced programs of study (R. 3)	Asst Supt Hum Asst Supt STEM Dir PD	Jul 07-Jun 08
	Coordinate and implement The College Board Strategic Professional Development Plan to improve the rigor of teachers' instructional skills (R. 3)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.	Continue to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, math, science, and social studies to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt Hum Asst Supt STEM Dir PD	Jul 07-Jan 08
	Provide professional development and require the use of academic English in all oral and written communications by students, teachers, and other staff to provide the foundation for academic excellence (R. 2)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
j) Integrate technology in the teaching/learning process.	Actively incorporate grammar, mechanics, and language usage into all instruction	Asst Supt Hum Asst Supt STEM	Jul 07-Jun -08
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	Continue to intensify instructional focus on the components of reading and effective written language use and provide professional development to support reading and written language instruction across content areas to improve student achievement on the MSA and HSA	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
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.	Provide opportunities for students to demonstrate their acquisition and processing of knowledge through writing, products, and performance (R. 3)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to implement the recommendations of the Middle School Task Force as appropriate	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08

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<p>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.</p> <p>n) Use standardized testing results to encourage all students to enroll in challenging course work.</p> <p>o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p> <p>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.</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,</p>	<p>Revisit the HSA courses to determine the sequence most likely to provide necessary supports for students and to result in students passing the HSA on their first attempt (R. 5)</p>	<p>Asst Supt Hum Asst Supt STEM</p>	<p>Jul 07-Jun 08</p>
	<p>Continue to implement the <i>Guide for Inclusive Education</i> and eliminate the over-representation of minority students in special education</p>	<p>Asst Supt Hum Asst Supt STEM</p>	<p>Jul 07-Jun 08</p>
	<p>Continue to conduct demonstration lessons and coaching for teachers to share research-based instructional practices and to enable teachers to provide differentiated instruction in reading, English/reading/writing, mathematics, science, and social studies</p>	<p>Asst Supt Hum Asst Supt STEM</p>	<p>Jul 07-Jun 08</p>
	<p>Distribute documents that provide the educational philosophy of BCPS and grade level expectations</p>	<p>Asst Supt Hum Asst Supt STEM</p>	<p>Sep 07-Jun 08</p>
	<p>Ensure maximum access to the general education curriculum for all students with disabilities in the Least Restrictive Environment (LRE)</p>	<p>Asst Supt Hum Asst Supt STEM</p>	<p>Aug 07-Jun 08</p>
	<p>Provide collaborative general and special education teacher professional development in the implementation of the Voluntary State Curriculum (VSC) and the Core Learning Goals (CLG). Embed strategies and understandings to assist in meeting the needs of all students</p>	<p>Asst Supt Hum Asst Supt STEM</p>	<p>Jul 07-Jun 08</p>
	<p>Continue to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings (R. 3)</p>	<p>Asst Supt Hum Asst Supt STEM Dir PD</p>	<p>Jul 07-Jun 08</p>
	<p>Continue to implement, as appropriate, the special education external evaluation recommendations</p>	<p>Asst Supt Hum Asst Supt STEM</p>	<p>Jul 07-Jun 08</p>
	<p>Apply research-based methodologies and interventions to meet the needs of diverse learners</p>	<p>Asst Supt Hum Asst Supt STEM</p>	<p>Jul 07-Jun 08</p>

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<p>teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.</p> <p>s) Enlist parents/guardians, and community members in reading efforts at the schools and at home.</p> <p>t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p> <p>v) Continue to develop the “data warehouse” for the purposes of disaggregating student achievement data, tracking teacher certification and professional development, and reporting on teacher participation in professional development opportunities.</p>	Continue to implement staff development program for paraeducators addressing roles/responsibilities to promote student learning	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Improve reading achievement of students with disabilities in the general education classroom in all grades using <i>Assessment and Intervention Model (AIM)</i> and reading instruction aligned with the VSC	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Utilize collaboration and co-teaching models to provide differentiated instruction in all content areas	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to support the instructional program at Spring Grove	Exec Dir SSS	Jul 07-Jun 08
	Monitor the implementation of the Individualized Educations Plans (IEPs) through the Program Review and Support Process (PRASP)	Asst Supt Hum	Jul 07-Jun 08
	Implement the web-based IEP format mandated by Maryland State Department of Education (MSDE) (R. 5)	Asst Supt Hum	Sep 07-Jun 08
	Continue to implement adaptive technology in schools to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and Gifted and Talented (R. 9)	Asst Supt Hum Asst Supt STEM	Aug 07-Jun 08
	Continue to provide disability awareness training to ensure that all staff are aware of the needs and supports necessary for students with Individualized Education Plans (IEPs) (R. 9)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to develop, refine, and monitor county-wide short-cycle assessments and benchmarks in grades 3-10 (R. 3, 9)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to provide curriculum and instructional services and support to BCPS-designated Priority schools (R. 9)	Asst Supt Hum Asst Supt STEM Area Asst Supt	Jul 07-Jun 08

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<p>w) Support teachers in the implementation of reading techniques through professional development opportunities.</p> <p>x) Provide ongoing support to new and veteran teachers through professional development opportunities.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p>	Implement systemwide technical assistance to ensure compliance to the No Child Left Behind (NCLB) requirements for schools identified for improvement	Area Asst Supt and Exec Dir RAA	Jul 07-Jun 08
	Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP)	Area Asst Supt	Jul 07-Oct 08
	Provide support to schools as needed, particularly low-performing schools (R. 3, 9)	Area Asst Supt	Jul 07-Jun 08
	Continue to provide Title I transfer options and/or supplemental education services for eligible students as required by No Child Left Behind (NCLB)	Asst Supt Hum	Jul 07-Jun 08
	Continue to institute a cabinet-level review of any school that fails to make AYP	Superintendent's Cabinet	Aug 07-Feb 08
	Continue to have schools provide feedback on the services from central offices	Div of C & I and Bus Ser	Aug 07-Dec 07
	Continue to provide information to parents about access to MSA and HSA facts, strategies, score explanations, and test samples through mailings, publications, the BCPS website, and Education Channel programming	CCO Exec Dir RAA	Jul 07-Jun 08
	Continue to provide technical assistance to administrators and teachers on measurement, analysis of disaggregated student-data results from the MSA, and the application of the findings to student learning in the classroom	Asst Supt Hum, Asst Supt STEM, and Exec Dir RAA	Jun 07-Dec 07
	Continue to publish grade level curriculum and instructional expectations for distribution by schools to parents/guardians	Asst Supt Hum Asst Supt STEM	Jul 07-Aug 07
Continue to implement the articulation between elementary and middle schools, and between middle and high schools	Asst Supt Hum, Asst Supt STEM, and Area Asst Supt	Aug 07-Mar 08	

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KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Develop a scope and sequence of technology literacy skills aligned with the Maryland Technology Literacy Standards for Students (R. 3)	Asst Supt STEM	Jul 07- Nov 07
	Develop and implement a plan for assessing student literacy skills in alignment with the Maryland Technology Literacy Standards for Students and the Voluntary State Curriculum (R. 3)	Asst Supt STEM	Jul 07-Nov 07
	Provide professional development for teachers and administrators in the use of the Maryland Technology Standards for School Administrators to assist them in understanding the standards and how they relate to their professional growth and contribute to increased student learning (R. 2)	Asst Supt STEM Dir PD	Jul 07-Jun 08
	NOTE: Performance Indicator 1.12 further addresses preparing students to be successful on the HSAs		
	Early Childhood and Elementary English/Language Arts, Reading, and Writing Continue professional development on the research-based components of the comprehensive early literacy program including phonemic awareness, phonics, fluency, vocabulary, and comprehension (R. 2)	Asst Supt Hum	Jun 07-Jun 08
	Refine and ensure the implementation of a K-12 Written Language program	Asst Supt Hum	Jul 07-Jun 08
	Continue to provide professional development to elementary teachers and administrators to connect the implementation of rigorous, engaging English/language arts, reading, and writing instruction with preparation of students for success on the English HSA (R. 2)	Asst Supt Hum	Jun 07-Jun 08
	Continue to expand inclusive service options for students in early childhood programs, such as community-based services and inclusive early childhood classrooms for three, four, and five-year-old children through collaborative planning and programming	Asst Supt Hum	Jun 07-Jun 08
	Complete implementation of the Early Childhood Special Education Accountability System (ECSEAS) to measure results for preschool, prekindergarten and kindergarten children who have IEPs and utilize results to develop strategies for improving services and instruction to improve child outcomes (R. 7)	Asst Supt Hum	Jun 07-Jun 08

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	Ensure the provision of Child Find and related services as documented by the BCPS <i>Notice of Services</i> for parentally placed students in approved private/parochial schools located in Baltimore County	Asst Supt Hum	Jun 07-Jun 08
	Continue the use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as an early childhood screening and progress monitoring tool to adjust instruction and provide appropriate support and interventions in order to prevent early reading failure (R. 5)	Asst Supt Hum	Jun 07-Jun 08
	Maintain the student-teacher ratios for kindergarten to grade 2 at 21:1 for allocating positions to schools	Asst Supt Hum	Jun 07-Aug 08
	Continue to partner with MSDE to implement the <i>Reading First</i> grant in Edmondson Heights, Sandalwood, Sandy Plains, Scotts Branch, and Winfield elementary schools	Asst Supt Hum	Jul 07-Jun 08
	Continue to implement the comprehensive <i>Assessment and Intervention Model (AIM)</i> to promote the research-based strategies embodied in <i>Reading First</i> to provide ongoing assessment, early identification, and support for students who are at risk of reading failure in all elementary schools	Asst Supt Hum	Jul 07-Jun 08
	Continue to provide training in <i>Reading First</i> and <i>AIM</i> to library media, preK-5 special educators, and English Language Learners’ teachers to assist in the implementation of these programs to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 2)	Asst Supt Hum	Jul 07-Jun 08
	Continue to use <i>Fast Track</i> to provide accelerated reading/English/language arts instruction for students in grades 4 and 5, implement short-cycle and benchmark assessments, monitor the instructional program, and make adjustments as needed (R. 3, 5)	Asst Supt Hum	Jul 07-Jun 08
	Elementary Mathematics		
	Continue to monitor the implementation of a rigorous core curriculum and textbook series, Scott Foresman Addison Wesley and <i>Investigations</i> emphasizing algebraic concepts aligned with the VSC to support the mathematics achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 9)	Asst Supt STEM	Jul 07-Jun 08

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	Continue to provide professional development to support the implementation of the new mathematics curriculum for all elementary teachers of mathematics (R. 3)	Asst Supt STEM Dir PD	Jul 07-Jun 08
	Provide professional development for mathematics teachers in the use of technology to include training on calculators, SuccessNet, Video Safari Montage, and computer integration to support the achievement of all students including ethnic groups, special education, English Language Learner, FARM, and Gifted and Talented (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Provide core mathematics instructional materials to elementary teachers prior to the beginning of the school year to provide adequate time for preparation for instruction	Asst Supt STEM	Jul 07-Jun 08
	Provide professional development for administrators and teachers on the effective implementation of the elementary mathematics curriculum aligned to the VSC to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 3)	Asst Supt STEM	Jul 07- Jun 08
	Continue to implement Project Seed to provide professional development, modeling, and coaching to teachers in incorporating higher level mathematics into their instructional program at Hawthorne Elementary, Middlesex Elementary, Riverview Elementary, Baltimore Highlands Elementary, Halstead Academy, Pleasant Plains Elementary, Villa Cresta Elementary, Scotts Branch Elementary, Bedford Elementary, and Milbrook Elementary (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to partner and work collaboratively with the University of Maryland Baltimore County and the National Science Foundation to develop challenging math and science curricula and professional development for the students and teachers of the Science, Technology, Engineering, and Math (STEM) Academy Schools, as well as for other schools within the system	Asst Supt STEM	Jul 07-Jun 08
	Continue to implement the 24 Challenge Math Competition and expand school participation	Asst Supt STEM	Aug 07-Jun 08

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	Integrate the best practices of mathematics into the curriculum and provide teachers with professional development that includes mathematics content training and the modeling and coaching of these effective research-based instructional practices (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to work with local colleges and universities to support the Master’s degree programs in education for the teaching of mathematics at the elementary level	Asst Supt STEM	Jul 07-Jun 08
	Continue to work with Channel 73 to produce the mathematics programming for Homework Helpers and to produce mathematics training videos for use on Video Safari Montage (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Integrate mathematics projects and applications into the elementary STEM Fair	Asst Supt STEM	Jul 07-Jun 08
	Elementary Science		
	Continue to implement departmentalization of science instruction at grades 3-5	Asst Supt STEM	Sep 07-Jun 08
	Incorporate expository reading materials and instructional strategies for writing in grades preK-5 to supplement problem-based science units	Asst Supt STEM	Sep 07-Jun 08
	Continue implementation of the Starlab traveling planetarium program	Asst Supt STEM	Sep 07-Jun 08
	Expand collaboration with NASA Goddard Space Flight Center to include elementary level participation in the Jason Project	Asst Supt STEM	Sep 07-Jun 08
	Continue to implement the elementary science, technology, engineering, and mathematics (STEM) fair	Asst Supt STEM	Sep 07-Jun 08
	Implement a school-to-university program including Saturday conferences, symposia, etc	Asst Supt STEM	Sep 07-Jun 08
	Continue to provide science and technology professional development for the STEM resource teachers (STEM-RTs) to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt STEM	Sep 07-Jun 08

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	Continue to work with Channel 73 (Science is Alive) to produce programming spotlighting science in BCPS	Asst Supt STEM	Sep 07-Jun 08
	Continue to design and implement problem-based learning units for grades PreK-5 that incorporate design and technology concepts and electronic data acquisition activities aligned with the VSC	Asst Supt STEM	Sep 07-Jun 08
	Provide professional development to elementary science teachers to connect the implementation of rigorous, hands-on, engaging science instruction with preparation of students for success on the Biology HSA	Asst Supt STEM	Sep 07-Jun 08
	Continue the Waterford Early Science and Mathematics program in grades K-2 in the following schools: Johnnycake, Millbrook, Scotts Branch, Shady Spring, and Winfield	Asst Supt STEM	Sep 07-Jun 08
	Implement end-of-year science assessments in grades 3 and 5	Asst Supt STEM	Sep 07-Jun 08
	Provide consultation services and professional development for all non-Title I schools choosing to design and utilize science labs	Asst Supt STEM	Sep 07-Jun 08
	Continue to provide outdoor, hands-on experiences for grades 1-5 aligned with the VSC at Camp Puh'tok, Days Cove, Oregon Ridge, and community streams to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt STEM	Sep 07-Jun 08
	Continue the grade 5 Eco-Trekkers outdoor science program at Marshy Point and Miami Beach Park for all grade 5 students and provide professional development for teachers on implementing the program to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt STEM	Sep 07-Jun 08
	Continue the grade 4 outdoor science unit, Eco Scouts, which is aligned with the VSC, that will involve a school yard habitat component to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 5)	Asst Supt STEM	Sep 07-Jun 08

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	Embed the grade 1 Primary Talent Development (PDK) modules within the revised grade 1 science curriculum and implement these, as designed, to include portfolio review. Explore additional opportunities to embed PTD modules within grade 2 science curriculum	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Develop and pilot a preK science component to the existing K-2 Primary Talent Development Program (R. 9)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue the grade 2 unit: Eco-Detectives that is aligned with the VSC that will contain a field study component to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 5)	Asst Supt STEM	Sep 07-Jun 08
	Continue to expand upon the course offerings for the elementary Summer Science Institute with more emphasis on MSDE Technology Standards, in partnership with the Community College of Baltimore County (CCBC)	Asst Supt STEM	Sep 07-Jun 08
	Support the implementation of a Master’s degree program or certificate with the University of Maryland Baltimore County (UMBC) as part of the National Science Foundation (NSF) Science, Technology, Engineering, and Mathematics (STEM) Project	Asst Supt STEM	Sep 07-Jun 08
	Continue to support the implementation of the course Using Technology to Teach Science to be offered to all elementary science cohorts and the Elementary Summer Science Institute (ESSI)	Asst Supt STEM	Sep 07-Jun 08
	Continue to offer the MSDE approved course The Active Science Classroom: Teaching Science Content Through Information, Technology, and Visual Literacies, a collaborative professional development through BCPS, CCBC, and UMBC	Asst Supt STEM	Sep 07-Jun 08
	Develop and implement science STEM unit differentiation for GT grades 1-5	Asst Supt STEM	Jul 07-Jun 08
	Develop and implement a plan for building and replenishing elementary science kits to ensure effective delivery of hands-on curriculum activities	Asst Supt STEM	Sep 07-Jun 08

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	Elementary Social Studies		
	Continue to provide professional development for teachers, administrators, and Education That is Multicultural (ETM) liaisons to receive information about strategies to meet the learning needs of all students (R. 2)	Asst Supt Hum Asst Supt STEM	Sep 07-Jun 08
	Implement a plan to provide professional development to elementary teachers and administrators to create understanding of the core elementary social studies concepts that undergird students’ success on the benchmark assessments (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	In partnership with UMBC, plan and implement a <i>Teaching American History in Maryland</i> Summer History Institute that is centered on learning history content at the elementary level (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	Implement the application of reading strategies that support the comprehension of informational text and components of writing into the social studies curriculum to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 3)	Asst Supt Hum	Jul 07-Oct 08
	Develop a VSC reading and writing focus for every text-based lesson in grades 2 and 4 (R. 3)	Asst Supt Hum	Jun 07-Nov 07
	Design social studies short-cycle assessments for every unit in grades 2 and 4 (R. 3)	Asst Supt Hum	Jun 07-Nov 07
	Develop countywide social studies final examinations for grades 4 and 5 and use the resulting data to determine strengths and weaknesses of the instructional program and to modify instruction (R. 3)	Asst Supt Hum	Jun 07-Nov 07
	Develop a sequential curricular framework of essential core concepts and skills that must be incorporated within instruction and assessment (R. 3)	Asst Supt Hum	Jun 07-Nov 07
	Continue to implement the annual Black Saga program, a multicultural program that enriches the social studies curricula to reflect the contributions of African Americans, to include the Baltimore County Black Saga Competition	Asst Supt Hum Asst to Supt E & A	Jun 07-Mar 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Establish professional development workshops with the Reginald F. Lewis Museum of Maryland African American History and Culture (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	Identify engaging field trip opportunities to connect students’ learning to the rich variety of historical resources available in the Baltimore area	Asst Supt Hum Asst Supt STEM	Jul 07-Jun08
	Integrate the MSDE African American History Curriculum into grades 4-8 (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	Middle School English/Language Arts, Reading, and Writing		
	Continue to implement the Woodlawn Middle School restructuring plan to improve student achievement in English/language arts, reading, and writing to prepare students to pass the English HSA and to increase participation and pass rates in AP courses	Asst Supt Hum	Jul 07-Jun 08
	Provide professional development focused on reading, writing, and language usage strategies for use across content areas to improve student achievement on the MSA (R. 2)	Asst Supt Hum Area Asst Supt	Jul 07-Jun 08
	Provide professional development to middle school teachers and administrators to connect the implementation of rigorous, engaging English/language arts, reading, and writing instruction with preparation of students for success on the MSA (R. 2)	Asst Supt Hum	Jul 07-Jun 08
	Continue to implement a professional development program for all middle school reading and language arts teachers that focuses on increasing their knowledge of research-based reading and writing strategies and appropriate implementation of curriculum to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 2)	Asst Supt Hum	Jul 07-Jun 08
	Continue to offer middle and high school vertical teams pre-AP professional development workshops in writing, language, analytical reading, and argumentation (R. 2)	Asst Supt Hum	Oct 07-Dec 07
	Assess identified students in grades 5-8 to determine students’ needs for an accelerated reading/English/language arts program (R. 5)	Asst Supt Hum	Jul 07-Jun 08

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide teachers and administrators with professional development to support the implementation of the identified acceleration curriculum, <i>Language!</i> (R. 2)	Asst Supt Hum	Jul 07-Jun 08
	Continue to implement the <i>Language!</i> curriculum and regularly monitor students' progress through the use of both internal and external assessments (R. 5)	Asst Supt Hum	Jul 07-Jun 08
	Continue to provide in-school modeling of instruction and coaching for middle school teachers to ensure quality of implementation of the <i>Language!</i> Curriculum (R. 2)	Asst Supt Hum	Jul 07-Jun 08
	Continue to use <i>Fast Track</i> or <i>Language!</i> to provide accelerated instruction for middle school students in Grades 7, and 8, who are experiencing a 1-2 year delay in the development of reading/English/language arts skills. Monitor the instructional program and make adjustments as needed (R. 7)	Asst Supt Hum	Jul 07-Jun 08
	Refine the implementation of the grade 6 Scott Foresman reading program for all students countywide and include differentiation for above and below grade level readers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 3)	Asst Supt Hum Area Asst Supt	Jul 07-Jun 08
	Continue to refine and compact the grade 6 Gifted and Talented reading curriculum and add enrichment activities and materials (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	Continue to ensure that appropriate VSC and CLG indicators are addressed in English/language arts and reading curricula (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	Implement benchmark and short-cycle assessments in reading and language arts and analyze the results to determine implications for instruction (R. 5)	Asst Supt Hum	Aug 07-Jun 08
	Select, pilot, purchase, and provide professional development on written language textbook for Grades 6-8 (R. 2,3)	Asst Supt Hum	Jul 07-Jun 08
	Refine and ensure the implementation of a K-12 written language program	Asst Supt Hum	Jul 07-Jun 08

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Middle School Mathematics		
	Monitor the Woodlawn Middle School restructuring plan to improve student achievement in mathematics to prepare students to pass the Algebra/Data Analysis HSA and to increase participation and pass rates in AP courses (R. 9)	Asst Supt STEM	Jul 07-Jun 08
	Analyze data from the 2007 MSA in grades 6-8 and provide professional development in MSA content standards and scoring of MSA test items (R. 5)	Asst Supt STEM Area Asst Supt	Jul 07-Jun 08
	Continue to review the middle school mathematics curriculum and to design new, rigorous middle school curricula to align with the VSC and prepare students for Algebra I (R. 3)	Asst Supt STEM	Jun 07-Jun 08
	Continue to develop, refine, and monitor county-wide short-cycle assessments and benchmarks in grades 6-8 (R. 9)	Asst Supt STEM	Jun 07-Jun 08
	Continue to provide professional development to middle school teachers and administrators to connect the implementation of rigorous, hands-on, engaging mathematics instruction with preparation of students for success on the Algebra/Data Analysis HSA (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to implement <i>Algebraic Thinking</i> mathematics curriculum in grades 6-8 in all middle schools to prepare students for success in Algebra I and to pass the Algebra/Data Analysis HSA (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue the Algebra with Assistance course in middle schools as needed based upon the 2006-2007 evaluation	Asst Supt STEM	Jul 07-Jun 08
	Continue to develop continuing professional development courses that focus on a variety of instructional strategies for teaching middle school mathematics concepts	Asst Supt STEM	Jul 07-Jun 08
	Collaborate with Maryland Public Television and local universities in the development of the interactive instructional resource, “Learning Games to Go,” for integration into middle school mathematics classrooms to engage students in the learning of mathematics (R. 3)	Asst Supt STEM	Jul 07-Jun 08

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide leadership statewide as the lead county in the implementation of the Algebra Collaborative Consortium to develop, pilot, and provide an online Algebra student course and course components aligned with the VSC through the use of e-Learning (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to monitor and support teachers in the use of electronic mathematics resources such as Video Safari Montage, Gizmos, Geometer Sketchpad, Fathom, etc. (R. 3)	Asst Supt STEM Exec Dir Spec Prog	Jul 07-Jun 08
	Continue to monitor and support teachers in the use of technology to include training on graphing calculators, TI Navigator System, tablet technology, and computer integration to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to support programs such as Math Counts and the 24 Challenge in all schools	Asst Supt STEM	Jul 07-Jun 08
	Continue to 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	Asst Supt STEM Exec Dir SSS	Jul 07-Jun 08
	Continue to work with Channel 73 to produce the mathematics programming for Homework Helpers and produce mathematics training videos for use with Video Safari Montage (R. 3)	Asst Supt STEM	Jul 07-Aug 07
	Integrate STEM into grades 6-8 (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Integrate mathematics projects and applications into the middle school STEM Fair	Asst Supt STEM	Jul 07-Jun 08

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Middle School Science		
	Continue to design problem-based science units for grades 6-8 that are aligned with the VSC to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and Gifted and Talented	Asst Supt STEM	Sep 07-Jun 08
	Provide professional development to middle school teachers and administrators to connect the implementation of rigorous, hands-on, engaging science instruction with preparation of students for success on the Biology HSA	Asst Supt STEM	Sep 07-Jun 08
	Continue to support the implementation of whiteboard/tablet technology in middle school science classrooms by creating exemplary science lessons for each middle school unit	Asst Supt STEM	Sep 07-Jun 08
	Continue to incorporate reading and written language strategies into all problem-based science units in grades 6-8	Asst Supt STEM	Sep 07-Jun 08
	Implement end-of-unit benchmark assessments for all problem-based science units in grades 6-8 to determine students' progress in preparation for the Biology HSA and to determine instructional modifications (R. 5)	Asst Supt STEM	Sep 07-Jun 08
	Continue to work with the Office of Mathematics and the Office of Technology Education to integrate STEM in grades 6-8	Asst Supt STEM	Sep 07-Jun 08
	Implement a secondary STEM fair in all high schools (R. 5)	Asst Supt STEM	Aug 07-Jun 08
	Continue to add electronic data acquisition activities to units in grades 6-8	Asst Supt STEM	Sep 07-Jun 08
	Continue the Master's degree and certificate programs with Towson University leading to highly qualified status	Asst Supt STEM	Sep 07-Jun 08
	Continue to implement student summer enrichment programs in science and technology as a component of the STEM NSF Grant	Asst Supt STEM	Sep 07-Jun 08
	Continue to implement a summer science leadership program for middle school science department chairs	Asst Supt STEM	Sep 07-Jun 08

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement a professional development program that is individualized and differentiated for middle school science teachers as part of the STEM NSF Grant	Asst Supt STEM	Sep 07-Jun 08
	Middle School Social Studies		
	Continue to review existing social studies programs and curricula to determine their effect on accelerating academics and eliminating achievement gaps. Continue to adjust the curricula, as needed (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	Realign the intermediate and middle school social studies program to ensure that students are prepared to the pass the Government HSA (R. 3)	Asst Supt Hum	Sep 07-Jun 08
	Continue to develop and revise the grade 6 World Cultures curriculum guide to align with the VSC	Asst Supt Hum	Sep 07-Jun 08
	Continue to sponsor student enrichment programs such as Black Saga, Quiz Bowl, and History Day	Asst Supt Hum	Jul 07-Jun 08
	Continue to implement a MSDE credit course on social studies content to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 3)	Asst Supt Hum	Sep 07-Jun 08
	Plan and implement a <i>Teaching American History in Maryland</i> History Institute in partnership with UMBC (R. 3)	Asst Supt Hum	Sep 07-Jun 08
	Continue to integrate reading strategies that support the comprehension of informational text and components of writing instruction within the social studies curriculum to enhance the achievement of all students on MSA including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 3)	Asst Supt Hum	Sep 07-Jun 08
	Develop countywide final examinations for middle school social studies courses and use the resulting data to determine strengths and weaknesses of the instructional program and to modify instruction (R. 3)	Asst Supt Hum	Sep 07-Jun 08

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Design and implement short-cycle and benchmark assessments for all social studies programs of study, using resulting data to evaluate student achievement, to determine successes of instructional programs, and to modify instruction (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	Develop a sequential curricular framework of essential core concepts and skills that must be incorporated within instruction and assessment and use this framework to determine social studies pre-requisites (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	Continue to plan and implement the African American History Conference (R. 3)	Asst Supt Hum	Sep 07-Jun 08
	Support the pre-AP College Board social studies workshops (R. 3)	Asst Supt Hum	Sep 07-Jun 08
	Support AP vertical teaming by implementing the suggestions within the <i>Social Studies Gifted and Talent Progression of Skills Grades 6-12</i> (R. 3)	Asst Supt Hum	Sep 07-Jun 08
	Embed AVID and strategies of similar and higher rigor within all programs of study, with special focus on analysis, synthesis, and evaluation	Asst Supt Hum	Sep 07-Jun 08
	High School English, Reading, and Writing		
	Continue to provide professional development to high school English teachers with focused attention on beginning teachers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 2)	Asst Supt Hum	Aug 07-Jun 08
	Revise high school English curriculum to align with Core Learning Goals and to integrate differentiation of instructional strategies, attention to learning styles, and AVID strategies. Include updated short cycle, benchmark, and final exams in the revisions (R. 3, 5)	Asst Supt Hum	Aug 07-Jun 08
	Assess identified students in Grades 8-10 to determine students' need for an accelerated reading/English/language arts program (R. 5)	Asst Supt Hum	Jul 07-Jun 08
	Continue to provide teachers and administrators with extensive professional development to support the implementation of the identified acceleration curriculum, <i>Language!</i> (R. 2)	Asst Supt Hum	Jul 07-Jun 08

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement the <i>Language!</i> curriculum and regularly monitor students' progress through the use of both internal and external assessments (R. 5)	Asst Supt Hum	Jul 07-Jun 08
	Continue to provide in-school modeling of instruction and coaching for teachers to ensure quality of implementation of the <i>Language!</i> Curriculum (R. 2)	Asst Supt Hum	Jul 07-Jun 08
	Continue to encourage the implementation of speech and debate teams to motivate students to read, research, and orate	Asst Supt Hum	Jul 07-Jun 08
	Continue to develop and implement a professional development program for all high school reading teachers that focuses on increasing their knowledge and use of research-based reading strategies to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 2)	Asst Supt Hum	Jul 07-Jun 08
	Continue to implement the summer school reading and writing program for entering ninth grade students who are performing at the basic level	Asst Supt Hum	Jun 07-Aug 07
	Review and refine high school English and reading courses listed in the <i>Course Registration Guide</i> to ensure that all high school English and reading courses are supported by rigorous curricula (R. 3)	Asst Supt Hum	Jun 07-Aug 07
	High School Mathematics		
	Provide staff development for algebra teachers in instructional strategies that support student achievement on BCPS short-cycle assessments, benchmark assessments, and final exams (R. 3, 5)	Asst Supt STEM	Aug 07-Jun 08
	Develop instructional materials to support the delivery of HSA courses in all schools including evening school and summer school (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Monitor the implementation of the Algebra and Data Analysis Adapted and Algebraic Functions Adapted courses for students identified through the IEP team process and ELL recommendations (R. 9)	Asst Supt STEM	Aug 07-Jun 08

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Incorporate the use of college preparatory strategies by integrating into curriculum development and professional development opportunities (R. 3)	Asst Supt STEM	Jul 07- Jun 08
	Continue to implement vocabulary strategies for Algebra/Data Analysis HSA courses (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to implement supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to assist schools in making course recommendations to ensure that students scoring basic acquire the skills and content needed to pass the Algebra/Data Analysis HSA	Asst Supt STEM	Aug 07-Jun 08
	Provide support and professional development to Chesapeake STEM academy with the implementation of the Mathematics Pathway and STEM integration into the mathematics program (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	NOTE: Performance Indicator 1.10 further addresses preparing students to pass the Algebra/Data Analysis HSA		
	High School Social Studies		
	Maintain professional development for American Government teachers with focused attention toward beginning grade 9 teachers (R. 3)	Asst Supt Hum	Aug 07-Jun 08
	Review and refine high school social studies courses listed in the <i>Course Registration Guide</i> to ensure that all high school social studies courses are supported by rigorous curricula (R. 3)	Asst Supt Hum	Aug 07-Jun 08
	Develop a sequential high school social studies curricular framework of essential core concepts and skills that must be incorporated within instruction and assessment and use this framework to determine pre-requisites (R. 3)	Asst. Supt Hum	Sep 07-Jun 08

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to design and implement short-cycle assessments, benchmark assessments, and final examinations for all programs of study using resulting data to evaluate student achievement, to determine successes of instructional programs, and to modify instruction (R. 3)	Asst Supt Hum	Aug 07-Jun 08
	Continue to implement the Government short-cycle and benchmark assessments (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	Embed AVID and strategies of similar and higher rigor within all programs of study, with special focus on analysis, synthesis, and evaluation (R. 3)	Asst Supt Hum	Sep 07-Jun 08
	Continue to sponsor student enrichment programs such as Mock Trial, Model United Nations (UN), (Grade 10), Live Your Dreams (Grade 9), Government Awareness Program (Grade 12), and Model Congress	Asst Supt Hum	Aug 07-Jun 08
	Continue to offer the pre-AP College Board social studies workshops (R. 3)	Asst Supt Hum	Aug 07-Jun 08
	Implement the suggestions within the <i>Social Studies Gifted and Talented Progression of Skills Grades 6-12</i> (R. 3)	Asst Supt Hum	Aug 07-Jun 08
	Continue to use and encourage participation in community resources	Asst Supt Hum	Aug 07-Jun 08
	Implement a <i>Teaching American History in Maryland</i> History Institute in partnership with UMBC (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	Establish professional development workshops with the Reginald F. Lewis Museum of Maryland African American History and Culture to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	Continue to implement a guide for assisting students in American Government who require additional support to pass the HSA (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	Participate in the development of the projected MSDE online remediation course for HSA non-passers (R. 3)	Asst Supt Hum	Jul 07-Jun 08

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Special Programs, PreK-12 – Gifted & Talented Education and Magnet Program		
	Analyze the implementation of Board Policy, Rule, and procedures for the Gifted and Talented program that include monitoring and reporting of student participation and retention (R. 9)	Asst Supt Hum	Sep 07-Jun 08
	Establish graduate-level cohort programs for teachers to develop competencies in GT education (R. 2)	Exec Dir Spec Prog Area Asst Supt	Sep 07-Jun 08
	Continue to implement and support the GT articulation between elementary and middle schools, and between middle and high schools	Exec Dir Spec Prog	Aug 07-Jun 08
	Continue to implement and support comprehensive GT services at the high school level	Exec Dir Spec Prog	Aug 07-Jun 08
	Review, eliminate, and refine high school special program courses listed in the <i>Course Registration Guide</i> to ensure that all high school special program courses are supported by rigorous curricula	Exec Dir Spec Prog	Jul 07-Jun 08
	Implement the <i>Gifted and Talented Education Program Handbook of Procedures for Implementing the Gifted and Talented Program in Elementary Schools, Middle Schools, and High Schools</i>	Exec Dir Spec Prog	Jul 07-Jun 08
	Provide systemwide professional development in the effective use of the school referral and review process in order to improve the identification of GT students	Exec Dir Spec Prog	Jul 07-Jun 08
	Collaborate among offices to provide GT services to address the needs of English Language Learners and twice exceptional learners	Asst Supt Hum Exec Dir Spec Prog	Jul 07-Jun 08

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue the CATALYST Gifted and Talented Education resource teacher project in all schoolwide Title I elementary schools. Identified schools are: Baltimore Highlands, Berkshire, Chadwick, Chase, Colgate, Deep Creek, Dogwood, Dundalk, Edmondson Heights, Elmwood, Featherbed Lane, Glenmar, Halstead, Hawthorne, Hebbville, Johnnycake, Lansdowne, Logan, Mars Estates, Martin Boulevard, McCormick, Middlesex, Milbrook, Norwood, Owings Mills, Pleasant Plains, Powhatan, Riverview, Sandalwood, Sandy Plains, Scotts Branch, Shady Spring, Sussex, Victory Villa, White Oak, Winfield, and Woodmoor.	Exec Dir Spec Prog	Aug 07-Jun 08
	Continue and expand the MESA (Math Engineering Science Achievement) program in the following elementary, middle, and high schools: Chadwick, Deer Park, Hebbville, Powhatan, and Winands, and Woodmoor; Catonsville, Deer Park, and Southwest Academy, Milford Mill Academy, and Woodlawn High	Exec Dir Spec Prog	Aug 07-Jun 08
	Expand the Primary Talent Development program (PTD) for all children preK-2 to support access to and achievement in Gifted and Talented education	Exec Dir Spec Prog	Aug 07-Jan 08
	Provide professional development to teachers to facilitate systemwide implementation of the PreK component of the existing K-2 Primary Talent Development Program	Exec Dir Spec Prog	Aug 07-Jun 08
	Analyze implementation of and access to magnet programs	Exec Dir Spec Prog	Aug 07-Jun 08
	Department of Special Programs, PreK-12 – Athletics		
	Continue to promote and enhance a comprehensive interscholastic athletic program as an extension of the classroom, which is inviting to all students and supports increased student achievement (R. 9, 11)	Exec Dir Spec Prog	Aug 07-Jun 08
	Continue to promote and enhance the interscholastic athletic experience for students with or without disabilities through participation in the Allied Sports Program	Exec Dir Spec Prog	Aug 07-Jun 08
	Continue to promote student academic and enrichment programs such as Quiz Bowl, Destination Imagination, 24 Math Challenge, History Day, Student Council, and Forensics	Asst Supt Hum Exec Dir Spec Prog	Jul 07-Jun 08

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to analyze the participation data of students involved with extra-curricular activities to develop programs to increase student involvement (R. 11)	Exec Dir Spec Prog	Aug 07-Jun 08
	Continue to provide experiences for all children in fine arts, physical education, and health education by allocating teaching positions to schools to deliver these programs to support child development (Note: Performance Indicator 1.11 addresses all students acquiring one fine arts credit.)	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to sponsor student enrichment programs such as Forensics	Asst Supt Hum	Aug 07-Jun 08
	Department of STEM Education PreK-12-Library Media		
	Continue to use client feedback and user statistics to provide data for updating the web portal OnLINE: The Librarians Network for the Essential Curriculum of evaluated Internet resources, to directly support the PreK-12 Essential Curriculum for a diverse population and learning styles (R. 9)	Asst Supt STEM	Jul 07-Jun 08
	Provide 24/7 access to school library media collections for staff, students, and their families through a web-based Online Public Access Catalog (OPAC) and data base portal to resources that support achievement in all content areas (R. 9)	Asst Supt STEM	Jul 07-Jun 08
	Implement the MDK12 Digital Library Teacher-Librarian Partnership grant as a professional development opportunity for English, reading, science teachers and library media specialists to increase their knowledge and skills of reading tools and subject specific digital content available in online databases (R. 2)	Asst. Supt STEM	Jul 07-Jun 08
	Continue to monitor COMAR 13A040501-07 to ensure quality instructional resources for diverse populations and learning preferences	Asst Supt E & A	Jul 07-Jun 08
	Maintain the “Strive for 25” website as a resource to support the systemic initiative to increase student independent reading of 25 books per student by developing recommended reading lists based on the Education That is Multicultural (ETM) guidelines and to meet the needs of a diverse student population (R. 9)	Asst Supt STEM	Jul 07-Jun 08

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide school-based technology integration teachers in elementary schools to instruct students as well as support teachers in the development of effective strategies for integrating technology and digital content into teaching and learning	Asst Supt STEM	Jul 07-Jun 08
	Continue to develop and revise Online Research Models to promote best practices in engaging student problem solving by integrating information literacy with curriculum content standards in reading, English, science, mathematics, language arts, and social studies (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Department of STEM Education - PreK12 Instructional Technology		
	Continue to provide and support school-based technology integration teachers in elementary schools to instruct students as well as support teachers in the development of effective strategies for integrating technology and digital content into teaching and learning	Asst Supt STEM	Jul 07-Jun 08
	Infuse and integrate Maryland Technology Standards for Students in curriculum design, teaching, and learning (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to provide an online database of Curriculum-Based Technology Integration Activities as models of “Best Practices” in integrating technology into existing BCPS content curriculum	Asst Supt Hum	Jul 07-Jun 08
	Continue to support the use of e-Communities through Desire2Learn so that curriculum offices and schools have access to a collaborative communication tool	Asst Supt Hum	Jul 07-Jun 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

<p>Performance Indicator for Goal 1</p> <p>1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>
<p>Measurement: On the 2002-2003 baseline MSA assessment, the BCPS system-level performance was 64.3% of students achieving at the proficient or advanced level in reading, and 50.1% in mathematics. This performance exceeded the MSDE Annual Measurable Objectives (AMO) in both reading and mathematics for 2002-2003. On the 2003-2004 MSA, BCPS system-level performance was 70.7% of students achieving at the proficient or advanced level in reading; and 56.7% in mathematics. On the 2004-2005 MSA, BCPS system-level performance was 73.7% of students achieving at the proficient or advanced level in reading; and 62.0% in mathematics. The 2004-2005 BCPS system-level performance exceeded the AMO for 2008 in reading and mathematics. The percentages of students achieving at the proficient or advanced level will continue to increase to reach 100% by 2012.</p> <p>NOTE: English 10 and Algebra I MSA serve dual purposes as the HSA for graduation requirements and the MSA for AYP purposes.</p>
<p>Resources: Annual Budget Process Proposals: Personal Assistants - \$483,234; Instructional technology resource teachers - \$242,800; Technology integration teachers - \$85,748; STEM Academy team leader - \$89,925; Afternoon and evening <i>Language!</i> Program - \$241,570; Magnet Programs - \$231,650; AssessTrax short cycle assessment program - \$1,409,000; Video Safari Montage- \$159,860; Science Weekly - \$294,000</p>
<p>Sources: Operating Budget</p>

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.2 All grade 10 diploma-bound students will participate in the PSAT. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to pay registration fees for all ninth and tenth graders to take the PSAT	Exec Dir RAA	Jul 07-Nov 07
	Identify and implement strategies to increase the number of grades 9 and 10 students who take the PSAT	Asst Supt Hum Asst Supt STEM Exec Dir SSS	Aug 07-Jun 08
	Continue to communicate the importance and benefits of participation in PSAT to eighth and ninth grade students and their parents through school counselor meetings	Exec Dir SSS Asst Supt Hum Asst Supt STEM	Aug 07-Jun 08
	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	Asst Supt Hum Asst Supt STEM Exec Dir RAA	Sep 07-Jan 08
	Continue to provide CollegeEd to grade 7 students to inform them about PSAT and about career opportunities and appropriate course selection needed to attend college	Asst Supt Hum	Aug 07-Jun 08
<p>Measurement: In 2001-2002, 81.2 % of all grade 10 diploma-bound students participated in the PSAT. In 2002-2003, 82.1% of all grade 10 diploma-bound students participated in the PSAT. In 2003-2004, 83.4% of all grade 10 diploma-bound students participated in PSAT. In 2004-2005 86.8% of all grade 10 diploma-bound students participated in the PSAT. In 2005-2006, 86.0% of all diploma-bound grade 10 students participated in the PSAT. By 2006-2007, 88% of all diploma-bound grade 10 students will participate in PSAT, and the percentage participating will continue to increase to reach 100% by 2012.</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.3 All students scoring a 55 or above on verbal/math PSAT will enroll in honors or Gifted and Talented level courses. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to review course offerings, master schedules, and staffing to increase the number of honors, Gifted and Talented, and regular and online AP courses	Asst Supt Hum Area Asst Supt	Jul 07-Jun 08
	Continue to review, evaluate, and adjust the master schedules to implement rigorous course offerings and to provide academic support in HSA core content areas	Area Asst Supt	Jul 07-Jun 08
	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	Asst Supt Hum Exec Dir SSS	Aug 07-Mar 08
	Communicate with parents, staff, and the community to increase their understanding of the academic potential of children	Exec Dir SSS CCO Area Asst Supt	Jul 07-Jun 08
	Continue to identify middle school students who require more time to learn the content in reading, writing, math, and science and, based on funding, provide tutoring/small group instruction through an extended school day	Asst Supt Hum Asst Supt STEM Area Asst Supt	Aug 07-Jun 08
	Continue to implement a random sampling of 10 secondary schools and approximately 100 students per school to review and evaluate students' transcripts/schedules to ensure student participation in rigorous courses. Report results of the sampling with recommendations for improvements	Asst Supt Hum Asst Supt STEM Area Asst Supt	Sep 07-Dec 07
	Continue to review and evaluate student participation, report cards, and schedules to support and encourage student movement into and success in rigorous courses	Area Asst Supt	Jul 07-Jun 08
	Ensure rigorous course offerings by differentiating curricula and eliminating low level courses	Asst Supt Hum Asst Supt STEM Area Asst Supt	Jul 07-Jun 08
Measurement: In 2004-2005, 95.7% of the students who scored 55 or higher on the fall 2004 Verbal PSAT were enrolled in honors or GT courses, and 90.3% of the students who scored 55 or higher on the fall 2004 Math PSAT were enrolled in honors or GT courses.			
Resources: Annual Budget Process Proposed: Gifted and Talented initiative at Title I middle schools - \$900,000			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.4 All students who earn a Certificate of Attendance will have documented evidence of their attainment of knowledge and skills within their prescribed programs. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	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	Asst Supt Hum Asst Supt STEM	Aug 07-Mar 08
	Continue to implement professional development for school system administrators and aspiring leaders to understand the Alternate Maryland School Assessment (ALT-MSA)	Asst Supt Hum	Sep 07-Mar 08
	Continue to provide professional development and school-based technical assistance for new administrators, special and general educators, special area teachers, paraprofessionals, related service providers, school counselors, and other mental health professionals in using the IEP to drive instruction based on the VSC	Asst Supt Hum	Sep 07-Mar 08
	Continue to provide workshops and professional development opportunities on effective baseline and ongoing data collection techniques and methods to support the understanding of this data for parents and professionals who work with students who participate in the ALT-MSA	Asst Supt Hum	Aug 07-Jun 08
	Continue to provide professional development in the effective implementation and monitoring of accommodations in the classroom on a daily basis, as well as on mandated assessments	Asst Supt Hum	Aug 07-Jun 08
	Continue to utilize quarterly report card/progress reports to document observable and measurable progress on IEP goals	Asst Supt Hum	Aug 07-Jun 08
	Provide professional development in the use of functional life skills (functional academics) that support the VSC in order to increase student achievement in the Least Restrictive Environment (LRE)	Asst Supt Hum	Aug 07-Jun 08
	Continue to assess and access additional post-secondary options for students attaining Certificates of Attendance	Asst Supt Hum	Jul 07-Jun 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1 1.4 All students who earn a Certificate of Attendance will have documented evidence of their attainment of knowledge and skills within their prescribed programs. (State standard)
Measurement: In 2004-2005, 12.8% of the 47 students who attained a Certificate of Attendance scored proficient or advanced in reading on the ALT-MSA, and 14.9% of the students scored proficient or advanced in math on the ALT-MSA. The 2005-2006 percent of the 749 Alt-MSA test takers, earning a Certificate of Attendance, who scored proficient or advanced in reading on the Alt-MSA was 83.04% . The 2005-2006 percent of the 749 Alt-MSA test takers, earning a Certificate of Attendance, who scored proficient or advanced in reading on the Alt-MSA was 81.44% . By 2008, 95% of students with disabilities who are candidates for Certificates of Attendance will meet or exceed the state standards for the ALT-MSA, and the percentage will increase to reach 100% by 2012.
Resources: Annual Budget Process
Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.5 All participating special education students will meet or exceed state standards for the Maryland School Assessment (ALT_MSA). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Establish school partnerships for the purposes of collaborative planning, sharing of best practices, exchange of methods of data collection, and documentation techniques to monitor student progress	Asst Supt Hum	Aug 07-Jun 08
	Continue to conduct periodic meetings for general and special education staff, paraprofessionals, parents, guardians, and community stakeholders to share strategies and best practices to enhance achievement for students who are working toward a Certificate of Attendance	Asst Supt Hum	Aug 07-Jun 08
	Collect and evaluate the data on ALT-MSA participation to identify schools which do not meet the state standards	Asst Supt Hum	Aug 07-Oct 07
	Provide training and support to all school testing coordinators on online and traditional aspects of the administration of the ALT-MSA	Exec Dir RAA	Jul 07-Jun 08
	Continue to collaborate with the Citizens’ Advisory Council for Special Education to provide frequent and meaningful formats for parent involvement, input, and information regarding topics such as the Special Education Staffing Plan, early childhood services, the IEP team process, and the transitions to middle and high school	Asst Supt Hum	Aug 07-Jun 08
<p>Measurement: The 2003-2004 baseline percentages of participating special education students who met or exceeded the state standards for ALT-MSA were 87.6% in reading and 86.5% in mathematics. The 2004-2005 percentages of participating special education students who met or exceeded the state standards for ALT-MSA were 87.5% in reading and 83.6% in math. By 2008, 95% of participating special education students will meet or exceed the state standards for ALT-MSA, and the percentage will increase to reach 100% by 2012.</p>			
<p>Resources: Annual Budget Process Proposed: Special Education resource teachers for core area offices- \$171,496; Contracted Services- \$700,000; Child Find resources- \$36,341; Related services professional license fees-\$43,750; Infants and Toddlers positions-\$64,074; Home School and Learning Behavior- Support (BLS) program- \$128,622; Aspergers program- \$14,140.</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.6 All eligible prekindergarten students will have access to a prekindergarten program by the 2007–2008 school year. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Ensure that all eligible students have access to prekindergarten	Asst Supt Hum	Jul 07-Jun 08
	Continue to implement the 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	Asst Supt Hum. Area Asst Supt	Jul 07-Jun 08
	Support schools as they recruit students and communicate with parents regarding the purpose and philosophy of the prekindergarten program	Asst Supt Hum Area Asst Supt	Jul 07-Jun 08
	Provide professional development on the components of an effective prekindergarten program to administrators and teachers	Asst Supt Hum	Jul 07-Jun 08
	Continue to implement the early entrance to prekindergarten guidelines	Asst Supt Hum	Sep 07-Jun 08
Measurement: In 2004-2005, 100% of eligible prekindergarten students had access to BCPS prekindergarten programs. In succeeding years, all eligible prekindergarten students will continue to have access to BCPS prekindergarten programs.			
Resources: Annual Budget Process Proposals: Expansion of pre-kindergarten access \$711,068			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.7 All elementary schools will have a full-day kindergarten by the 2007–2008 school year. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Implement the full-day kindergarten in the remaining 9 BCPS schools: Carrol Manor, Fifth District, Fort Garrison, Jacksonville, Prettyboy, Riderwood, Rodger’s Forge, and Sparks	Asst Supt Hum	Jul 07-Jun 08
	Continue to support the implementation of full-day kindergarten for both regular and special education students	Asst Supt Hum	Jun 07-Jun 08
	Continue to provide year-long, one-on-one professional development to teachers new to full-day kindergarten to assist with effective room environment, model lessons, planning, and co-teaching	Asst Supt Hum	Sep 07-Jun 08
	Continue to support schools in the implementation of the early entrance to kindergarten guidelines	Asst Supt Hum	Jul 07-Jun 08
	Develop and implement professional development for kindergarten paid helpers	Asst Supt Hum	Jul 07-Jun 08
Measurement: Ten schools were added in each of the following years: 2002-2003, 2003-2004, 2004-2005, and 2005-2006. By 2008, all elementary schools will have full-day kindergarten.			
Resources: Annual Budget Process Expansion of full-day kindergarten - \$1,034,560			
Sources: Operating Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.8 Students in grades 2–6 will achieve grade level standards on reading assessments. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Monitor students meeting grade level reading standards on MSA and short cycle and benchmark assessments	Area Asst Supt	Aug 07-Jun 08
	Continue to provide countywide professional development on reading and language arts, and written language assessments for principals, assistant principals, mentors, special educators, reading specialists, related services providers, and classroom reading teachers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt Hum	Aug 07-Mar 08
	Continue to analyze disaggregated assessment data to identify students not meeting grade level standards and apply instructional adjustments	Area Asst Supt Principals	Jul 07-Jun 08
	Continue the use of DIBELS as the assessment component for the identification of student strengths and needs in basic early reading skills in kindergarten to Grade 3	Asst Supt Hum	Aug 07-Jun 08
	Assess identified students in Grade 5 to determine students' needs for an accelerated reading/English/language arts program in Grade 6	Asst Supt Hum	Jul 07-Jun 08
	Refine and implement the Grade 6 Scott Foresman reading program in all middle schools	Asst Supt Hum	Apr 07-Jun 08
	Continue implementation of a site-based summer school program at 13 elementary schools to serve students in their own communities (Chase, Dogwood, Dundalk, Edmondson Heights, Featherbed Lane, Halstead, Mars Estates, Orem, Owings Mills, Sandalwood, Warren, Winfield, and Woodmoor) and two middle schools (Woodlawn and Deep Creek)	Exec Dir SSS	Jul 07-Aug 07
Measurement: The baseline percentage of students who achieve grade level standards on reading assessments will be determined in 2006-2007. By 2008, 80% of students in grades 2 - 6 will achieve grade level standards on reading assessments, and the percentages will increase to reach 100% by 2012.			
Resources: Annual Budget Process Proposed:			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.9 Each middle school will meet or exceed the county benchmark measure for the student participation rate in Algebra I. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to offer Pre-Algebra as a summer school intervention for rising seventh graders who have not yet taken Algebra I and who need to refine their skills in preparation for Algebra I	Asst Supt STEM Exec Dir SSS	Jul 07-Jun 08
	Continue to review the middle school mathematics curriculum and design new, rigorous middle school curricula to align with the VSC and prepare students for Algebra I (R. 3, 9)	Asst Supt STEM	Jul 07-Jun 08
	Implement <i>Algebraic Thinking</i> mathematics curriculum in grades 6-8 in all middle schools to prepare students for success in Algebra I and to pass the Algebra/Data Analysis HSA (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to develop and refine countywide short-cycle assessments and benchmark assessments for all middle school mathematics courses (R. 3, 9)	Asst Supt STEM	Jul 07-Jun 08
	Continue to monitor short-cycle assessments, benchmark assessments, and MSA results for students in grades 6 and 7 to identify students for Algebra I in grade 8 (R. 3, 5)	Asst Supt STEM Area Asst Supt	Sep 07-Jun 08
	Continue to maintain business partnerships to encourage community support and student participation in mathematical competitions (e.g., 24 Challenge, Math Counts)	Asst Supt STEM	Nov 07-Jun 08
	Disseminate the Algebra informational brochure for distribution to parents at school events on the importance of taking Algebra I	Asst Supt STEM	Jul 07-Jun 08
	Continue to provide professional development in mathematics content, conceptual understanding, and pedagogy to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 3)	Asst Supt STEM	Aug 07-Jun 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1 1.9 Each middle school will meet or exceed the county benchmark measure for the student participation rate in Algebra I. (BCPS standard)
Measurement: In 2002-2003, 47.3% of BCPS middle school students were enrolled in Algebra I. In 2003-2004, 46.0% of middle school students were enrolled in Algebra I. In 2004-2005, 48.6% of middle school students were enrolled in Algebra I. By 2008, 50% of BCPS middle school students will be enrolled in Algebra I, increasing to 100% by 2012.
Resources: Annual Budget Process Algebraic Thinking - \$37, 576; Graphing calculators for Algebra I - \$99,000
Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.10 All students will pass the Algebra/Data Analysis Maryland High School Assessment (HSA) by the end of grade 9. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Provide support to high schools in analyzing assessment data and provide professional development in using results to improve student achievement and target instruction (R. 5)	Asst Supt STEM	Jul 07-Jun 08
	Continue to implement the Algebra I curriculum in all secondary schools to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to provide countywide professional development on the revised Algebra I curriculum to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to support and monitor schools using the Carnegie Learning Cognitive Tutor Algebra I program to improve student achievement at Deep Creek, and Dundalk; Chesapeake STEM Academy, Milford Mill Academy, Parkville High School, and Randallstown High School (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to monitor and support teachers in the use of electronic mathematics resources such as Video Safari Montage, Gizmos, Geometer Sketchpad, Fathom, etc.	Asst Supt STEM	Jul 07-Jun 08
	Continue to develop review materials for HSA courses to provide intervention strategies for students performing at the basic level (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to provide leadership statewide as the lead county in the implementation of the Algebra Collaborative Consortium to develop, pilot, and provide an online Algebra student course and course components aligned with the VSC through the use of e-Learning (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to assist less experienced teachers to improve instructional practices by having them observe a master teacher's class in place of a duty assignment (R. 3)	Asst Supt STEM Area Asst Supt	Sep 07-Jun 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.10 All students will pass the Algebra/Data Analysis Maryland High School Assessment (HSA) by the end of grade 9. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to monitor the implementation of the two high school mathematics courses, Algebra/Data Analysis Adapted and Algebraic Functions Adapted, to support the achievement of students recommended through the IEP team process and recommended ELL students as they progress through Algebra I and prepare for the High School Assessment in Algebra/Data Analysis (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to support schools as they implement collaborative planning time for teams of Algebra I teachers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 3)	Asst Supt STEM Principals	Jul 07-Jun 08
	Continue to collaborate with the Office of Science PreK-12 and the Office of Career and Technology Education to implement the G9 STEM program in all high schools (R. 3, 9)	Asst Supt STEM	Jul 07-Jun 08
	Develop and pilot an electronic learning community to support algebra teachers in the implementation of the curriculum (R. 3)	Asst Supt STEM	Jul 07-Jun 08
<p>Measurement: In 2002-2003, by the end of grade 9, 56.8% of students who completed Algebra I had passed the Algebra/Data Analysis HSA. In 2003-2004, by the end of grade 9, 54.3% of students who completed Algebra I had passed the Algebra/Data Analysis HSA. In 2004-2005, by the end of grade 9, 53.0% of students who completed Algebra I had passed the Algebra/Data Analysis HSA. By 2008, by the end of grade 9, 68% of students who complete Algebra I will pass the Algebra/Data Analysis HSA, increasing to 100% by 2012.</p>			
<p>Resources: Annual Budget Process Proposed:</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.11 All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide experiences for all students in fine arts, physical education, and health by allocating teaching positions to schools to deliver these programs to support child development	Asst Supt Gov Rel & HR	Aug 07-Jun 08
	Continue to develop, refine, and assess fine arts curricula aligned with the K-8 VSC and CLG to meet high school graduation requirements (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	Continue to conduct fine arts professional development experiences for teachers in art, theatre, music, and dance to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, AVID, and Gifted and Talented (R. 2)	Asst Supt Hum	Aug 07-Apr 08
	Provide professional development in differentiated instruction in the fine arts to assist in meeting the learning needs of all students (R. 2)	Asst Supt Hum	Jul 07-Jun 08
	Continue to implement and update the BCPS Fine Arts Initiative Strategic Plan and explore additional opportunities to enhance teaching and learning in the arts at all levels of instruction (R. 2, 3)	Asst Supt Hum	Jun 07-Jun 08
	Continue to provide enrichment programs in art, music, theatre, and dance (R. 3)	Asst Supt Hum	Jul 07-Jun 08
	Continue to repair and replace instructional equipment for Fine Arts, e.g., music instruments, dance floors, kilns (R. 9)	Asst Supt Hum	Jul 07-Jun 08
	Continue to partner with business, community, and professional organizations to provide opportunities for public display of students' work and opportunities to perform publicly in art, music, theatre, and dance, e.g., Walters Art Museum, BSO, Baltimore County government events (R. 9)	Asst Supt Hum	Jul 07-Jun 08
	Continue to provide fine arts magnet programs at Deer Park Middle, Loch Raven Academy, Parkville Middle, Southwest Academy, Sudbrook Middle, Halstead Academy, Carver Center for the Arts and Technology, Chesapeake High, Lansdowne High, and Patapsco High and Center for the Arts (R. 3)	Asst Supt Hum	Jul 07-Jun 08

SCHOOL YEAR 2007–2008 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1 1.11 All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards. (State standard)
Measurement: The 2003-2004 baseline percentage of students acquiring one fine arts credit by passing a course that is driven by the Voluntary State Curriculum and Core Learning Goals was 93.2%. The 2004-2005 percentage of students acquiring one fine arts credit was 93.8%. The percentage of students acquiring one fine arts credit will increase to 100% by 2008.
Resources: Annual Budget Process
Sources: Operating Budget

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue implementation of Smaller Learning Communities with the goal of closing the achievement gaps in the ten participating schools: Dundalk, Kenwood, Lansdowne, Milford Mill, Overlea, Owings Mills, Parkville, Pikesville, Randallstown, and Woodlawn	Asst Supt Hum	Jul 07-Jun 08
	Utilize Smaller Learning Communities structures to transition more students into rigorous academic courses	Asst Supt Hum	Jul 07-Jun 08
	Continue to align BCPS final exams to reflect the content assessed on the High School Assessments (HSA)	Asst Supt Hum Asst Supt STEM	Jul 07-Dec 07
	Continue to identify under-performing secondary schools in need of support to increase student performance on final exams by providing site-based professional development and modeling best practices	Area Asst Supt	Jul 07-May 08
	Continue to collaborate with institutions of higher education to establish cohort graduate classes for science and mathematics teachers to develop content knowledge and pedagogy	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to implement short-cycle and benchmark assessments in HSA courses and analyze results for instructional and curricular implications (R. 3, 5)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to provide professional development for general and special educators in content and strategies for HSA courses (R. 3)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to revise and implement curricula to align with HSA Core Learning Goals and integrate differentiation of instructional strategies and attention to learning styles (R. 3, 5, 9)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to participate with MSDE in range finding and in the development of HSA	Asst Supt Hum Asst Supt STEM	Aug 07-Mar 08
	Continue to implement review packets for HSA courses where student performance did not meet standards (R. 3)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Pilot and assess support programs designed to enhance student knowledge of Core Learning Goals (R. 3)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	High School English, Reading, and Writing		
	Continue to implement English 10 short-cycle and benchmark assessments	Asst Supt Hum	Aug 07-Jun 08
	Implement and refine high school English and reading courses listed in the <i>Course Registration Guide</i> to ensure that all high school English, reading, and writing courses are supported by rigorous curricula	Asst Supt Hum	Sep 07-Jun 08
	Analyze short cycle and benchmark assessment data for English for instructional and curricular implications	Asst Supt Hum	Jul 07-Jun 08
	Provide professional development to English 10 teachers with focused attention toward beginning teachers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt Hum	Aug 07-Jun 08
	Continue to revise the high school English curriculum to align with Core Learning Goals and to integrate differentiation of instructional strategies, attention to learning styles, and AVID strategies	Asst Supt Hum	Jul 07-Jun 08
	Continue to offer College Board Pre-AP English professional development workshops focused on reading, writing, and language instruction to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt Hum	Sep 07-Jun 08
	Continue to update Grades 9 and 10 English final exams to reflect changes to Core Learning Goals and HSA	Asst Supt Hum	Jul 07- Jun 08
	Continue to implement reading/English/written language intervention and support courses in Grades 9 and 10	Asst Supt Hum	Aug 07-Jun 08
	Continue to assess identified students in grades 5-10 to determine students' needs for an accelerated reading/English/language arts program	Asst Supt Hum	Jul 07-Jun 08

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Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide the accelerated program, <i>Language!</i> , and monitor students' progress regularly	Asst Supt Hum	Jul 07-Jun 08
	Actively incorporate grammar, mechanics, and usage into all instruction	Asst Supt Hum	Jul 07-Jun 08
	Continue to provide professional development to the teachers of the acceleration program, <i>Language!</i> , to ensure effective implementation	Asst Supt Hum	Jul 07-Jun 08
	Continue to provide in-school modeling of instruction, coaching, and support to teachers to ensure quality of implementation of the acceleration program	Asst Supt Hum	Jul 07-Jun 08
	Continue to use <i>Fast Track</i> or <i>Language!</i> to provide accelerated instruction for identified students in grades 7 and 8 who are experiencing a 1-2 year delay in the development of reading/English/language arts skills. Monitor the instructional program and make adjustments as needed	Asst Supt Hum	Jul 07-Jun 08
	Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP)	Asst Supt Hum	Jul 07-Jun 08
	Continue to implement a professional development program for all high school reading and English teachers that focuses on increasing their knowledge and use of research-based reading and English/written language strategies to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt Hum	Jul 07-Apr 08
	High School Algebra		
	Continue to develop, refine, and monitor county-wide short-cycle assessments, benchmarks, and final exams in grades 9-12 (R. 9)	Asst Supt STEM	Aug 07-Jun 08
	Continue to develop review materials for HSA courses to provide intervention strategies for students performing at the basic level (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Develop instructional materials to support the delivery of HSA courses in all schools including evening school and summer school (R. 3)	Asst Supt STEM	Aug 07-Jun 08

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Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Monitor the implementation of the Algebra and Data Analysis Adapted and Algebraic Functions Adapted courses for students identified through the IEP team process and ELL recommendations (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Conduct range-finding activities on student responses to BCPS short-cycle assessments, benchmark assessments, and final exams (R. 3, 5)	Asst Supt STEM	Jul 07-Jun 08
	Continue to assist schools in restructuring algebra classes to include assistance	Asst Supt STEM	Jul 07-Jun 08
	Pilot and assess supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments (R. 3, 9)	Asst Supt STEM	Jul 07-Jun 08
	Continue to provide staff development for algebra teachers in instructional strategies that support student achievement on BCPS short-cycle assessments, benchmark assessments, and final exams (R. 3, 5)	Asst Supt STEM	Jul 07-Jun 08
	Continue to use college preparatory strategies by integrating into curriculum development and professional development opportunities (R. 3)	Asst Supt STEM	Jul 07-Jun 08
	Continue to implement Algebraic Thinking mathematics curriculum in grades 6-8 in all middle schools to prepare students to pass the Algebra/Data Analysis HSA (R. 3, 9)	Asst Supt STEM	Jul 07-Jun 08
	Continue to offer Preparing for Algebra as a summer school intervention for rising ninth graders who have completed middle school without taking algebra and who need to refine their skills in preparation for Algebra I	Asst Supt STEM Exec Dir SSS	Jul 07-Aug 07
	High School Social Studies		
	Maintain professional development of American Government teachers with focused attention toward beginning grade 9 teachers and infusing reading and the components of writing into instruction	Asst Supt Hum	Aug 07-Jun 08
	Monitor departmental use of short-cycle and benchmark assessments and final examination data to analyze and modify instruction and determine applications of the HSA Test Review Packet of grade 9 American Government as a re-teaching tool	Asst Supt Hum	Aug 07-Jun 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Review, eliminate, and refine high school social studies courses listed in the <i>Course Registration Guide</i> to ensure that all high school social studies courses are supported by rigorous curricula	Asst Supt Hum	Sep 07-Jun 08
	Continue to implement the Government short-cycle and benchmark assessments	Asst Supt Hum	Aug 07-Jun 08
	Continue to sponsor student enrichment programs such as Mock Trial, (Grades 9-12), Model United Nations (UN), (Grade 10), Live Your Dreams (Grade 9), Government Awareness Program (Grade 12), and Model Congress (Grade 9)	Asst Supt Hum	Aug 07-Jun 08
	Continue to offer the pre-AP College Board social studies workshops	Asst Supt Hum	Aug 07-Jun 08
	Continue to implement the suggestions within the <i>Social Studies Gifted and Talented Progression of Skills Grades 6-12</i>	Asst Supt Hum	Aug 07-Jun 08
	Continue to use and encourage participation in community resources	Asst Supt Hum	Jul 07-Jun 08
	Implement the <i>Teaching American History in Maryland</i> Institute in partnership with UMBC	Asst Supt Hum	Jul 07-Jun 08
	Continue to implement professional development workshops with the Reginald F. Lewis Museum of Maryland African American History and Culture to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt Hum	Jul 07-Jun 08
	Participate in the development of the projected MSDE on-line remediation course for HSA non-passers	Asst Supt Hum	Jul 07-Jun 08
	High School Science		
	Continue to administer BCPS short-cycle and benchmark assessments	Asst Supt STEM	Aug 07-Jun 08
	Require the use of vocabulary strategies for HSA (MSA) courses	Asst Supt STEM	Jul 07-Jun 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Refine review packets for Biology	Asst Supt STEM	Jun 07-Aug 07
	Develop review packets for Concepts of Physical Science as Applied to Biology (COPS) (R. 3)	Asst Supt STEM	Jun 07-Aug 07
	Develop a new Biotechnology course for those students who need to pass the Biology HSA	Asst Supt STEM	Jun 07-Dec 07
	Design and field-test an upper level elective course, Research Practicum, in which students must develop research projects that will be entered in the Towson State and/or Morgan State University science fairs	Asst Supt STEM	Dec 07-Jun 08
	Rewrite the current Earth/Space Science course to be an Earth/Space Systems Science upper level elective	Asst Supt STEM	Dec 07-Jun 08
	Develop and refine Contemporary Problems in Biology, a new theme-based biology course that employs problem-based learning to provide appropriate assistance to students who need to pass the Biology HSA. (R. 3)	Asst Supt STEM	Dec 07-Jun 08
	Continue to conduct item analysis of student responses on the unit assessments and utilize data from item analysis to target instruction	Asst Supt STEM	Aug 07-Jun 08
	Continue to design science units that are problem-based for Biology, Chemistry, and Environmental Science aligned with the VSC	Asst Supt STEM	Sep 07-Jun 08
	Continue to implement professional development opportunities for teachers to expand the application of the whiteboard/tablet technology that was piloted in six high schools (Catonsville, Chesapeake, Hereford, Kenwood, Lansdowne, and Woodlawn) to support achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt STEM	Sep 07-Jun 08
	Implement a secondary STEM fair in all high schools (R. 5)	Asst Supt STEM	Sep 07-Jun 08
	Provide a K-12 science scope and sequence to prepare students to pursue four science credits	Asst Supt STEM	Sep 07-Jun 08

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Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to add electronic data acquisition activities to all science units	Asst Supt STEM	Sep 07-Jun 08
	Provide a summer high school science institute for content training in teaching high school science to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt STEM	Sep 07-Jun 08
	Continue to develop, pilot, and refine end-of-year exams in all required science courses and all science elective courses (R. 5)	Asst Supt STEM	Sep 07-Jun 08
	Provide professional development to enable teachers to include reading and writing strategies in instruction	Asst Supt STEM	Jul 07-Jun 08
Measurement: In 2004-2005, 53.5% of students passed the Biology HSA, 63.4% of students passed the Government HSA, 50.2% of students passed the Algebra/Data Analysis HSA, and 52.6% passed the English HSA. By 2009, 75% of BCPS students earning credit for the assessed courses will pass the HSA on their first attempt, and the passing rate will increase to 100% by 2012.			
Resources: Annual Budget Process Materials for reading for 7 th and 8 th grades - \$200,000; Kurzweil 3000 - \$495,430			
Sources: Operating Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.13 All high schools will meet or exceed the national average of a 7% participation rate on the Advanced Placement (AP) examinations. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to use AP Potential data to identify and counsel students into AP courses	Asst Supt Hum Asst Supt STEM	Aug 07-Mar 08
	Continue to provide parents and students with information to promote AP enrollment	Asst Supt Hum Asst Supt STEM CCO Area Asst Supt	Aug 07-Apr 08
	Continue to increase the number of AP course offerings in all high schools. Establish a minimum of 12 AP offerings in all high schools	Asst Supt Hum Asst Supt STEM	Sep 07-Jun 08
	Coordinate links among Gifted and Talented, honors, and AP in middle school and early high school years	Asst Supt Hum Asst Supt STEM Exec Dir Spec Prog	Aug 07-Jun 08
	Coordinate AP Summer Institute to train new and continuing AP teachers	Asst Supt Hum	Jul 07-Jun 08
	Continue to expand Advancement Via Individual Determination (AVID) implementation to Carver, Eastern, Towson and Western high schools	Asst Supt Hum	Aug 07-Jun 08
	Continue to offer professional development to secondary schools on AVID strategies to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt Hum	Aug 07-Jun 08
	Continue to integrate AVID instructional strategies into the curriculum guides	Asst Supt Hum Asst Supt STEM	Aug 07-Jun 08
	Maintain existing partnership with College Board to provide professional development in AP content, higher level thinking strategies, scoring, and parent/guardian outreach	Asst Supt Hum	Aug 07-Jun 08
	Monitor secondary school master schedules and staffing to ensure AP courses are being offered in all schools	Area Asst Supt	Aug 07-Sep 08
	Support the implementation of AP Calculus and AP Statistics courses at all high schools	Asst Supt STEM	Jul 07-Jun 08

SCHOOL YEAR 2007–2008 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1 1.13 All high schools will meet or exceed the national average of a 7% participation rate on the Advanced Placement (AP) examinations. (BCPS standard)
Measurement: In 2002-2003, 47.8% of BCPS high schools had AP participation rates of at least 7%. In 2003-2004, 50% of BCPS high schools had AP participation rates of at least 7%. In 2004-2005, 54.2% of BCPS high schools had AP participation rates of at least 7%. By 2007-2008, 100% of high schools will have an AP examination participation rate of at least 7%.
Resources: Annual Budget Process Advance Placement course expansion - \$197,472; AVID addition for Woodlawn High School - \$57,084
Sources: Operating Budget

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.14 All high schools will have at least 70% of their students who take AP examinations achieve passing scores. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue vertical teaming to support skills, expectations, and activities supporting success on AP examinations	Asst Supt Hum Asst Supt STEM	Aug 07-Mar 08
	Continue to recruit teachers to serve as readers for AP examinations	Asst Supt Hum	Aug 07-Mar 08
	Continue to organize student and teacher participation in conferences sponsored by the College Board	Asst Supt Hum	Aug 07-Mar 08
	Continue to organize parental groups for disseminating information and providing home support for AP students	Asst Supt Hum Exec Dir SSS	Aug 07-Mar 08
	Continue to collaborate with local institutions of higher education to provide graduate-level professional development for teachers of all AP courses	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to recruit and develop teachers to teach AP courses to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt Gov Rel & HR Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to offer pre-AP professional development workshops focused on writing, rhetoric, argumentation, analytical reading, and grammar	Asst Supt Hum	Sep 07-Apr 08
	Continue to offer pre-AP interdisciplinary workshops focused on argumentation and the writing process for social studies and English teachers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt Hum	Sep 07-Apr 08
	Continue the support network program for new Advanced Placement mathematics teachers to enhance the implementation of the Advanced Placement curricula and tests (R. 3, 9)	Asst Supt STEM	Aug 07-Jun 08

SCHOOL YEAR 2007–2008 - *Blueprint for Progress - Performance Goal 1*

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Performance Indicator for Goal 1 1.14 All high schools will have at least 70% of their students who take AP examinations achieve passing scores. (BCPS standard)
Measurement: In 2002-2003, 43.5% of BCPS high schools had at least 70% of students who took AP examinations achieve passing scores. In 2003-2004, 45.8% of BCPS high schools had at least 70% of students who took AP examinations achieve passing scores. In 2004-2005, 45.8% of BCPS high schools had at least 70% of students who took AP examinations achieve passing scores. By 2008, 75% of all BCPS high schools will have at least a 70% AP pass rate, and the percentage will increase to 100% by 2012.
Resources: Annual Budget Process College Access - \$45,000
Sources: Operating Budget

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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Performance Indicator for Goal 1			
1.15 All students who participate in the International Baccalaureate (IB) Program will complete the IB diploma requirements. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Develop and implement an action plan to address IB initiatives in magnet programs	Exec Dir Spec Prog	Jul 07-Jun 08
	Continue to analyze the effectiveness of effort to recruit and retain students in the IB diploma program (R. 3)	Exec Dir Spec Prog	Jul 07-Jun 08
	Continue to implement activities for grades 9 and 10 pre-IB students and their parents/guardians that provide exposure to rigorous coursework and 24/7 online information resources in order to recruit participation in the diploma program (R. 9)	Exec Dir Spec Prog	Aug 07-Jun 08
	Continue to implement activities for grades 11 and 12 IB diploma students and parents/guardians for retention in IB diploma program (R. 9)	Exec Dir Spec Prog	Aug 07-Jun 08
Measurement: In 2003-2004, 46% of students who participated in the IB program completed the IB diploma requirements. In 2004-2005, 56% of students who participated in the IB program completed the IB diploma requirements. In 2005-2006, 44.4% of students who participate in the IB program completed the IB diploma requirements. By 2008, 75% of students who participate in IB will complete the diploma requirements, and the percentage will increase to 100% by 2012.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.16 Seventy-five percent of students participating in the International Baccalaureate (IB) Program will meet or exceed the passing score for all IB examinations. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to analyze the effectiveness of activities designed to improve student performance on individual IB exams, modify, as needed, and continue to research additional strategies for improvement of student performance (R. 5)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to provide professional development for new IB teachers and professional development updates for current IB teachers and coordinators in accordance with rules of International Baccalaureate Organization (IBO) to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 2)	Asst Supt Hum Asst Supt STEM	Aug 07-Mar 08
	Continue to review data reports to determine increase or decrease from previous year's baseline pass rate for each IB subject exam. Continue to utilize data reports for exam pass rates, exam evaluator feedback reports, system data, and school walk-throughs to evaluate root causes for performance below the standard and below anticipated increases and identify best practices (R. 5)	Asst Supt Hum Asst Supt STEM	Jul 07-Dec 07
	Continue to implement recommendations from the five-year external evaluation by IBO evaluators conducted during school year 2005-2006, and make adjustments accordingly (R. 6)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
Measurement: In 2002-2003, 50% of students participating in the IB program passed the IB examinations. In 2003-2004, 64% of students participating in the IB program passed the IB examinations. In 2004-2005, 63% of students participating in the IB program passed the IB examinations. In 2005-2006, 62% of students participating in the IB program passed the IB examinations. By 2012, 75% of students participating in the IB program will pass the IB examinations.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - *Blueprint for Progress - Performance Goal 1*

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Performance Indicator for Goal 1			
1.17 All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)			
1.18 All high schools will meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue College Ed, a 12-week College Board course that will provide all grade 7 students and their families with college information to enable them to make informed post-secondary decisions	Asst Supt Hum Asst Supt STEM	Sep 07-Mar 08
	Continue training of middle school counselors and identified staff to assist in the delivery of the College Ed program to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to implement the College Board partnership agreement to promote achievement and enable all students to meet their maximum potential in standardized testing such as the PSAT, SAT, and Advanced Placement exams	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to identify and promote instructional practices that lead to student success on formal assessments such as PSAT/SAT or ACT, AP, MSA, HSA, and countywide final exams	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to use the SAT Planning Guide as a tool to improve student achievement and participation on the SAT to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt Hum Asst Supt STEM	Aug 07-Jul 08
	Continue to identify, disseminate, and implement best practices to eliminate the achievement gaps	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue professional development to enhance the integration of SAT skills into daily instruction	Asst Supt Hum Asst Supt STEM	Aug 07-Mar 08
	Offer the practice SAT online for all students	Asst Supt Hum Asst Supt STEM	Oct 07-Jul 08
	Continue to offer the SAT online preparation course for all high school students	Asst Supt Hum Asst Supt STEM	Jun 07-Jul 08

SCHOOL YEAR 2007–2008 - *Blueprint for Progress - Performance Goal 1*

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<p>Performance Indicator for Goal 1</p> <p>1.17 All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)</p> <p>1.18 All high schools will meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT. (BCPS standard)</p>
<p>Measurement: The 2002-2003 percentage of BCPS high schools that met or exceeded the national SAT participation rate was 47.8%. The 2003-2004 percentage of BCPS high schools that met or exceeded the national SAT participation rate was 52.2%. The 2004-2005 percentage of BCPS high schools that met or exceeded the national SAT percentage rate was 56.5%. By 2007-2008, the percentage of BCPS high schools exceeding the national SAT participation rate will be 75%, and the percentage will increase to 100% by 2011-2012. In 2004-2005, the percentage of BCPS high schools that met or exceeded the national SAT combined verbal and math score was 43.5%. This figure will increase to 100% by 2011-12.</p>
<p>Resources: Annual Budget Process</p>
<p>Sources: Operating Budget and Capital Budget</p>

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.19 All high schools whose students take the placement test will meet or exceed scores on the Accuplacer that enable students to enroll in college level courses at two-year colleges. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to partner with CCBC to assist students in pursuing post-secondary education	Exec Dir SSS	Jul 07-Jun 08
	Continue to purchase Accuplacer to promote career/college counseling and parallel enrollment	Exec Dir SSS	Aug 07-Dec 08
	Continue to coordinate with the College Board to provide professional development for English and mathematics department chairs and reading contacts on reading, grammar/writing, and mathematics as measured on Accuplacer	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Collaborate with CCBC to implement the courses College Readiness: Reading, Writing, and Mathematics (R. 3)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to coordinate with the Tech Prep Consortium and CCBC to support the implementation of Accuplacer exams to assist CTE students in pursuing post-secondary education	Asst Supt Hum Asst Supt STEM	Jul 07-Apr 08
	Continue to provide staff development for CTE teachers to integrate reading, writing, and math strategies into CTE curricula to increase academic achievement	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
<p>Measurement: In 2004-2005, results of the Accuplacer test showed that 27.4% of BCPS graduates were eligible to take college-level mathematics; 73.1%, college-level English; and 53.6% required no remediation in reading at CCBC institutions. In 2005-2006, results of the Accuplacer test showed that 15.7% of BCPS graduates were eligible to take college-level mathematics; 71.6%, college-level English; and 55.6% required no remediation in reading at CCBC institutions. By 2007-2008, the percentage of students eligible for college-level courses will be 75%, and the percentage will increase to 100% by 2011-2012.</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.20 All high school students identified as Career and Technology Education concentrators will meet or exceed state standards for both cumulative and technical grade point averages (GPA). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to disaggregate and analyze annual outcome achievement data, to assist schools to identify and meet the needs of students and align CTE programs with established goals and standards to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 5, 7)	Asst Supt STEM	Jul 07-Jun 08
	Continue to revise CTE program proposals for career completer programs annually to meet MSDE requirements to upgrade low performing CTE programs and align programs with career clusters (R. 3, 5, 6)	Asst Supt STEM	Jul 07-Jun 08
	Continue to infuse business and industry technical skill standards into curriculum content, competency profile development, and instructional activities for all CTE programs (R. 3, 6)	Asst Supt STEM	Jul 07-Jun 08
	Continue to implement strategies to support student success on industry certification exams and AP exams related to CTE programs (R. 3, 5)	Asst Supt STEM	Jul 07-Jun 08
	Continue to provide and upgrade equipment, technology, and instructional resources for CTE programs using local and federal funds (R. 9)	Asst Supt STEM	Jul 07-Jun 08
	Continue to provide technical support to maintain or expand work-based learning opportunities, particularly for schools restructuring to smaller learning communities and magnet programs (R. 9)	Asst Supt STEM	Jul 07-Jun 08
	Continue to implement components of CTE courses that involve students in online collaboration and resource sharing (R. 3)	Asst Supt STEM	Jul 07-Jun 08

SCHOOL YEAR 2007–2008 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1

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

Measurement: In 2002-2003, 68.7% of BCPS high school students who were identified as career and technology education concentrators had an overall GPA that met or exceeded the state standard of 2.0 and 78.8% had a technical GPA that met or exceeded the standard. In 2003-2004, 68.9% of BCPS high school students who were identified as career and technology education concentrators had an overall GPA that met or exceeded the state standard of 2.0 and 78.0% had a technical GPA that met or exceeded the standards. By 2008, 90% of BCPS career and technology education students will meet or exceed this standard, and the percentage will increase to 100% by 2012.

Resources: Annual Budget Process

Advance Path in-school Alternative program- \$1,187,628

Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.21 All schools will achieve an attendance rate of at least 94%. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to communicate attendance expectations to parents and students to ensure regular, on-time attendance of students	Asst Supt STEM	Aug 07-Jun 08
	Implement attendance manual to assist school personnel with developing and implementing systematic approaches to improve student attendance by providing a foundation for good attendance patterns that will follow these students throughout their educational career	Asst Supt STEM	Aug 07-Jun 08
	Continue to facilitate access to appropriate educational and community resources for families, including homeless and immigrant families	Asst Supt STEM	Aug 07-Jun 08
	Continue to strengthen communications and mutual support between families and school personnel through home visits; student, parent/guardian, or team conferences; and other strategies to use at home so that children may succeed in school	Asst Supt STEM	Aug 07-Jun 08
	Continue to implement programs, based on need, such as Project Attend and attendance committees, to improve student attendance	Asst Supt STEM	Aug 07-Jun 08
	Continue to intervene and refer chronic absentee cases to the local school Student Support Team (SST), Project Attend, District Court, or the State’s Attorney’s office	Asst Supt STEM	Aug 07-Jun 08
	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	Asst Supt STEM	Aug 07-Jun 08
	Continue to provide staff with updated technology through STARS to collect, analyze, and report student attendance and achievement data	Asst Supt STEM	Aug 07-Jun 08
	Continue to review 20% list with school administrators and other school personnel in order to develop and implement school plans for proactive attendance strategies	Asst Supt STEM	Aug 07-Jun 08
	Assist and monitor schools that did not meet AYP due to attendance	Asst Supt STEM	Aug 07-Jun 08

SCHOOL YEAR 2007–2008 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1 1.21 All schools will achieve an attendance rate of at least 94%. (State standard)
Measurement: In 2002-2003, 78.8% of all schools achieved the state attendance standard of 94%. In 2003-2004, 76.4% of all schools achieved the state attendance standard of 94%. In 2004-2005, 78.8% of all BCPS schools achieved the state attendance standard of 94%. All schools will achieve a 94% attendance rate by 2012.
Resources: Annual Budget Process
Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 2

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

Performance Indicator for Goal 2			
2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Continue to diagnose English proficiency for English Language Learners to ensure proper placement.	Continue to purchase and administer the LAS Links state mandated English Language Proficiency assessments. Prioritize support and professional development to schools with the highest percentage of English Language Learners not meeting AYP goals (R. 5)	Asst Supt Hum	Jul 07-Mar 08
b) Provide ESOL services for all English Language Learners not meeting English proficiency levels.	Continue to hire certified ESOL teachers as the English Language Learners' student population grows	Asst Supt Gov Rel & HR	Jul 07-Jun 08
c) Facilitate access to appropriate educational and community resources for immigrant families.	Continue to refine and implement new systemwide protocol for translation, publishing, and distributing key system documents (R. 9)	Asst Supt Hum Area Asst Supt Dir PD	Sep 07-Jun 08
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.	Continue to facilitate home school communication by publishing key system documents in other languages	Asst Supt Hum	Jul 07-Jun 08
	Continue to provide services for newcomer families at intake conferences in ESOL intake centers, including evening hours and regional locations during peak registration periods (R. 11)	Asst Supt Hum	Jul 07-Jun 08
e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.	Continue to review projected ESOL enrollment to accommodate students in their home schools when appropriate (R. 8)	Asst Supt Hum Support Op	Jul 07-Oct 07
	Continue to collaborate with local graduate programs in Teachers of English for Students of Other Languages (TESOL) to provide professional development	Asst Supt Hum	Jul 07-Mar 08
f) Provide parent orientations on how to access services from the school system.	Continue to develop and revise curricula for secondary English Language Learners with a focus on English/writing, reading, mathematics, and American Government (R. 9)	Asst Supt Hum	Jul 07-Aug 08
	Continue to evaluate annually ELL program and services based upon the recommendations from the external evaluation (R. 6)	Asst Supt Hum	Sep 07-Dec 07

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 2

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

Performance Indicator for Goal 2			
2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement recruiting strategies, professional development, and on-site placement of parent volunteers to aid in interpretation and translation for family members of English Language Learners	Asst Supt Hum	Jul 07-Jun 08
	Explore the offering of English courses for parents so they may continue to support their children’s academic performance	Asst Supt Hum	Jul 07-Jun 08
Measurement: In 2005-2006, 79.5 the percentage of English Language Learners (ELL) who received ESOL services achieved English proficiency on the LAS Links test of English Proficiency by the end of their fourth year of ESOL services was 75%. By 2007-2008, 75% of fourth-year ELL students will achieve proficiency onLAS-links, increasing to 100% by 2011-2012.			
Resources: Annual Budget Process ESOL teachers - \$171,496			
Sources: Operating Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 2

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

Performance Indicator for Goal 2			
2.2 All diploma-bound English Language Learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	NOTE: Performance Goals 1 and 2, in accordance with the No Child Left Behind Act 2001, further address the academic needs of English Language Learners		
	Continue to implement secondary <i>Language!</i> reading curriculum for English Language Learners and monitor student progress (R. 9)	Asst Supt Hum Ex Dir SSS	Jul 07-Jun 08
	Continue to include ESOL teachers with general education teachers in systemwide professional development initiatives in core subject areas (R. 5)	Asst Supt Hum	Jul 07-Jun 08
	Continue to provide professional development for ESOL teachers in collaboration with resource personnel from English, language arts, science, mathematics, and social studies to align ESOL instruction with best practices to support the achievement of English Language Learners on MSA and HSA (R. 5)	Asst Supt Hum	Jul 07-Jun 08
	Continue to provide professional development for administrators and teachers, Speech Language Pathologists, school-based clericals, and para-educators on second language acquisition and cross-cultural and differentiation strategies (R. 2)	Asst Supt Hum	Jul 07-Jun 08
	Continue school-based and regional bilingual parent training and information sessions for families	Asst Supt Hum	Jul 07-Jun 08
	Continue to recruit and train interpreters/translators	Asst Supt Hum	Jul 07-Jun 08
	Continue to collaborate with the Community College of Baltimore County (CCBC) to expand offerings and publicize ESOL services for adults	Asst Supt Hum	Jul 07-Jun 08
	Continue course offerings for all staff on strategies for working with English Language Learners and their families (R. 9)	Asst Supt Hum	Jul 07-Jun 08
	Continue to advertise the availability of the lending libraries in resource centers for bilingual reading materials for families of English Language Learners	Asst Supt Hum Dir PD	Jul 07-Jun 08
	Continue to identify and purchase bilingual reading materials	Asst Supt Hum Dir PD	Jul 07-Jun 08

SCHOOL YEAR 2007–2008 - *Blueprint for Progress - Performance Goal 2*

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

Performance Indicator for Goal 2

2.2 All diploma-bound English Language Learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)

Measurement: In 2002-2003, 32.5% of ELL achieved at the proficient level on MSA reading, and 44.2% of ELL achieved at the proficient level on MSA mathematics. In 2003-2004, 50.0% of ELL achieved at the proficient level on MSA reading, and 56.7% of ELL achieved at the proficient level on MSA mathematics. In 2004-2005, 42.4% of ELL achieved at the proficient level on MSA reading, and 52.6% achieved at the proficient level on MSA mathematics. By 2007-2008, at least 75% of ELL will achieve at the proficient level on MSA in all tested areas at all grade levels, increasing to 100% by 2011-2012.

Resources: Annual Budget Process

Sources: Operating Budget

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 3

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

Performance Indicator for Goal 3			
3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.</p> <p>b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.</p> <p>c) Establish a plan to measure Adequate Yearly Progress (AYP) with regard to staffing all schools for all children with highly qualified teachers.</p> <p>d) Continue to monitor progress and communicate with parents about Baltimore County Public Schools having all students taught by highly qualified teachers and paraprofessionals.</p> <p>e) Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.</p>	<p>Continue to utilize data warehouse to review and analyze teacher status 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, and showing tenure status and certification of the teachers transferring into and out of each school • Reporting data on the panels of candidates for each teacher vacancy in each school, showing the tenure status, certification, and highly qualified status of each candidate referred to each school • Developing action plans that include recruitment and retention strategies for any school or area with a percentage of non-tenured or conditionally certified teachers more than twice the school system average 	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue Resident Teacher program partnerships	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to provide signing bonuses to professionally certificated teachers in critical shortage areas who accept assignments in targeted schools	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Provide and maintain competitive salaries	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Conduct timely and focused reviews with provisional teachers in targeted schools, assisting them in achieving professional certification standards	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to implement the staffing plan for ensuring that all teachers and paraprofessionals meet the highly qualified standards	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to monitor progress of teachers and paraprofessionals in meeting highly qualified standards using an automated tracking system	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to conduct an annual review of guidelines and timelines with teachers and paraprofessionals working to become highly qualified	Asst Supt Gov Rel & HR	Jul 07-Jun 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 3

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

Performance Indicator for Goal 3				
3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts. (BCPS standard)				
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE	
<p>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>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>i) Provide comprehensive information and professional development opportunities to support identified paraprofessionals in meeting academic and Maryland ParaPro Test requirements.</p> <p>j) Provide comprehensive information, access to hardware and software, and professional development opportunities to assist identified teachers in meeting the Elementary Secondary Education Act (ESEA) requirements to be highly qualified.</p>	Continue to collaborate with employee organizations and representatives of higher education to provide opportunities for paraprofessionals and teachers to meet highly qualified standards	Asst Supt Gov Rel & HR and Dir PD	Jul 07-Jun 08	
	Continue to recruit and support a high quality instructional staff who meet recognized teaching and certification standards	Asst Supt Gov Rel & HR	Jul 07-Jun 08	
	Continue to develop partnerships with science and engineering, trade, and industry groups to provide new technical certification opportunities for teachers	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08	
	Continue to offer initial certification and/or advanced coursework opportunities through the Maryland Center for Career and Technology Education Studies (MCCTES), the Community College of Baltimore County (CCBC), Maryland State Department of Education (MSDE), and University of Maryland Eastern Shore (UMES)	Asst. Supt STEM	Jul 07-Jun 08	
	Continue to identify and monitor critical shortage areas (e.g., ESOL, mathematics, reading, science, special education, and world languages)	Asst Supt Gov Rel & HR	Jul 07-Jun 08	
	Continue utilizing Quality Teacher Incentive Act elements to recruit and retain highly qualified teachers	Asst Supt Gov Rel & HR	Jul 07-Jun 08	
	Continue to use the staffing model for Title I schools	Asst Supt Gov Rel & HR	Jul 07-Jun 08	

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 3

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

Performance Indicator for Goal 3			
3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
k) Provide staff development opportunities that focus on principals' assessed needs and system priorities.			
Measurement: The 2002-2003 baseline BCPS system-level percentage of teachers meeting the requirements for highly qualified was 89.4%; and paraprofessionals, 45.1%. In 2003-2004, BCPS system-level percentage of teachers meeting the requirements for highly qualified was 89.9%; and paraprofessionals, 61.0%. In 2004-2005, BCPS system-level percentage of teachers meeting the requirements for highly qualified was 87.0%; and paraprofessionals, 80.6%. By 2005-2006, 100% of BCPS teachers and paraprofessionals will meet the requirements for highly qualified.			
Resources: Annual Budget Process Compensation scale restructuring for teachers and other employees - \$27,673,748; class upgrades \$1,367,037; health benefit increases - \$11,794,974; and step increases for all employees - \$10,946,748; tuition reimbursement - \$2,091,176; Post employment benefits adjustment - \$4,900,000; Vincent Farm Elementary start up cost \$65,621			
Sources: Operating Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 3

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

Performance Indicator for Goal 3			
3.2 All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Develop, implement, and report on a comprehensive systemwide professional development plan that includes assessing staff development needs and providing a coordinated systemic delivery of professional development to improve student achievement (R. 2)	Dir PD	Jul 07-Jun 08
	Develop and implement evaluation procedures to measure the effectiveness of professional development activities in relation to planned teacher and student outcomes using multiple sources of information (R. 2)	Dir PD	Jul 07-Jun 08
	Continue to plan and implement monthly professional development sessions for all principals on topics directly related to instructional leadership based on principals' assessed needs and system priorities	Exec Dir RAA Dir PD	Jul 07-Jun 08
	Continue to refine and implement opportunities for principals to participate in study groups and to network with colleagues, both formally and informally, through the Principal's Center	Area Asst Supt Dir PD	Jul 07-Jun 08
	Continue to offer the Education That is Multicultural (ETM) course to all school-based ETM liaisons and expand professional development opportunities to administrators and teachers based on a trainer of trainers model	Asst to the Supt E & A	Jul 07-Jun 08
Measurement: Multiple data sources including participation in high quality professional development, questionnaires, implementation logs and journals, student work samples, classroom observation, and student achievement data to measure the effectiveness of professional development in terms of impact on student learning outcomes (R. 2)			
Resources: Annual Budget Process			
Sources: Operating Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 3

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

Performance Indicator for Goal 3			
3.3 All mathematics teachers in middle schools will demonstrate content mastery through comprehensive testing or will possess a Maryland State Department of Education teaching certificate with an endorsement in secondary mathematics. (BPCS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to collaborate with universities, colleges/community colleges to implement programs that prepare teachers to meet the requirements of highly qualified in mathematics and that may lead to a Master’s degree or equivalent	Asst Supt STEM	Jul 07-Jun 08
	Continue to offer professional development courses for graduate credit in mathematics in order to meet the requirements for highly qualified teachers in mathematics	Asst Supt STEM	Jul 07-Jun 08
	Continue to update teachers with information regarding programs that result in highly qualified status	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to offer preparatory courses and review sessions for the tests required to obtain highly qualified status in mathematics	Asst Supt STEM	Jul 07-Jun 08
	Use content coaches to provide professional development for middle school teachers who are implementing Algebraic Thinking (R. 3)	Asst Supt STEM	Jul 07-Jun 08
Measurement: In 2002- 2003, 31.9% of middle school mathematics teachers met the requirements for highly qualified. In 2003-2004, 57.8% of middle school mathematics teachers met the requirements for highly qualified. In 2004-2005, 79.4% of middle school mathematics teachers met the requirements for highly qualified. By 2005-2006, 75% of middle school mathematics classes will be taught by highly qualified teachers; and 100%, by 2006-2007.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 3

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

Performance Indicator for Goal 3			
3.4 All new teachers in Title I schools will meet the standard of highly qualified when hired. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to advertise and update weekly all teacher vacancies on the BCPS website to reach a wide audience of highly qualified teachers to meet the specific staffing needs of Baltimore County's Title I schools	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to partner with local universities and MSDE to establish Resident Teaching programs targeting core subject applicants, holding a 3.0 GPA or higher, in critical need subjects (e.g., mathematics, science, English, world languages, and special education)	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to develop a process to allow applicants to electronically file the BCPS application for professional employment	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to utilize online recruitment tools to attract highly qualified teachers from around the country	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to implement the Great Beginnings Program, which facilitates early hiring of December graduates and provides for long-term co-teaching with an experienced teacher in Title I schools	Asst Supt Gov Rel & HR	Dec 07-May 08
Measurement: In 2002-2003, 71.4% of Title I teachers met the requirements for highly qualified. In 2003-2004, 100% of newly hired teachers in Title I schools met the requirements for highly qualified. In 2004-2005, 84.2% of newly hired teachers in Title I schools met the requirements for highly qualified. In 2005-2006, 100% of newly hired teachers in Title I will meet the requirements of highly qualified.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 3

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

Performance Indicator for Goal 3			
3.5 All parents/guardians will be advised of the qualifications of their child’s teacher at the beginning of the year or upon request if there are changes to a teacher’s qualifications during the school year. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Provide data-entry services for teacher credential analysis and reporting	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to disseminate and communicate appropriate educational background and certification information to parents and principals in the Title I schools	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to make the Maryland School Performance Program report which includes teacher certification and highly qualified status data available to all parents and the community	Asst Supt Gov Rel & HR and Exec Dir RAA	Jul 07-Jun 08
Measurement: In 2002-2003 through 2005-2006, 100% of parents of students in Title I schools were notified of the qualifications of their child’s teacher. In 2004-2005, 100% of parents of students in Title I schools were notified of the qualifications of their child’s teacher. In succeeding years, 100% of parents of students in all schools will be notified of the qualifications of their child’s teacher.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 4

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

Performance Indicator for Goal 4			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Provide attractive, clean, caring, and secure learning environments.</p> <p>b) Implement active character ethics education.</p> <p>c) Utilize the Student Support Services Team to address the needs of students.</p> <p>d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, and law enforcement.</p> <p>e) Continue inter-department and inter-agency teams to implement schoolwide Safety and Emergency Plans and the countywide Critical Response Plan and Emergency Safety Management Guide.</p> <p>f) Provide a continuum of services through alternative education programs.</p> <p>g) Continue the fingerprinting and criminal background checks for all employees.</p> <p>h) Continue the annual Safe Schools Conference.</p>	Continue to provide scheduled site improvements and grounds maintenance activities (R. 10)	Exec Dir Phy Fac	Jul 07-Jun 08
	Continue to implement the five-year turf repair program to improve safety of athletic fields (R. 10)	Exec Dir Phy Fac	Jul 07-Jun 08
	Continue cyclic replacement of grounds equipment to improve operational safety and enhance efficiency (R.10)	Exec Dir Phy Fac	Jul 07-Jun 08
	Replenish "Fibar" material used for safety surfacing on playgrounds (R. 10)	Exec Dir Phy Fac	Jul 07-Jun 08
	Ensure appropriate staffing, supplies, and materials to maintain a healthy educational environment (R. 10)	Exec Dir Phy Fac	Jul 07-Jun 08
	Provide for the safe delivery of services of the physical plant and execute minor preventive maintenance of mechanical equipment (R. 10)	Exec Dir Phy Fac	Jul 07-Jun 08
	Continue to evaluate and coordinate the School Resource Officer Program in secondary schools	Exec Dir SSS	Jul 07-Jun 08
	Continue to partner with Baltimore County Police Department (BCPD) to implement the safety, drug awareness, and resistance programs, including gang awareness and prevention in grades K-12	Exec Dir SSS	Jul 07-Jun 08
	Continue to provide violence and substance abuse awareness and prevention within the health education program	Exec Dir SSS and Asst Supt Hum	Jul 07-Jun 08
	Continue to use the <i>How To Establish a Character Education Program in your School: A Handbook for School Administrators</i> to develop and implement a character-building process as an integral component of the school improvement plan and extra-curricular programs	Exec Dir SSS	Jul 07-Jun 08
Continue to provide training and assistance to Student Support Team chairpersons and school staff for implementation of the Student Support Team process and 504 Plans	Exec Dir SSS	Jul 07-Jun 08	

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 4

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

Performance Indicator for Goal 4			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>i) Establish an action plan in the School Improvement Plan (SIP) for increasing parental awareness of their responsibilities and knowledge of behavior expectations identified in the <i>Student Handbook</i> and school code of conduct.</p> <p>j) Communicate the behavioral code of conduct to all students and parents/guardians expectations identified in the <i>Student Handbook</i> and school.</p> <p>k) Identify and train all staff in the implementation of effective student behavior management programs and the <i>Student Handbook</i> requirements.</p>	Continue to implement and monitor academic-behavior interventions and supports to address student behavior and learning through the Student Support Team and Instructional Support Team	Exec Dir SSS	Jul 07-Jun 08
	Continue to monitor individual student 504 Plans to address behavior and learning needs for eligible students through the Student Support Team	Exec Dir SSS	Jul 07-Jun 08
	Continue to implement the <i>Positive Behavior Planning Guide</i> and the Positive Behavior Intervention and Supports (PBIS) process in schools	Exec Dir SSS	Jul 07-Jun 08
	Continue to provide psychological consultation, assessment, and intervention services to address student behavior and learning needs for at-risk students and students with intensive needs	Exec Dir SSS	Jul 07-Jun 08
	Continue to provide support at the Bridge Center for new students enrolling in schools in the Southwest and Northwest areas to help ensure a smooth transition into a comprehensive community school	Exec Dir SSS	Jul 07-Jun 08
	Continue support of the Spring Grove Hospital Center to provide services to students who reside within Baltimore County	Exec Dir SSS	Jul 07-Jun 08
	Continue to maintain 14 school-based wellness centers serving 17 schools	Exec Dir SSS	Jul 07-Jun 08
	Continue to provide site-based mental health services in partnership with community mental health providers	Exec Dir SSS	Jul 07-Jun 08
	Continue to provide and evaluate the services of full-time DSS social workers in schools in assisting students and families in accessing mental health care and other social services programs	Exec Dir SSS	Jul 07-Jun 08
	Continue to provide a full-time baccalaureate school health nurse in each school to ensure students' and families' health screening, health maintenance, management of chronic health conditions, referral for health services, and provide emergency care, health counseling, education, and staff wellness programs	Exec Dir SSS	Jul 07-Jun 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 4

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

Performance Indicator for Goal 4			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide orientation and training to school health services personnel to ensure the delivery of a safe, comprehensive school health services program in each school and compliance with Board of Nursing requirements	Exec Dir SSS	Jul 07-Jun 08
	Continue to provide contractual registered nurses to ensure age-appropriate immunizations and health screening for students from other countries	Exec Dir SSS	Jul 07-Jun 08
	Continue to provide cardiopulmonary resuscitation training and blood borne pathogens training to employees as required by state law	Exec Dir SSS	Jul 07-Jun 08
	Provide Automated External Defibrillators and related training for all schools and offices	Exec Dir SSS	Jul 07-Jun 08
	Continue to work through the Baltimore County Multidisciplinary Team to ensure compliance with all Child Protective Services mandates	Exec Dir SSS	Jul 07-Jun 08
	Continue to provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, mental health services, and law enforcement	Exec Dir SSS	Jul 07-Jun 08
	Continue the operation of the Safety and Emergency Planning Steering Committee composed of BCPS and Baltimore County interagency partners	Exec Dir SSS	Jul 07-Jun 08
	Continue to have all schools and identified facilities develop and post to the system's Intranet their annual safety/emergency plans	Exec Dir SSS	Jul 07-Jun 08
	Continue to revise, publish, and train staff in all new procedures added to the Critical Response and Emergency Safety Management Guide	Exec Dir SSS	Jul 07-Jun 08
	Continue to train all members of the four Critical Incident Response Teams each year	Exec Dir SSS	Oct 07-Mar 08
	Continue to maintain alternative schools at the middle and high school levels, Home and Hospital programs, Home Teaching programs for students in grades K-12, Afternoon Middle School Group Learning Centers, Evening/Saturday High School programs, and Summer School programs	Exec Dir SSS	Aug 07-Jun 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 4

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

Performance Indicator for Goal 4			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Implement a Secondary Academic Intervention Model Center (SAIM) and develop a plan for an additional center	Exec Dir SSS	Aug 07-Jun 08
	Continue to provide in-school alternative programs, such as Maryland's Tomorrow and AdvancePath Academy	Exec Dir SSS	Sep 07-Jun 08
	Continue to issue identification cards to support staff and increase the number of classified employees who are issued identification cards	Exec Dir Phy Fac	Jul 07-Jun 08
	Continue to fingerprint and initiate required pre-employment background checks, in accordance with current policy and procedures, for all new applicants to BCPS, volunteers, contractors, and others who may be required to undergo the background check process and be cleared before beginning employment in accordance with applicable law	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to utilize Safe Schools Conference Planning Committee to organize, develop, and evaluate the Safe Schools Conference annually and initiate a teacher/parent component of the Safe Schools Conference	Exec Dir SSS	Jul 07-Jun 08
	Conduct asbestos surveys in all school buildings on a three-year cycle (R. 10)	Exec Dir Phy Fac	Jul 07-Jun 08
	Continue to provide onsite safety inspections and maintain and repair physical education facilities and equipment (R. 10)	Asst Supt Hum Exec Dir Phy Fac	Jul 07-Jun 08
	Continue to implement the indoor air quality program, <i>Tools for Schools</i> (R. 10)	Exec Dir Phy Fac	Jul 07-Jun 08
Measurement: In 2004-2005, 100% of the schools participated in the Safe Schools Conference; 100% of the schools and offices had emergency plans; and 83% of the schools had security systems in place.			
Resources: Annual Budget Process Utility cost increases -\$2,598,000; preventive maintenance for boilers and folding walls \$355,293; painting and repairs - \$966,400; security camera maintenance- \$96,000; maintenance, replacement, and fire alarms for relocatables - \$578,000; five additional housekeeping positions - \$125,000; twelve maintenance positions and contracted services - \$920,000; Secondary Academic Intervention Model (SAIM) - \$4,326,574; internal investigator position- \$61,290; automatic external defibrillators -\$20,040.			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 4

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

Performance Indicator for Goal 4			
4.2 All schools will have published expectations of student behavior and parental responsibilities and involvement. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to include parents/guardians, students, and community members on the School Improvement Planning Committee and countywide Student Handbook Committee	Exec Dir SSS	Apr 07-Jun 08
	Continue to communicate and collaborate with students, parents, PTA, advisory groups, and community members regarding behavior expectations and parental responsibilities and involvement in maintaining a positive learning environment	Exec Dir SSS	Jul 07-Jun 08
	Continue to seek strategies for reducing long-term suspension/expulsion rate for any of the nine offenses identified as major offenses by MSDE	Exec Dir SSS	Jul 07-Jun 08
	Provide ongoing professional development for teachers and support staff, including paraprofessionals and bus drivers, in establishing and maintaining a positive, orderly, and nurturing environment	Exec Dir SSS Dir PD Exec Dir Plan & Support Op	Jul 07-Jun 08
	Provide professional development for all new teachers on classroom management at New Teacher Induction	Dir PD	Jul 07-Jul 08
	Continue to provide workshops on positive disciplinary interventions including conflict resolution, peer mediation, and crisis intervention for administrators, teachers, and paraprofessionals	Exec Dir SSS	Jul 07-Jun 08
Measurement: In 2002-2003 through 2005-2006, 100% of BCPS parents/guardians received published expectations and notification of the responsibilities for students and parents/guardians. Published notification of expectations will continue to be provided to 100% of parents/guardians annually.			
Resources: Annual Budget Process			
Sources: Operating Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 4

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

Performance Indicator for Goal 4			
4.3 Staff, students, parents/guardians, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Implement a communications tool that helps support and promote a safe and conducive learning environment	CCO	Jul 07-Jun 08
	Continue to provide opportunities at the local school level for stakeholders to express satisfaction and receive information	Area Asst Supt	Jul 07-Jun 08
	Continue to implement parent support services in all communities, and internally evaluate their effectiveness	Asst Supt Hum Asst Supt STEM Area Asst Supt	Jul 07-Jun 08
	Continue to provide professional development for all employees to enhance staff and stakeholder satisfaction	Exec Dir BusSer Dir PD	Jul 07-Jun 08
	Continue to provide air quality investigation and reporting when air quality emergencies occur (R. 10)	Exec Dir Phy Fac	Jul 07-Jun 08
	Administer an online stakeholders' satisfaction survey in the spring of each year	CCO	Jan 08-May 08
	Continue to provide assistance to parents who choose to home school in order to enhance student achievement and to ensure a smooth transition upon return to BCPS	Exec Dir SSS	Jul 07-Jun 08
Measurement: A baseline BCPS stakeholders' satisfaction survey was administered online during April and May 2005. Of the nearly 2000 stakeholders (parents, employees, students, and community people) who responded, 79.4% were satisfied with the BCPS academic program, 77.4% were satisfied with the safe and orderly BCPS school environments, and 76.2% were satisfied with the amount of parent involvement in BCPS schools. In 2005-06, the second annual online stakeholders survey will be administered.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 5

All students will graduate from high school.

Performance Indicator for Goal 5				
5.1 All high schools will meet the graduation rate established by the state. (State standard)				
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE	
a) Educate all students with disabilities in accordance with the objectives defined in the student’s Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent possible.	Continue to communicate to secondary students and parents/guardians the graduation and testing requirements (including HSA) for receiving a diploma	Area Asst Supt Exec Dir SSS	Jul 07-Jun 08	
	Provide academic supports for students who need to pass the English, Algebra/Data Analysis, Government, and Biology High School Assessments (HSAs)	Asst Supt Hum Asst Supt STEM Area Asst Supt	Jul 07-Jun 08	
	Implement the revised Career Planning Profile with students to keep them current throughout the high school experience	Exec Dir SSS	Aug 07-Jun 08	
	b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.	Continue to monitor secondary course enrollment, credit completion, and testing requirements to ensure that students meet graduation requirements	Area Asst Supt Exec Dir SSS	Sep 07-Jun 08
		Continue to communicate graduation requirements and coursework expectations to parents of secondary students	Asst Supt Hum Asst Supt STEM Asst Supt Gov Rel & HR Exec Dir SSS	Aug 07-Jun 08
	c) Increase participation in gifted and talented programs in all schools.	Continue to offer professional development to elementary, middle, and high school principals based on the needs identified and ideas generated from the 2005 High School Summit	Asst Supt Hum Asst Supt STEM Area Asst Supt	Jul 07-Jun 08
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.	Ensure rigorous course offerings by differentiating and eliminating low level courses	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08	
	Continue to distribute the <i>Course Registration Guide</i> to all students and families in grades 8-11	Asst Supt Hum Ass Supt STEM	Dec 07	
e) Provide and implement 504 Plans which clearly outline goals, objectives, and accommodations to ensure that students will maximize their educational opportunities.	Continue to implement the provisions of the Smaller Learning Communities (SLC) grant designed to create a more personalized learning environment, provide more challenging academic course work, and offer academic interventions for students in ten large high schools: Dundalk, Kenwood, Lansdowne, Milford Mill, Overlea, Owings Mills, Parkville, Pikesville, Randallstown, and Woodlawn	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08	
	f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to			

SCHOOL YEAR 2007–2008 - 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
college and employment.	Continue to provide counseling in graduation and career development to secondary students in individual and group settings and career development counseling at least annually	Exec Dir SSS	Aug 07-Jun 08
	Continue to provide a quality physical education program and comprehensive health education program that supports appropriate student development	Asst Supt Hum	Aug 07-Jun 08
	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 07-Mar 08
	Continue to provide professional development activities to support general and special educators and paraprofessionals in the use of inclusive practices as detailed in the <i>Guide for Inclusive Education</i>	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue to improve web-based data tracking systems so that principals and area assistant superintendents can access and analyze data elements to assess the achievement of students with disabilities and their placement in the Least Restrictive Environment (LRE)	Asst Supt Hum Asst Supt STEM Exec Dir SSS	Jul 07-Jun 08
	Monitor all students' transcripts to ensure that they take and pass the HSAs and meet all other graduation requirements	Exec Dir SSS	Jul 07-Jun 08
	Monitor graduating student cohorts to ensure that all graduating students will meet the graduation requirements	Exec Dir SSS	Jul 07-Jun 08
Measurement: In 2004-2005, 92.2% of the BCPS high schools met or exceeded the state graduation standard with rates of at least 90%. By 2007-2008, 100% of high schools will meet the state graduation standard.			
Resources: Annual Budget Process Two teachers for the Home & Hospital program - \$96,000; <i>Language!</i> program for Home & Hospital - \$62,000			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - 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
	Continue to use the data warehouse to access information on attendance, suspensions, course selection, grades, standardized tests, and retention and to develop appropriate intervention strategies	Exec Dir SSS	Jul 07-Jun 08
	Continue to implement professional development initiatives (preK-12) based on the understanding of different learning preferences, multiple intelligences, and differentiating instruction, and utilize instructional technology to engage all students	Asst Supt Hum Asst Supt STEM Asst to Supt E & A	Jul 07-Jun 08
	Continue to provide summer school to support increased and accelerated student achievement	Exec Dir SSS	Jul 07-Aug 08
	Continue to provide a range of educational opportunities for students to obtain a Maryland High School Diploma, e.g., Maryland’s Tomorrow, Evening High School, Saturday School, alternative programs, Home and Hospital, and CTE programs	Asst Supt Hum Asst Supt STEM Exec Dir SSS	Jul 07-Aug 08
	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 07-Jun 08
	Continue to provide staffing for the Maryland’s Tomorrow program in the five high schools with greater than 3% dropout rate (Kenwood, Chesapeake, Patapsco, Dundalk, and Sparrows Point)	Exec Dir SSS	Aug 07-Jun 08
	Explore expansion of AdvancePath Academy	Exec Dir SSS	Aug 07-Jun 08
	Continue to monitor each high school’s placement of students in alternative and evening high school programs	Exec Dir SSS Area Asst Supt	Aug 07-Jun 08
	Develop the model for identifying students who are at risk of dropping out and develop individual and school plans through the use of Student Support Teams (SST)	Exec Dir SSS Area Asst Supt Exec Dir RAA	Aug 07-Jun 08

SCHOOL YEAR 2007–2008 - *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)

Measurement: In 2004-2005, 37.5% of the BCPS high schools met the state dropout standard of 3% or less. By 2007-2008, all BCPS high schools will meet the state dropout standard.

Resources: Annual Budget Process

Convert high school clerks from 10 to 12 month employees - \$67,578; student transcript microfilming - \$180,000

Sources: Operating Budget

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 5

All students will graduate from high school.

Performance Indicator for Goal 5			
5.3 All graduates will meet the college course entrance requirements for the University System of Maryland or the Maryland Career and Technology Education Career Completer Requirements or both. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue the development of a competency profile for all students, including those with disabilities and special needs, enrolled in CTE career-completer programs (R. 5)	Asst Supt STEM	Aug 07-Jun 08
	Continue to implement strategies to encourage students with disabilities to pursue two and four-year college options (R. 9)	Asst Supt Hum, Asst Supt STEM	Jul 07-Jun 08
	Implement CTE programs to assist students in meeting college entrance and/or CTE completer requirements to increase the number of dual completers (R. 5, 9)	Asst Supt STEM	Jul 07-Dec 08
	Continue to evaluate enrollment data to determine student participation in and completion of CTE programs (R. 5)	Asst Supt STEM	Jul 07-Dec 08
	Continue to facilitate partnerships with the community colleges and universities to refine and increase articulation opportunities to increase student achievement and pathways to college and employment	Asst Supt STEM Asst Supt Hum	Jul 07-Jun 08
	Continue to assist teachers in identifying and employing strategies that impact positively on enhancing achievement of minority, under-represented, and special needs populations that address the diversity of the Baltimore County community to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented (R. 9)	Asst Supt Hum Asst Supt STEM Area Asst Supt Asst to Supt E & A Dir PD	Jul 07-Jun 08
	Monitor students participating in AVID to ensure that they are meeting college course entrance requirements and accessing available scholarships (R. 6)	Asst Supt Hum Area Asst Supt	Jul 07-Jun 08
Measurement: In 2002-2003, 80.4% of students met the University of Maryland entrance requirements and/or the Maryland Career and Technology Education Completer Requirements. In 2003-2004, 76.3% of students met the University of Maryland entrance requirements and/or the Maryland Career and Technology Education Completer Requirements. In 2004-2005, 87.1% of students met the University of Maryland entrance requirements and/or the Maryland Career and Technology Education Completer Requirements. By 2007-2008, 90% of students will meet the University of Maryland entrance requirements and/or the Maryland Career and Technology Education Completer Requirements, and the percentage of students meeting these requirements will increase to 100% by 2012.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.1 All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS Standard)			
6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS Standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.</p> <p>b) Educate all new teachers in how to conduct parent-teacher conferences.</p> <p>c) Provide guidelines and strategies for student-teacher-parent/guardian conferences.</p> <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/guardians, community, and business partners.</p> <p>f) Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships.</p>	Continue to implement the Board Policy 1270 which states that schools, parents/guardians, and families have a mutual responsibility to work together in order to increase student achievement	Dir PD	Aug 07-Jun 08
	Continue to implement the Parental Outreach, Attendance Notification, and Emergency Communication System to deliver messages to parents through automatic telephone and e-mail communication	CCO	Jul 07-Jun 08
	Further explore the use of technology to facilitate additional means of communication with parents/guardians	CCO CIO	Jul 07-Feb 08
	Continue to implement requirements in NCLB for informing and involving parents/guardians in the education of children attending Title I schools by notifying families of their right to inquire about the qualifications of their children's teacher; informing families whenever their children are taught for more than four weeks by a teacher who is not yet highly qualified; and meeting NCLB requirements for parent compacts and involving families in an annual review of the Parent/Guardian Family Involvement Policy 1270	Area Asst. Supt Asst Supt Gov Rel & HR Dir PD	Jul 07-Jun 08
	Continue to implement requirements in No Child Left Behind (NCLB) by providing prompt notification to parents/guardians of students enrolled in schools identified for improvement	Area Asst Supt Exec Dir RAA	Jul 07-Jun 08
	Continue to publish the <i>Message to Community</i> , <i>Classroom to Community Express</i> and other publications as appropriate to communicate the superintendent's budget priorities to parents and stakeholders	Exec Dir Fiscal Ser CCO	Nov 07-Jan 08
	Facilitate home-school communication by publishing key system documents in other languages	CCO	Jul 07-Jun 08
	All schools will continue to embed in their school improvement plans specific strategies for home-school communication	Area Asst Supt	Aug 07-Jun 08
	Continue to implement parent/guardian-teacher and student-led conferences	Area Asst Supt	Aug 07-Jun 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.1 All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS Standard)			
6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS Standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiative with the Baltimore County Public Library. h) Encourage business partnerships that support and complement the educational program.	Continue to provide parents/guardians with updated guidelines and strategies for successful parent-teacher-student conferences and communication	Dir PD	Aug 07-Jan 08
	Continue to provide professional development and technical support to new and current teachers to conduct effective parent/guardian-teacher-student conferences including addressing student achievement relative to established standards	Dir PD	Aug 07-Jan 08
	Continue to provide administrators with information about multicultural infusion, diversity, and cultural sensitivity to promote positive relationships between students, parent/guardians, and professional staff in schools	Asst to the Supt E & A	Jul 07-Jun 08
	Continue to provide interpersonal skills training for all clerical staff to facilitate positive home-school interactions and a welcoming school environment	Dir PD	Jul 07-May 08
	Continue to communicate graduation requirements and coursework expectations to parents	Asst Supt STEM Asst Supt Hum	Aug 07-Jun 08
	Continue to communicate and collaborate with students, parents, PTA, advisory groups, and community members regarding behavior expectations and parental responsibilities and involvement in maintaining a positive learning environment	Exec Dir SSS	Jul 07-Jun 08
	Continue to implement college awareness programs directed toward all students and their parents, especially first generation, economically disadvantaged, and Gifted and Talented students	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
Measurement: The percentage of schools that include strategies for home-school communication in their school improvement plans.			
Resources: Annual Budget Process			
Sources: Operating Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.3 Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes. (BCPS Standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Plan and conduct area workshops for parents and interested community members to provide opportunities to collaborate with each other and staff to explore the curriculum, home-school communication strategies, and best practices for supporting students' academic achievement	Dir PD CCO	Jul 07-May 08
	Plan and implement additional opportunities to provide content area learning experiences for parents and interested community members to help them acquire the content knowledge required to support students' academic achievement	Asst Supt Hum Asst Supt STEM	Jul 07-Apr 08
	Provide the Style to Content Learning Preferences Inventory, a survey for students that is designed to assist parents and teachers with identifying the specific ways in which individual students learn and assist teachers, administrators, and curriculum staff with developing and evaluating differentiated curriculum and instruction	Asst to the Supt E & A	Jul 07- Jun 08
	Continue to collaborate with PTA, advisory groups, community, and businesses to ensure diverse stakeholder involvement	Area Asst Supt CCO	Sep 07-May 08
	Explore offering English classes for parents who are English language learners so that they may continue to support their children's academic performance	Asst Supt Hum Asst Supt STEM	Jul 07-Dec 07
	Continue to use the resource centers for families and schools to provide support and materials to parents, teachers, and community members in helping their children achieve academically	Dir PD	Aug 07-Jun 08
	Continue to implement parent support services in all communities and internally evaluate their effectiveness	Asst Supt Hum Asst Supt STEM Area Asst Supt	Jul 07-Jun 08
	Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g., National Honor Society, National Merit Scholars, Science Fair, Black Saga, Mock Trial, Odyssey of the Mind, 24 Challenge, and CTE Awards Ceremony)	Asst Supt Hum Asst Supt STEM Area Asst Supt	Sep 07-Jun 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.3 Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes. (BCPS Standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide training through the Aspiring Leaders and Leadership Enhancement programs to assist school-based administrators with developing effective home-school communication	Dir PD	Aug 07-May 08
	Continue to provide training for pupil personnel workers, social workers, and school counselors to prepare them to participate in non-traditional outreach to parents through activities such as home visits and community-based partnerships and outreach programs	Exec Dir SSS	Jul 07-May 08
Measurement: The baseline number of countywide learning opportunities provided to staff, parents, and community members.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.4 Increase parent/guardian attendance at school-based events and activities such as Back-to-School nights and school improvement teams. (BCPS Standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Implement school improvement process guidelines for site-based selection of parents on school improvement teams and parent involvement in decision-making processes	Area Asst Supt	Sep 07-Jun 08
	Continue to invite parents/guardians, teachers, and community members to serve on school improvement teams (SIT)	Area Asst Supt	Sept 07-Jun 08
	Continue to share best practices at countywide principals' meetings focusing on the six areas of parental involvement adopted by the National PTA, and implement appropriate strategies through SIP	Area Asst Supt	Sep 07-Jun 08
	Continue to use the six areas of parent involvement to structure and monitor parent involvement goals in school improvement plans (SIP) and to enhance effective home-school partnerships to improve student achievement	Area Asst Supt	Jul 07-Jun 08
	Continue to include parents/guardians, students, and community members on the School Improvement Planning Committee and countywide <i>Student Handbook</i> committee	Exec Dir SSS	Apr 07-Jun 07
	Continue to schedule school events including athletic contests to allow more parents/guardians to attend	Area Asst Supt	Sep 07-Jun 08
	Continue by geographic area to coordinate a schedule for Back-To-School Night according to feeder schools within a cluster to optimize parent/guardian opportunities to attend	Area Asst Supt	Jul 07-Aug 07
	Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g., National Honor Society, National Merit Scholars, Science Fair, Black Saga, Mock Trial, Odyssey of the Mind, 24 Challenge, and CTE Awards Ceremony)	Area Asst Supt	Sep 07-Jun 08
	Continue to offer family services to assist schools in developing meaningful involvement strategies for parents/guardians/community, including families from other countries through the Early Intervention and Family Literacy Program	Asst Supt Hum Exec Dir SSS	Jul 07-Jun 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.4 Increase parent/guardian attendance at school-based events and activities such as Back-to-School nights and school improvement teams. (BCPS Standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide workshops for staff to increase awareness of and sensitivity to the needs of stakeholders in order to increase parent/guardian and community participation at school events and programs	Area Asst Supt	Aug 07-Nov 07
Measurement: Percentage of schools with parent/guardian representation on SIT; participation data.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.5 Increase parent/guardian, school, business, and community partnerships. (BCPS Standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Plan, implement, and monitor outreach to parents, community leaders, and organizations to develop and maintain partnerships; promote partnerships to staff	CCO Dir PD	Jul 07-Jun 08
	Continue to solicit business and community partnerships through chambers of commerce, Rotary clubs, etc., to support student achievement	CCO	Jul 07-Jun 08
	Continue to collaborate with PTA and advisory groups to conduct countywide parent education meetings	Asst Supt Hum Asst Supt STEM Area Asst Supt CCO	Jul 07-Jun 08
	Continue to recruit and retain volunteers to support the instructional program and student achievement. Communicate the variety of opportunities available to prospective and current volunteers	CCO	Jul 07-Jun 08
	Publish and distribute an annual update of the directory listing community organizations with an interest in helping schools, as well as those organizations that are non-traditional school contacts	CCO	Jul 07-Jun 08
	Continue to partner with business and community organizations to provide opportunities for public display of students' work and opportunities to perform publicly in art, music, theater, and dance. (e.g., Walters Art Museum, BSO, Baltimore County government events)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue the partnership with Recreation and Parks so students have productive after-school activities	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Continue a partnership with the Baltimore County Public Library to promote student use of community resources to support reading achievement, reading motivation, and information literacy	Asst Supt STEM	Sep 07-Jun 08
	Continue collaboration with the Baltimore County Public Library to promote student independent reading	Asst Supt STEM	Mar 07-Jun 08

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.5 Increase parent/guardian, school, business, and community partnerships. (BCPS Standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to facilitate the students' and families' use of Baltimore County Public Library's 24/7 web-based reference service, digital content, and other public library resources and services	Asst Supt STEM	Jul 07-Jun 08
	Continue Internet safety awareness initiatives for both student and families through partnerships with local community resources and services	Asst Supt STEM	Jul 07-Jun 08
	Continue the award winning First Library Card Campaign to build parent connections with public and school library resources that foster early literacy achievement of their kindergarten children	Asst Supt STEM	Jul 07-Jun 08
	Support social services such as before and after-school programs, health services, adult education, and counseling	Asst Supt STEM	Jul 07-Jun 08
	Support academic enrichment programs sponsored and administered by community based organizations	Asst Supt STEM	Jul 07-Jun 08
Measurement: Number of school, business, community partnerships. The percentage of schools with a PTA.			
Resources: Annual Budget Process			
Sources: Operating Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.6 Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. (BCPS Standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Establish Key Communications (individuals and groups who can cultivate and share school based and systemwide information and accomplishments) within and outside the organization	CCO	Jul 07-Jun 08
	Develop formal requirements, vehicles and protocols for communication including establishing key system messages to communicate specific information (e.g., special initiatives, program and policy changes) to all stakeholder groups	CCO	Jul 07-Jun 08
	Collaborate with business community members to disseminate to the public information about student successes	CCO	Jul 07-Jun 08
	Team with the BCPS Education Foundation and community groups to develop and implement a community-wide marketing campaign utilizing publications and other means to disseminate information about system initiatives and successes	CCO	Jul 07-Jun 08
	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 07-Jun 08
	Continue to provide recognition opportunities for teachers, volunteers, retirees, and others in collaboration with employee groups, business, and community members	CCO	Jul 07-Jun 08
	Publish biannually an AVID/College Board Newsletter	Asst Supt Hum	Jul 07-Jun 08
	Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g. National Honor Society, National Merit Scholars, Science Fair, Mock Trial, Odyssey of the Mind , Black Saga, 24 Challenge, and CTE Awards Ceremony)	Asst Supt Hum Asst Supt STEM Area Asst Supt CCO	Jul 07-Jun 08
	Provide training through the Aspiring Leaders and Leadership Enhancement programs to assist school-based administrators with developing effective home-school and community-wide communication about school and student successes	Area Asst Supt Dir PD	Sep 07-Jun 08

SCHOOL YEAR 2007–2008 - *Blueprint for Progress - Performance Goal 6*
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6
6.6 Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. (BCPS Standard)
Measurement: Percent of parents/guardians who express satisfaction with the school system (at least 80% in 2007-2008)
Resources: Annual Budget Process
Sources: Operating Budget

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 7

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

Performance Indicator for Goal 7			
7.1 All schools will develop a results review report that is aligned with the system’s annual results report. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Train school leadership to help parents, teachers, and students serve as advocates for educational issues.</p> <p>b) Utilize key stakeholders to assist in training parents/guardians about educational issues.</p> <p>c) Provide information and support to principals in the alignment of the <i>Blueprint for Progress</i> with the SIP, the allocation of positions, and the allocation of other resources.</p> <p>d) Encourage parents/guardians and community members to participate on the School Improvement Team.</p> <p>e) Encourage teachers to be leaders in the school and community.</p> <p>f) Provide professional development opportunities to school administrators, teachers, and other staff on the roles of parents, staff, and community members in the school improvement process.</p>	Continue to publish the <i>Maryland School Performance Program Report</i> which includes state, local, and individual schools’ information	Exec Dir RAA	Jul 07-Jun 08
	Continue to communicate individual school results of the <i>Maryland School Performance Program Report</i> to parents and stakeholders	Area Asst Supt	Jul 07-Jun 08
	Continue to communicate the individual school results report to stakeholders based on the BCPS <i>Blueprint for Progress Report on Results</i>	Area Asst Supt	Jan 08
	Continue to develop and implement processes to expand stakeholder input into the school improvement plans, and communicate the school results reports	Area Asst Supt	Jul 07-Jun 08
	Continue to provide professional development for principals in the alignment of all resources to support achievement of the goals in the <i>Blueprint for Progress</i>	Area Asst Supt Dir PD	Jul 07-Jun 08
	Continue to invite parents, teachers, and community members to serve on school improvement teams	Area Asst Supt	Sep 07-Jun 08
	Continue to monitor that all schools have school improvement teams, and monitor their effectiveness	Area Asst Supt	Sep 07-Jun 08
	Continue to provide professional development to assist parents, students, teachers, administrators, and community members in becoming active advocates for Baltimore County Public Schools	Area Asst Supt CCO	Jul 07-Dec 07
	Continue to provide schools with site-specific data from the data warehouse for analysis and development of school improvement plans	Exec Dir RAA CIO	Oct 07-Dec 07
	Administer an online stakeholders’ satisfaction survey in the spring of each year	CCO	Jan 08-May 08
	Continue to integrate Positive Behavior Intervention Systems (PBIS) and Character Education into the School Improvement Plan (SIP)	Exec Dir SSS	Jul 07-Jun 08

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

Performance Indicator for Goal 7			
7.1 All schools will develop a results review report that is aligned with the system’s annual results report. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>g) Publish an annual education performance report designed to increase community-wide awareness and advocacy.</p> <p>h) Assist schools’ PTAs, School Improvement Teams, Faculty Councils, and Student Councils in the process of developing leadership skills to improve involvement and decision making.</p> <p>i) Provide school leadership training in group processes that encourages teachers, staff, parents/guardians, and community members to improve involvement in decision making.</p> <p>j) Present the results report, which includes the alignment of the results in the SIP, financial information, and student achievement to the parents/guardians and community members of all schools.</p>			
<p>Measurement: In 2004-2005, school-level results reports that were aligned with the system’s annual results report were provided to all schools and those reports were used to develop 2005-2006 school improvement plans. All schools communicated student level achievement results to their communities. This process will continue annually.</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget</p>			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 8

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

Performance Indicator for Goal 8			
8.1 All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Provide teachers and Related Services personnel with professional development opportunities for using and integrating technology into curriculum and instruction.	Continue to assess and modify the role of the instructional technology (IT) resource teachers in providing support to administrators, liaisons, technology integration teachers, and other instructional staff as they continue to learn to integrate technology into teaching and learning based on the <i>Maryland Technology Standards for School Administrators</i> , the <i>Maryland Technology Standards for Teachers</i> , and the <i>Maryland Teacher Professional Development Standards</i>	Asst Supt STEM	Jul 07-Jun 08
b) Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software.	Continue to offer differing levels of professional development at the system level to meet the basic, application, and integration skills of teachers in integrating technology into instruction to support the achievement of all students including ethnic groups, special education, English Language Learners, FARM, and Gifted and Talented	Asst Supt STEM	Aug 07-Jun 08
c) Allocate positions to schools in an equitable, adequate manner.	Continue to offer technology integration institutes for both elementary and secondary teachers which focus on using technology to teach science and mathematics	Asst Supt STEM	Aug 07-Jun 08
d) Allocate non-salary and grant funds to schools in an equitable manner based on rational formulas and approved qualifications.	Continue to offer using Technology to Teach Reading and Writing Across the Curriculum, for elementary and secondary teachers to improve instruction and meet the needs of diverse learners	Asst Supt Hum Asst Supt STEM	Aug 07-Jun 08
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.	Implement the use of the online assessment tool to determine the technology competencies of school-based administrators related to the <i>Maryland Technology Standards for School Administrators</i>	Asst Supt STEM	Jul 07-Dec 07
	Use the online technology profile, based on the Maryland Teacher Technology Standards, to help teachers plan their professional growth activities as they relate to the use of instructional technology and to assist central office staff in the planning of systemwide professional development in the integration of instructional technology into instruction	Asst Supt STEM	Jul 07-Jun 08
	Continue to offer graduate-level cohort programs for teachers to develop leaders in instructional technology and library media, and provide an online graduate-level cohort programs in instructional technology	Asst Supt STEM	Jul 07-Jun 08

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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>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>h) Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers.</p> <p>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</p>	Continue to develop a data cube of library media program data (collection, staffing, technology) that correlates with student achievement research	Asst Supt STEM CIO	Sep 07-Jun 08
	Continue to develop, pilot, and implement e-Learning initiatives including instructor training to provide online alternatives for professional growth in the effective use of technology for teachers, paraprofessionals, and other instructional staff	Asst Supt STEM CIO Dir PD	Jul 07-Jun 08
	Provide 24/7 access to school library media collections and digital content for staff, students, and their families (R. 9)	Asst Supt STEM	Jul 07-Jun 08
	Continue to increase teacher access to digital content for technology integration for daily classroom instruction through the use of the Internet and the Intranet connections (R. 9)	Asst Supt STEM	Sep 07-Jun 08
	Continue to provide resources and professional development activities for specific technology, equipment, and software programs in CTE and special education (R. 2)	Asst Supt Hum Asst Supt STEM	Jul 07-Jun 08
	Revise the <i>Framework for Technology Implementation 2005-2008</i> to meet the new guidelines in the Maryland Technology Plan 2007-2012	Asst Supt STEM CIO	Feb 07-Jun 08
	Continue to implement Enterprise Student Information System	CIO	Jul 07-Jun 08
	Continue the development of a professional development web application that tracks and reports professional development activities for all school-based personnel (R. 2)	CIO	Jul 07-Jun 08
	Investigate the feasibility of using the current enterprise HR system to track and report professional development activities (R. 2)	CIO	Jul 07-Jun 08
Continue to implement the short cycle and benchmark testing; integrate the testing information into the data warehouse in a seamless manner (R. 5)	CIO	Jul 07-Jun 08	
Provide staff development and quality control systems designed to ensure the accurate and expedient entry of data into the data warehouse (R. 7)	CIO	Jul 07-Jun 08	

SCHOOL YEAR 2007–2008 - *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

SCHOOL YEAR 2007–2008 - 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)
Measurement: The 2004-2005 inventory indicated that the ratios of students to computers was 3.5 to 1; teachers to computers was 1 to 0.95; administrators to computers was 1 to 0.99; and clericals to computers was 1 to 0.99.
Resources: Annual Budget Process Student & Scheduling system support - \$62,500; Upgrades to Inspiration software licenses for schools - \$87,500
Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 8

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

Performance Indicator for Goal 8			
8.2 All schools and offices will have high-capacity computers at the ratio of: <ul style="list-style-type: none"> ▪ One computer per five students by 2005; ▪ One computer per school-based teacher, administrator, and clerical by 2006; and ▪ One computer per central office administrative/supervisory and clerical staff by 2007. (BCPS standard) 			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Seek funding to continue the four-year replacement cycle for one computer per five students	CIO	Sep 07-Dec 07
	Continue to provide professional development and support to school-based technology liaisons in maintaining hardware and software inventories and in managing, maintaining, and troubleshooting hardware resources in schools based on the Maryland Teacher Professional Development Standards	CIO Asst Supt STEM	Jul 07-Jun 08
Measurement: The 2003-2004 inventory indicated that 91% of schools met the 5:1 for students, and 95% of teachers met the 1:1; 99% of administrators met the 1.1, and 99% of clericals met the 1.1 of central processing unit (CPU) count of MSDE and BCPS standard computers. In 2004-2005 the students to computer ratio was 3.5:1. The ratios for other groups remained the same.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 8

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

Performance Indicator for Goal 8			
8.3 The annual operating and capital budgets will be developed and administered in a timely and accurate manner. (BPCS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement and communicate the process for development of the annual budget process that involves staff and stakeholders	CFO	Jul 07-Jun 08
	Continue to provide opportunities for public review and input in the proposed budget prior to board adoption	CFO	Sep 07-Jun 08
	Continue to use the feedback forms in the published budget books	CFO	Jul 07-Jun 08
	Review and adjust budget materials related to required criteria for the Association of School Business Officials (ASBO) and the Government Finance Officers Association's (GFOA) Meritorious Budget Awards programs	CFO	Jan 08-Jun 08
	Review and analyze budget data, and develop procedures to increase accuracy of budget forecasts	CFO	Jul 07-Jun 08
	Adjust the budget development and decision-making processes to increase connections to curriculum goals and strategic priorities by using various assessment tools including ranking, cost-benefit analysis, and other measures of effectiveness (R. 5.1.4)	CFO	Jul 07-Jun 08
<p>Measurement: In 2003-2004, the operating and capital budgets were submitted for board approval by the dates required by statute, and the budget to actual variance was 0.69%. In 2004-2005, the budgets were submitted for board approval by the dates required by statute, and the budget to actual variance was 0.3% for the expected budget. This standard of timeliness and a budget to actual variance of 1% or less will be maintained annually. In 2004-2005, BCPS received the ASBO Meritorious Budget Award for the FY2005 Adopted Budget Book. In 2005-2006, the budgets were submitted for board approval by the dates required by statute, and the budget to actual variance was 1.17% for the expected budget, slightly higher than last year due to unanticipated swings in expenditures in non-public placement, utilities, and salaries. In 2005-2006, BCPS received the ASBO and GFOA's Meritorious Budget awards for the FY2006 Adopted Budget Book.</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 8

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

Performance Indicator for Goal 8			
8.4 The Department of Fiscal Services' staff will effectively and efficiently provide timely access to functional information. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Assist in development of and access to the financial, human resources, and data warehouse to access system data for development of financial documents	CFO	Jul 07-Jun 08
	Prepare Comprehensive Annual Financial Report (CAFR) within criteria for the Government Finance Officers Association's (GFOA) and the Association of School Business Officials' (ASBO) Certificates of Excellence	CFO	Jul 07-Sept 07
	Continue to use feedback forms from all CAFR users	CFO	Jul 07-Jun 08
	Continue to implement processes and software to increase electronic purchasing, electronic submission of payroll data, and electronic access to financial reports	CFO	Jul 07-Jun 08
	Continue to provide professional development and technical assistance to school-based personnel on Medicaid encounter data form	CFO	Jul 07-Jun 08
Measurement: The 2003-2004 baseline percentage of end users who were satisfied with the content of the Comprehensive Annual Financial Resources (CAFR) was 78%. This rate of end user satisfaction will be maintained or will increase annually. In 2004-2005 the percentage of end users who were satisfied with the content of the CAFR was 82%. In 2005-2006, 100% of end users were satisfied with the content of the CAFR.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2007–2008 - Blueprint for Progress - Performance Goal 8

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Performance Indicator for Goal 8			
8.5 The student enrollment projections will have a 99% accuracy rate. (BCPS standard)			
8.6 Ninety percent of buses will arrive each day within the established opening/closing window. (BCPS standard)			
8.7 All students will have total ride times of less than 3 hours per day. (BCPS standard)			
8.8 Each school will provide meal service at optimal capacity. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to update methodologies for student enrollment projections and demographic trends consistent with state and national standards	Exec Dir Plan & Support Op	Jul 07-Apr 08
	Support the full-day kindergarten initiative with necessary transportation services	Exec Dir Plan & Support Op	Jul 07-Jun 08
	Continue to monitor the on-board time and on-time school bus service	Exec Dir Plan & Support Op	Aug 07-Jun 08
	Continue to provide meal service at the optimal level for each school	Exec Dir Plan & Support Op	Jul 07-Jun 08
Measurement: The BCPS September 30 projected enrollments will be within 1% of the actual enrollments. The established opening/closing window for 90% of buses will be maintained. In 2004-2005, 95% of morning arrivals were on time. In 2005-2006, the percentage of morning arrivals will continue to meet or exceed the 90% standard. All students will have total ride times of less than three hours per day. In 2004-2005, 99.75% of student riders had a total ride time of fewer than three hours per day, and in 2006-2007 that percentage will be maintained. In 2004-2005, 31 secondary schools met the meal service capacity standard of 3.5 students per minute. In 2005-2006 the number of schools meeting or exceeding the standard will be maintained or increased. In 2006-2007, 34 secondary schools met the meal service capacity standard of 3.5 students per minute.			
Resources: Annual Budget Process Proposed: Bus leases and related staffing - \$389,135; Private bus contract - \$1,987,000; Bus lot furniture - \$20,000			
Sources: Operating Budget and Capital Budget			

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Performance Indicator for Goal 8			
8.9 The BCPS employee attendance rate will meet or exceed the system standard. (BCPS standard)			
8.10 Copy and Print Services will operate at optimal capacity. (BCPS standard)			
8.11 The Capital Improvement Program will align with the distribution of instruction programs. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to use data to prioritize and identify resources necessary to increase employee attendance rates	Exec Dir Plan & Support Op	Jul 07-Jun 08
	Implement the Employee Attendance Monitoring Program (R.7)	Exec Dir Plan & Support Op	Jul 07-Jun 08
	Maintain sufficient human and material resources to support student learning priorities and optimal print capacity in Copy and Print Services (R. 3, 5)	Exec Dir Plan & Support Op	Jul 07-Jun 08
	Continue to collect feedback from clients on quality and timeliness of copy and print shop services	Exec Dir Plan & Support Op	Jul 07-Jun 08
	Continue to develop and publish an annual Educational Facilities Master Plan (EFMP) that aligns capital budget and instructional programmatic initiatives (R. 11)	Asst Supt Hum, Asst Supt STEM, Exec Dir Phy Fac, Exec Dir Plan & Support Op,	Jul 07-Jun 08
	Continue to access school profile information through the data warehouse	Exec Dir Plan & Support Op	Aug 07-Jun 08
Measurement: In 2004-2005, the standard for employee attendance was established at 96%. In 2004-2005, the optimal print service capacity was established at 46.7 million impressions. In 2003-2004, the first draft of the process for the Capital Improvement Program was developed, and in 2004-2005, that process was implemented. In 2006-2007, the alignment of the Capital Improvement Program and instructional programs will be implemented through the annual updates to the Educational Facilities Master Plan. (R 8, 10)			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

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

Performance Indicator for Goal 8			
8.12 All schools will receive equitable staffing allocations in a timely manner. (BCPS standard)			
8.13 Administrative appointments will be made in a timely manner. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide an online instrument for administrative staff to access the Allocation Spreadsheet and the Projected Resource Allocation Sheet	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to use the data warehouse for accessing and analyzing disaggregated data for tracking and reporting purposes, for assignment of staff to schools, and for the appointment of school administrators	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to identify and recruit aggressively for administrative positions both internally and externally	Asst Supt Gov Rel & HR	Jul 07-Jun 08
<p>Measurement: All available school-based positions will be allocated based upon projected enrollment. In 2004-2005, 99.9% of all instructional school-based positions were filled based upon projected enrollment. The standard has been set for a 5% increase in the number of qualified applicants in the system’s pool of administrators. In 2004-2005 there was a 24% reduction in the number of qualified applicants in the system’s pool of principals, and a 10% increase in the number of qualified applicants in the system’s pool of assistant principals. A process has been established for all administrative appointments through timely advertisements, interviews and recommendations to the Superintendent.</p>			
<p>Resources: Annual Budget Process Proposed:</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

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

Performance Indicator for Goal 8			
8.14 The number of Equal Employment Opportunity (EEO) complaints will be reduced. (BCPS standard)			
8.15 All administrative and supervisory personnel will receive training so that master agreements will be implemented effectively. (BCPS standard)			
8.16 All employees and retirees will have effective information regarding employee benefits. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue EEO professional development	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to provide professional development to managers, supervisors, and administrators to increase their knowledge and familiarity with the negotiated agreements and appraisal processes	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to improve client service on both of the Office of Benefits websites	Asst Supt Gov Rel & HR	Jul 07-Jun 08
	Continue to respond promptly to employees' and retirees' inquiries via the website and telephone	Asst Supt Gov Rel & HR	Jul 07-Jun 08
<p>Measurement: The 2003-2004 baseline of EEO complaints was 29. In 2004-2005 there were 47 EEO complaints. In 2005-2006, there were 40 EEO complaints. The number of EEO complaints will be reduced by 5% or more in 2006-2007. In 2004-2005, 91% of the Master Agreement grievances were resolved (21 of 23 grievances resolved); in 2005-2006, 95% (19 of 20). Increase the number of administrative and supervisory employees trained in various aspects of the master agreements and the appraisal process. The 2006-2007 baseline is 10%. In 2004-2005 there were 4770 employees who accessed the Employee Self Service (ESS) website. The standard is to increase this number by 5% or more each year. In 2005-2006, there were 5,995 employees who accessed the Employee Self Service Website reflecting a 26% increase. The baseline percentage of employees and retirees who rate information regarding benefits as effective is 74% for 2005-2006. The percentage of employees and retirees who rate information regarding benefits as effective is 74.9% for 2006-2007, a 1% increase.</p>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

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Performance Indicator for Goal 8			
8.17 All BCPS facilities will be operational in the school year at a level that meets or exceeds the 2002-2003 baseline. (BCPS standard)			
8.18 Reduce the number of schools in which FTE enrollment exceeds seating capacity (state rated capacity plus available relocatable seats). (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to plan, design, and construct new school buildings to meet the needs of the student population (R.11)	Exec Dir Phy Fac	Jul 07-Jun 08
	Continue to research state school facility requirements and effective building design in order to recommend new school construction plans (R.11)	Exec Dir Phy Fac	Jul 07-Jun 08
	Continue to implement the comprehensive outdoor maintenance plan for grounds, housekeeping services, and mechanical/critical equipment services (R.11)	Exec Dir Phy Fac	Jul 07-Jun 08
	Continue to monitor the operational days for all BCPS facilities	Exec Dir Phy Fac	Jul 07-Jun 08
Measurement: The percentage of days that schools are open and operational will meet or exceed the 2002-2003 baseline. In 2006-2007, the 11% of elementary schools, 7% of middle schools, and 25% of high schools exceeded MSDE school capacity standards. These standards for school capacity will be maintained annually. The percentage of days that schools are open and operational will meet or exceed the 2002-2003 baseline.			
Resources: Annual Budget Process Proposed:			
Sources: Operating Budget and Capital Budget			

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Performance Indicator for Goal 8			
8.19 The Wide Area Network, Enterprise Systems, and the telephone system will operate effectively 98% of the time. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to resolve Customer Service issues in a timely manner	CIO	Jul 07-Jun 08
	Continue to maintain Wide Area Network availability	CIO	Jul 07-Jun 08
	Continue to maintain Enterprise System availability	CIO	Jul 07-Jun 08
	Continue to maintain telephone system availability	CIO	Jul 07-Jun 08
	Participate in a joint effort with the county to develop a disaster recovery site at the Stemmer’s Run facility	CIO	Jul 07-Jun 08
	Provide increased bandwidth through fiber optic technology to 90% of BCPS sites by 2008	CIO	Jul 07-Jun 08
Measurement: In 2003-2004, 99.6% of the time the Wide Area Network (WAN), Enterprise Systems (ES), and telephones operated effectively, and 98% of the time customer issues related to the WAN, ES, and telephone issues were resolved within 48 hours. In 2004-2005, 99.6% of the time the WAN, ES, and telephones operated effectively, and 98% of the time customer issues related to the WAN, ES, and telephone issues were resolved within 48 hours.			
Resources: Annual Budget Process Disaster Recovery site - \$800,000 (onetime); upgrade electronic closet at schools - \$5,600,000 (onetime)			
Sources: Operating Budget and Capital Budget			