

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** May 24, 2005

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston, Superintendent

**SUBJECT:** **UPDATES TO MASTER PLAN**

**ORIGINATOR:** Dr. Christine M. Johns, Deputy Superintendent, Curriculum and Instruction  
J. Robert Haines, Esq., Deputy Superintendent, Business Services

**RESOURCE**  
**PERSON(S):** Business Services and Curriculum & Instruction Staff

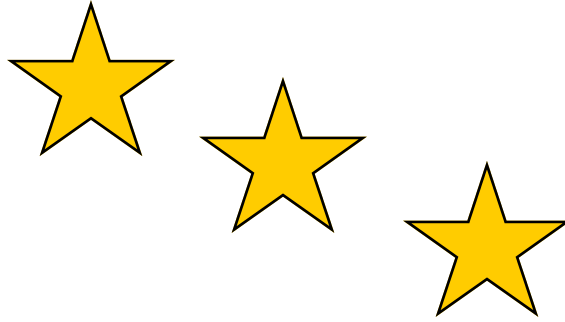
**INFORMATION**

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

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Appendix I: Draft Master Plan 2005-06 Update

**DRAFT** May 24, 2005



# **M**ASTER PLAN 2005-2006 Update

**FOCUSED ON QUALITY:  
COMMITTED TO EXCELLENCE**



**REALIZING THE VISION**

Originally Approved by Baltimore County Board of Education—July 8, 2003

Revised

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| Performance Indicator for Goal 1  |  |   |  |
|---|--|---|--|
| 1.1 All diploma-bound students in grades 3 <del>– 8</del> <u>as well as students enrolled in English 10 and Geometry, and 10</u> will meet or exceed Maryland School Assessment (MSA) standards. (State standard)   |  |   |  |
| KEY STRATEGIES  | ACTIVITIES   | RESPONSIBILITY                              | DATE                                     |
| <p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>w) Support teachers in the implementation of reading techniques through professional development opportunities.</p> <p>x) Provide ongoing support to new and veteran teachers through professional development opportunities.</p> | <b>SYSTEM</b><br><b>Curriculum and Instruction</b>   |   |  |
|   | Continue to investigate and identify, at the international, national, and state levels, research-based best practices designed to eliminate achievement gaps. Synthesize the information and determine its usefulness in <del>addressing supporting</del> the achievement <del>needs</del> of all <del>subgroups in BCPS</del> students including ethnic groups, special education, English Language Learners, Free and Reduced Meals (FARMs), and gifted and talented | Exec Dir C & I                              | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to implement, evaluate, and adjust, as necessary, the BCPS Action Plan, “Elimination of the Over-Representation of African-American Students in Special Education”  | Exec Dir Fed & St and<br>Asst to Supt E & A | Jul <del>0405</del> -Mar <del>0506</del> |
|   | Continue to review existing programs, curricular, and instructional approaches to determine their effect on accelerating academic achievement for all students and eliminating achievement gaps  | Exec Dir C & I                              | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to identify curriculum-based instructional strategies to meet the needs of a diverse student population with a focus on student engagement  | Exec Dir C & I                              | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to provide professional development and updates in national, state, and county content and assessment standards for administrators, mentors, and teachers   | Exec Dir El, Sec and<br>Fed & St            | Jul <del>0405</del> -Jun <del>0506</del> |
|   | 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 <u>to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u>  | Exec Dir El, Sec and<br>Fed & St            | Jul <del>0405</del> -Jan <del>0506</del> |
|   | <u>Implement the systemwide professional development plan, “Effective Inclusion Practices for all Educators”</u>   | <u>Exec Dir C &amp; I</u>                   | <u>Jul 05-Jun 06</u>                     |
|   | Continue to conduct demonstration lessons and coaching for teachers to <del>share research-based instructional practices and to enable teachers to</del> provide differentiated instruction in reading, language arts, mathematics, science, and social studies <del>to share researched-</del>  | Exec Dir El, Sec, and<br>Fed & St           | Jul <del>0405</del> -Jun <del>0506</del> |

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| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b>          | <b>DATE</b>  |
| <p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>w) Support teachers in the implementation of reading techniques through professional development opportunities.</p> <p>x) Provide ongoing support to new and veteran teachers through professional development opportunities.</p> | <del>based instructional practices</del>   |                                |  |
|   | <del>Receive feedback on the draft of Distribute</del> <u>Schools Are For Children</u> , a document that provides the educational philosophy of BCPS, the instructional framework, and research-based strategies to organize schools for teaching and learning | Exec Dir C & I                 | Oct <del>0405</del> -Apr <del>0506</del>             |
|   | Ensure maximum access to the general education curriculum for all students with disabilities in the Least Restrictive Environment (LRE)  | Exec Dir C & I and Schools     | Aug <del>0405</del> - <del>Oct</del> <u>Jun 0506</u> |
|   | Provide collaborative general and special education teacher professional development in the implementation of the Voluntary State Curriculum (VSC). Embed strategies and understandings to assist in meeting the needs of all students                         | Exec Dir C & I                 | Jul <del>0405</del> -Jun <del>0506</del>             |
|   | Implement, as appropriate, the special education external evaluation recommendations   | Exec Dir Fed & St              | Jul <del>0405</del> -Jun <del>0506</del>             |
|   | Explore research-based methodologies and interventions to meet the needs of diverse learners   | Exec Dir C & I                 | Jul <del>0405</del> -Jun <del>0506</del>             |
|   | Implement a staff development program for paraeducators addressing roles/responsibilities to promote student learning  | Exec Dir Fed & St and Dir PD   | Jul <del>0405</del> - <del>Apr</del> <u>05Jun 06</u> |
|   | Improve reading achievement of students with disabilities in the general education classroom using <i>Assessment and Intervention Model (AIM)</i> , <u>Fast Track</u> , and the <u>VSC 7 and 8 Reading Programs</u>  | Exec Dir El, Sec, and Fed & St | Jul <del>0405</del> -Jun <del>0506</del>             |
|   | Develop demonstration lessons that utilize collaboration and co-teaching models to provide differentiated instruction in all content areas   | Exec Dir C & I                 | Jul <del>0405</del> -Jun <del>0506</del>             |
|   | Improve services for students with disabilities in the Least Restrictive Environment (LRE) by identifying strategies to divert nonpublic placements by utilizing efficient practices and school-based supports   | Exec Dir Fed & St              | Jul <del>04</del> <u>05</u> – Jun <del>0506</del>    |
|   | <u>Provide teachers to support the instructional program at Spring Grove</u>   | <u>Exec Dir SSS</u>            | <u>Jul 05-Jun 06</u>                                 |

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| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b>                                   | <b>DATE</b>                                      |
| u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.   | Continue to implement the recommendations of the Middle School Task Force as appropriate<br><br><u>Pilot the online Princeton Review Reading assessment in grades 3-8</u>   | Exec Dir Sec<br><br><u>Exec Dir C &amp; I</u>           | <u>Aug 05-Jun 06</u><br><br><u>Jul 05-Jun 06</u> |
| k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.   | <u>Monitor the implementation of the Individualized Educations Plans (IEPs) through the Program Review and Support Process (PRASP)</u><br><br><u>Begin implementation of a systemwide web-based IEP system during the 2005-2006 school year</u>             | <u>Exec Dir Fed &amp; St</u>                            | <u>Jul 05-Jun 06</u><br><br><u>Sep 05-Jun 06</u> |
| m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.  | <u>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</u>  | <u>Exec Dir Spec Prog</u>                               | Aug <del>04</del> 05-Jun <del>05</del> 06        |
| f) Develop and implement instructional strategies that include multiculturalism and differentiation.  | <u>Continue to provide disability awareness training to bus drivers and other support staff to ensure that all staff are aware of the needs and supports necessary for students with Individualized Education Plans (IEPs)</u>                              | <u>Exec Dir Fed &amp; St and Plan &amp; Support Ser</u> | <u>Jul 05-Jun 06</u>                             |
| w) Support teachers in the implementation of reading techniques through professional development opportunities.   | Continue to utilize disaggregated Data Warehouse information on all state and local math and reading assessments at the system, area, school, classroom, and individual student level to make informed educational decisions to improve student achievement | Exec Dir C & I and Schools                              | Jul <del>04</del> 05-Jun <del>05</del> 06        |
| y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.  | Continue to analyze and review disaggregated Maryland School Assessment (MSA) data from <del>2003-2004-2005</del> to determine curricular implications, student performance by subgroups, and appropriate professional development                          | Exec Dir C & I, Schools, and Dir PD                     | Jul <del>04</del> 05-Jun <del>05</del> 06        |
|   | Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP) as indicated by <del>2002-2003-2004</del> and <del>2003-2004-2005</del> MSA data   | Exec Dir Schools  | Jul <del>04</del> 05-Oct <del>04</del> 06        |
|   | Continue to institute a cabinet-level review of any school that fails to make AYP   | Superintendent's  | Aug <del>04</del> 05-Feb <del>05</del> 06        |

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| <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p> <p>y) Provide professional development opportunities to</p> | <p><del>Design, develop, and implement a mechanism and process for</del> Continue to have schools to provide feedback on the services from central offices</p>  | Cabinet                    |   |
|  | Prepare and analyze disaggregated reports to use for systemwide planning for curriculum and instruction leading to student success on MSA   | Div of C & I and Bus Ser   | Aug <del>0405</del> -Dec <del>0405</del>          |
|  | Continue to provide information to parents about access to MSA facts/strategies/score explanations/test samples through mailings, the BCPS website, and Education Channel programming   | Exec Dir C & I and Schools | Jul <del>0405</del> -Mar <del>0506</del>          |
|  | Continue to provide professional development to administrators and teachers on measurement, analysis of disaggregated student-data results from the MSA, and the application of the findings to student learning in the classroom | CCO                        | Jul <del>0405</del> -Dec <del>0405</del>          |
|  | Continue to publish grade level curriculum and instructional expectations for distribution by schools to parents/guardians  | Exec Dir El and Sec        | Jun <del>0405</del> -Dec <del>0405</del>          |
|  | Continue to implement the articulation between elementary and middle schools, and between middle and high schools   | Exec Dir El and Sec        | Jul <del>04-05</del> -Aug <del>0405</del>         |
|  | <b>Early Childhood and Elementary Language Arts/Reading</b>   | Exec Dir El and Sec        | Aug <del>0405</del> -Mar <del>0506</del>          |
|  | Continue professional development on the research-based components of comprehensive early literacy program including phonemic awareness, phonics, fluency, vocabulary, and comprehension  | Exec Dir El                | <del>Aug-04-Mar-05</del> Jun <del>05-Jun 06</del> |
|  | Continue professional development on effective strategies to ensure differentiation of instruction and opportunities for acceleration for all students  | Exec Dir El                | <del>Aug-04-Dec-04</del> Jun <del>05-Jun 06</del> |
|  | Integrate the best practices and the appropriate findings into the curriculum and provide teachers with professional development that includes training, modeling, and coaching   | Exec Dir C & I             | <del>Aug-04-Jun-05</del> Jun <del>05-Jun 06</del> |

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| development opportunities to teachers, paraprofessionals, and principals in content areas.   | of effective research-based instructional practices  |                              |   |
|  | <u>Provide educational and related services to children, birth-to-three, and their families through the interagency Infants and Toddlers Program</u>   | <u>Exec Dir Fed &amp; St</u> | <u>Jul 05-Jun 06</u>                          |
| w) Support teachers in the implementation of reading techniques through professional development opportunities.  | <u>Support through the IEP team process the successful transition of students from the Infants and Toddlers Program (birth-to-three) to community-based early childhood educational services</u>   | <u>Exec Dir Fed &amp; St</u> | <u>Jul 05-Jun 06</u>                          |
|  | Create more inclusive opportunities for students in Early Childhood Programs   | Exec Dir El                  | <del>Aug 04-Nov 04</del> <u>Jun 05-Jun 06</u> |
| c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students. | Provide collaborative professional development among general educators and special educators to ensure the success of inclusion settings   | Exec Dir El                  | Jul <del>0405</del> -Jun <del>0506</del>      |
|  | Continue to participate in PreK curriculum study with the University of Maryland at Campfield Early Childhood Center   | Exec Dir El                  | Jul <del>0405</del> -Jun <del>0506</del>      |
| f) Develop and implement instructional strategies that include multiculturalism and differentiation.   | Evaluate 2003-2004 PreK literacy program using the kindergarten Maryland Model for School Readiness (MMSR) data  | Exec Dir El                  | <del>May 04-Oct 04</del> <u>Mar 05-Jun 05</u> |
|  | Support the use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as an early childhood screening and progress monitoring tool to adjust instruction and provide appropriate support and interventions in order to prevent early reading failure | Exec Dir El                  | Jun <del>0405</del> -Jun <del>0506</del>      |
| k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work  | Provide summer training for approximately 450 additional teachers, administrators, and central office personnel in the use of DIBELS   | Exec Dir El                  | Jun <del>0405</del> -Aug <del>0405</del>      |
|  | Maintain the student-teacher ratios for Kindergarten to Grade 2 at 21:1 for allocating positions to schools  | Exec Dir El                  | <del>Aug 04-Jun 05</del> <u>Jun 05-Aug 06</u> |

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| for students.  | <u>Continue to</u> partner with MSDE to implement the <del>first-year-of-the MSDE-Reading First</del> Grant in: Edmondson Heights, Sandalwood, Sandy Plains, Scotts Branch, and Winfield elementary schools  | Exec Dir EI        | Jul <del>0405</del> -Jun <del>0506</del> |
| j) Integrate technology in the teaching/learning process.  | <del>Implement</del> <u>Continue to implement</u> a <del>more</del> -comprehensive <del>research-based</del> <u>Assessment and Intervention Model (AIM) to promote the research-based strategies embodied in Reading First</u> to <del>promote</del> -provide ongoing assessment, early identification, and support for students who are at risk of reading failure in: Baltimore Highlands, Battle Grove, Berkshire, Chadwick, Charlesmont, Chase, Chesapeake Terrace, Deep Creek, Dogwood, Dundalk, Featherbed Lane, Glenmar, Halstead, Hebbville, Johnnycake, Logan, Mars Estates, Middlesex, Norwood, Oliver Beach, Owings Mills, Powhatan, Randallstown, Sussex, Timber Grove, Villa Cresta, White Oak, and Woodmoor elementary schools | Exec Dir EI        | Jul <del>0405</del> -Jun <del>0506</del> |
| c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students. | <u>Expand implementation of the AIM in seven additional schools: Campfield Early Childhood Learning Center, Colgate, Deer Park, Elmwood, Hawthorne, Shady Spring, and Woodholme elementary schools</u>   | <u>Exec Dir EI</u> | <u>Jul 05-Jun 06</u>                     |
| j) Integrate technology in the teaching/learning process.  | Provide <i>Language Essentials for Teachers of Reading and Spelling</i> (LETRS) training by Louisa Moats to central office and school-based AIM teachers, reading specialists, coaches, mentors, and administrators in order to support the <u>achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u> <del>implementation of AIM</del>  | Exec Dir EI        | Jul <del>0405</del> -Jun <del>0506</del> |
| q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to   | <u>Provide training in Reading First and AIM to Library media, Prek-5 special educators, and English Language Learners' teachers to assist in the implementation of these programs to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u>  | <u>Exec Dir EI</u> | <u>Sep 05-Jun 06</u>                     |
|  | <u>Increase instructional focus on the components of effective written language instruction at the elementary school level and provide professional development to support written language instruction with the current reading series and recommended English book</u>   | <u>Exec Dir EI</u> | <u>Jul 05-Jun 06</u>                     |



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| enhance student learning.  | <b>Elementary Mathematics</b>   |                             |   |
| f) Develop and implement instructional strategies that include multiculturalism and differentiation.   | Continue to partner and work collaboratively with the University of Maryland Baltimore County and the National Science Foundation to develop challenging math and science curricula and professional development for the students and teachers of the Science, Technology, Engineering, and Math (STEM) Academy Schools, as well as for other schools within the system.  | Dir Math and Sci<br>PreK-12 | Jul <del>0405</del> -Jun <del>0506</del>                  |
| y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.   | Evaluate, <u>internally</u> , the effectiveness of the <u>Science/Math Resource Teachers' (SMaRT) School-Based Math Resource Teachers'</u> math coaching, mentoring, and modeling of on-site professional development in math at the following elementary schools: <u>Arbutus, Bedford, Catonsville, Cedarmere, Deer Park, Edgemere, Essex, Featherbed Lane, Fifth District, Fullerton, Grange, Glyndon, Halethorpe, Harford Hills, Hernwood, Hillcrest, Middleborough, Oakleigh, Oliver Beach, Orems, Padonia, Perry Hall, Pinewood, Pleasant Plains, Pot Spring, Randallstown, Red House Run, Reisterstown, Relay, Sandalwood, Seneca, Shady Spring, Timber Grove, Villa Cresta, Warren, Westowne, Woodbridge, Woodholme</u> , and Woodmoor | Dir Math and Sci<br>PreK-12 | Jul <del>0405</del> - <del>Oct-04</del> Jun <del>06</del> |
| Goal 5 a) Educate all students with disabilities in accordance with the objectives defined in the student's Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent possible. | <u>Provide year-longContinue</u> professional development on research-based best practices in mathematics and science instruction and ongoing monitoring of program implementation to the SMaRT teachers <u>to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u>  | Dir Math and Sci<br>PreK-12 | Jul <del>0405</del> -Jun <del>0506</del>                  |
|  | <u>Continue to implement the 24 Challenge Math Competition and expand school participation</u>  | <u>Dir Math PreK-12</u>     | <u>Aug 05-Jun 06</u>                                      |
|  | Continue to recommend models to departmentalize the teaching of mathematics in grades 3-5 at all elementary schools   | Dir Math PreK-12            | Jul <del>0405</del> -Jun <del>0506</del>                  |
|  | Provide support to schools as departmentalization is implemented  | Dir Math PreK-12            | Jul <del>0405</del> -Jun <del>0506</del>                  |
|  | Review and assess the elementary math curriculum <u>and plan for adoption of countywide text in school year 2006-2007</u>   | <u>Dir Math PreK-12</u>     | Jul <del>0405</del> -Jun <del>0506</del>                  |
| j) Integrate technology in the teaching/learning process.  |   |                             |   |

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| f) Develop and implement instructional strategies that include multiculturalism and differentiation.<br><br>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.<br><br>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas. | <u>Integrate the best practices of mathematics into the curriculum and provide teachers with professional development that includes training, modeling, and coaching of these effective research-based instructional practices</u>  | <u>Dir Math PreK-12</u> | <u>Jul 05-Jun 06</u>                      |
|   | <u>Provide collaborative professional development among general educators and special educators to ensure the success of inclusion settings</u>   | <u>Dir Math PreK-12</u> | <u>Jul 05-Jun 06</u>                      |
|   | <u>Continue to provide professional development for administrators on effective mathematics instruction through the <i>Lenses on Learning</i> training to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u> | <u>Dir Math PreK-12</u> | <u>Jul 05-Jun 06</u>                      |
|   | <u>Continue to work with local colleges and universities to support the Master's degree programs in education for the teaching of mathematics at the elementary level</u>   | <u>Dir Math PreK-12</u> | <u>Jul 05-Jun 06</u>                      |
| i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.<br><br>w) Support teachers in the implementation of reading  | <b>Elementary Science</b>   |                         |   |
|   | Continue to implement departmentalization of science instruction at grades 3-5  | Dir Sci PreK-12         | Sep <del>04</del> 05-Jun <del>05</del> 06 |
|   | Continue to provide ongoing professional development on research-based best practices to elementary teachers <u>to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u>  | Dir Sci PreK-12         | Sep <del>04</del> 05-Jun <del>05</del> 06 |
|   | Continue to implement the elementary science, engineering, and technology fair  | Dir Sci PreK-12         | Sep <del>04</del> 05-Jun <del>05</del> 06 |
|   | Plan and implement a school-to-university program including Saturday conferences, symposia, etc.  | Dir Sci PreK-12         | Sep <del>04</del> 05-Jun <del>05</del> 06 |
|   | <u>Continue to provide science and technology professional development for the SMaRT teachers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u>  | <u>Dir Sci PreK-12</u>  | <u>Sep 05-Jun 06</u>                      |

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| 1.1 All diploma-bound students in grades 3 <del>— 8</del> <u>as well as students enrolled in English 10 and Geometry, and 10</u> will meet or exceed Maryland School Assessment (MSA) standards. (State standard)   |   |                        |  |
| KEY STRATEGIES  | ACTIVITIES  | RESPONSIBILITY         | DATE   |
| techniques through professional development opportunities.  | Continue to work with Channel 73 (Science is Alive) to produce programming spotlighting science in BCPS   | Dir Sci PreK-12        | <u>Sep 05-Jun 06</u>                                     |
| c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.<br><br>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.<br><br>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.<br><br>j) Integrate technology in the teaching/learning process. | <del>Design</del> <u>Continue to design problem-based learning units for</u> grades PreK-5 <u>that are aligned</u> <del>curriculum</del> with the VSC   | Dir Sci PreK-12        | Sep <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|   | <del>Add</del> <u>Continue to add</u> design and technology concepts to selected elementary science units   | Dir Sci PreK-12        | Sep <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|   | <del>Add</del> <u>Continue to add</u> electronic data acquisition activities to units in grades 1-5   | Dir Sci PreK-12        | Sep <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|   | <del>Pilot</del> <u>Continue to pilot</u> Waterford Early Science and Mathematics program in grades K-2 <u>in the following schools: Campfield, Millbrook, Scotts Branch, Shady Spring, and Winfield</u>  | Dir Sci PreK-12        | Sep <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|   | <del>Design and pilot</del> <u>Refine</u> end-of-year science tests in grades 3 and 5   | Dir Sci PreK-12        | Sep <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|   | <del>Design</del> <u>Continue to design</u> and implement science labs <del>facilities</del> in <u>all Title I</u> elementary schools   | Dir Sci PreK-12        | Sep <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|   | <u>Provide consultation services for all non-Title I schools choosing to design and implement science labs</u>  | <u>Dir Sci PreK-12</u> | <u>Sep 05-Jun 06</u>                                     |
|   | <del>Design, pilot, and implement a</del> <u>Refine the</u> grade 5 <u>“Eco-Trekkers”</u> outdoor science program <u>at Marshy Point and Miami Beach</u> for all <u>5<sup>th</sup> grade</u> students <u>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, FARMs, and gifted and talented</u> | Dir Sci PreK-12        | Sep <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|   | <u>Develop and pilot a new 4<sup>th</sup> grade Outdoor Science unit aligned with the VSC that will involve a school yard habitat component to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u>  | <u>Dir Sci PreK-12</u> | <u>Sep 05-Jun 06</u>                                     |
|   |   |                        |  |

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| Performance Indicator for Goal 1  |  |  |  |
|---|--|--|--|
| 1.1 All diploma-bound students in grades 3 <del>– 8</del> <u>as well as students enrolled in English 10 and Geometry, and 10</u> will meet or exceed Maryland School Assessment (MSA) standards. (State standard)   |  |  |  |
| KEY STRATEGIES  | ACTIVITIES   | RESPONSIBILITY                                       | DATE   |
| <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</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>c) Provide for the consistent and systematic implementation of the</p> | <p><u>Develop and pilot a new 3rd grade Outdoor Science unit aligned with the VSC that will contain a field study component to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u></p> | <p><u>Dir Sci PreK-12</u></p>                        | <p><u>Sep 05-Jun 06</u></p>                    |
|   | <p><del>Plan and implement a</del> <u>Expand upon the course offerings for the Summer Science Institute with more emphasis on MSDE Technology Standards, in partnership with the Community College of Baltimore County (CCBC) that is centered on learning science content</u></p>   | <p>Dir Sci PreK-12</p>                               | <p>Sep <del>04</del>05-Jun <del>05</del>06</p> |
|   | <p>Design and implement a Master's degree program or certificate with <del>local universities</del> <u>the University of Maryland Baltimore County (UMBC) as part of the National Science Foundation (NSF) Science, Technology, Engineering, and Mathematics (STEM) Project</u></p>  | <p><u>Dir Sci PreK-12</u></p>                        | <p><u>Sep 05-Jun 06</u></p>                    |
|   | <p><u>Develop a course, Using Technology to Teach Science, to be offered to all elementary science cohorts and the Elementary Summer Science Institute (ESSI)</u></p>  | <p><u>Dir Sci PreK-12 and Exec Dir Spec Prog</u></p> | <p><u>Sep 05-Jun 06</u></p>                    |
|   | <p><u>Plan and host a Mid-Atlantic StarLab Conference in BCPS</u></p>  | <p><u>Dir Sci PreK-12</u></p>                        | <p><u>Sep 05-Jun 06</u></p>                    |
|   | <p><u>Develop and implement science STEM unit differentiation for GT grades 1-5</u></p>  | <p><u>Exec Dir Spec Prog</u></p>                     | <p><u>Jul 05-Jun 06</u></p>                    |
|   | <p><b>Elementary Social Studies</b></p> <p>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</p>                      | <p>Exec Dir El and Sec</p>                           | <p>Sep <del>04</del>05-Jun <del>05</del>06</p> |
|   | <p>Continue to implement an MSDE credit course on social studies content</p>   | <p>Exec Dir El and Asst to Supt E &amp; A</p>        | <p>Sep <del>04</del>05-Mar <del>05</del>06</p> |
|   | <p><u>Plan and implement a Teaching American History in Maryland Summer History Institute that is centered on learning history content in partnership with UMBC</u></p>  | <p><u>Exec Dir El</u></p>                            | <p><u>Jul 05 – Jun 06</u></p>                  |
|   |  |  |  |

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| Performance Indicator for Goal 1   |  |  |  |
|--|--|--|--|
| 1.1 All diploma-bound students in grades 3 <del>– 8</del> <u>as well as students enrolled in English 10 and Geometry, and 10</u> will meet or exceed Maryland School Assessment (MSA) standards. (State standard)  |  |  |  |
| KEY STRATEGIES   | ACTIVITIES   | RESPONSIBILITY   | DATE   |
| <p>Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p> <p>e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.</p> | <p>Infuse the application of the reading strategies that support the comprehension of informational text into the social studies curriculum <u>to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u></p> <p><u>Develop a VSC reading focus for every text-based lesson in grades 2 and 4</u></p> <p><u>Design social studies end-of-unit exams for every unit in grades 2 and 4</u></p>   | <p>Exec Dir EI</p> <p><u>Exec Dir EI</u></p> <p><u>Exec Dir EI</u></p> | <p>Jul <del>0405</del>-Oct <del>0406</del></p> <p><u>Jun 05-Nov 05</u></p> <p><u>Jun 05-Nov 05</u></p> |
|  | <p>Expand Black Saga, a multicultural program that enriches the social studies curricula to reflect the contributions of African Americans, to include the <del>first-second</del> annual Baltimore County Black Saga Competition for the following <del>elementary</del> schools: Battle Grove, <del>Bedford</del>, Cedarmere, <u>Church Lane</u>, Cromwell Valley, <u>Deep Creek</u>, Deer Park, Dogwood, <u>Dundalk</u>, Edmondson Heights, <u>Elmwood</u>, <u>Halstead</u>, Hebbville, <u>Joppa View</u>, Logan, Mars Estates, Milbrook, <u>Oakleigh</u>, Powhatan, Randallstown, Scotts Branch, Stoneleigh, <u>Wellwood</u>, Winand, Winfield, and Woodmoor, as well as <u>Deep Creek Middle</u>, Deer Park Middle Magnet, <u>Franklin Middle</u>, <u>Loch Raven Academy</u>, <u>Meadowood Education Center</u>, <u>Middle River Middle</u>, Old Court Middle, Southwest Academy, <u>Sparrows Point Middle</u>, Woodlawn Middle, and others to be named</p> | <p>Exec Dir EI, Sec, and Asst to Supt E &amp; A</p>                    | <p>Jun <del>0405-Nov 04</del><u>Mar 06</u></p>   |
|  | <p><u>Establish professional development workshops with the Reginald F. Lewis Museum of Maryland African American History and Culture</u></p>  | <p><u>Exec Dir EI</u></p>  | <p><u>Jul 05-Jun 06</u></p>  |
|  | <p><u>Review the MSDE African American History Curriculum for grades 4-8 to find ways to include the information and lessons in existing BCPS curriculum</u></p>   | <p><u>Exec Dir EI</u></p>  | <p><u>Jul 05-Jun 06</u></p>  |
|  | <p style="text-align: center;"><b><u>Middle School English and Reading</u></b></p> <p><u>Continue professional development on effective strategies to ensure differentiation of instruction and opportunities for acceleration for all students</u></p>  | <p><u>Exec Dir Sec</u></p>   | <p><u>Aug 05-Dec 05</u></p>  |

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| Performance Indicator for Goal 1   |   |                                     |  |
|--|---|-------------------------------------|--|
| 1.1 All diploma-bound students in grades 3 <del>– 8</del> <u>as well as students enrolled in English 10 and Geometry, and 10</u> will meet or exceed Maryland School Assessment (MSA) standards. (State standard)  |   |                                     |  |
| KEY STRATEGIES   | ACTIVITIES  | RESPONSIBILITY                      | DATE                                     |
| c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.<br><br>g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.<br><br>i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.<br><br>k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.<br><br>x) Provide ongoing support to new and veteran teachers through professional development opportunities. | <u>Integrate the best practices and the appropriate findings into the curriculum and provide teachers with professional development that includes training, modeling, and coaching of effective research-based instructional practices to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u>                                 | <u>Exec Dir Sec</u>                 | <u>Aug 05-Mar 06</u>                     |
|  | <u>Provide collaborative professional development with both general educators and special educators to ensure the success of inclusion settings</u>   | <u>Exec Dir Sec</u>                 | <u>Aug 05-Mar 06</u>                     |
|  | Continue to utilize the Data Warehouse to analyze the disaggregated MSA results and make instructional adjustments based on the analysis of the data. Examples are Master Schedules and Student Assignments   | Exec Dir Sec, Schools, and Fed & St | Aug <del>0405</del> -Dec <del>0405</del> |
|  | Implement a structure to assist teachers and administrators in reviewing student achievement data in reading to determine where students need additional reading instruction after grade 6  | Exec Dir Sec                        | Aug <del>0405</del> -Jun <del>0506</del> |
|  | Provide professional development for classroom teachers in schools where students are not meeting reading standards   | Exec Dir Sec                        | Aug <del>0405</del> -Jun <del>0506</del> |
|  | Continue to implement a professional development program for all middle <del>and high</del> school reading teachers that focuses on increasing their knowledge <del>and use</del> of research-based reading strategies <u>and appropriate implementation of curriculum to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u> | Exec Dir Sec                        | Jul <del>0405</del> -Jun <del>0506</del> |
|  | <u>Continue to <del>Implement</del> implement</u> the summer school <u>Fast Track</u> reading program for <u>entering</u> eighth grade students who are not meeting grade level standards   | Exec Dir Sec                        | Jun <del>0405</del> -Sep <del>0405</del> |
|  | Continue to provide site-based coaching and demonstration lessons for teachers to improve the achievement of students scoring at the basic and proficient levels on the MSA   | Exec Dir Sec and Spec Prog          | Aug <del>0405</del> -Jun <del>0506</del> |



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| Performance Indicator for Goal 1   |   |                           |  |
|--|---|---------------------------|--|
| 1.1 All diploma-bound students in grades 3 <del>– 8</del> <u>as well as students enrolled in English 10 and Geometry, and 10</u> will meet or exceed Maryland School Assessment (MSA) standards. (State standard)  |   |                           |  |
| KEY STRATEGIES   | ACTIVITIES  | RESPONSIBILITY            | DATE                                     |
| <p>d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.</p> <p>j) Integrate technology in the reading/learning process.</p> <p>l) Encourage reading by establishing a minimum goal of 25 books from the recommended list, that will be read by/to each student during the academic school year.</p> | <p><del>Implement a new</del> <u>Support the</u> Grade 6 Scott Foresman reading program for all students countywide <u>and include differentiation for above and below grade level readers to support the achievement of all students including ethnic groups, special grade level education, English Language Learners, FARMs, and gifted and talented</u></p> | Exec Dir Sec and Schools  | Jul <del>0405</del> -Jun <del>0506</del> |
|  | <p><u>Continue to refine and compact the 6<sup>th</sup> grade gifted and talented reading curriculum and add enrichment activities and materials</u></p>  | Exec Dir Sec              | Jul 05-Jun 06                            |
|  | <p><u>Refine the grades 7 and 8 reading curriculum to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented VSC 7 and 8 Reading Programs</u></p>  | Exec Dir Sec and Schools  | Aug 05-Jun 06                            |
|  | <p>Implement the reading intervention program Fast Track <u>at all middle schools</u></p>   | Exec Dir Sec and Schools  | Aug <del>0405</del> -Jun <del>0506</del> |
|  | <p><u>Continue to implement and expand</u> <del>Implement an</del> Academic Success (ACCESS) through reading support program at Kenwood, Lansdowne, Milford Mill Academy, Overlea, Parkville, Patapsco, and Woodlawn High Schools</p>   | Exec Dir Sec and Schools  | Aug <del>0405</del> -Jun <del>0506</del> |
|  | <p><u>Expand the Fast Track reading program for identified special education students at Lansdowne Middle, Stemmers Run Middle, Golden Ring Middle, Stricker Middle, Middle River Middle, Deep Creek Middle, and Deer Park Middle</u></p>   | Exec Dir Sec and Fed & St | Jul 05-Jun 06                            |
|  | <p><u>Develop a cadre of “expert” Fast Track teachers to mentor developing Fast Track teachers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u></p>   | Exec Dir Sec              | Aug 05-Dec 05                            |
|  | <p><u>Provide professional development for new teachers of grades 6-8 reading and Fast Track to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u></p>   | Exec Dir Sec              | Aug 05-Dec 05                            |

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| Performance Indicator for Goal 1  |  |                                   |   |
|---|--|-----------------------------------|---|
| 1.1 All diploma-bound students in grades 3 <del>– 8</del> <u>as well as students enrolled in English 10 and Geometry, <del>and 10</del></u> will meet or exceed Maryland School Assessment (MSA) standards. (State standard)                    |  |                                   |   |
| KEY STRATEGIES  | ACTIVITIES   | RESPONSIBILITY                    | DATE                                      |
| s) Enlist parents, guardians, and community members in reading efforts at the schools and at home.  | <u>Offer middle and high school vertical teams professional development Pre-AP workshops in writing, language, analytical reading, and argumentation</u>   | <u>Exec Dir Sec</u>               | <u>Oct 05-Dec 05</u>                      |
|   | <u>Develop and implement an additional unit to support the grade 6 gifted and talented English curriculum</u>  | <u>Exec Dir Sec and Spec Prog</u> | <u>Jul 05-Jun 06</u>                      |
|   | <u>Ensure that appropriate VSC indicators are addressed in English and reading curricula</u>   | <u>Exec Dir Sec</u>               | <u>Jul 05-Dec 05</u>                      |
|   | <u>Continue to implement the formative assessments and collect and analyze data to target reading instruction</u>  | <u>Exec Dir Sec</u>               | <u>Aug 05-Jun 06</u>                      |
| c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students. | <u>Investigate countywide formative reading assessment options for all middle school students</u>  | <u>Exec Dir Sec</u>               | <u>Aug 05-Jun 06</u>                      |
|   | <u>Provide writing and language instruction professional development opportunities for experienced and inexperienced teachers to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u> | <u>Exec Dir Sec</u>               | <u>Sep 05-Feb 06</u>                      |
|   | <b><u>Middle School Mathematics</u></b><br>Analyze data from the <del>2004-2005</del> MSA in grades 6-8 and provide professional development in MSA content standards and scoring of MSA test items  | Dir Math PreK-12 and Schools      | Jun <del>04</del> 05-Apr <del>05</del> 06 |
| k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.   | <u>Review the middle school mathematics curriculum and develop an action plan to design new middle school curricula to align with the VSC and prepare students for Algebra I</u>   | <u>Dir Math PreK-12</u>           | <u>Jul 05-Jun 06</u>                      |
|   | Continue the Algebra with Assistance course in identified schools based upon the <del>2003-04</del> 2004-05 evaluation   | <u>Dir Math PreK-12</u>           | <u>Aug-04Jul 05-Jun 0506</u>              |
| h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in  | <u>Develop continuing professional development courses that focus on a variety of instructional strategies for teaching middle school mathematics concepts</u>   | <u>Dir Math PreK-12</u>           | <u>Jul 05-Jun 06</u>                      |



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|---|---|--|--|
| 1.1 All diploma-bound students in grades 3 <del>— 8</del> <u>as well as students enrolled in English 10 and Geometry, and 10</u> will meet or exceed Maryland School Assessment (MSA) standards. (State standard) |   |  |  |
| KEY STRATEGIES  | ACTIVITIES  | RESPONSIBILITY                                 | DATE   |
| reading, language arts, mathematics, science, and social studies.   | <u>Develop and implement an electronic learning community for the gifted and talented grades 5 and 6 teachers to support them in the implementation of the gifted and talented mathematics curriculum</u>   | <u>Exec Dir Spec Prog and Dir Math PreK-12</u> | <u>Jul 05-Jun 06</u>                                 |
|   | <u>Continue to monitor and support teachers in the use of virtual manipulatives (e.g., Gizmos)</u>  | <u>Dir Math PreK-12</u>                        | <u>Jul 05-Jun 06</u>                                 |
|   | <u>Continue to provide professional development for mathematics teachers in the use of technology to include training on graphing calculators, tablet technology, and computer integration to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u> | <u>Dir Math PreK-12</u>                        | <u>Jul 05-Jun 06</u>                                 |
|   | <u>Continue to support programs such as Math Counts and the 24 Challenge, and encourage all schools to participate</u>  | <u>Dir Math PreK-12</u>                        | <u>Jul 05-Jun 06</u>                                 |
| h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.                                  | 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  | Dir Math PreK-12 and SSS                       | <del>Jun 04</del> <u>Jul 05</u> -Aug <del>0405</del> |
|   | <u>Middle School Science</u>  |  |  |
|   | <u>Implement the science plan</u>   | <u>Dir Sci PreK-12</u>                         | <u>Aug 04-Jun 05</u>                                 |
| k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.   | <del>Design</del> <u>Continue to design problem-based</u> science units for grades 6-8 <u>that are</u> aligned <del>curriculum with the VSC that are problem-centered to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</del>                    | Dir Sci PreK-12                                | Sep <del>0405</del> <u>Jun 0506</u>                  |
|   | <del>Implement</del> <u>Continue to support the implementation of</u> whiteboard/tablet technology in middle school science classrooms <u>by creating exemplary science lessons for each middle school unit</u>   | Dir Sci PreK-12                                | Sep <del>0405</del> <u>Jun 0506</u>                  |
| m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.  | <del>Implement</del> <u>Expand the implementation of</u> a virtual science fair into all middle schools   | Dir Sci PreK-12                                | Sep <del>0405</del> <u>Jun 0506</u>                  |

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|---|---|----------------------------|---|
| 1.1 All diploma-bound students in grades 3 <del>– 8</del> <u>as well as students enrolled in English 10 and Geometry, and 10</u> will meet or exceed Maryland School Assessment (MSA) standards. (State standard) |   |                            |   |
| KEY STRATEGIES  | ACTIVITIES  | RESPONSIBILITY             | DATE  |
| t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.                        | <del>Add</del> <u>Continue to add</u> electronic data acquisition activities to units in grades 6-8   | Dir Sci PreK-12            | Sep <del>0405</del> -Jun <del>0506</del>    |
|   | <del>Design and implement a</del> <u>Continue the</u> Master's degree program or certificate with <del>local universities</del> <u>Towson University</u> leading to highly qualified status                           | Dir Sci PreK-12            | Sep <del>0405</del> -Jun <del>0506</del>    |
|   | Design and implement student summer enrichment programs in science and technology <u>as a component of the STEM NSF Grant</u>   | Dir Sci PreK-12            | Sep <del>0405</del> -Jun <del>0506</del>    |
|   | Plan and implement a summer science <u>leadership program for middle school science department chairs</u> <del>institute for teachers that is centered on learning science content</del>                              | Dir Sci PreK-12            | <del>Sep</del> <u>Jul 0405-Jul Jun 0506</u> |
| u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.   | <u>Design a professional development program that is individualized and differentiated for middle school science teachers as part of the STEM NSF Grant</u>   | <u>Dir Sci PreK-12</u>     | <u>Sep 05-Jun 06</u>                        |
| h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.                                  | <b><u>Middle School Social Studies</u></b>  |                            |   |
|   | Continue to review existing social studies programs and curricula to determine their effect on accelerating academics and eliminating achievement gaps. Continue to adjust the curricula, as needed                   | Exec Dir Sec               | Sep <del>0405</del> -Jun <del>0506</del>    |
|   | Continue to develop and revise the grade 8 American History curriculum guide to align with the VSC  | Exec Dir Sec               | <u>Jul 05-Jul 06</u>                        |
| t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.                        | Continue to identify curriculum-based instructional strategies to meet the needs of a diverse student population  | Exec Dir Sec               | <u>Jul 05-Jul 06</u>                        |
|   | Continue to sponsor student enrichment programs such as Black Saga, Quiz Bowl, and History Day  | Exec Dir Sec               | <u>Sep 05-Jun 06</u>                        |
|   | 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, FARMs, and gifted and talented | Exec Dir Sec and Spec Prog | <u>Sep 05-Jun 06</u>                        |
| u) Provide staff access to  |   |                            |   |

**SCHOOL YEAR 2005–2006 - 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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>   |   |                                   |                      |
|---|---|-----------------------------------|----------------------|
| 1.1 All diploma-bound students in grades 3 <del>– 8</del> <u>as well as students enrolled in English 10 and Geometry, <del>and 10</del></u> will meet or exceed Maryland School Assessment (MSA) standards. (State standard)  |   |                                   |                      |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b>             | <b>DATE</b>          |
| technology essential to collecting, analyzing, and reporting student achievement data.<br><br>v) Continue to develop the “Data Warehouse” for the purposes of disaggregating student achievement data, tracking teacher certification and professional development, and reporting on teacher participation in professional development opportunities. | <u>Plan and implement a <i>Teaching American History in Maryland History Institute in partnership with UMBC</i></u>   | <u>Exec Dir Sec</u>               | <u>Sep 05-Jun 06</u> |
|   | Continue to integrate reading strategies that support the comprehension of informational text into the Social Studies curriculum to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented | Exec Dir Sec and Spec Prog        | <u>Sep 05-Jun 06</u> |
|   | <u>Provide final exams for grades 6-8</u>   | <u>Exec Dir Sec</u>               | <u>Sep 05-Jun 06</u> |
|   | <u>Establish professional development workshops with the Reginald F. Lewis Museum of African American History and Culture to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u>    | <u>Exec Dir Sec and Spec Prog</u> | <u>Sep 05-Jun 06</u> |
|   | Continue to plan and implement the African American History Conference  | Exec Dir Sec                      | <u>Sep 05-Jun 06</u> |
| f) Develop and implement instructional strategies that include multiculturalism and differentiation.  | Support the Pre-AP College Board Social Studies workshops   | Exec Dir Sec                      | <u>Sep 05-Jun 06</u> |
|   | <u>Implement the suggestions within the <i>Social Studies Gifted and Talent Progression of Skills Grades 6-12</i></u>   | <u>Exec Dir Sec and Spec Prog</u> | <u>Sep 05-Jun 06</u> |
|   | <b><u>High School English and Reading</u></b>   |                                   |                      |
| h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.  | <u>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, FARMs, and gifted and talented</u>                  | <u>Exec Dir Sec</u>               | <u>Aug 05-Jun 06</u> |
|   | <u>Revise grade 10 English curriculum to align with Core Learning Goals and to integrate differentiation of instructional strategies, attention to learning styles, and AVID strategies</u>   | <u>Exec Dir Sec</u>               | <u>Jul 05-Jun 06</u> |
| k) Identify and consistently  | Continue to pilot Fast Track reading in grades 9 and 10 in the following schools:   | Exec Dir Sec                      | <u>Aug 05-Jul 06</u> |

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| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b>      | <b>DATE</b>          |
| implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.<br><br>o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students. | Chesapeake, Dundalk, Lansdowne, Loch Raven, Milford Mill, Overlea, Patapsco, Randallstown, Sparrows Point, Towson, and Woodlawn  |                            |                      |
|  | Continue to implement the Fast Track reading intervention program for students identified through the reading screening process in the following schools: Catonsville, Chesapeake, Dundalk, Lansdowne, Loch Raven, Milford Mill, New Town, Overlea, Patapsco, Perry Hall, Randallstown, Sparrows Point, Towson, and Woodlawn           | Exec Dir Sec               | <u>Jul 05-Jun 06</u> |
|  | Continue to encourage the implementation of speech and debate teams to motivate students to read and perform research  | Exec Dir Sec               | <u>Jul 05-Jun 06</u> |
|  | Continue to implement a professional development program for all high school reading teachers that focuses on increasing their knowledge and use of research-based reading strategies to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented | Exec Dir Sec and Spec Prog | <u>Jun 05-Aug 05</u> |
|  | Implement the summer school Fast Track reading program for entering ninth grade students who are not performing at the proficient level  | Exec Dir Sec               | <u>Aug 05-Jun 06</u> |
| c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.                                  | Continue to implement the Strategic Reading for Career and College Placement (ACCESS) reading support program at identified high schools: Kenwood, Lansdowne, Milford Mill, Overlea, Patapsco, Parkville, and Woodlawn   | Exec Dir Sec and Schools   | <u>Jul 05-Jun 06</u> |
|  | <u>Review, eliminate, and refine high school science courses listed in the Course Registration Guide to ensure that all high school science courses are supported by rigorous curricula</u>  | <u>Dir Sci PreK-12</u>     | <u>Sep 05-Jun 06</u> |
| f) Develop and implement instructional strategies that   | <u>High School Geometry</u><br>Require schools to administer BCPS unit and benchmark assessments   | Dir Math PreK-12           | <u>Aug 05-Jun 06</u> |
|  | Require schools to run item analysis of student responses on the unit and benchmark assessments and utilize data from item analysis to target instruction  | Dir Math PreK-12           | <u>Aug 05-Jun 06</u> |

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| 1.1 All diploma-bound students in grades 3 — 8 <u>as well as students enrolled in English 10 and Geometry, <del>and 10</del></u> will meet or exceed Maryland School Assessment (MSA) standards. (State standard)                               |   |                         |                                      |
| KEY STRATEGIES  | ACTIVITIES  | RESPONSIBILITY          | DATE                                 |
| include multiculturalism and differentiation.   | Develop review packets for HSA and MSA courses  | Dir Math PreK-12        | <u><a href="#">Aug 05-Jun 06</a></u> |
| k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.   | Review, eliminate, and refine high school science courses listed in the Course Registration Guide to ensure that all high school science courses are supported by rigorous curricula  | Dir Sci PreK-12         | <u><a href="#">Sep 05-Jun 06</a></u> |
|   | <u>Encourage the implementation of vocabulary strategies for HSA courses where student performance does not meet standards</u>  | <u>Dir Math PreK-12</u> | <u><a href="#">Aug 05-Jun 06</a></u> |
|   | <u>Pilot and assess supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments</u>   | <u>Dir Math PreK-12</u> | <u><a href="#">Aug 05-Jun 06</a></u> |
|   | Provide staff development for algebra and geometry teachers in instructional strategies that support student achievement on BCPS unit assessments, benchmark assessments, and final exams                                   | Dir Math PreK-12        | <u><a href="#">Aug 05-Jun 06</a></u> |
|   | Continue to assist schools in the placement of students who are rated basic on the Grade 8 MSA  | Dir Math PreK-12        | <u><a href="#">Jul 05-Jun 06</a></u> |
|   | <b><u>High School Social Studies</u></b>  |                         |                                      |
|   | Maintain professional development of American Government teachers with focused attention toward beginning grade 9 teachers  | Exec Dir Sec            | <u><a href="#">Aug 05-Jun 06</a></u> |
| c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students. | <u>Review, eliminate, and refine high school science courses listed in the Course Registration Guide to ensure that all high school science courses are supported by rigorous curricula</u>                                 | <u>Dir Sci PreK-12</u>  | <u><a href="#">Sep 05-Jun 06</a></u> |
|   | Monitor departmental use of periodic assessments and final examination data to analyze and modify instruction and determine applications of the HSA Test Review Packet of grade 9 American Government as a re-teaching tool | Exec Dir Sec            | <u><a href="#">Aug 05-Jun 06</a></u> |

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| KEY STRATEGIES  | ACTIVITIES  | RESPONSIBILITY                          | DATE                 |
| <p>g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.</p> <p>n) Use standardized testing results to encourage all students to enroll in challenging course work.</p> <p>r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.</p> | <u>Implement suggested best practices within <i>Recommendations for Improving HSA Scores</i></u>  | <u>Exec Dir Sec</u>                     | <u>Aug 05-Jun 06</u> |
|   | Continue to implement the Government benchmark assessments  | Exec Dir Sec                            | <u>Aug 05-Jun 06</u> |
|   | Continue to sponsor student enrichment programs such as Mock Trial, Model United Nations (UN), and Model Congress   | Exec Dir Sec and Spec Prog              | <u>Aug 05-Jun 06</u> |
|   | <u>Explore a partnership with Villa Julie College to have college students serve as mentors to high school students in such programs as Mock Trial, Model United Nations (UN), Model Congress, and the Magnet Law-related programs, utilizing the college courtroom facility</u>        | <u>Exec Dir Spec Prog and Sec</u>       | <u>Mar 05-Jun 06</u> |
|   | Continue to offer the Pre-AP College Board social studies workshops   | Exec Dir Sec                            | <u>Aug 05-Jun 06</u> |
|   | <u>Implement the suggestions within the <i>Social Studies Gifted and Talented Progression of Skills Grades 6-12</i></u>   | <u>Exec Dir Sec</u>                     | <u>Aug 05-Jun 06</u> |
|   | Continue to use and encourage participation in community resources such as the Baltimore Museum of Industry   | Exec Dir Sec, El, and Spec Prog PreK-12 | <u>Jul 05-Jun 06</u> |
|   | <u>Plan and implement a <i>Teaching American History in Maryland History Institute in partnership with UMBC</i></u>   | <u>Exec Dir Sec</u>                     | <u>Jul 05-Jun 06</u> |
|   | <u>Establish professional development workshops with the Reginald F. Lewis Museum of Maryland African American History and Culture to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u> | <u>Exec Dir Sec</u>                     | <u>Jul 05-Jun 06</u> |
|   | <u>Compose, distribute, and implement a guide for remediating students</u>  | <u>Exec Dir Sec</u>                     | <u>Jul 05-Jun 06</u> |
| f) Develop and implement instructional strategies that include multiculturalism and differentiation.  | <u>Participate in the development of the projected MSDE on-line remediation course for grade 9 American Government</u>  | <u>Exec Dir Sec</u>                     | <u>Jul 05-Jun 06</u> |

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| 1.1 All diploma-bound students in grades 3 <del>– 8</del> <u>as well as students enrolled in English 10 and Geometry, and 10</u> will meet or exceed Maryland School Assessment (MSA) standards. (State standard)  |  |                                |   |
| KEY STRATEGIES   | ACTIVITIES   | RESPONSIBILITY                 | DATE  |
| k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.<br><br>o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.<br><br>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data. | <b>Special Programs PreK-12</b>  |                                |   |
|  | Continue to implement the Board Policy, Rule, and procedures for the Gifted and Talented program that include monitoring and reporting of student participation and retention  | Exec Dir Spec Prog and Schools | Sep <del>0405</del> -Jun <del>0506</del>      |
|  | <u>Review, eliminate, and refine high school science courses listed in the Course Registration Guide to ensure that all high school science courses are supported by rigorous curricula</u>  | <u>Dir Sci PreK-12</u>         | <u>Sep 05-Jun 06</u>                          |
|  | <del>Pilot, based on funding, the use</del> <u>Implement</u> the Naglieri Nonverbal Ability Test (NNAT) to identify gifted and talented students among economically disadvantaged, English Language Learners, and students with disabilities who may not be identified through traditional assessment methods  | Exec Dir Spec Prog             | Jul <del>0405</del> -Jun <del>0506</del>      |
|  | <del>Expand-Continue</del> the CATALYST Gifted and Talented Education resource teacher project in all Title I elementary schools. Identified schools are: Battle Grove, Berkshire, Chadwick, Chase, Charlesmont, Colgate, Deep Creek, Dogwood, Dundalk, Edmondson Heights, Elmwood, Featherbed Lane, Glenmar, Halstead, Hawthorne, Hebbville, Johnnycake, Lansdowne, Logan, Mars Estates, Martin Boulevard, McCormick, Middlesex, Milbrook, Norwood, <u>Pleasant Plains</u> , Powhatan, Riverview, Sandalwood, Sandy Plains, Scotts Branch, <u>Seneca</u> , Shady Spring, Sussex, Victory Villa, White Oak, Winfield, and Woodmoor | Exec Dir Spec Prog             | Aug <del>0405</del> -Jun <del>0506</del>      |
|  | Expand <del>based on funding,</del> the MESA (Math Engineering Science Achievement) program in <del>20 the following</del> elementary, middle, and high schools: <u>Bedford, Chadwick, Deer Park, Featherbed, Hebbville, Powhatan, Winands, and Woodmoor elementary; Catonsville, Deer Park, Dundalk, Southwest Academy, and Woodlawn middle; Catonsville, Eastern Technical, Milford Mill Academy, Pikesville, Randallstown, Western School of Technology, and Woodlawn high</u>  | Exec Dir Spec Prog             | Aug <del>0405</del> -Jun <del>0506</del>      |
| h) Develop, implement, and monitor intervention programs   | <del>Continue to</del> Develop and implement summer gifted education talent development programs <del>targeting the achievement of</del> to facilitate the transition of students to middle  | Exec Dir Spec Prog             | <del>Jul 04-Jan 05</del> <u>Aug 05-Jun 06</u> |



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| KEY STRATEGIES   | ACTIVITIES   | RESPONSIBILITY             | DATE  |
| <p>for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>k) Identify and consistently implement a common core of research-based instruction practices resulting in more purposeful and engaging work for students.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p> | <del>school -students in schools with high FARMS, Special Education, and minority student populations to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMS, and gifted and talented</del>                 |                            |   |
|  | Continue to implement the Primary Talent Development program (PTD) for all children K-2 to support access to and achievement in gifted and talented education  | Exec Dir Spec Prog         | <del>Aug 04-Jun 05</del> <u>Jul 05-Jan 06</u> |
|  | Continue to provide a quality interscholastic athletic program that encourages the participation of a diverse high school student population and that enhances and supports the mission of the school system to increase student achievement                                 | Exec Dir Spec Prog         | Aug <del>0405</del> -Jun <del>0506</del>      |
|  | Continue to provide interscholastic athletic opportunities for teams of regular and special education students through the Allied Sports program   | Exec Dir Spec Prog         | Aug <del>0405</del> -Jun <del>0506</del>      |
|  | Continue to promote student <u>academic and</u> enrichment programs such as <del>Moek Trial</del> , Quiz Bowl, <del>Model United Nations, Model Congress</del> , Black Saga, <u>Destination Imagination, 24 Math Challenge, History Day</u> , Student Council, and Forensics | Exec Dir Sec and Spec Prog | Aug <del>0405</del> -Jan <del>0506</del>      |
|  | Continue to implement magnet programs <del>at 26 school sites</del> , considering recommendations from the external magnet school evaluation study   | Exec Dir Spec Prog and Sec | Jul <del>0405</del> -Jun <del>0506</del>      |
|  | Begin year <del>one two</del> of magnet program implementation at Lansdowne Middle School, Lansdowne High School, Deep Creek Middle School, and Chesapeake High School   | Exec Dir Spec Prog         | Sep <del>0405</del> -Jun <del>0506</del>      |
|  | <del>Evaluate</del> <u>Continue to analyze</u> the participation data of students involved with extra-curricular activities to develop programs to increase student involvement  | Exec Dir Spec Prog         | Aug <del>0405</del> -Jun <del>0506</del>      |
|  | Continue to provide experiences for all children in Fine Arts, Physical Education, and Health by allocating teaching positions to schools to deliver these programs to support child development   | Exec Dir HR                | Aug <del>0405</del> -Jun <del>0506</del>      |
|  | Continue to use client feedback and user statistics to <del>update</del> <u>provide data for updating</u> the web portal OnLINE: The Librarians Network for the Essential Curriculum of  | Exec Dir Spec Prog         | Jul <del>0405</del> -Jun <del>0506</del>      |



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| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b> | <b>DATE</b>                              |
|   | evaluated Internet resources, to directly support the PreK-12 Essential Curriculum for a diverse population and learning styles  |                       |  |
|   | Continue to provide 24/7 access to online databases for students, staff, and parents from school and home  | Exec Dir Spec Prog    | Aug <del>0405</del> -Jun <del>0506</del> |
|   | Continue to implement COMAR 13A040501-07 and Baltimore County Public Schools Selection Policy for Instructional Materials to ensure quality instructional resources for diverse populations and learning styles  | Exec Dir Spec Prog    | Jul <del>0405</del> -Jun <del>0506</del> |
|   | <del>Continue to develop strategies, resources, and staff</del> Maintain the “Strive for 25” website as a resource to support the systemic initiative to increase student independent reading of 25 books per student by developing recommended reading lists based on the Education That is Multicultural (ETM) guidelines and to meet the needs of a diverse student population  | Exec Dir Spec Prog    | Jul <del>0405-Dec 04</del> Jun 06        |
|   | Continue to provide school-based technology integration teachers to instruct students as well as support teachers in the development of effective strategies for integrating technology into teaching and learning   | Exec Dir HR           | Jul <del>04-05</del> Jun <del>0506</del> |
|   | <del>Develop a Transition Center to support students</del> Continue to implement the Bridge Center to support secondary students transitioning into Baltimore County Public Schools  | Exec Dir SSS          | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Implement the revised process for selecting, evaluating, and approving instructional software to ensure compliance with COMAR 13A040501-07 regulations regarding quality instructional resources for diverse populations and to ensure compliance with COMAR 13A04050203 regulations regarding guidelines for providing students with disabilities with equivalent access consistent with federal Rehabilitation Act of 1973, as amended | Exec Dir Spec Prog    | Aug <del>0405</del> -Jun <del>0506</del> |

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| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b> | <b>DATE</b>                       |
|  | Continue to provide online (AP) courses for high school students <u>as part of the e-Learning BCPS initiative as outlined in the BCPS Guidelines and Procedures Manual for Online Courses</u>   | Exec Dir Spec Prog    | Jul <u>0405</u> -Jun <u>0506</u>  |
|  | Continue to support the e-Learning BCPS initiative through the implementation of online courses at the local school level by working with students, parents, onsite coordinators, and mentors   | Exec Dir Spec Prog    | <u>Jul 05-Jun 06</u>              |
|  | Continue to develop <u>and revise</u> <i>Online Research Models</i> to promote best practices in engaging student problem solving by integrating information literacies with curriculum content standards in <u>reading</u> , science, <u>mathematics</u> , language arts, and social studies   | Exec Dir Spec Prog    | Jul <u>0405</u> -Jun <u>0506</u>  |
|  | Continue to provide curriculum offices with access to an e-Learner system to provide teachers with electronic resources and collaborative communication tools   | Exec Dir Spec Prog    | Jul <u>0405</u> -Jun <u>0506</u>  |
|  | Continue to provide quality and diverse library media center resource collections to ensure that all students have equitable access to books, media, and digital resources  | Exec Dir Spec Prog    | Jul <u>0405</u> -Jun <u>0506</u>  |
|  | Continue to provide curriculum and instructional service and support to schools with a focus on priority schools: Deep Creek, Edmondson Heights, Hebbville, Hernwood, Johnnycake, Powhatan, Riverview, Scotts Branch, Winfield, and Woodmoor elementary schools, as well as Lansdowne Middle, Middle River Middle, Old Court Middle, Southwest Academy, Stemmers Run Middle, <u>Woodlawn Middle</u> , Chesapeake High, Dundalk High, Lansdowne High, Milford Mill Academy, <u>Randallstown High</u> , and Woodlawn High | Exec Dir Spec Prog    | Jul <u>04-05</u> -Jun <u>0506</u> |
|  | Continue to provide Title I transfer options and/or supplemental education services for eligible students as required by No Child Left Behind (NCLB)  | Exec Dir Fed & St     | Jul <u>0405</u> -Jun <u>0506</u>  |

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| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b> | <b>RESPONSIBILITY</b> | <b>DATE</b> |
|   |                   |                       |             |
| <b>Measurement:</b> On the <u>2002</u> -2003 baseline MSA assessment, the BCPS system-level performance was 63.8% of students achieving at the proficient level in reading; and 49.7% in mathematics. This performance exceeded the MSDE Annual Measurable Objectives (AMO) in both reading and mathematics for <u>2002</u> -2003. On the <u>2003</u> -2004 MSA, BCPS system-level performance was 72.7% of students achieving at the proficient level in reading; and <u>60.756.9%</u> , in mathematics. The <u>2003</u> -2004 BCPS system-level performance exceeded the AMO for 2007 in <u>reading and</u> mathematics, <del>and the AMO for 2008 in reading.</del> <u>The 2004-2005 MSA results will be available in June.</u> The percentages of students achieving at the proficient level will continue to increase to 100% by 2012. |                   |                       |             |
| <b>Resources:</b> Annual Budget Process<br><u>Proposals: Special education enhancements - \$5,840,200; salaries for Assistant Principals/Administrators - \$563,500; 6 elementary Assistant Principals - \$541,100; expansion of eLearning and online courses to high school students - \$433,800; 2% increase in school per pupil allocation (non-salary) - \$349,500; DIBELS expansion and Palm Pilot - \$284,500 (one time) and \$75,000; assessments and intervention materials for elementary reading and math - \$100,000 (Title II); gifted and talented funds - \$87,700 (redirect); athletic transportation - \$83,400; and Elementary Summer Science Institute - \$120,000 (Title II); MSAP grant for magnet schools \$2,161,859</u>  |                   |                       |             |
| <b>Sources:</b> Operating Budget and Capital Budget   |                   |                       |             |

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| Performance Indicator for Goal 1  |   |                                |  |
|---|---|--------------------------------|--|
| 1.2 All <u>grade 10</u> diploma-bound students will participate in the PSAT. (BCPS standard)  |   |                                |  |
| KEY STRATEGIES  | ACTIVITIES  | RESPONSIBILITY                 | DATE   |
| n) Use standardized testing results to encourage all students to enroll in challenging course work.<br><br>q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.<br><br>r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.                    | Continue to pay registration fees for all ninth and tenth graders to take the PSAT  | Exec Dir Sec and Dir ART       | Jul- <del>04</del> <u>05</u> -Nov- <del>04</del> <u>05</u>   |
|   | <del>Provide payment for PSAT for eleventh graders to familiarize them with the new SAT format and increase the number of students eligible for National Merit Scholarship consideration</del>  | <del>Exec Dir Sec</del>        | <del>Jul-04</del> <u>05</u> -Nov- <del>04</del> <u>05</u>  |
|   | Continue to communicate with parents regarding the benefits of students participating in the PSAT   | Exec Dir Sec and SSS           | Aug <del>04</del> <u>05</u> -Jun- <del>05</del> <u>06</u>  |
|   | Continue to communicate the importance of participation in PSAT to eighth and ninth grade students and their parents through school counselor meetings  | Exec Dir Sec and SSS           | <del>Jul-04</del> <u>04</u> - <del>Oct-04</del> <u>04</u> - <del>Aug-05</del> <u>05</u> -<br><u>Jun 06</u> |
|   | Continue to analyze data to determine specific subgroup populations of students that are underrepresented in participating in the PSAT. Implement intervention strategies for these subgroups   | Exec Dir Sec, SSS, and Dir ART | Sep <del>04</del> <u>05</u> -Jan <del>05</del> <u>06</u>   |
|   | Continue to provide CollegeEd <del>to grade 7 students to inform them -information-</del> about PSAT, <del>to grade 7 students which informs them of -and about</del> career opportunities and appropriate course selection needed to attend college <del>or university</del> | Exec Dir Sec                   | Aug <del>04</del> <u>05</u> -Jun- <del>05</del> <u>06</u>  |
| <b>Measurement:</b> In 2001-2002, 81.1 % of all grade 10 diploma-bound students participated in the PSAT. In 2002-2003, 82.0% of all grade 10 diploma-bound students participated in the PSAT. In 2003-2004, 83.5% of all grade 10 diploma-bound students participated in PSAT. <u>In 2004-2005 86.3% of all grade 10 diploma-bound students participated in the PSAT.</u> By 2005-2006, 88% of all diploma-bound grade 10 students will participate in PSAT, and the percentage participating will continue to increase to 100% by 2012. |   |                                |  |
| <b>Resources:</b> Annual Budget Process   |   |                                |  |
| <b>Sources:</b> Operating Budget and Capital Budget   |   |                                |  |

**SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>  |  |                                      |   |
|--|--|--------------------------------------|---|
| 1.3 All students scoring a 55 or above on verbal/math PSAT will be counseled into honors or gifted and talented level courses. (BCPS standard)   |  |                                      |   |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b>                | <b>DATE</b>                               |
| <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>n) Use standardized testing results to encourage all students to enroll in challenging course work.</p> <p>r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p> | Continue to review course offerings, the master schedules, and staffing to increase the number of honors, gifted and talented, and AP courses  | Exec Dir Schools, Sec, and Spec Prog | Jul <del>0405</del> -Dec- <del>0405</del> |
|  | Continue to review, evaluate, and adjust the master schedules to implement rigorous course offerings   | Exec Dir Schools                     | Jul <del>0405</del> -Jan- <del>0506</del> |
|  | Continue to conduct workshops for staff to use and interpret AP Potential in order to identify students for honors, gifted and talented, and AP level courses  | Exec Dir Sec and Spec Prog           | Aug <del>0405</del> -Mar <del>0506</del>  |
|  | Communicate with parents to increase their understanding of the academic potential of their children   | CCO and Exec Dir SSS                 | Jul <del>0405</del> -Jun <del>0506</del>  |
|  | Continue to identify middle school students who require more time to learn the content in reading, math, and science and, based on funding, provide tutoring/small group instruction through an extended school day  | Exec Dir Sec and Schools             | Aug <del>0405</del> -Jun- <del>0506</del> |
|  | Continue to implement a random sampling of 10 secondary schools and approximately 100 students per school to review and evaluate students' transcripts/schedules to ensure student participation in rigorous courses. Report results of the sampling with recommendations for improvements | Exec Dir Schools and Sec             | Sep <del>0405</del> -Dec <del>0405</del>  |
|  | Continue to review and evaluate student participation, report cards, and schedules to support and encourage student movement into and success in rigorous courses  | Exec Dir Schools                     | Jul <del>0405</del> -Jun <del>0506</del>  |
|  | <u>Ensure rigorous course offerings by differentiating curricula and eliminating low level courses</u>   | <u>Exec Dir Sec and Schools</u>      | <u>Jul 05-Jun 06</u>                      |

**SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>  |                   |                       |             |
|--|-------------------|-----------------------|-------------|
| 1.3 All students scoring a 55 or above on verbal/math PSAT will be counseled into honors or gifted and talented level courses. (BCPS standard)   |                   |                       |             |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b> | <b>RESPONSIBILITY</b> | <b>DATE</b> |
|  |                   |                       |             |
| <b>Measurement:</b> The baseline percentage of graduating seniors whose PSAT scores were > 55 on verbal/math PSAT and who were enrolled in honors, AP, <u>GT</u> or IB courses will be determined in October 2005. |                   |                       |             |
| <b>Resources:</b> Annual Budget Process  |                   |                       |             |
| <b>Sources:</b> Operating Budget and Capital Budget  |                   |                       |             |

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| Performance Indicator for Goal 1   |  |                   |   |
|--|--|-------------------|---|
| 1.4 All students who earn a Certificate of Attendance will have documented evidence of their attainment of knowledge and skills within their prescribed programs. (State standard) |  |                   |   |
| KEY STRATEGIES   | ACTIVITIES   | RESPONSIBILITY    | DATE  |
| k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.                        | Continue to provide professional development and school-based technical assistance for administrators, teachers, paraprofessionals, related service providers, school counselors, and other mental health professionals in identifying appropriate curriculum-based assessment options that align with instruction and IEP goals | Exec Dir C & I    | Aug <del>04</del> <sup>05</sup> -Mar <del>05</del> <sup>06</sup>  |
| f) Develop and implement instructional strategies that include multiculturalism and differentiation.   | Continue to implement professional development for school system administrators and aspiring leaders to understand the Alternate Maryland School Assessment (ALT-MSA)  | Exec Dir Fed & St | Sep <del>04</del> <sup>05</sup> -Mar <del>05</del> <sup>06</sup>  |
| m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.   | Continue to provide professional development and school-based technical assistance for new administrators, 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   | Exec Dir Fed & St | Sep <del>04</del> <sup>05</sup> -Mar <del>05</del> <sup>06</sup>  |
| u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.  | Continue to provide workshops and professional development opportunities on effective baseline and ongoing data collection techniques and methods to support the understanding of this data for parents and professionals who work with students who participate in the ALT-MSA  | Exec Dir Fed & St | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup>  |
| x) Provide ongoing support to teachers through professional development opportunities.   | Continue to provide professional development in the effective implementation and monitoring of accommodations in the classroom on a daily basis, as well as on mandated assessments  | Exec Dir Fed & St | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup>  |
| y) Provide professional development opportunities to teachers, para-professionals, and principals in content areas.  | <del>Continue to utilize</del> quarterly report card/progress reports <del>that include data and clearly to document observable and measurable progress over baseline performance on IEP goals</del>   | Exec Dir Fed & St | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup>  |
|  | Provide professional development in the use of life-skills instructional units that support the VSC in order to increase student achievement in the least restrictive environment (LRE)  | Exec Dir Fed & St | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup>  |
|  | <del>Continue to assess and access additional Utilize the data results of the</del> post-secondary options <del>placements</del> for students attaining Certificates <del>of Attendance s in order to assess and access additional post secondary options (baseline data to be developed and collected by June 30, 2004)</del>   | Exec Dir Fed & St | Jul 04- <del>Oet</del> <sup>04</sup> <del>Jun</del> <sup>05</sup> |

**SCHOOL YEAR 2005–2006 - 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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b><br>1.4 All students who earn a Certificate of Attendance will have documented evidence of their attainment of knowledge and skills within their prescribed programs. (State standard)   |            |                |      |
|---|------------|----------------|------|
| KEY STRATEGIES  | ACTIVITIES | RESPONSIBILITY | DATE |
|   |            |                |      |
| <b>Measurement:</b> <del>The baseline percentage of students with disabilities who are candidates for certificates of attendance and who meet or exceed the state standards for the Alternate Maryland School Assessment (ALT-MSA) will be determined in 2004. In 2003-2004, 88% of students with disabilities who are candidates for certificates of attendance met or exceeded the state standards for the ALT-MSA in reading. In 2003-2004, 87% of students with disabilities who are candidates for certificates of attendance met or exceeded the state standards for the ALT-MSA in mathematics.</del> 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 100 % by 2012. |            |                |      |
| <b>Resources:</b> Annual Budget Process   |            |                |      |
| <b>Sources:</b> Operating Budget and Capital Budget   |            |                |      |



**SCHOOL YEAR 2005–2006 - 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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>   |   |                              |  |
|---|---|------------------------------|--|
| 1.5 Seventy percent of participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (ALT-MSA). (State standard)  |   |                              |  |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b>        | <b>DATE</b>                              |
| f) Develop and implement instructional strategies that include multiculturalism and differentiation.  | Establish school partnerships for the purposes of collaborative planning, sharing of best practices, exchange of methods of data collection, and documentation techniques to monitor student progress   | Exec Dir Fed & St            | Aug <del>0405</del> -Jun <del>0506</del> |
| k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.   | <u>Implement a systemwide web-based IEP system during the 2005-2006 school year</u>   | <u>Exec Dir Fed &amp; St</u> | <u>Sep 05-Jun 06</u>                     |
| q) Provide parents, guardians and community stakeholder groups with strategies that can be implemented with children to enhance student learning.   | Continue to conduct periodic meetings for general and special education staff, paraprofessionals, parents, guardians, and community stakeholders to share strategies and best practices to enhance achievement for students who are working toward a Certificate of Attendance  | Exec Dir Fed & St            | Aug <del>0405</del> -Jun <del>0506</del> |
| r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards. | Collect and evaluate the data on ALT-MSA participation to identify schools which do not meet the state standards  | Exec Dir Fed & St            | Aug <del>0405</del> -Oct <del>0405</del> |
| u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.   | Continue to collaborate with the Citizens' Advisory Council for Special Education to provide frequent and meaningful formats for parent involvement, input, and information regarding topics such as the Special Education Staffing Plan, early childhood services, the IEP team process, and the transitions to middle and high school | Exec Dir Fed & St            | Aug <del>0405</del> -Jun <del>0506</del> |

**SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b><br>1.5 Seventy percent of participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (ALT-MSA). (State standard)  |            |                |      |
|--|------------|----------------|------|
| KEY STRATEGIES   | ACTIVITIES | RESPONSIBILITY | DATE |
| x) Provide ongoing support to teachers through professional development opportunities.   |            |                |      |
| <b>Measurement:</b> The 2003-2004 baseline percentages of participating special education students who met or exceeded the state standards for ALT-MSA were 88% in reading and 87% in mathematics. <u>The 2004-2005 ALT-MSA results will be available in the summer.</u> By 2008, 95% of participating special education students will meet or exceed the state standards for ALT-MSA, and the percentage will increase to 100% by 2012. |            |                |      |
| <b>Resources:</b> Annual Budget Process  |            |                |      |
| <b>Sources:</b> Operating Budget and Capital Budget  |            |                |      |

**SCHOOL YEAR 2005–2006 - 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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>   |  |                               |                                       |
|---|--|-------------------------------|---------------------------------------|
| 1.6 All eligible prekindergarten students will have access to a PreKindergarten Program by the 2007 – 2008 school year. (State standard)  |  |                               |                                       |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b>         | <b>DATE</b>                           |
| a) Develop a plan for phasing in Prekindergarten programs for eligible students.<br><br>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.<br><br>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas. | Implement the five-year plan to provide access to prekindergarten for all eligible students  | Exec Dir EI                   | <del>Aug-04</del> Jul 05-Jun 06       |
|   | Continue to implement the new criteria for eligibility in all prekindergarten programs and develop and implement a plan to ensure that parents and community members are aware of the new eligibility criteria | Exec Dir EI, Schools, and CCO | Jul 0405-Jun 0506                     |
|   | Support schools as they recruit students and communicate with parents regarding the purpose and philosophy of the prekindergarten program  | Exec Dir EI, Schools, and CCO | <del>Aug-04</del> Jul 05-Jun 06       |
|   | Provide professional development on the components of an effective prekindergarten program to administrators and teachers  | Exec Dir EI                   | <del>Aug-04</del> Jul 05-Mar 05Jun 06 |
|   | Assist schools in preparing for new prekindergarten sessions   | Exec Dir EI                   | Jul 0405-Sep 04Jun 06                 |
|   | <u>Develop criteria for early entrance to prekindergarten based on guidelines set by MSDE</u>  |                               | <u>Sep 05-Jun 06</u>                  |
| <b>Measurement:</b> The baseline percentage of eligible prekindergarten students who are enrolled in BCPS prekindergarten programs will be established in <u>2004-2005</u> . <u>By 2007-2008, 100% of eligible prekindergarten students will have access to BCPS prekindergarten programs.</u>  |  |                               |                                       |
| <b>Resources:</b> Annual Budget Process<br><u>Proposed: Expansion of pre-kindergarten access \$118,300</u>  |  |                               |                                       |
| <b>Sources:</b> Operating Budget and Capital Budget   |  |                               |                                       |

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| Performance Indicator for Goal 1  |  |                          |   |
|---|--|--------------------------|---|
| 1.7 All elementary schools will have a full-day kindergarten by the 2007 – 2008 school year. (State standard)   |  |                          |   |
| KEY STRATEGIES  | ACTIVITIES   | RESPONSIBILITY           | DATE  |
| b) Develop a plan for phasing in full-day kindergarten in all elementary schools.   | Continue to implement the full-day kindergarten in <del>73-84</del> schools and expand the program to 10 additional schools based on Free and Reduced Meal Program (FARMs) data for the <del>2004-05</del> <u>2005-2006</u> school year: <del>Catonsville, Fullerton, Glyndon, Middleborough, Oliver Beach, Orem, Reisterstown, Relay, Villa Cresta, and Westowne</del> <u>Carney, Gunpowder, Hampton, Hillcrest, Joppa View, Perry Hall, Pine Grove, Pot Springs, Warren, and Woodbridge elementary schools</u> | Exec Dir El and Schools  | Jun <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u>        |
| k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students. | <del>Implement</del> <u>Continue to support the implementation of</u> full-day kindergarten for students receiving special education services in all schools where full-day kindergarten is available for students receiving general education services  | Exec Dir El and Fed & St | Jun <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u>        |
| w) Support teachers in the implementation of reading techniques through professional development opportunities.   | Plan for the implementation of full-day kindergarten for the 10 schools to be funded in <del>FY06-FY07</del> based on FARMs data: <del>Carney, Gunpowder, Hampton, Hillcrest, Joppa View, Perry Hall, Pine Grove, Pot Spring, Warren, and Woodbridge</del> <u>Chapel Hill, Franklin, Kingsville, Lutherville, Pinewood, Seven Oaks, Seventh District, Stoneleigh, Summit Park, and Westchester elementary schools</u>  | Exec Dir Schools         | Jun <del>04</del> <u>05</u> - <del>Sept 04</del> <u>Aug 06</u>  |
| x) Provide ongoing support to new and veteran teachers through professional development opportunities.  | Request future funding for classroom teaching staff, special area teaching staff, transportation needs, instructional materials, supplies, furniture, equipment, and facility needs for full-day kindergarten  | Exec Dir El              | <del>Jun 04</del> <u>Sept 04</u> <del>Oct 05</del>              |
| y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.  | Provide opportunities for teachers of half-day kindergarten programs to visit effective full-day kindergarten classrooms in the year before they teach full-day kindergarten   | Exec Dir El              | <del>Aug 04</del> <u>Jun 05</u> <del>Jan 06</del> <u>May 06</u> |
|   | Provide year-long, one-on-one professional development to teachers new to full-day kindergarten to assist with effective room arrangement, model lessons, planning, and co-teaching  | Exec Dir El              | <del>Aug 04</del> <u>Jun 05</u> <del>Sep 05</del> <u>Jun 06</u> |

**SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>   |                   |                       |             |
|---|-------------------|-----------------------|-------------|
| 1.7 All elementary schools will have a full-day kindergarten by the 2007 – 2008 school year. (State standard)   |                   |                       |             |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b> | <b>RESPONSIBILITY</b> | <b>DATE</b> |
|   |                   |                       |             |
| <b>Measurement:</b> Ten schools were added in each of the following years: 2002-2003, 2003-2004, 2004-2005, and <u>2005-2006</u> . By 2008, all elementary schools will have full-day kindergarten. |                   |                       |             |
| <b>Resources:</b> Annual Budget Process<br><u>Proposed: Expansion of half-day kindergarten to full-day at 10 elementary schools - \$3,367,000</u>   |                   |                       |             |
| <b>Sources:</b> Operating Budget and Capital Budget   |                   |                       |             |

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| Performance Indicator for Goal 1   |  |                                 |   |
|--|--|---------------------------------|---|
| 1.8 Students in grades 2 – 6 will achieve grade level standards on reading assessments. (BCPS standard)  |  |                                 |   |
| KEY STRATEGIES   | ACTIVITIES   | RESPONSIBILITY                  | DATE                                      |
| e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.<br><br>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.<br><br>o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.<br><br>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.<br><br>w) Support teachers in the implementation or reading techniques through professional development opportunities. | Monitor students meeting grade level reading standards on MSA and reading program assessments  | Exec Dir Schools                | Aug <del>04</del> 05-Jun <del>05</del> 06 |
|  | Continue to provide countywide professional development on reading assessments for principals, assistant principals, mentors, special educators, reading specialists, and classroom reading teachers <u>to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u> | Exec Dir C & I                  | Aug <del>04</del> 05-Mar <del>05</del> 06 |
|  | Continue to analyze disaggregated assessment data to identify students not meeting grade level standards and apply instructional adjustments   | Exec Dir Schools and Principals | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|  | <u>Expand 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</u>   | <u>Exec Dir EI</u>              | <u>Aug 05-Jun 06</u>                      |
|  | <u>Implement a program and assessment for oral reading fluency in grades one and two</u>   | <u>Exec Dir EI</u>              | <u>Aug 04-Jun 05</u>                      |
|  | Implement the Reading Screening Process <u>for all students moving to in all</u> middle schools to <u>facilitate targeted instruction determine the need for additional reading instruction for students performing at the Basic level and below</u>   | Exec Dir Sec                    | Apr <del>04</del> 05-Jun <del>05</del> 06 |
|  | <u>Refine and</u> implement the Grade 6 <u>Scott Foresman</u> reading <u>Series program</u> in all middle schools  | Exec Dir Sec                    | Apr <del>04</del> 05-Jun <del>06</del> 05 |
|  | <u>Begin to implement a Transitional Reading Screening Process for grades 5-6</u>  | <u>Exec Dir Sec</u>             | <u>Apr 05-Jun 06</u>                      |
|  | <u>Implement a site-based summer school program at 13 elementary schools to serve students in their own community (Chase, Dogwood, Dundalk, Edmonson Heights, Featherbed Land, Halstead, Mars Estate, Orem's, Owings Mills, Sandlewood, Warren, Windfield, and Woodmoor)</u>   | <u>Exec Dir SSS</u>             | <u>Jul 05-Aug 05</u>                      |
|  | <u>Pilot the online Princeton Review Reading assessment in grades 3-8</u>  | <u>Exec Dir SSS</u>             | <u>May 05</u>                             |

**SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>  |                   |                       |             |
|--|-------------------|-----------------------|-------------|
| 1.8 Students in grades 2 – 6 will achieve grade level standards on reading assessments. (BCPS standard)  |                   |                       |             |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b> | <b>RESPONSIBILITY</b> | <b>DATE</b> |
|  |                   |                       |             |
| <b>Measurement:</b> The baseline percentage of students who achieve grade level standards on reading assessments was determined in 2004-2005. By 2008, 80% of students in grades 2 - 6 will achieve grade level standards on reading assessments, and the percentages will increase to 100% by 2012. |                   |                       |             |
| <b>Resources:</b> Annual Budget Process<br><b>Proposals:</b> <u>Summer school expansion - \$247,300</u>  |                   |                       |             |
| <b>Sources:</b> Operating Budget and Capital Budget  |                   |                       |             |

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| Performance Indicator for Goal 1   |   |   |   |
|--|---|---|---|
| 1.9 Each middle school will meet or exceed the <u>county benchmark measure for the student</u> <del>State-average student</del> participation rate in Algebra I. (BCPS standard)   |   |   |   |
| KEY STRATEGIES   | ACTIVITIES  | RESPONSIBILITY                              | DATE  |
| f) Develop and implement instructional strategies that include multiculturalism and differentiation.<br><br>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.<br><br>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.<br><br>x) Provide ongoing support to new and veteran teachers through professional development opportunities.<br><br>t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population. | <u>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</u>   | <u>Exec Dir SSS</u>                         | <u>Jul 05-Jun 06</u>                          |
|  | Implement, the Extended Year program for middle school students to accelerate math achievement  | Exec Dir SSS, Schools, and Dir Math PreK-12 | Jun <del>04</del> 05-Aug <del>05</del> 06     |
|  | Continue to develop and refine countywide summative assessments <u>and benchmark assessments</u> for all middle school mathematics courses  | Dir Math PreK-12                            | Jul <del>04</del> 05-Sep <del>04</del> Jun 06 |
|  | Continue to monitor unit/quarterly assessments, <u>benchmark assessments</u> , and MSA results for students in grades 6 and 7 to identify students for Algebra I in grade 8   | Exec Dir Schools and Dir Math PreK-12       | Nov <del>04</del> 05-Jun <del>05</del> 06     |
|  | Continue to maintain business partnerships to encourage community support and student participation in mathematical competitions (e.g., 24 Challenge, Math Counts)  | Dir Math PreK-12                            | Nov <del>04</del> 05-Jun <del>05</del> 06     |
|  | Print <del>and distribute</del> an informational brochure on the importance of taking Algebra I for distribution to parents at school events  | Exec Dir Sec and Dir Math PreK-12           | Jul <del>04</del> 05-Sep <del>04</del> 06     |
|  | Continue to provide professional development in mathematics content, conceptual understanding, and pedagogy <u>to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u> | Dir Math PreK-12                            | Aug <del>04</del> 05-Jun <del>05</del> 06     |



**SCHOOL YEAR 2005–2006 - 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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>   |                   |                       |             |
|---|-------------------|-----------------------|-------------|
| 1.9 Each middle school will meet or exceed the <u>county benchmark measure for the student</u> <del>State-average student</del> participation rate in Algebra I. (BCPS standard)  |                   |                       |             |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b> | <b>RESPONSIBILITY</b> | <b>DATE</b> |
|   |                   |                       |             |
| <b>Measurement:</b> In <u>2002-2003</u> , 47.3% of BCPS middle school students were enrolled in Algebra I. <u>In 2003-2004, 46.0% of middle school students were enrolled in Algebra I. The 2004-2005 data will be available in the Summer 2005.</u> By 2008, 50% of BCPS middle school students will be enrolled in Algebra I, increasing to 100% by 2012. |                   |                       |             |
| <b>Resources:</b> Annual Budget Process   |                   |                       |             |
| <b>Sources:</b> Operating Budget and Capital Budget   |                   |                       |             |

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| Performance Indicator for Goal 1   |  |                                       |   |
|--|--|---------------------------------------|---|
| 1.10 All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9. (BCPS standard)   |  |                                       |   |
| KEY STRATEGIES   | ACTIVITIES   | RESPONSIBILITY                        | DATE                                      |
| h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.<br><br>j) Integrate technology in the reading/learning process.<br><br>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.<br><br>o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.<br><br>s) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population. | Continue to analyze disaggregated summative assessment data to evaluate the progress of all population subgroups in Algebra I  | Exec Dir Schools and Dir Math PreK-12 | <a href="#">Apr 05-Jun 06</a>             |
|  | <a href="#">Implement the new Algebra I curriculum in all secondary schools to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</a>   | <a href="#">Dir Math PreK-12</a>      | <a href="#">Jul 05-Jun 06</a>             |
|  | <a href="#">Provide countywide professional development on the new Algebra I curriculum to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</a>   | <a href="#">Dir Math PreK-12</a>      | <a href="#">Jul 05-Jun 06</a>             |
|  | Continue to support and monitor schools using the Carnegie Learning Cognitive Tutor Algebra I program to improve student achievement at Deep Creek, Dundalk, and Woodlawn middle schools, and Milford Mill Academy   | Dir Math PreK-12                      | <a href="#">Jul 05-Jun 06</a>             |
|  | Develop intervention strategies to improve student achievement in Algebra I  | Dir Math PreK-12                      | <a href="#">Jul 0405-Oct-04Jun 06</a>     |
|  | Continue to assist less experienced teachers to improve instructional practices by having them observe a Master Teacher's class in place of a duty assignment  | Dir Math PreK-12 and Exec Dir Schools | <a href="#">Sep-04Jul 05-Mar 05Jun 06</a> |
|  | <a href="#">Develop and implement two new high school mathematics courses, <i>Algebra/Data Analysis Adapted</i> and <i>Algebraic Functions Adapted</i>, to support the achievement of students recommended through the IEP team process as they progress through Algebra I and prepare for the High School Assessment in Algebra/Data Analysis</a> | <a href="#">Dir Math PreK-12</a>      | <a href="#">Jul 05-Jun 06</a>             |
|  | 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, FARMs, and gifted and talented   | Dir Math PreK-12 and Principals       | <a href="#">Jul 05-Jun 06</a>             |
|  | <a href="#">Develop and implement technology integration strategies to support teachers in the use of graphing calculator technology (e.g., TI83+, TI84+, and TI Navigator)</a>  | <a href="#">Dir Math PreK-12</a>      | <a href="#">Jul 05-Jun 06</a>             |
|  | <a href="#">Research and pilot appropriate technologies such as tablet PCs, and electronic white boards to support integration into mathematics instruction</a>  | <a href="#">Dir Math PreK-12</a>      | <a href="#">Jul 05-Jun 06</a>             |

**SCHOOL YEAR 2005–2006 - 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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>   |   |                         |                      |
|---|---|-------------------------|----------------------|
| 1.10 All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9. (BCPS standard)  |   |                         |                      |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b>   | <b>DATE</b>          |
|   | <u>Develop and pilot an electronic learning community to support algebra teachers in the implementation of the curriculum</u> | <u>Dir Math PreK-12</u> | <u>Jul 05-Jun 06</u> |
| <b>Measurement:</b> In 2002-2003, 42% of grade 9 students passed the Algebra I HSA. <u>In 2003-2004, 54.3% of grade 9 students passed the Algebra I HSA. The 2004-2005 HSA test results will be available in the Fall 2005.</u> By 2008, 68% of grade 9 students will pass the Algebra I HSA, increasing to 100% by 2012. |   |                         |                      |
| <b>Resources:</b> Annual Budget Process<br><u>Proposed: Algebra I textbooks - \$858,000</u>   |   |                         |                      |
| <b>Sources:</b> Operating Budget and Capital Budget   |   |                         |                      |

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, 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   |
| d) Provide an array of courses aligned with the Content Standards for students to meet their fine arts credit requirement.<br><br>f) Develop and implement instructional strategies that include multiculturalism and differentiation.<br><br>j) Integrate technology in the teaching/learning process.<br><br>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.<br><br>g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities. | Continue to develop and refine fine arts curricula <u>aligned with the VSC to meet high school graduation requirements</u>  | Exec Dir El, Sec, and Spec Prog | Jul <del>0405</del> -Aug <del>04Jun</del><br><u>06</u> |
|   | Continue to conduct fine arts professional development experiences for teachers in art, theatre, music, and dance <u>to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u> | Exec Dir El and Spec Prog       | Aug <del>0405</del> -Apr <del>0506</del>               |
|   | Conduct a summer integrated Fine Arts Academy for teachers to take classes from their peers and guest artists   | Exec Dir El                     | Aug <del>0405</del> -Jan <del>0506</del>               |
|   | Provide professional development in differentiated instruction in the fine arts to assist in meeting the learning needs of all students   | Exec Dir El                     | Jul <del>0405</del> -Jun <del>0506</del>               |
|   | Continue to implement and update the BCPS Fine Arts Initiative Strategic Plan and explore additional opportunities to enhance teaching and learning in the arts at all levels of instruction  | Exec Dir El                     | Aug <del>04Jun</del> <del>05-Jun</del><br><u>0506</u>  |
|   | Maintain <u>fine arts</u> services to PreK classes in Title I schools   | Exec Dir El and Sec             | Aug <del>0405</del> -Jun <del>0506</del>               |
|   | Continue to provide enrichment programs in art, music, theatre, and dance   | Exec Dir El                     | Aug <del>0405</del> -Jun <del>0506</del>               |
|   | Continue to repair and replace instructional <u>equipment (e.g., music instruments)</u> that supports the fine arts   | Exec Dir El                     | Jul <del>0405</del> -Jun <del>0506</del>               |
|   | Continue to partner with business and community organizations to provide opportunities for public display of students' work and opportunities to perform publicly in art, music, theatre, and dance, <u>e.g., Walters Art Museum</u>                                      | Exec Dir El and Sec             | Jul <del>0405</del> -Jun <del>0506</del>               |
|   | Provide technology-based arts career completer programs that result in students prepared to enter the world of work and/or institutions of higher learning <u>while receiving a credit for fine arts (a five credit program)</u>  | Exec Dir El, Spec Prog, and Sec | Jul <del>0405</del> -Jun <del>0506</del>               |

**SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>   |   |  |  |
|---|---|--|--|
| 1.11 All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards. (State standard)  |   |  |  |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b>                  | <b>DATE</b>  |
|   | Continue to provide fine arts magnet programs at Carver, Patapsco, Deer Park Middle, Loch Raven Academy, Parkville Middle, Southwest Academy, Sudbrook Middle, and Halstead Academy | Exec Dir Spec Prog, Sec, and El        | Jul <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |
|   | <u>Provide new fine arts programs at Chesapeake High and Lansdowne High</u>   | <u>Exec Dir Spec Prog, Sec, and El</u> | <u>Jul 05-Jun 06</u>   |
| <b>Measurement:</b> The 2003-2004 baseline percentage of students acquiring one fine arts credit by passing a course that is driven by the Maryland Content Standards was 94.7%. The percentage of students acquiring one fine arts credit will increase to 100% by 2008. |   |  |  |
| <b>Resources:</b> Annual Budget Process   |   |  |  |
| <b>Sources:</b> Operating Budget and Capital Budget   |   |  |  |

**SCHOOL YEAR 2005–2006 - 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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>   |   |  |  |
|---|---|--|--|
| 1.12 All students successfully completing Algebra I, biology, English-910, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)   |   |  |  |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b>                              | <b>DATE</b>  |
| c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.<br><br>e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.<br><br>f) Develop and implement instructional strategies that include multiculturalism and differentiation.<br><br>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.<br><br>n) Use standardized testing results to encourage all students to enroll in challenging course work. | <u>Continue development of Smaller Learning Communities with the goal of closing the achievement gaps in the ten participating schools: Dundalk, Kenwood, Lansdowne, Milford Mill, Overlea, Owings Mills, Parkville, Pikesville, Randallstown, and Woodlawn</u> | <u>Exec Dir Sec</u>                                | <u>Jul 05-Jun 06</u>                                 |
|   | <u>Utilize Smaller Learning Communities structures to transition more students into rigorous academic courses</u>   | <u>Exec Dir Sec</u>                                | <u>Jul 05-Jun 06</u>                                 |
|   | Continue to align BCPS final exams to reflect the content assessed on the High School Assessments (HSA)   | Exec Dir Sec                                       | Jul <del>0405</del> -Dec <del>0405</del>             |
|   | Continue to identify under-performing secondary schools in need of support to increase student performance on final exams, by providing site-based professional development and modeling best practices   | Exec Dir Schools and Principals                    | Jul <del>0405</del> -May <del>0506</del>             |
|   | Continue to collaborate with <u>institutions of</u> higher education to establish cohort graduate classes for science and mathematics teachers to develop content knowledge and pedagogy  | Exec Dir Sec, Dir Math PreK-12 and Dir Sci PreK-12 | Jul <del>0405</del> -Mar <del>05</del> <u>Jun 06</u> |
|   | Continue to implement Unit/Benchmark/Test Bank Assessments in HSA courses   | Exec Dir Sec, Dir Sci and Math PreK-12             | Jul <del>0405</del> -Dec <del>04</del> <u>Jun 06</u> |
|   | Continue to provide professional development for general and special educators in content and strategies for HSA courses  | Exec Dir Sec, Dir Math PreK-12, Fed & St           | Jul <del>0405</del> -Jun <del>0506</del>             |
|   | Continue to revise and implement curricula to align with HSA Core Learning Goals and integrate differentiation of instructional strategies and attention to learning styles   | C&I  | Jul <del>0405</del> -Jun <del>0506</del>             |
|   | Continue to participate with MSDE in the development of HSA and range findings  | Exec Dir Sec, Dir Sci and Math PreK-12             | Aug <del>0405</del> -Mar <del>0506</del>             |

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| Performance Indicator for Goal 1  |   |  |   |
|---|---|--|---|
| 1.12 All students successfully completing Algebra I, biology, English-910, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)   |   |  |   |
| KEY STRATEGIES  | ACTIVITIES  | RESPONSIBILITY                         | DATE                                      |
| t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.<br><br>j) Integrate technology in the teaching/learning process.<br><br>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.<br><br>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas. | Continue to develop and implement review packets for HSA courses where student performance did not meet standards   | Exec Dir Sec and Dir Math PreK-12      | Jul <del>0405</del> -Dec <del>0405</del>  |
|   | Pilot and assess support programs designed to enhance student knowledge of Core Learning Goals  | Exec Dir Sec, Dir Sci and Math PreK-12 | Jul <del>0405</del> -Jun <del>0506</del>  |
|   | <b>Secondary-High School English and Reading</b>  |  |   |
|   | <u>Continue to</u> pilot and assess programs such as Springboard at Deer Park Middle, Randallstown High, and Milford Mill Academy to support mathematics and English instruction and academic preparation for local, state, and national assessments                      | Exec Dir Sec                           | Aug <del>0405</del> -Jun- <del>0506</del> |
|   | Encourage schools to use quarterly assessments aligned to the Core Learning Goals   | Exec Dir Sec                           | Aug <del>0405</del> -Jun <del>0506</del>  |
|   | <u>Review, eliminate, and refine high school science courses listed in the Course Registration Guide to ensure that all high school science courses are supported by rigorous curricula</u>   | <u>Dir Sci PreK-12</u>                 | <u>Sep 05-Jun 06</u>                      |
|   | <u>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, FARMs, and gifted and talented</u>          | <u>Exec Dir Sec</u>                    | <u>Aug 05-Jun 06</u>                      |
|   | <u>Revise grade 10 English curriculum to align with Core Learning Goals and to integrate differentiation of instructional strategies, attention to learning styles, and AVID strategies</u>   | <u>Exec Dir Sec</u>                    | <u>Jul 05-Jun 06</u>                      |
|   | <u>Offer College Board Pre-AP English professional development workshops focused on writing and language instruction to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u> | <u>Exec Dir Sec</u>                    | <u>Sep 05-Feb 06</u>                      |
|   | <u>Revise and implement grades 9 and 10 English final exams to reflect changes to HSA and Core Learning Goals</u>   | <u>Exec Dir Sec</u>                    | <u>Jul 05</u>                             |



**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 1**

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| <b>Performance Indicator for Goal 1</b>   |  |                              |                               |
|---|--|------------------------------|-------------------------------|
| 1.12 All students successfully completing Algebra I, biology, English-910, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)   |  |                              |                               |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b>        | <b>DATE</b>                   |
| j) Integrate technology in the teaching/learning process.<br><br>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.<br><br>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.<br><br>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies. | Continue to pilot Fast Track reading in grades 9 and 10 in the following schools: Chesapeake, Dundalk, Lansdowne, Loch Raven, Milford Mill, Overlea, Patapsco, Randallstown, Sparrows Point, Towson, and Woodlawn  | Exec Dir Sec                 | <a href="#">Aug 05-Jul 06</a> |
|   | <del>Pilot and assess the effectiveness of</del> Continue to implement the FAST TRACK reading intervention program for <u>students identified through the reading screening process in the following schools: Catonsville, Chesapeake, Dundalk, Lansdowne, Loch Raven, Milford Mill, New Town, Overlea, Patapsco, Perry Hall, Randallstown, Sparrows Point, Towson, and Woodlawn</u> <del>the lowest performing 60 readers on the Grade 8 MSA in participating (12 high schools)</del> | Exec Dir Sec                 | <a href="#">Jul 05-Jun 06</a> |
|   | Continue to encourage the implementation of speech and debate teams to motivate students to read and perform research  | Exec Dir Sec                 | <a href="#">Jul 05-Jun 06</a> |
|   | Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP) as indicated by 2003-2004 and 2004-2005 HSA data  | Exec Dir Schools             | <a href="#">Aug 05-Feb 06</a> |
|   | Continue to implement a professional development program for all high school reading teachers that focuses on increasing their knowledge and use of research-based reading strategies to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented   | Exec Dir Sec                 | <a href="#">Jun 05-Aug 05</a> |
|   | <u>Implement the summer school Fast Track reading program for entering ninth grade students who are not performing at the proficient level</u>   | <a href="#">Exec Dir Sec</a> | <a href="#">Aug 05-Jun 06</a> |
|   | Continue to implement the Strategic Reading for Career and College Placement (ACCESS) reading support program at identified high schools: Kenwood, Lansdowne, Milford Mill, Overlea, Patapsco, Parkville, and Woodlawn   | Exec Dir Sec and Schools     | <a href="#">Jul 05-Jun 06</a> |

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| Performance Indicator for Goal 1   |   |                                  |  |
|--|---|----------------------------------|--|
| 1.12 All students successfully completing Algebra I, biology, English-910, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)  |   |                                  |  |
| KEY STRATEGIES   | ACTIVITIES  | RESPONSIBILITY                   | DATE                                     |
| f) Develop and implement instructional strategies that include multiculturalism and differentiation.<br><br>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.<br><br>j) Integrate technology in the teaching/learning process.<br><br>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data. | <b>Secondary High School Algebra and Geometry Mathematics</b><br>Require schools to administer BCPS unit <u>and benchmark</u> assessments   | <a href="#">Dir Math PreK-12</a> | <a href="#">Aug 05-Jun 06</a>            |
|  | <del>Require schools to run</del> <u>Continue to conduct</u> item analysis of student responses on the unit <u>and benchmark</u> assessments and utilize data from item analysis to target instruction                    | <a href="#">Dir Math PreK-12</a> | Aug <del>0405</del> -Jun <del>0506</del> |
|  | <del>Review, eliminate, and refine high school science courses listed in the Course Registration Guide to ensure that all high school science courses are supported by rigorous curricula</del>                           | <a href="#">Dir Sci PreK-12</a>  | <a href="#">Sep 05-Jun 06</a>            |
|  | Develop review packets for HSA <u>and MSA</u> courses where student performance does not meet standards   | <a href="#">Dir Math PreK-12</a> | Aug <del>0405</del> -Jun <del>0506</del> |
|  | Encourage the implementation of vocabulary strategies for HSA courses where student performance does not meet standards   | <a href="#">Dir Math PreK-12</a> | Aug <del>0405</del> -Jun <del>0506</del> |
|  | Conduct range-finding activities on student responses to BCPS unit assessments, <u>benchmark assessments</u> , and final exams  | <a href="#">Dir Math PreK-12</a> | Aug <del>0405</del> -Jun <del>0506</del> |
|  | Continue to assist schools in restructuring algebra <u>and geometry</u> classes to include assistance <del>algebra</del> -programs  | <a href="#">Dir Math PreK-12</a> | Aug <del>0405</del> -Jun <del>0506</del> |
|  | Pilot and assess supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments  | <a href="#">Dir Math PreK-12</a> | Aug <del>0405</del> -Jun <del>0506</del> |
|  | Provide staff development for algebra <u>and geometry</u> teachers in instructional strategies that support student achievement on BCPS unit assessments, <u>benchmark assessments</u> , and final exams                  | <a href="#">Dir Math PreK-12</a> | Aug <del>0405</del> -Jun <del>0506</del> |
|  | 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 | Dir Math PreK-12 and SSS         | Jun <del>0405</del> -Aug <del>0406</del> |

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| Performance Indicator for Goal 1  |  |   |                                   |
|---|--|---|-----------------------------------|
| 1.12 All students successfully completing Algebra I, biology, English-910, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)   |  |   |                                   |
| KEY STRATEGIES  | ACTIVITIES   | RESPONSIBILITY                          | DATE                              |
| j) Integrate technology in the teaching/learning process.<br><br>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.<br><br>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data. | <b>Secondary-High School Social Studies</b>  |   |                                   |
|   | Maintain professional development of American Government teachers with focused attention toward <u>beginning grade 9</u> teachers  | Exec Dir Sec                            | Aug <u>0405</u> -Jun <u>0506</u>  |
|   | Monitor departmental use of periodic assessments and final examination data to analyze and modify instruction and determine applications of the HSA Test Review Packet of <u>grade 9</u> American Government as a re-teaching tool   | Exec Dir Sec                            | Aug <u>0405</u> -Jun <u>06506</u> |
|   | <u>Review, eliminate, and refine high school science courses listed in the Course Registration Guide to ensure that all high school science courses are supported by rigorous curricula</u>  | <u>Dir Sci PreK-12</u>                  | <u>Sep 05-Jun 06</u>              |
|   | Continue to implement the Government benchmark assessments   | Exec Dir Sec                            | <u>Aug 05-Jun 06</u>              |
|   | Continue to sponsor student enrichment programs such as Mock Trial, Model United Nations (UN), and Model Congress  | Exec Dir Sec and Spec Prog              | <u>Aug 05-Jun 06</u>              |
|   | <u>Explore a partnership with Villa Julie College to have college students serve as mentors to high school students in such programs as Mock Trial, Model United Nations (UN), Model Congress, and the Magnet Law-related programs, utilizing the college courtroom facility</u> | <u>Exec Dir Spec Prog and Sec</u>       | <u>Mar 05-Jun 06</u>              |
|   | Continue to offer the Pre-AP College Board social studies workshops  | Exec Dir Sec                            | <u>Aug 05-Jun 06</u>              |
|   | <u>Implement the suggestions within the Social Studies Gifted and Talented Progression of Skills Grades 6-12</u>   | <u>Exec Dir Sec</u>                     | <u>Aug 05-Jun 06</u>              |
|   | Continue to use and encourage participation in community resources such as the Baltimore Museum of Industry  | Exec Dir Sec, El, and Spec Prog PreK-12 | <u>Jul 05-Jun 06</u>              |
|   | <u>Plan and implement a Teaching American History in Maryland Institute in partnership with UMBC</u>   | <u>Exec Dir Sec</u>                     | <u>Jul 05-Jun 06</u>              |

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| Performance Indicator for Goal 1   |   |                                |  |
|--|---|--------------------------------|--|
| 1.12 All students successfully completing Algebra I, biology, English-910, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)  |   |                                |  |
| KEY STRATEGIES   | ACTIVITIES  | RESPONSIBILITY                 | DATE   |
| <p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>k) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in</p> | <p><u>Establish professional development workshops with the Reginald F. Lewis Museum of Maryland African American History and Culture to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u></p>  | <p><u>Exec Dir Sec</u></p>     | <p><u>Jul 05-Jun 06</u></p>                                  |
|  | <p>Participate in the development of the projected MSDE on-line remediation course for <u>grade 9</u> American Government</p>   | <p>Exec Dir Sec</p>            | <p><u>Jul 05-Jun 06</u></p>                                  |
|  | <p><del>Coordinate efforts with the Office of Alternative Education to develop review courses designed to diagnose students' strengths and weaknesses and re-teach American Government as appropriate</del></p>   | <p><del>Exec Dir Sec</del></p> | <p><del>Upon Grad Req</del></p>                              |
|  | <p><b><u>Secondary High School Science</u></b></p>  |                                |  |
|  | <p>Continue to administer BCPS unit assessments</p>   | <p>Dir Sci PreK-12</p>         | <p>Aug <del>04</del><u>05</u>-Jun <del>05</del><u>06</u></p> |
|  | <p>Continue to <del>run</del><u>conduct</u> item analysis of student responses on the unit assessments and utilize data from item analysis to target instruction</p>  | <p>Dir Sci PreK-12</p>         | <p>Aug <del>04</del><u>05</u>-Jun <del>05</del><u>06</u></p> |
|  | <p><del>Design</del><u>Continue to design</u> science units that are problem-<del>based</del> <u>centered</u> for biology, chemistry, and environmental science aligned with the VSC</p>  | <p>Dir Sci PreK-12</p>         | <p>Sep <del>04</del><u>05</u>-Jun <del>05</del><u>06</u></p> |
|  | <p><del>Pilot</del><u>Design professional development opportunities for teachers to expand the application of</u> the whiteboard/tablet technology <u>that was piloted</u> 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, FARMs, and gifted and talented</p> | <p>Dir Sci PreK-12</p>         | <p>Sep <del>04</del><u>05</u>-Jun <del>05</del><u>06</u></p> |
|  | <p>Implement a virtual science fair in all high schools</p>   | <p>Dir Sci PreK-12</p>         | <p>Sep <del>04</del><u>05</u>-Jun <del>05</del><u>06</u></p> |
|  | <p><u>Provide a K-12 science scope and sequence to prepare students to pursue four science credits</u></p>  | <p><u>Dir Sci PreK-12</u></p>  | <p><u>Sep 05-Jun 06</u></p>                                  |

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| Performance Indicator for Goal 1  |   |                        |   |
|---|---|------------------------|---|
| 1.12 All students successfully completing Algebra I, biology, English-910, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)   |   |                        |   |
| KEY STRATEGIES  | ACTIVITIES  | RESPONSIBILITY         | DATE                                      |
| <p>reading, language arts, mathematics, science, and social studies.</p> <p>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>w) Support teachers in the implementation or reading techniques through professional development opportunities.</p> <p>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</p> | <u>Continue to</u> add electronic data acquisition activities to all science units  | Dir Sci PreK-12        | Sep <del>04</del> 05-Jun <del>05</del> 06 |
|   | <u>Design and implement a Physical Science cohort with Towson University to implement the new course, Concepts of Physical Science as Applied to Biology</u>  | <u>Dir Sci PreK-12</u> | <u>Sep 05-Jun 06</u>                      |
|   | <u>Design a summer high school science institute for content training in teaching high school science to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented and implement master's degree programs with local universities leading to highly qualified status in physics and chemistry</u> | Dir Sci PreK-12        | Sep <del>04</del> 05-Jun <del>05</del> 06 |
|   | <u>Review, eliminate, and refine high school science courses listed in the Course Registration Guide to ensure that all high school science courses are supported by rigorous curricula</u>   | <u>Dir Sci PreK-12</u> | <u>Sep 05-Jun 06</u>                      |
|   | <u>Develop a new curriculum for Earth Science (making it an upper level elective) that includes a system's approach to Earth/Space Science</u>  | <u>Dir Sci PreK-12</u> | <u>Sep 05-Jun 06</u>                      |
|   | <u>Develop a new curriculum for Environmental Science and AP Environmental Science that is aligned with the Envirothon and which contains a field study component</u>   | <u>Dir Sci PreK-12</u> | <u>Sep 05-Jun 06</u>                      |
|   | <u>Design a 9<sup>th</sup>-grade program in science, Algebra I, and technology education that develop a foundation for biology</u>  | <u>Dir Sci PreK-12</u> | <u>Sep 04-Jun 05</u>                      |
|   | <u>Continue to</u> develop, pilot, and refine end-of-year exams in all <del>required core</del> science courses   | Dir Sci PreK-12        | Sep <del>04</del> 05-Jun <del>05</del> 06 |
|   | <u>Develop a plan to support high school students who have not passed the Biology HSA</u>   | Dir Sci PreK-12        | <u>Jul 05-Jun 06</u>                      |
|   | Require the use of vocabulary strategies for HSA <u>(MSA)</u> courses where student performance does not meet standards   | Dir Sci PreK-12        | <u>Jul 05-Jun 06</u>                      |

**SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>   |                   |                       |             |
|---|-------------------|-----------------------|-------------|
| 1.12 All students successfully completing Algebra I, biology, English- <a href="#">910</a> , geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)   |                   |                       |             |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b> | <b>RESPONSIBILITY</b> | <b>DATE</b> |
| h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.<br><br>j) Integrate technology in the teaching/learning process.   |                   |                       |             |
| <b>Measurement:</b> By 2009, 75% of BCPS students earning credit for the assessed courses will pass the HSAs on their first attempt, and the passing rate will increase to 100% by 2012.  |                   |                       |             |
| <b>Resources:</b> Annual Budget Process<br><del>Proposed: Middle/high schools science and physics cohort - \$125,400 (Title II)</del><br><del>Paraprofessionals for the Grade 5 Outdoor Science Program – \$44,092;</del><br><del>Supplies and materials for the Grade 5 Outdoor Science Program – \$33,730; and</del><br><del>Transportation, drivers, and buses for Grade 5 Outdoor Science Program – \$70,923</del><br><del>Science/math teachers for targeted elementary schools – \$1,594,676 (also see Indicator 1.1)</del> |                   |                       |             |
| <b>Sources:</b> Operating Budget and Capital Budget   |                   |                       |             |

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| Performance Indicator for Goal 1  |  |                                   |   |
|---|--|-----------------------------------|---|
| 1.13 All high schools will meet or exceed the national average of a 7% participation rate on the Advanced Placement (AP) examination. (BCPS standard)   |  |                                   |   |
| KEY STRATEGIES  | ACTIVITIES   | RESPONSIBILITY                    | DATE                                      |
| f) Develop and implement instructional strategies that include multiculturalism and differentiation.<br><br>j) Integrate technology in the teaching/learning process.<br><br>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.<br><br>n) Use standardized testing results to encourage all students to enroll in challenging courses.<br><br>o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students. | Continue to use AP Potential <del>software</del> /data to identify and counsel students into AP courses  | Exec Dir Sec and SSS              | Aug <del>0405</del> -Mar <del>0506</del>  |
|   | Continue to provide parents and students <a href="#">with information</a> to promote AP enrollment   | Exec Dir Sec, SSS, and Principals | Sep <del>0405</del> -Dec <del>0405</del>  |
|   | <a href="#">Continue to increase AP courses in all high schools</a>  |                                   | <a href="#">Sep 05-Jun 06</a>             |
|   | Coordinate links among GT, Honors, and AP in middle school and early high school years   | Exec Dir Sec, Spec Prog, and SSS  | Aug <del>0405</del> -Jun <del>0506</del>  |
|   | <a href="#">Continue to expand</a> Advancement Via Individual Determination (AVID) implementation <del>and seek future funding for potential expansion of AVID to additional schools Parkville, Kenwood, Milford Mill, Randallstown, Owings Mills, Woodlawn, Dundalk, Pikesville, Overlea, Lansdowne, New Town, Chesapeake, Dulaney, Catonsville, Perry Hall, and Sparrows Point</del> | Exec Dir Sec                      | Aug <del>0405</del> -Jun <del>05 06</del> |
|   | <del>Attend AVID summer program and</del> <a href="#">Continue to</a> offer professional development to secondary schools <a href="#">on AVID strategies to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</a>  | Exec Dir Sec                      | Aug <del>0405</del> -Jun <del>0506</del>  |
|   | <del>Implement</del> <a href="#">Integrate AVID instructional strategies into the curriculum guides</a>  | Exec Dir Sec                      | Aug <del>0405</del> -Jun <del>0506</del>  |
|   | Maintain existing partnership with College Board to provide professional development in AP content, higher level thinking strategies, scoring, and parent outreach   | Exec Dir Sec                      | Aug <del>0405</del> -Jun <del>0506</del>  |
|   | Review and monitor secondary school master schedules and staffing to ensure AP courses are being offered in all schools  | Exec Dir Schools                  | Aug <del>0405</del> -Sep <del>0406</del>  |
|   | <a href="#">Continue to</a> pilot Spring Board at Deer Park Middle, Milford Mill Academy, and Randallstown High  | Exe Dir Sec                       | Aug <del>0405</del> -Jun <del>0506</del>  |



**SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>  |  |                         |                      |
|--|--|-------------------------|----------------------|
| 1.13 All high schools will meet or exceed the national average of a 7% participation rate on the Advanced Placement (AP) examination. (BCPS standard)  |  |                         |                      |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b>   | <b>DATE</b>          |
|  | <u>Support the implementation of AP Calculus and AP Statistics courses at all high schools</u> | <u>Dir Math PreK-12</u> | <u>Jul 05-Jun 06</u> |
| <b>Measurement:</b> In 2002-2003, 47.8% of BCPS high schools had AP participation rates of at least 7%. <u>In 2003-2004, 50% of BCPS high schools had AP participation rates of at least 7%. The 2004-2005 AP data will be available in the Fall 2005.</u> By 2007-2008, 100% of high schools will have an AP examination participation rate of at least 7%. |  |                         |                      |
| <b>Resources:</b> Annual Budget Process<br><u>Proposed: Expansion of AVID program (college readiness) - \$1,067,400</u>  |  |                         |                      |
| <b>Sources:</b> Operating Budget and Capital Budget  |  |                         |                      |

**SCHOOL YEAR 2005–2006 - 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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>   |   |                                     |  |
|---|---|-------------------------------------|--|
| 1.14 All high schools will have at least 70% of their students who take AP examinations achieve passing scores. (BCPS standard)   |   |                                     |  |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b>               | <b>DATE</b>  |
| <p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p>j) Integrate technology in the teaching/learning process.</p> <p>k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.</p> <p>n) Use standardized testing results to encourage all students to enroll in challenging courses.</p> | Continue vertical teaming to support skills, expectations, and activities supporting success on AP examinations   | Exec Dir Sec                        | Aug <del>04</del> <u>05</u> -Mar <del>05</del> <u>06</u> |
|   | Continue to recruit teachers to serve as readers for AP examinations  | Exec Dir Sec                        | Aug <del>04</del> <u>05</u> -Mar <del>05</del> <u>06</u> |
|   | Continue to organize student <u>and teacher</u> participation in conferences sponsored by the College Board   | Exec Dir Sec                        | Aug <del>04</del> <u>05</u> -Mar <del>05</del> <u>06</u> |
|   | Continue to organize parental groups for disseminating information and providing home support for AP students   | Exec Dir Sec and SSS                | Aug <del>04</del> <u>05</u> -Mar <del>05</del> <u>06</u> |
|   | <del>Maintain student workshops after school for tutoring in content, skills, and writing processes</del>   | <del>Exec Dir Sec</del>             | <del>Aug 04-May 05</del>                                 |
|   | <del>Continue to offer Building Success Workshops to clusters of middle school and high school teachers and monitor instruction to ensure that higher level questions and thinking strategies are integrated into daily instruction</del>   | <del>Exec Dir Schools and Sec</del> | <del>Aug 04-May 05</del>                                 |
|   | Continue to collaborate with local institutions <u>of higher education</u> to provide graduate-level professional development for all AP courses  | Exec Dir Sec                        | Jul <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|   | Continue to recruit and develop teachers to teach AP courses <u>to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u>  | Exec Dir HR and Sec                 | Jul <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|   | <u>Offer Pre-AP professional development workshops focused on writing, rhetoric, argumentation, analytical reading, and grammar</u>   | <u>Exec Dir Sec</u>                 | <u>Sep 05-Apr 06</u>                                     |
|   | <u>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, FARMs, and gifted and talented</u> | <u>Exec Dir Sec</u>                 | <u>Sep 05-Apr 06</u>                                     |

**SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>  |  |                         |                      |
|--|--|-------------------------|----------------------|
| 1.14 All high schools will have at least 70% of their students who take AP examinations achieve passing scores. (BCPS standard)  |  |                         |                      |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b>   | <b>DATE</b>          |
|  | <u>Develop a support network program for new Advanced Placement mathematics teachers to enhance the implementation of the Advanced Placement curricula and tests</u> | <u>Dir Math PreK-12</u> | <u>Aug 05-Jun 06</u> |
| <b>Measurement:</b> In 2002-2003, 43.5% of BCPS high schools had at least 70% of their students who took AP examinations achieved passing scores. <u>In 2003-2004, 45.8% of BCPS high schools had at least 70% of their students who took AP examinations achieved passing scores. The 2004-2005, AP data will be available in the Fall 2005.</u> By 2008, 75% of all BCPS high schools will have at least a 70% AP pass rate, and the percentage will increase to 100% by 2012. |  |                         |                      |
| <b>Resources:</b> Annual Budget Process  |  |                         |                      |
| <b>Sources:</b> Operating Budget and Capital Budget  |  |                         |                      |

**SCHOOL YEAR 2005–2006 - 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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>  |   |                       |                                   |
|--|---|-----------------------|-----------------------------------|
| 1.15 All Students who participate in the International Baccalaureate (IB) Program will complete the IB diploma requirements. (BCPS standard)   |   |                       |                                   |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b> | <b>DATE</b>                       |
| k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.<br><br>n) Use standardized testing results to encourage all students to enroll in challenging course work.   | <del>Develop criteria and methods for evaluating effectiveness of efforts to recruit and retain students in the IB diploma program</del><br><del>Analyze the effectiveness of efforts to recruit and retain students in the IB diploma program</del>  | Exec Dir Spec Prog    | Jul <del>0405-Dec-04</del> Jun 06 |
|  | Continue to implement activities for 9 <sup>th</sup> and 10 <sup>th</sup> grade pre-IB students and their parents/guardians that provide exposure to rigorous coursework in order to recruit participation in the diploma program. <del>Implement</del> <u>Continue to implement</u> activities for 11 <sup>th</sup> and 12 <sup>th</sup> grade IB diploma students and parents/guardians for retention in IB diploma program | Exec Dir Spec Prog    | Aug <del>0405-Jun-05</del> 06     |
| <b>Measurement:</b> In 2003-2004, 46% of students who participated in the IB program completed the IB diploma requirements. <u>The 2004-2005 data will be available in the Summer 2005.</u> By 2008, 75% of students who participate in IB will complete the diploma requirements, and the percentage will increase to 100% by 2012. |   |                       |                                   |
| <b>Resources:</b> Annual Budget Process  |   |                       |                                   |
| <b>Sources:</b> Operating Budget and Capital Budget  |   |                       |                                   |

**SCHOOL YEAR 2005–2006 - 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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>   |   |                       |  |
|---|---|-----------------------|--|
| 1.16 Seventy-five percent of students participating in the International Baccalaureate (IB) Program will meet or exceed the passing score for all IB examinations. (BCPS standard)  |   |                       |  |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b> | <b>DATE</b>                              |
| o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.<br><br>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.<br><br>x) Provide ongoing support to new and veteran teachers through professional development opportunities. | <del>Evaluate-Continue to analyze the</del> effectiveness of activities designed to improve student performance on individual IB exams, modify, as needed, and continue to research additional strategies for improvement of student performance  | Exec Dir Spec Prog    | Jul <del>0405-Dec-04</del> Jun 06        |
|   | 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) <u>to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u> | Exec Dir Spec Prog    | Aug <del>0405</del> -Mar <del>0506</del> |
|   | Review data reports to determine increase or decrease from previous year’s baseline pass rate for each IB subject exam. Utilize data reports for exam pass rates, exam evaluator feedback reports, system data, and school walk-throughs to evaluate root causes for performance below the standard and below anticipated increases   | Exec Dir Spec Prog    | Jul <del>0405-Aug-04</del> Dec 05        |
|   | <del>Participate in scheduled</del> Consider recommendations from the five-year external evaluation by IBO evaluators <u>conducted during school year 2005-2006, and make adjustments accordingly</u>   | Exec Dir Spec Prog    | Jul <del>0405</del> -Jun <del>0506</del> |
| <b>Measurement:</b> <u>In 2002-2003, 50% of students participating in the IB program passed the IB examinations. In 2003-2004, 45.8% 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.</u> <del>The baseline percentage of students participating in the IB program who meet or exceed the passing score for all IB examinations will be established in 2005.</del>   |   |                       |  |
| <b>Resources:</b> Annual Budget Process   |   |                       |  |
| <b>Sources:</b> Operating Budget and Capital Budget   |   |                       |  |

**SCHOOL YEAR 2005–2006 - 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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>  |   |                       |  |
|--|---|-----------------------|--|
| 1.17 All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)  |   |                       |  |
| 1.18 All high schools will meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT. (BCPS standard)  |   |                       |  |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b> | <b>DATE</b>                                      |
| f) Develop and implement instructional strategies that include multiculturalism and differentiation.<br><br>j) Integrate technology in the teaching/learning process.<br><br>n) Use standardized testing results to encourage all students to enroll in challenging course work.<br><br>q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning. | Continue College Ed, a twelve-week College Board course that will provide all seventh grade students and their families with college information to enable them to make informed post-secondary decisions   | Exec Dir Sec          | <del>Dec 04</del> <u>Sep 05</u> -Mar <u>0506</u> |
|  | Continue training of middle school counselors to assist in the delivery of the College Ed program to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented            | Exec Dir SSS          | <u>Jul 05-Jun 06</u>                             |
|  | 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                                     | Exec Dir Sec          | Jul <del>0405</del> -Jun <u>0506</u>             |
|  | 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  | Exec Dir Sec          | Jul <del>0405</del> -Jun <u>0506</u>             |
|  | 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, FARMs, and gifted and talented | Exec Dir Sec          | <u>Aug 05-Jul 06</u>                             |
|  | Continue to identify, disseminate, and implement best practices to eliminate the achievement gaps   | Exec Dir Sec          | Jul <del>0405</del> -Dec <u>0405</u>             |
|  | Continue professional development to enhance the integration of SAT skills in daily instruction   | Exec Dir Sec          | Aug <del>0405</del> -Mar <u>0506</u>             |
|  | Offer the practice SAT online for all students  | Exec Dir Sec          | Oct <del>0405</del> -Jul <u>0506</u>             |

**SCHOOL YEAR 2005–2006 - 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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>   |            |                |      |
|---|------------|----------------|------|
| 1.17 All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)   |            |                |      |
| 1.18 All high schools will meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT. (BCPS standard)   |            |                |      |
| KEY STRATEGIES  | ACTIVITIES | RESPONSIBILITY | DATE |
|   |            |                |      |
| <b>Measurement:</b> The 2002-2003 percentage of BCPS high schools that met or exceeded the national SAT participation rate was 47.8%. The 2003-2004 percentage of BCPS high schools that met or exceeded the national SAT participation rate ( <del>48% of graduating class taking SAT</del> ) was 52.2%. 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. <del>In 2003-2004, 200 students participated in the ACT. The 2003 baseline percentage of BCPS high schools that met or exceeded the national average for SAT scores was 42.3%. By 2008, the percentage of BCPS high schools meeting or exceeding the national average SAT scores will be 75%, and the percentage will increase to 100% by 2012.</del> |            |                |      |
| <b>Resources:</b> Annual Budget Process   |            |                |      |
| <b>Sources:</b> Operating Budget and Capital Budget   |            |                |      |

## SCHOOL YEAR 2005–2006 - *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 reading/language arts, 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 enables students to enroll in college level courses at two-year colleges. (BCPS standard)   |   |                                   |  |
| KEY STRATEGIES   | ACTIVITIES  | RESPONSIBILITY                    | DATE   |
| n) Use standardized testing results to encourage all students to enroll in challenging course work.<br><br>p) Work with the Community College of Baltimore County (CCBC) to study the present participation rates and national standards for the high school administration of the Accuplacer and to identify standards for county-wide participation.<br><br>x) Provide ongoing support to new and veteran teachers through professional development opportunities. | Continue to partner with CCBC to assist students in pursuing post-secondary education   | Exec Dir SSS                      | Jul <del>04</del> 05-Jun <del>05</del> 06                |
|  | <u>Purchase Accuplacer to promote career/college counseling and parallel enrollment</u>   | Exec Dir SSS                      | Aug <del>04</del> 05-Dec <del>04</del> 06                |
|  | Continue to coordinate with the College Board professional development for English and Mathematics Department Chairmen <u>and reading contacts</u> on reading, grammar/writing, and mathematics as measured on Accuplacer | Exec Dir Sec and Dir Math PreK-12 | Jul <del>04</del> 05-Mar <del>05</del> Jun <del>06</del> |
|  | <u>Collaborate with CCBC in design and pilot of a course, College Readiness: Writing</u>  | <u>Exec Dir Sec</u>               | <u>Jul 05-Jun 06</u>                                     |
|  | <u>Develop a course proposal, College Readiness: Reading</u>  | <u>Exec Dir Sec</u>               | <u>Aug 05-Oct 05</u>                                     |
|  | Continue to coordinate with the Tech Prep Consortium and CCBC to support the implementation of Accuplacer exams in Sollers Point Technical High School to assist CTE students in pursuing post-secondary education        | Exec Dir Spec Prog                | Jul <del>04</del> 05-Dec <del>04</del> 05                |
|  | Continue to provide staff development for CTE teachers to integrate reading, writing, and math strategies in CTE curricula to increase academic achievement <del>and enable the students to be college-ready</del>        | Exec Dir Spec Prog                | Aug <del>04</del> 05-Mar <del>05</del> 06                |
| <b>Measurement:</b> In <del>2002</del> -2003, 56% of BCPS graduates were eligible to take college-level mathematics; 60%, college-level English; and 61% required no remediation in reading at CCBC institutions. By <del>2007</del> -2008, the percentage of students eligible for college-level courses will be 75%, and the percentage will increase to 100% by <del>2011</del> -2012.  |   |                                   |  |
| <b>Resources:</b> Annual Budget Process  |   |                                   |  |
| <b>Sources:</b> Operating Budget and Capital Budget  |   |                                   |  |



## SCHOOL YEAR 2005–2006 - *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 reading/language arts, 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  |
| f) Develop and implement instructional strategies that include multiculturalism and differentiation.   | 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 <del>to eliminate the achievement gap for specific sub-groups to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</del> | Exec Dir Spec Prog                    | Jul <del>0405</del> -Jun <del>0506</del>                      |
| j) Integrate technology in the teaching/learning process.  | <del>Revise-Continue to revise additional</del> CTE program proposals for <del>career</del> completer programs annually to meet MSDE requirements to upgrade low performing CTE programs and align programs with career <del>completers</del> clusters   | Exec Dir Spec Prog                    | <del>Aug-04-Oct-04</del> Jul <del>05-</del> Jun <del>06</del> |
| k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.  | Continue to infuse business and industry technical skill standards in curriculum content, competency profile development, and instructional activities for all CTE programs  | Exec Dir Spec Prog                    | Jul <del>0405</del> -Jun <del>0506</del>                      |
| n) Use standardized testing results to encourage all students to enroll in challenging course work.  | <del>Implement strategies to support student success on industry certification exams and AP exams related to CTE programs</del>  | Exec Dir Spec Prog                    | Jul <del>0405</del> -Jun <del>0506</del>                      |
| o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.   | Continue to provide and upgrade equipment, technology, and instructional resources to CTE programs using local and federal funds   | Exec Dir Spec Prog                    | Jul <del>0405</del> - <del>Dec-04</del> Jun <del>06</del>     |
|  | Continue to provide technical support to maintain or expand work-based learning opportunities, particularly for schools restructuring to smaller learning communities <del>and magnet programs</del>   | Exec Dir Spec Prog, Fed & St, and Sec | Jul <del>0405</del> - <del>Dec-04</del> Jun <del>06</del>     |

**SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>  |                   |                       |             |
|--|-------------------|-----------------------|-------------|
| 1.20 All high school students identified as career and technology education concentrators will meet or exceed State standards for both cumulative and technical Grade Point Averages (GPA). (State standard)   |                   |                       |             |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b> | <b>RESPONSIBILITY</b> | <b>DATE</b> |
|  |                   |                       |             |
| <b>Measurement:</b> In 2002-2003, 68.7% of BCPS high school students who were identified as career and technology education concentrators had an overall GPA that met or exceeded the state standard of 2.0 and 78.8% had a technical GPA that met or exceeded the standard. <u>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.</u> By 2008, 90% of BCPS career and technology education students will meet or exceed this standard, and the percentage will increase to 100% by 2012. |                   |                       |             |
| <b>Resources:</b> Annual Budget Process  |                   |                       |             |
| <b>Sources:</b> Operating Budget and Capital Budget  |                   |                       |             |

**SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>   |   |                       |  |
|---|---|-----------------------|--|
| 1.21 All schools will achieve an attendance rate of at least 94%. (State standard)  |   |                       |  |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b> | <b>DATE</b>  |
| <p>q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.</p> <p>r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p> | Continue to communicate attendance expectations to parents and students to ensure regular, on-time attendance of students   | Exec Dir SSS          | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |
|   | <u>Pilot attendance manual to assist school personnel with developing and implementing systematic approaches to improve student attendance by providing a foundation for good attendance patterns that will follow these students throughout their educational career</u>   | <u>Exec Dir SSS</u>   | <u>Aug 05-Jun 06</u>   |
|   | Continue to facilitate access to appropriate educational and community resources for families, including homeless and immigrant families  | Exec Dir SSS          | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |
|   | Continue to strengthen communications and mutual support between families and school personnel through home visits; student, parent, or team conferences; and other strategies to use at home so that children may succeed in school  | Exec Dir SSS          | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |
|   | Continue to implement programs, based on need, such as Project Attend and Attendance Committees, to improve student attendance  | Exec Dir SSS          | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |
|   | Continue to intervene and refer chronic absentee cases to the local school Student Support Team (SST), Project Attend, District Court, or the State's Attorney's office   | Exec Dir SSS          | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |
|   | Continue to build Project Attend as an inter-agency team approach to improve student attendance which includes Baltimore County Public Schools, Baltimore County Police Department, Department of Juvenile Services, Department of Aging, and Department of Social Services | Exec Dir SSS          | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |
|   | Continue to provide staff with updated technology to collect, analyze, and report student attendance and achievement data   | Exec Dir SSS          | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |

**SCHOOL YEAR 2005–2006 - *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 reading/language arts, mathematics, science, and social studies.

| <b>Performance Indicator for Goal 1</b>   |   |   |  |
|---|---|---|--|
| 1.21 All schools will achieve an attendance rate of at least 94%. (State standard)  |   |   |  |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b>                   | <b>DATE</b>  |
| r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.   | Continue to review 20% list with school administrators and other school personnel in order to develop and implement school plans for proactive attendance strategies<br><br><u>Assist and monitor schools that did not meet AYP due to attendance</u> | Exec Dir SSS<br><br><u>Exec Dir SSS</u> | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup><br><br><u>Aug 05-Jun 06</u> |
| <b>Measurement:</b> <u>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 2002-2003 and , the average daily attendance (ADA) in BCPS elementary and middle schools met or exceeded the state standard. High school ADA was 93.6%. By 2008, a</u> All schools will achieve the 94% attendance rate <u>by 2012.</u> |   |   |  |
| <b>Resources:</b> Annual Budget Process<br><u>Pupil Personnel Workers – \$345,101</u>   |   |   |  |
| <b>Sources:</b> Operating Budget and Capital Budget   |   |   |  |

## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 2*

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

| Performance Indicator for Goal 2  |  |   |   |
|---|--|---|---|
| 2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their <del>third</del> <u>fourth</u> school year. ( <u>BCPS-State</u> standard) |  |   |   |
| KEY STRATEGIES  | ACTIVITIES   | RESPONSIBILITY                                | DATE  |
| a) Continue to diagnose English proficiency for English Language Learners to ensure proper placement.   | Purchase and administer state mandated English Language Proficiency assessments; refine data collection and reporting process based on funding. Prioritize support and professional development to schools with the highest percentage of English Language Learners not meeting AYP goals  | Exec Dir Sec                                  | Jul <del>0405</del> -Dec <del>0405</del>    |
| b) Provide ESOL services for all English Language Learners not meeting English proficiency levels.  | <u>Continue</u> replacing ESOL tutors with certified ESOL teachers   | Exec Dir Sec                                  | Sep <del>0405</del> -Dec <del>0405</del>    |
|   | Seek future funding for ESOL staffing based on increased enrollments   | Exec Dir Sec                                  | Sep <del>0405</del> -Dec <del>0405</del>    |
| c) Facilitate access to appropriate educational and community resources for immigrant families.   | Continue to refine and implement new systemwide protocol for translation, <u>publishing, and distributing key system documents and interpretation services</u>   | Exec Dir Schools, Sec, Principals, and Dir PD | Sep <del>0405</del> -Jun <del>0506</del>    |
| 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.                                       | <u>Facilitate home school communication by publishing key system documents in other languages</u>  | <u>Exec Dir Sec</u>                           | <u>Jul 05-Jun 06</u>                        |
|   | Continue to provide services for newcomer families at intake conferences, including evening hours and regional locations during peak registration periods  | Exec Dir Sec                                  | Jul <del>0405</del> -Jun <del>0506</del>    |
| e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.  | Review <del>facility space needs annually based on the projected projected</del> ESOL enrollment <u>to accommodate students in their home schools when appropriate</u>   | Exec Dir Plan & Support Op                    | Jul <del>0405</del> -Oct <del>0405</del>    |
|   | Continue to collaborate with local graduate programs in Teachers of English for Students of Other Languages (TESOL) to provide professional development <del>for their preservice ESOL teachers and to plan professional development in current best practices and national trends for the ESOL staff</del>  | Exec Dir Sec                                  | Jul <del>0405</del> -Mar <del>0506</del>    |
| f) Provide parent orientations on how to access services from the school system.  | Develop the following curricula <del>for secondary English Language Learners; to be used in ESOL centers or school-based programs: advanced intermediate</del> middle school ESOL <del>II</del> and high school ESOL <u>English I-Newcomer</u> . Revise and implement middle school ESOL I & <u>II Newcomer</u> , high school Reading/Writing I, and Academic Writing curriculum | Exec Dir Sec                                  | Jul <del>0405</del> -JunAug <del>0506</del> |

**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 2**

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

| <b>Performance Indicator for Goal 2</b>   |   |                         |  |
|---|---|-------------------------|--|
| 2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their <del>third</del> <u>fourth</u> school year. ( <del>BCPS</del> <u>State</u> standard)  |   |                         |  |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b>   | <b>DATE</b>                              |
|   | <del>Seek future funding to e</del> Conduct <u>external</u> evaluation of <del>ESOL-ELL program and</del> services  | Exec Dir Sec            | Sep <del>0405</del> -Dec <del>0405</del> |
|   | <del>Recruit, train, and place parent volunteers of English language learners based on needs assessment</del>   | <del>Exec Dir Sec</del> | <del>Jul 0405-Jun 0506</del>             |
|   | Conduct a needs assessment and develop a recommendation for effective recruiting strategies, professional development, and on-site placement of volunteer parents to aid in interpretation and translation for parents of English Language Learners | Exec Dir Sec            | Jul <del>0405</del> -Jun <del>0506</del> |
| <b>Measurement:</b> The 2004- <del>2005</del> baseline percentage of ELL students who reached the proficiency level on the Idea Proficiency Test (IPT) by the end of their <del>third</del> <u>fourth</u> year in school <del>was 41.2%</del> <del>will be established in the fall of 2005</del> . By <del>2007</del> -2008, 75% of <del>third</del> <u>fourth</u> -year ELL students will achieve proficiency on IPT, increasing to 100% by <del>2011</del> -2012. |   |                         |  |
| <b>Resources:</b> Annual Budget Process<br><del>Proposed: Four highly-qualified ESOL teachers - \$202,400</del>   |   |                         |  |
| <b>Sources:</b> Operating Budget and <del>Capital Budget</del> <u>Title III</u>   |   |                         |  |

## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 2*

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

| Performance Indicator for Goal 2  |   |                                 |  |
|---|---|---------------------------------|--|
| 2.2 <del>Fifty percent of a</del> All diploma-bound English Language Learners <del>receiving ESOL services for more than one year, and less than three years, will meet or exceed Maryland School Assessment (MSA) standards. (State standard) will attain proficiency on the MSA in reading/language arts, mathematics, and science.</del>   |   |                                 |  |
| KEY STRATEGIES  | ACTIVITIES  | RESPONSIBILITY                  | DATE                                     |
| <p>e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.</p> <p>Goal 1 (c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>a) Continue to diagnose English proficiency for English Language Learners to ensure proper placement.</p> <p>f) Provide parent orientations on how to access services from the school system.</p> | Implement high school ESOL reading curriculum and monitor student progress  | Exec Dir Sec                    | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to provide professional development for ESOL teachers and curriculum writers on higher-level thinking skills, vocabulary, and pedagogy <del>to increase the rigor of self-contained ESOL courses</del>   | Exec Dir Sec                    | Jul <del>0405</del> -Jun <del>0506</del> |
|   | 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, <del>including Reading First strategies to support the achievement of English Language Learners in the content areas and to increase student success</del> on MSA and HSA | Exec Dir Sec                    | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to provide professional development for administrators and teachers on second language acquisition and cross-cultural and differentiation strategies   | Exec Dir Sec                    | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue regional, bilingual parent training and information sessions for families  | Exec Dir Sec                    | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to recruit and train interpreters/translators  | Exec Dir Sec                    | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to collaborate with the Community College of Baltimore County (CCBC) to expand offerings and publicize ESOL <del>classes-services</del> for adults   | Exec Dir Sec                    | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Seek future funding to expand after-school homework sessions for English Language Learners in mainstream classes  | Exec Dir Sec                    | Sep <del>0405</del> -Oct <del>0405</del> |
|   | <del>Expand Develop and implement a continuing professional development</del> course offerings for all staff on strategies for working with English Language Learners <del>and their families</del>   | Exec Dir Sec                    | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Align new elementary ESOL units <del>to coincide</del> with <del>changes-revisions to the English,</del> science, and social studies units in the Essential Curriculum  | Exec Dir Schools and Principals | Jul <del>0405</del> -Jun <del>0506</del> |

**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 2**

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

| <b>Performance Indicator for Goal 2</b>   |   |                         |  |
|---|---|-------------------------|--|
| 2.2 <del>Fifty percent of a</del> <u>All diploma-bound</u> English Language Learners <del>receiving ESOL services for more than one year, and less than three years, will meet or exceed Maryland School Assessment (MSA) standards. (State standard) will attain proficiency on the MSA in reading/language arts, mathematics, and science.</del>  |   |                         |  |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b>   | <b>DATE</b>                              |
|   | Advertise the availability of the lending libraries in Resource Centers for bilingual reading materials for families of English Language Learners | Exec Dir Sec and Dir PD | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to identify and purchase bilingual reading materials; <del>seek appropriate funding to purchase materials for Resource Centers</del>     | Exec Dir Sec and Dir PD | Jul <del>0405</del> -Jun <del>0506</del> |
| <b>Measurement:</b> In <del>2002-2003, 32.5% of ELL achieved at the proficient level on MSA reading in grades 3, 5, 8, and 10. In 2002-2003, 44.2% of ELL achieved at the proficient level on MSA mathematics in grades 3, 5, 8, and geometry. In 2003-2004, 50.0% of ELL achieved at the proficient level on MSA reading in grades 3-8 and 10. In 2003-2004, 56.7% of ELL achieved at the proficient level on MSA mathematics in grades 3-8 and geometry. at least 50% of ESOL students with 1-3 years of service achieved at the proficient level on MSA reading and mathematics in grades 3, 5, 8 and 10 with the exceptions of grade 8 reading (42.1%), grade 8 mathematics (41.4%), and grade 10 reading (47%).</del> By <del>2007-2008</del> , at least <del>50</del> <u>75</u> % of <del>ESOL-ELL students</del> will achieve at the proficient level on MSA in all tested areas at all grade levels, <u>increasing to 100% by 2011-2012</u> |   |                         |  |
| <b>Resources:</b> Annual Budget Process   |   |                         |  |
| <b>Sources:</b> Operating Budget and Capital Budget   |   |                         |  |



## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 3*

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

| Performance Indicator for Goal 3   |   |                |                                  |
|--|---|----------------|----------------------------------|
| 3.1 All teachers and paraprofessionals will meet the requirements for "highly qualified," as defined by <i>No Child Left Behind</i> and the <i>Bridge to Excellence in Public Schools Education Act</i> . (State-BCPS standard)  |   |                |                                  |
| KEY STRATEGIES   | ACTIVITIES  | RESPONSIBILITY | DATE                             |
| b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.<br><br>g) Continue a systematic process for the selection of "highly qualified" teachers.<br><br>h) Optimize the use of all technology resources to attract and retain highly qualified teachers and paraprofessionals.<br><br>Goal 1 v) Continue to develop the "Data Warehouse" for the purposes of disaggregating student achievement data, tracking teacher certification and professional development, and reporting on teacher participation in professional development opportunities. | Continue to utilize Data Warehouse to review and analyze teacher <u>quality-status</u> to equitably assign staff throughout the school system by doing the following: <ul style="list-style-type: none"> <li>Identifying the percentage of non-tenured or conditionally certified teachers in schools that are more than twice the system average</li> <li>Reporting teacher transfers, showing tenure status and certification of the teachers transferring into and out of each school</li> <li>Reporting data on the panels of candidates for each teacher vacancy in each school, showing the tenure status, <u>and</u> certification, <u>and high qualified</u> status of each candidate referred to each school</li> <li>Developing action plans that include recruitment and retention strategies for any school or area with a percentage of non-tenured or provisionally certified teachers more than twice the school system average</li> </ul> | Exec Dir HR    | Jul <u>0405</u> -Jun <u>0506</u> |
|  | Continue Resident Teacher program partnerships  | Exec Dir HR    | Jul <u>0405</u> -Jun <u>0506</u> |
|  | Provide signing bonuses to professionally certificated teachers who accept assignments in targeted schools  | Exec Dir HR    | Jul <u>0405</u> -Jun <u>0506</u> |
|  | Provide and maintain competitive salaries   | Exec Dir HR    | Jul <u>0405</u> -Jun <u>0506</u> |
|  | Conduct timely and focused reviews with provisional teachers in targeted schools, assisting them in achieving professional certification standards  | Exec Dir HR    | Jul <u>0405</u> -Jun <u>0506</u> |
|  | Implement the <u>staffing</u> plan for ensuring that all teachers and paraprofessionals meet the highly qualified standards   | Exec Dir HR    | Jul <u>0405</u> -Jun <u>0506</u> |
|  | Monitor progress of teachers and paraprofessionals in meeting highly qualified standards using an automated tracking system   | Exec Dir HR    | Jul <u>0405</u> -Jun <u>0506</u> |
|  | Continue to conduct an annual review of guidelines and timelines with teachers and paraprofessionals working to become highly qualified   | Exec Dir HR    | Jul <u>0405</u> -Jun <u>0506</u> |

## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 3*

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

| <b>Performance Indicator for Goal 3</b><br>3.1 All teachers and paraprofessionals will meet the requirements for "highly qualified," as defined by <i>No Child Left Behind</i> and the <i>Bridge to Excellence in Public Schools Education Act</i> . ( <span style="color: red;">State-BCPS</span> standard)   |   |  |  |
|--|---|--|--|
| KEY STRATEGIES   | ACTIVITIES  | RESPONSIBILITY                         | DATE   |
| a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.<br><br>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.<br><br>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.<br><br>j) Provide comprehensive information, access to hardware and software, and professional development opportunities to assist identified teachers in meeting the Elementary Secondary Education Act (ESEA) requirements to be "highly qualified." | Continue to collaborate with employee organizations and representatives of higher education to provide opportunities for paraprofessionals and teachers to meet highly qualified standards  | Exec Dir HR and Dir PD                 | Jul <span style="color: red;">0405</span> -Jun <span style="color: red;">0506</span> |
|  | Continue to recruit and support a high quality instructional staff who meet recognized teaching and certification standards   | Exec Dir HR                            | Jul <span style="color: red;">0405</span> -Jun <span style="color: red;">0506</span> |
|  | Continue to develop partnerships with science and engineering, trade, and industry groups to provide new technical certification opportunities for teachers   | Exec Dir Spec Prog and Dir Sci PreK-12 | Jul <span style="color: red;">0405</span> -Jun <span style="color: red;">0506</span> |
|  | Offer initial certification and/or advanced coursework opportunities through the Maryland Center for Career and Technology Education Studies (MCCTES), the Community College of Baltimore County (CCBC), Maryland State Department of Education (MSDE), and University of Maryland Eastern Shore (UMES) | Exec Dir Spec Prog                     | Jul <span style="color: red;">0405</span> -Jun <span style="color: red;">0506</span> |
|  | <span style="color: red;">Continue to identify and monitor</span> critical shortage areas (e.g., ESOL, mathematics, reading, science, special education, world languages, school library media)   | Exec Dir HR                            | Jul <span style="color: red;">0405</span> -Jun <span style="color: red;">0506</span> |
|  | Continue utilizing Quality Teacher Incentive Act elements to recruit and retain highly qualified teachers   | Exec Dir HR                            | Jul <span style="color: red;">0405</span> -Jun <span style="color: red;">0506</span> |
|  | Implement specific targeted recruitment strategies (e.g., signing bonuses)  | Exec Dir HR                            | Jul <span style="color: red;">0405</span> -Jun <span style="color: red;">0506</span> |
|  | Continue to use the staffing model for Title I schools and expand the number of schools for which the comprehensive staffing model will be used   | Exec Dir HR                            | Jul <span style="color: red;">0405</span> -Jun <span style="color: red;">0506</span> |
|  |   |  |  |
|  |   |  |  |

**SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 3***

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

| <b>Performance Indicator for Goal 3</b>   |            |                |      |
|---|------------|----------------|------|
| 3.1 All teachers and paraprofessionals will meet the requirements for "highly qualified," as defined by <i>No Child Left Behind</i> and the <i>Bridge to Excellence in Public Schools Education Act</i> . ( <del>State-BCPS</del> standard)   |            |                |      |
| KEY STRATEGIES  | ACTIVITIES | RESPONSIBILITY | DATE |
|   |            |                |      |
| <b>Measurement:</b> The <u>2002-2003</u> baseline BCPS system-level percentage of teachers meeting the requirements for highly qualified was 89.4%; and paraprofessionals, 45.1%. <u>In 2003-2004, BCPS system-level percentage of teachers meeting the requirements for highly qualified was 89.9%; and paraprofessionals, 61.0%.</u> By <u>2005-2006</u> , 100% of BCPS teachers and paraprofessionals will meet the requirements for highly qualified. |            |                |      |
| <b>Resources:</b> Annual Budget Process<br><u>Proposals: Compensation scale restructuring for teachers and other employees - \$22,958,400; health benefit increases of 12.3% - \$13,688,700; and step increases for all employees - \$9,665,600</u>   |            |                |      |
| <b>Sources:</b> Operating Budget and Capital Budget   |            |                |      |

## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 3*

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

| Performance Indicator for Goal 3  |   |  |  |
|---|---|--|--|
| 3.2 All teachers and paraprofessionals will participate in "high quality" differentiated professional development, as defined by <i>No Child Left Behind</i> . (State standard)   |   |  |  |
| KEY STRATEGIES  | ACTIVITIES  | RESPONSIBILITY                           | DATE                                     |
| l) Provide comprehensive information and professional development opportunities to support identified paraprofessionals in meeting academic and Maryland ParaPro Test requirements.<br><br>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."<br><br>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.<br><br>i) Provide comprehensive information and professional development opportunities to support identified paraprofessionals in meeting academic and Maryland ParaPro Test requirements. | Continue to collect and analyze data from various sources, including student achievement data trends and input from teachers, paraprofessionals, and principals, regarding systemwide needs for professional development among regular educators, special educators, and gifted and talented educators  | Dir A.R.T. and Dir PD                    | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to provide college courses, inservice courses, online courses, tutorials, college partnerships and cohorts for paraprofessionals   | Dir PD                                   | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to provide summer reading/language arts and mathematics academies to provide new teachers with practice in instructional planning  | Exec Dir EI and Sec and Dir Math PreK-12 | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Provide new teacher follow-up professional development sessions in cluster meetings, inservice courses, and visits to schools by central office personnel   | Exec Dir C & I                           | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Provide professional development and support to paraprofessionals who are required to take state assessments in order to become highly qualified  | Dir PD                                   | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to offer the Education That is Multicultural (ETM) course to all school-based ETM liaisons and expand course offerings to administrators and teachers  | Asst to the Supt E & A and Dir PD        | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to provide ongoing professional development for teacher mentors in Baltimore Highlands, <del>Battle Grove, Bedford, Chadwick, Charlesmont, Colgate,</del> Deep Creek, <del>Deer Park,</del> Dogwood, Dundalk, Edmondson Heights, Featherbed Lane, Halstead Academy, <del>Hawthorne,</del> Hebbville, Hernwood, Johnnycake, <del>Logan, Middlesex, New Town, Powhatan, Randallstown,</del> Riverview, Sandalwood, Sandy Plains, Scotts Branch, <del>Seneca, Shady Spring, Winand,</del> Winfield, and <del>Woodmoor Woodholme</del> elementary schools; Deep Creek, Deer Park Middle Magnet, Dundalk, <del>General John Stricker,</del> Golden Ring, Holabird, Lansdowne, Loch Raven Academy, Middle River, Old Court, Southwest Academy, Stemmers Run, and Woodlawn middle schools; and Chesapeake, Dundalk, Kenwood, Lansdowne, Milford Mill Academy, <del>New Town,</del> Overlea, <del>Parkville,</del> Randallstown, and Woodlawn high schools | Dir PD                                   | Jul <del>0405</del> -Jun <del>0506</del> |
|   | <del>Continue to offer training and leadership Provide professional</del> development <del>to for</del> the pool of aspiring leaders  | Dir PD                                   | Jul <del>0405</del> -Jun <del>0506</del> |

## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 3*

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

| Performance Indicator for Goal 3   |   |                             |  |
|--|---|-----------------------------|--|
| 3.2 All teachers and paraprofessionals will participate in "high quality" differentiated professional development, as defined by <i>No Child Left Behind</i> . (State standard)  |   |                             |  |
| KEY STRATEGIES   | ACTIVITIES  | RESPONSIBILITY              | DATE                                     |
| <p>e) Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.</p> <p>f) Provide a variety of “high quality” professional development opportunities that focus on teachers’ and paraprofessionals’ assessed needs to ensure that they meet “highly qualified” status by 2005-2006.</p> <p>k) Provide staff development opportunities that focus on principals’ assessed needs and system priorities.</p> | Continue to track number of participants in cohort partnerships and graduate programs   | Exec Dir C & I and Dir PD   | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to utilize the resources of professional development schools to develop and maintain cohorts   | Dir PD                      | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to partner with institutions of higher education faculties to ensure that the Professional Development Schools (PDS) address the academic and clinical preparation of interns and the continuous professional development of faculties | Dir PD                      | Jul <del>0405</del> -Jun <del>0506</del> |
|  | <del>Implement</del> Continue to implement and monitor the systemwide protocol for creating, deleting, and expanding Professional Development Schools (PDS)   | Dir PD                      | Jul <del>0405</del> -Dec <del>0405</del> |
|  | Continue to plan and implement monthly professional development sessions for all principals on topics directly related to instructional leadership based on principals' assessed needs and system priorities                                    | Exec Dir Schools and Dir PD | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to refine and implement opportunities for principals to participate in study groups and to network with colleagues, both informally and formally, to follow up monthly professional development initiatives                            | Exec Dir Schools            | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to plan and implement the BCPS Leadership Enhancement professional development initiative for all assistant principals, <del>with emphasis on differentiation</del> , based on assessed needs and system priorities                    | Dir PD                      | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to refine and implement the Administrative Induction and Support program for first year principals and assistant principals based on their assessed needs and system priorities  | Dir PD                      | Jul <del>0405</del> -Jun <del>0506</del> |
|  | <u>Partner with Johns Hopkins University to implement a leadership development program focused on data-based decision making</u>  | <u>Dir PD</u>               | <u>Jul 05-Jun 06</u>                     |

**SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 3***

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

| <b>Performance Indicator for Goal 3</b>  |                   |                       |             |
|--|-------------------|-----------------------|-------------|
| 3.2 All teachers and paraprofessionals will participate in "high quality" differentiated professional development, as defined by <i>No Child Left Behind</i> . (State standard)  |                   |                       |             |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b> | <b>RESPONSIBILITY</b> | <b>DATE</b> |
|  |                   |                       |             |
| <b>Measurement:</b> <del>Participation in high quality professional development is measured by the MSDE Maryland Survey of Teacher Participation in High-Quality Professional Development. Data from the 2004 state baseline survey are not available at this time. By 2005, 65% of teachers and paraprofessionals will receive high quality professional development; by 2006, 90%, and by 2007, 100% as defined by MSDE state performance targets. BCPS will demonstrate continuous growth in the percent of teachers participating in high quality professional development as measure by the biannual Maryland Teacher Professional Development Survey. The BCPS baseline of 43% is based on the results of the 2003-2004 survey as compared to the state baseline of 44%. BCPS target: By 2011-2012, 50% or more of BCPS teachers will participate in high quality professional development as measured by the biannual Maryland Teacher Professional Development Survey.</del> |                   |                       |             |
| <b>Resources:</b>  |                   |                       |             |
| <b>Sources:</b> Operating Budget and Capital Budget  |                   |                       |             |

**SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 3***

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

| <b>Performance Indicator for Goal 3</b><br>3.3 All mathematics teachers in middle schools will demonstrate content mastery through comprehensive testing or will possess a Maryland State Department of Education teaching certificate with an endorsement in secondary mathematics. (BPCS standard)  |  |                       |  |
|---|--|-----------------------|--|
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b> | <b>DATE</b>                              |
| 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.<br><br>f) Provide a variety of "high quality" professional development opportunities that focus on teachers' and paraprofessionals' assessed needs to ensure that they meet highly qualified status by 2005-2006. | Continue to collaborate with universities, colleges/community colleges to design programs that prepare teachers to meet the requirements of highly qualified in mathematics and that may lead to a master's degree or equivalent | Dir Math PreK-12      | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to offer professional development courses for graduate credit in mathematics in order to meet the requirements for highly qualified teachers in mathematics   | Dir Math PreK-12      | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to update teachers with information regarding programs that result in highly qualified status   | Exec Dir HR           | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to offer preparatory courses for the tests required to obtain highly qualified status in mathematics  | Dir Math PreK-12      | Jul <del>0405</del> -Jun <del>0506</del> |
| <b>Measurement:</b> In <del>2002-</del> 2003, 31.9% of middle school mathematics teachers met the requirements for highly qualified. <u>In 2003-2004, 57.8% of middle school mathematics teachers met the requirements for highly qualified.</u> By 2005- <del>2006</del> , 75% of middle school mathematics classes will be taught by highly qualified teachers; and 100% by 2006-2007.  |  |                       |  |
| <b>Resources:</b> Annual Budget Process<br><u>Proposed: Loyola Math Certification Program and Goucher Math Program for special educators - \$322,800 (Title II)</u>   |  |                       |  |
| <b>Sources:</b> Operating Budget and Capital Budget   |  |                       |  |

**SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 3***

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

| <b>Performance Indicator for Goal 3</b>  |   |                       |  |
|--|---|-----------------------|--|
| 3.4 All new teachers in Title I schools will meet the standard of "highly qualified" when hired. (State standard)  |   |                       |  |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b> | <b>DATE</b>                              |
| <p>c) Establish a plan to measure Adequate Yearly progress (AYP) with regard to staffing all schools for all children with "highly qualified" teachers. Identify where the school system currently stands with respect to this goal and develop specific measures of acceptable progress and timelines.</p> <p>e) Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.</p> <p>g) Continue a systematic process for the selection of "highly qualified" teachers.</p> <p>h) Optimize the use of all technology resources to attract and retain highly qualified teachers and paraprofessionals.</p> | Continue to advertise and update weekly all teacher vacancies on the BCPS website to reach a wide audience of highly qualified teachers to meet the specific staffing needs of Baltimore County's Title I schools                       | Exec Dir HR           | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to partner with local universities and MSDE to establish Resident Teaching programs targeting core subject applicants, holding a 3.0 GPA or higher, in critical need subjects <u>(e.g., mathematics, science, and English)</u> | Exec Dir HR           | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to develop a process to allow applicants to electronically file <del>Baltimore County's</del> <u>the BCPS</u> application for professional employment  | Exec Dir HR           | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to utilize online recruitment tools to attract highly qualified teachers from around the country   | Exec Dir HR           | Jul <del>0405</del> -Jun <del>0506</del> |
|  | <u>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</u>  | <u>Exec Dir HR</u>    | <u>Dec 05-May 06</u>                     |



**SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 3***

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

| <b>Performance Indicator for Goal 3</b>   |                   |                       |             |
|---|-------------------|-----------------------|-------------|
| 3.4 All new teachers in Title I schools will meet the standard of "highly qualified" when hired. (State standard)   |                   |                       |             |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b> | <b>RESPONSIBILITY</b> | <b>DATE</b> |
|   |                   |                       |             |
| <b>Measurement:</b> In 2002-2003, 71.4% of Title I teachers met the requirements for highly qualified. In 2003-2004, 100% of newly hired teachers in Title I schools met the requirements for highly qualified. <u>The 2004-2005 data will be available in the Summer 2005. In 2005-2006, 100% of newly hired teachers in Title I will meet the requirements of highly qualified.</u> |                   |                       |             |
| <b>Resources:</b> Annual Budget Process   |                   |                       |             |
| <b>Sources:</b> Operating Budget and Capital Budget   |                   |                       |             |

**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 3**

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

| <b>Performance Indicator for Goal 3</b><br>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                                     |
| d) Continue to monitor and communicate with parents Baltimore County Public Schools' progress toward having all students taught by "highly qualified" teachers and paraprofessionals.   | Provide data-entry services for teacher credential analysis and reporting <del>process</del>   | Exec Dir HR  | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to disseminate and communicate appropriate educational background and certification information <del>quarterly</del> to parents and principals in the Title I schools | Exec Dir HR  | Jul <del>0405</del> -Jun <del>0506</del> |
|   | <u>Develop a plan to communicate teacher qualifications to all parents</u>   | <u>Exec Dir HR, Exec Dir Schools, and Principals</u> | <u>Jul 05-Jun 06</u>                     |
| <b>Measurement:</b> In <del>2002-2003</del> and <del>2003-2004</del> , 100% of parents of students in Title I schools were notified of the qualifications of their child's teacher. <u>In 2004-2005, 100% of parents of students in Title I schools were notified of the qualifications of their child's teacher. 2005-2006 data will be available in the Fall. In 2007-2008, 100% of parents of students in all schools will be notified of the qualifications of their child's teacher.</u> |  |  |  |
| <b>Resources:</b> Annual Budget Process   |  |  |  |
| <b>Sources:</b> Operating Budget and Capital Budget   |  |  |  |

## SCHOOL YEAR 2005–2006 - *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   |
| a) Provide attractive, clean, caring, and secure learning environments.<br><br>b) Implement active character ethics education.<br><br>c) Utilize the Student Support Services Team to address the needs of students.<br><br>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. | Continue to provide <del>the delivery of all</del> <u>scheduled</u> site improvements and grounds <u>maintenance activities</u>  | Exec Dir Phy Fac            | Jul <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|  | <del>Establish</del> <u>Continue to implement the</u> Five-Year Turf Repair program to improve safety of athletic fields   | Exec Dir Phy Fac            | <del>Oct 04-Mar 05</del> <u>Jul 05-Jun 06</u>            |
|  | <del>Update</del> <u>Continue cyclic replacement of</u> grounds <del>fleet</del> equipment to improve operational safety and <u>enhance</u> efficiency   | Exec Dir Phy Fac            | Jul <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|  | Replenish "Fibar" material used for safety surfacing on <del>new</del> playgrounds   | Exec Dir Phy Fac            | Jul <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|  | <del>Increase custodial</del> <u>Ensure appropriate</u> staffing, supplies, and materials to <del>provide adequate cleaning of the learning</del> <u>maintain a healthy educational</u> environment  | Exec Dir Phy Fac            | Jul <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|  | <del>Replace aging cleaning equipment</del>  | <del>Exec Dir Phy Fac</del> | <del>Jul 04-Jun 05</del>                                 |
|  | <del>Continue to</del> Provide <u>for the safe operation</u> <del>delivery of services</del> of the physical plant and <u>execute</u> minor preventive maintenance of mechanical equipment   | Exec Dir Phy Fac            | Jul <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|  | Install new closed circuit television systems (CCTV) in <u>14</u> secondary schools: <u>Catonsville and Carver centers, Catonsville, Dulaney, Franklin, Hereford, Loch Raven, Overlea, Owings Mills, Patapsco, Pikesville, Sollers Point, Sparrows Point, and Western high schools</u>   | Exec Dir Phy Fac            | Jul <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|  | <u>Install new card reader systems in 22 elementary schools: Arbutus, Battle Monument, Bear Creek, Berkshire, Carroll Manor, Catonsville, Chapel Hill, Charlesmont, Chesapeake Terrace, Church Lane, Colgate, Deep Creek, Deer Park, Dogwood, Dundalk, Eastwood Center, Edgemere, Edmondson Heights, Elmwood, Essex, Featherbed Lane, and Fifth District</u> | <u>Exec Dir Phy Fac</u>     | Jul <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|  | Continue to evaluate and <u>expand-coordinate</u> the School Resource Officer program in secondary schools   | Exec Dir SSS                | Jul <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |
|  | Continue to partner with Baltimore County Police Department (BCPD) to implement the safety, drug awareness, and resistance programs, grades K-12   | Exec Dir SSS                | Jul <del>04</del> <u>05</u> -Jun <del>05</del> <u>06</u> |

## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 4*

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

| Performance Indicator for Goal 4  |   |                             |   |
|---|---|-----------------------------|---|
| 4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)   |   |                             |   |
| KEY STRATEGIES  | ACTIVITIES  | RESPONSIBILITY              | DATE                                      |
| b) Implement active character ethics education.   | Continue to provide violence and substance abuse awareness and prevention within the health education program   | Exec Dir SSS and Sec        | <u>Jul 05-Jun 06</u>                      |
| c) Utilize the Student Support Services Team to address the needs of students.  | Collaborate with the Office of Risk Management to implement a comprehensive CTE Risk Management Plan  | Exec Dir Spec Prog          | Jul <del>04</del> 05-Jun <del>05</del> 06 |
| d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, childcare services, recreational services, and law enforcement. | <del>Replace aging security vehicles</del>  | <del>Exec Dir Phy Fac</del> | <del>Oct 04-Jun 05</del>                  |
|   | <u>Enhance security measures in Dundalk and Lutherville elementary schools, and upgrade security systems at Carney, Cromwell Valley, Essex, Halstead, and Timonium elementary schools and Franklin, Hereford, and Holabird middle schools</u>   | <u>Exec Dir Phy Fac</u>     | <u>Jul 05-Jun 06</u>                      |
| j) Communicate to all students and parents the behavioral expectations identified in the <i>Student Handbook</i> and school code of conduct.  | Continue to use the <i>How To Establish a Character Education Program in your School: A Handbook for School Administrators</i> to develop and implement a character-building process as an integral component of the School Improvement Plan and extra curricular programs                  | Exec Dir SSS                | Jul <del>04</del> 05-Sep <del>04</del> 06 |
|   | Continue to train and implement the Student Support Team Model in each school through integration of school-based and student-oriented teams  | Exec Dir SSS                | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|   | Continue to implement and monitor academic-behavior <del>interventions and</del> supports <del>including accommodations, modifications, interventions, and strategies</del> to address student behavior and learning through the Student Support Team <u>and Instructional Support Team</u> | Exec Dir SSS                | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|   | Continue to monitor Individual Student 504 Plans to address behavior and learning needs for eligible students through the Student Support Team  | Exec Dir SSS                | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|   | Continue to implement <u>the Positive Behavior Planning Guide and the</u> Positive Behavior Intervention and Supports (PBIS) process in schools   | Exec Dir SSS                | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|   | Continue to provide professional development for new Student Support Team chairpersons and school staff on the Student Support Team Model and 504 Plans   | Exec Dir SSS                | Jul <del>04</del> 05-Sep <del>04</del> 06 |

## SCHOOL YEAR 2005–2006 - *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                                      |
| f) Provide a continuum of services through alternative education programs.<br><br>g) Continue the fingerprinting and criminal background checks for all employees.<br><br>h) Continue the annual Safe Schools Conference. | <u>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</u>   | <u>Exec Dir SSS</u> | <u>Jul 05-Jun 06</u>                      |
|   | <u>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</u>  | <u>Exec Dir SSS</u> | <u>Jul 05-Jun 06</u>                      |
|   | <u>Continue support of the Spring Grove Hospital Center to provide services to students who reside within Baltimore County</u>   | <u>Exec Dir SSS</u> | <u>Jul 05-Jun 06</u>                      |
|   | Continue to maintain 14 school-based wellness centers serving 17 schools   | Exec Dir SSS        | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|   | Continue to provide site-based mental health services in partnership with community mental health providers  | Exec Dir SSS        | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|   | Continue to provide and evaluate the services of full-time DSS social workers in schools in assisting students and families in accessing mental health care and other social services programs   | Exec Dir SSS        | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|   | Continue to provide <del>1.0</del> full-time baccalaureate school health nurse in each school to ensure students' and families' health screening, health maintenance, management of chronic health conditions, referral for health services, and provide emergency care, health counseling, education, and staff wellness programs | Exec Dir SSS        | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|   | Continue to provide contractual registered nurses to ensure age-appropriate immunizations and health screening for students from other countries   | Exec Dir SSS        | <u>Jul 05-Jun 06</u>                      |
|   | Continue to provide cardiopulmonary resuscitation training and bloodborne pathogens training to employees as required by state law   | Exec Dir SSS        | <u>Jul 05-Jun 06</u>                      |
|   | Continue to work through the Baltimore County Multidisciplinary Team to ensure compliance with all Child Protective Services mandates  | Exec Dir SSS        | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|   | Continue to utilize the Student Support Services Team  | Exec Dir SSS        | <u>Jul 05-Jun 06</u>                      |

**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 4**

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

| <b>Performance Indicator for Goal 4</b>   |  |                       |   |
|---|--|-----------------------|---|
| 4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)   |  |                       |   |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b> | <b>DATE</b>                                   |
| a) Provide attractive, clean, caring, and secure learning environments.   | Continue to 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   | Exec Dir SSS          | <u>Jul 05-Jun 06</u>                          |
| c) Utilize the Student Support Services Team to address the needs of students.  | Continue the operation of the Safety and Emergency Planning Steering Committee composed of BCPS and Baltimore County staff   | Exec Dir SSS          | Jul <del>0405</del> -Sep <del>0406</del>      |
| 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. | Continue having all schools and identified facilities develop and post to the system's intranet their annual <u>safety/emergency</u> plans   | Exec Dir SSS          | Jul <del>0405</del> -Sep <del>0406</del>      |
|   | Continue to revise, publish, and train staff in all new procedures added to the Critical Response and Emergency Safety Management Guide  | Exec Dir SSS          | Jul <del>0405</del> -Sep <del>0406</del>      |
|   | Continue to train all members of the four Critical Incident Response Teams each year   | Exec Dir SSS          | Oct <del>0405</del> -Mar <del>0506</del>      |
| f) Provide a continuum of services through alternative education programs.  | Continue to maintain alternative schools at the middle and high school levels Home and Hospital programs, Home Teaching programs for students grades K-12, Afternoon Middle School Group Learning Centers, Evening/Saturday High School programs, and Summer School programs   | Exec Dir SSS          | <del>Jul 04-Jun 05</del> <u>Aug 05-Jul 06</u> |
|   | Continue to provide in-school alternative programs, such as Maryland's Tomorrow <del>and Choiee</del>  | Exec Dir SSS          | <del>Jul 04-Jun 05</del> <u>Sep 05-Jul 06</u> |
|   | Continue to issue identification cards <u>to support staff and increase the number of classified employees who are issued identification cards</u> <del>to employees</del>   | Exec Dir Phy Fac      | Jul <del>0405</del> -Jun <del>0506</del>      |
|   | Continue to fingerprint and initiate pre-employment background checks in accordance with applicable law for all new applicants to BCPS, contractors, and others that may be required to undergo the background check process <u>and be cleared before beginning employment</u> | Exec Dir HR           | Jul <del>0405</del> -Jun <del>0506</del>      |
|   | Continue to utilize Safe Schools Conference Planning Committee to organize, develop, and evaluate the Safe Schools Conference annually and initiate a teacher component of the Safe Schools Conference   | Exec Dir SSS          | Jul <del>0405</del> -Jun <del>0506</del>      |

**SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 4***

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

| <b>Performance Indicator for Goal 4</b>   |  |   |  |
|---|--|---|--|
| 4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)   |  |   |  |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b>                                   | <b>DATE</b>  |
| g) Continue the fingerprinting and criminal background checks for all employees.<br><br>h) Continue the annual Safe Schools Conference.   | <u>Conduct asbestos surveys in all school buildings</u><br><br>Continue to provide onsite safety inspections and maintain and repair physical education facilities and equipment | <u>Exec Dir Phy Fac</u><br><br>Exec Dir Sec and Phy Fac | <u>Jul 05-Jun 06</u><br><br>Jul <u>0405</u> -Jun <u>0506</u> |
| <b>Measurement:</b> In <u>2004</u> -2005, a baseline survey of stakeholders' perceptions of the extent to which schools are safe, orderly, and nurturing environments will be administered.   |  |   |  |
| <b>Resources:</b> Annual Budget Process<br><u>Proposals: Utility cost increases - \$1,945,000; staffing and startup costs for Windsor Mill Middle - \$1,326,500; staffing and startup costs for Woodholme Elementary - \$982,500; installation of CCTV and monitoring of alarms - \$228,000; two staff and supports costs for Spring Grove Center - \$208,200; and computer recycling - \$155,000</u> |  |   |  |
| <b>Sources:</b> Operating Budget and Capital Budget   |  |   |  |

## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 4*

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

| <b>Performance Indicator for Goal 4</b>  |  |   |  |
|--|--|---|--|
| 4.2 All schools will have published expectations of student behavior and parental responsibilities and involvement. (BCPS standard)  |  |   |  |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b>                               | <b>DATE</b>                              |
| 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.<br><br>j) Communicate to all students and parents the behavioral expectations identified in the <i>Student Handbook</i> and school code of conduct.<br><br>k) Identify and train all staff in the implementation of effective student behavior management programs and the <i>Student Handbook</i> requirements. | Continue to include parents, students, and community members on the School Improvement Planning Committee and countywide <i>Student Handbook</i> Committee   | Exec Dir SSS  | Apr <del>0506</del> -Jun <del>0506</del> |
|  | Continue to communicate and collaborate with students, parents, PTA, advisory groups, and community members regarding behavior expectations and parental responsibilities and involvement in maintaining a positive learning environment | Exec Dir SSS  | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to seek strategies for reducing long-term suspension/expulsion rate for any of the nine offenses identified as major offenses by MSDE   | Exec Dir SSS  | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Provide ongoing professional development for teachers and support staff, including paraprofessionals and bus drivers, in establishing and maintaining a positive, orderly, and nurturing environment                                     | Exec Dir SSS, Dir PD and Exec Dir Plan & Support Op | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Provide professional development for all new teachers on classroom management at New Teacher Induction   | Dir PD  | Jul <del>0405</del> -Aug <del>0405</del> |
|  | Provide professional development on positive disciplinary interventions including such topics as conflict resolution, peer mediation, and crisis intervention for administrators, teachers, and paraprofessionals                        | Exec Dir SSS  | Jul <del>0405</del> -Jun <del>0506</del> |
| <b>Measurement:</b> In <del>2002-2003, 2003-2004, and 2004-2005</del> , 100% of BCPS parents/guardians received published expectations and notification of the responsibilities for students and parents/guardians. Published notification of expectations will continue to 100% of parents/guardians annually.  |  |   |  |
| <b>Resources:</b> Annual Budget Process  |  |   |  |
| <b>Sources:</b> Operating Budget and Capital Budget  |  |   |  |



**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 4**

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

| <b>Performance Indicator for Goal 4</b>  |  |                             |  |
|--|--|-----------------------------|--|
| 4.3 Staff, students, parents, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)   |  |                             |  |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b>       | <b>DATE</b>                              |
| a) Provide attractive, clean, caring, and secure learning environments.  | Develop and implement a systemwide marketing, communications, and public relations plan to strengthen two-way communication with internal and external stakeholders and build awareness and advocacy for the school system | CCO                         | Jul <del>0405</del> -Jun <del>0506</del> |
| j) Communicate to all students and parents the behavioral expectations identified in the <i>Student Handbook</i> and school code of conduct.   | Provide opportunities at the local school level for stakeholders to express satisfaction and receive information   | Exec Dir Schools            | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to implement parent support services in all communities and evaluate <u>internally</u> their effectiveness  | Exec Dir C& I and Schools   | Jul <del>0405</del> -Jun <del>0506</del> |
| g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library. (Goal 6)   | Continue to provide professional development for all employees to enhance staff and stakeholder satisfaction   | Exec Dir Bus Ser and Dir PD | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue, <del>as needed, consultation</del> to provide air quality investigation and reporting when an air quality emergency occurs   | Exec Dir Phy Fac            | Jul <del>0405</del> -Jun <del>0506</del> |
|  | <u>Administer an online stakeholders, satisfaction survey in the spring of each year</u>   | <u>Exec Dir SSS</u>         | <u>Jul 05-Apr 06</u>                     |
| <b>Measurement:</b> In a <del>2003-2004</del> sample, 94% of elementary school parents expressed overall satisfaction with their children's schools; and 88% of elementary parents felt that they were safe and secure. Ninety two percent (92%) of middle school parents expressed overall satisfaction with their children's schools; and 91% of middle school parents felt that they were safe and secure. <del>Stakeholders' satisfaction with the learning environment, climate, and school facilities at all school levels will be determined by survey in 2005. An on-line stakeholders' satisfaction survey will be administered to establish baseline data for 2004-2005.</del> |  |                             |  |
| <b>Resources:</b> Annual Budget Process  |  |                             |  |
| <b>Sources:</b> Operating Budget and Capital Budget  |  |                             |  |

## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 5*

All students will graduate from high school.

| Performance Indicator for Goal 5   |  |                                       |  |
|--|--|---------------------------------------|--|
| 5.1 All high schools will meet the graduation rate established by the State. (State standard)  |  |                                       |  |
| KEY STRATEGIES   | ACTIVITIES   | RESPONSIBILITY                        | DATE                                     |
| <p>a) Educate all students with disabilities in accordance with the objectives defined in the student's Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent.</p> <p>c) Increase participation rate in Gifted and Talented programs in all schools.</p> <p>d) Develop, in collaboration with students and parents/guardians, a Career Planning Profile of a four-year plan for studies for all eighth grade students.</p> <p>e) Provide and implement 504 Plans which clearly outline goals, objectives, and accommodations to ensure that students will maximize their educational opportunities.</p> | Review and revise the Career Planning Profile with students to keep them current throughout the high school experience   | Exec Dir SSS                          | Aug <del>0405</del> -Jun <del>0506</del> |
|  | Continue to monitor secondary course enrollment, credit completion, and testing requirements to ensure that students meet graduation requirements  | Exec Dir Schools                      | Sep <del>0405</del> -Jun <del>0506</del> |
|  | Continue to communicate graduation requirements and coursework expectations to parents of secondary students   | Exec Dir Sec                          | Aug <del>0405</del> -Jun <del>0506</del> |
|  | <u>Offer professional development to elementary, middle, and high school principals based on the needs identified and ideas generated from the 2005 High School Summit</u>   | <u>Exec Dir C &amp; I and Schools</u> | <u>Jul 05-Jun 06</u>                     |
|  | <u>Ensure rigorous course offerings by differentiating and eliminating low level courses</u>   | <u>Exec Dir C &amp; I</u>             | <u>Jul 05-Jul 06</u>                     |
|  | <u>Continue to distribute the Course Registration Guide to all students and families in grades 8-11</u>  | <u>Exec Dir Sec</u>                   | <u>Dec 05</u>                            |
|  | <u>Continue to</u> 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 | Exec Dir Sec                          | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to provide <del>graduation requirements and</del> counseling <u>in graduation and career development</u> to secondary students in group settings and <u>career development counseling</u> at least <del>once per year</del> <u>annually on an individual basis</u>  | Exec Dir SSS                          | Aug <del>0405</del> -Jun <del>0506</del> |
|  | Continue to provide a quality physical education program <u>and comprehensive health education program</u> that supports <u>appropriate student development</u> ; <del>the mission of the school system in improving student achievement</del>   | Exec Dir Sec                          | Aug <del>0405</del> -Jun <del>0506</del> |
|  | Continue to plan and implement professional development for teachers to assist them in providing the specified accommodations so that students with 504 Plans meet the State standards for the Maryland School Assessment  | Exec Dir SSS                          | Jul <del>0405</del> -Mar <del>0506</del> |

**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 5**

All students will graduate from high school.

| <b>Performance Indicator for Goal 5</b>   |  |                                     |   |
|---|--|-------------------------------------|---|
| 5.1 All high schools will meet the graduation rate established by the State. (State standard)   |  |                                     |   |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b>               | <b>DATE</b>                               |
| a) Educate all students with disabilities in accordance with the objectives defined in the student's Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent.  | <u>Develop and implement a systemwide professional development plan to improve collaborative inclusion teaching practices for all educators to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u> | <u>Exec Dir Fed &amp; St and PD</u> | <u>Jul 04-Jun 05</u>                      |
|   | Continue to provide professional development activities to support general and special educators and paraprofessionals in the use of inclusive practices as detailed in the Inclusion Handbook for General and Special Educators and monitor and evaluate use of the handbook                    | Exec Dir C&I                        | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|   | Continue to improve web-based data <u>format-tracking systems</u> wherein principals and Executive Directors of Schools can access and analyze data elements to assess the achievement of students with disabilities and their placement in the least restrictive environment (LRE)              | Exec Dir C&I and Schools            | Jul <del>04</del> 05-Jun <del>05</del> 06 |
| <b>Measurement:</b> The 2002-2003 baseline percentage of BCPS schools that met the state graduation rate standards (90% of grade 12 students) was 88.3%. <u>In 2003-2004, 86.2% of schools met the state graduation rate standard of 90%.</u> By 2004-2005, 92% of schools will meet the state graduation standards, and the percentage will increase to 100% by 2007-2008. |  |                                     |   |
| <b>Resources:</b> Annual Budget Process   |  |                                     |   |
| <u>Proposals: Personal assistants for special education students - \$2,600,000; extended school year services - \$855,400; and child find referrals - \$280,200</u>   |  |                                     |   |
| <b>Sources:</b> Operating Budget and Capital Budget   |  |                                     |   |

**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 5**

All students will graduate from high school.

| <b>Performance Indicator for Goal 5</b>  |   |  |  |
|--|---|--|--|
| 5.2 All high schools will have annual dropout rates of less than 3%. (State standard)  |   |  |  |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b>                          | <b>DATE</b>  |
| <p>a) Educate all students with disabilities in accordance with the objectives defined in the student's Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent.</p> <p>b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.</p> <p>f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.</p> | Continue to use the Data Warehouse to access information on attendance, suspensions, course selection, grades, standardized tests, and retention and develop appropriate intervention strategies  | Exec Dir SSS                                   | Jul <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |
|  | Continue to implement professional development initiatives (PreK-12) based on the understanding of different learning styles, multiple intelligences, and differentiating instruction, and utilize instructional technology to engage all students  | Exec Dir C & I and Asst to Supt E & A          | Jul <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |
|  | Continue to provide summer school to support increased and accelerated student achievement  | Exec Dir SSS                                   | Jul <del>04</del> <sup>05</sup> -Aug <del>04</del> <sup>06</sup> |
|  | 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, <u>Home and Hospital</u> , and CTE programs  | Exec Dir Spec Prog and SSS                     | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |
|  | Continue to develop the partnership with CCBC to change the learning environment and provide classes on campus for transitioning from high school to higher education   | Exec Dir SSS                                   | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |
|  | Continue to provide staffing <del>to for the Maryland's Tomorrow program in the five</del> high schools with greater than 3% dropout rate <del>(Kenwood, Chesapeake, Patapsco, Dundalk, and Sparrows Point to provide assistance (tutoring, counseling, and parental assistance) for at-risk students and implement after-school enrichment/support programs to provide additional learning opportunities</del> | Exec Dir SSS                                   | Aug <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |
|  | <u>Continue to monitor each high school's placement of students in alternative and evening high school programs</u>   | <u>Exec Dir SSS and Schools</u>                | <u>Aug 05-Jun 06</u>   |
|  | <u>Identify high school students who are at risk of dropping out and develop individual and school plans</u>  | <u>Exec Dir SSS and Schools and Dir A.R.T.</u> | <u>Aug 05-Jun 06</u>   |

**SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 5***

All students will graduate from high school.

| <b>Performance Indicator for Goal 5</b>  |                   |                       |             |
|--|-------------------|-----------------------|-------------|
| 5.2 All high schools will have annual dropout rates of less than 3%. (State standard)  |                   |                       |             |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b> | <b>RESPONSIBILITY</b> | <b>DATE</b> |
|  |                   |                       |             |
| <b>Measurement:</b> In 2002-2003, the BCPS dropout rate of 3.3% did not meet the state standard. In 2003-2004, the BCPS dropout rate of 4.4% did not meet the state standard. By 2007-2008, all high schools will have a dropout rate of less than 3%. |                   |                       |             |
| <b>Resources:</b> Annual Budget Process<br>Proposals: Maryland's Tomorrow Program (dropout prevention) - \$699,600 (grant replacement); Section 504 accommodations - \$100,000; and Social Work - \$76,700   |                   |                       |             |
| <b>Sources:</b> Operating Budget and Capital Budget  |                   |                       |             |

## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 5*

All students will graduate from high school.

| Performance Indicator for Goal 5  |  |   |   |
|---|--|---|---|
| 5.3 All graduates will meet the college course entrance requirements for the University System of Maryland of the Maryland career and technology education career completer requirements or both. (State standard)  |  |   |   |
| KEY STRATEGIES  | ACTIVITIES   | RESPONSIBILITY  | DATE  |
| <p>a) Educate all students with disabilities in accordance with the objectives defined in the student's Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent.</p> <p>f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.</p> <p>b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.</p>  | <p><del>Continue to provide and evaluate Career Completer opportunities for students with disabilities</del><br/> Initiate the development of a competency profile for students with disabilities enrolled in CTE career-completer programs</p>  | Exec Dir Spec Prog and Fed & St                                     | Aug <del>0405</del> -Jun <del>0506</del>                  |
|   | Refine and develop additional strategies to encourage students with disabilities to pursue two- and four-year college options  | Exec Dir Fed & St   | Jul <del>0405</del> - <del>Oct-04</del> Jun <del>06</del> |
|   | Evaluate the effectiveness of CTE programs in assisting students to meet college entrance and/or CTE completer requirements to increase the number of dual completers  | Exec Dir Spec Prog  | Jul <del>0405</del> -Dec- <del>0406</del>                 |
|   | Evaluate enrollment data to determine student participation in and completion of CTE programs  | Exec Dir Spec Prog  | Jul <del>0405</del> -Dec <del>0406</del>                  |
|   | Continue to facilitate partnerships with the community colleges and universities to refine and increase articulation opportunities to increase student achievement and pathways to college and employment  | Exec Dir Spec Prog and SSS  | Jul <del>0405</del> -Jun <del>0506</del>                  |
|   | 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 <u>to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u> | Exec Dir C & I, Schools, Asst to Supt E & A, Dir PD, and Principals | Jul <del>0405</del> -Jun <del>0506</del>                  |
| <b>Measurement:</b> <del>In 2003, 57.7% of BCPS graduates met the University System of Maryland (UM) entrance requirements and 48.3% met the career and technology (CTE) requirements.</del> <u>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. By 2007-2008, 7590% 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.</u> |  |   |   |
| <b>Resources:</b> Annual Budget Process   |  |   |   |
| <b>Sources:</b> Operating Budget and Capital Budget   |  |   |   |

**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 6**

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

| <b>Performance Indicator for Goal 6</b>  |   |  |   |
|--|---|--|---|
| 6.1 Increase student, parent/guardian, and teacher conferences annually by 10% per school. (BCPS standard)   |   |  |   |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b>                                  | <b>DATE</b>                               |
| a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.<br><br>b) Educate all new teachers in how to conduct parent-teacher conferences.<br><br>c) Provide guidelines and strategies for student-teacher-parent conferences. | <u>Establish a study group to review and revise performance indicators for Goal 6, and to operationalize effective parent involvement activities in schools.</u>  | <u>Exec Dir Schools</u>                                | <u>Sep 05-Jun 06</u>                      |
|  | <u>Re-establish school improvement process guidelines for site-based selection of parents on school improvement teams and parent involvement in decision making processes</u>   | <u>Exec Dir Schools</u>                                | <u>Sep 05-Jun 06</u>                      |
|  | <u>Review the 2002 BCPS Communications Audi with stakeholders to examine and plan effective public engagement strategies.</u>   | <u>CCO</u>   | <u>Sep 05-Jun 06</u>                      |
|  | <u>Implement a pilot program for the Parental Outreach, Attendance Notification, and Emergency Communication System to deliver messages to parents through automatic telephone and e-mail communication. The system will be piloted at the following schools: Deer Park Middle, Golden Ring Middle, Milford Mill Academy, Old Court Middle, Overlea High, Randallstown High, Southwest Academy, and Woodlawn High</u> | <u>Exec Dir Schools and Asst to the Supt E &amp; A</u> | <u>Sep 05-Jun 06</u>                      |
|  | <u>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</u>   | <u>CCO</u>   | <u>Jul 05-Jun 06</u>                      |
|  | <u>Continue our partnership with Recreation and Parks so students have productive after-school activities</u>   | <u>Exec Dir Spec Prog and Phy Fac</u>                  | <u>Sep 05-Jun 06</u>                      |
|  | <u>Continue to publish the Message to Community to communicate the Superintendent's budget priorities to parents and stakeholders</u>   | <u>Exec Dir Fiscal Ser and CCO</u>                     | <u>Nov 05-Jan 06</u>                      |
|  | <u>Continue to refine and implement new systemwide protocol for translation, publishing, and distributing key system documents and interpretation services</u>  | Exec Dir Schools, Sec, Principals, and Dir PD          | Sep <del>04</del> 05-Jun <del>05</del> 06 |
|  | <u>Facilitate home school communication by publishing key system documents in other languages</u>   | <u>Exec Dir Sec</u>                                    | <u>Jul 05-Jun 06</u>                      |
|  | Continue to use the six areas of parent involvement to structure and monitor parent involvement goals in School Improvement Plans (SIP) and to enhance effective home-school partnerships to improve student achievement  | Exec Dir Schools and Principals                        | Jul <del>04</del> 05-Jun <del>05</del> 06 |

## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 6*

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

| Performance Indicator for Goal 6  |  |                                     |   |
|---|--|-------------------------------------|---|
| 6.1 Increase student, parent/guardian, and teacher conferences annually by 10% per school. (BCPS standard)  |  |                                     |   |
| KEY STRATEGIES  | ACTIVITIES   | RESPONSIBILITY                      | DATE  |
|   | Continue to share best practices at countywide principals' meetings focusing on the six areas of parental involvement adopted by the National PTA and implement appropriate strategies through SIP   | Exec Dir Schools                    | Sep <del>04</del> 05-Dec <del>04</del> 05                 |
|   | Continue to monitor parent-teacher and student-led conferences and include this data in SIP  | Exec Dir Schools and Principals     | Aug <del>04</del> 05-Jun <del>05</del> 06                 |
|   | Continue to provide professional development and technical support to new and current teachers to conduct effective parent-teacher-student conferences   | Dir PD                              | Aug <del>04</del> 05-Jan <del>05</del> 06                 |
|   | Continue to provide parents and students with updated guidelines and strategies for successful parent/teacher and student-led conferences  | Dir PD                              | Aug <del>04</del> 05- <del>Nov 04</del> Jun <del>06</del> |
|   | Continue to provide administrators with <del>updated</del> guidelines and strategies on multicultural infusion and cultural sensitivity to promote effective parent-teacher and student-led conferences, <del>and continue to update on an ongoing basis</del>   | Asst to the Supt E & A              | Jul <del>04</del> 05-Sep <del>04</del> 05                 |
|   | <u>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</u> | <u>Exec Dir Fed &amp; St and HR</u> | <u>Jul 05-Jun 06</u>                                      |
| <b>Measurement:</b> In a <del>2003-2004</del> sample, <del>63% of elementary schools, 67% of middle schools, and 75% of high schools</del> <del>62% of schools</del> increased student, parent/guardian, and teacher conferences by at least 10%, compared with <del>2002-2003</del> . <del>The 2004-2005 data will be available in the Summer 2005.</del> By <del>2007-2008</del> , all schools will have increased conferences by 10% annually. |  |                                     |   |
| <b>Resources:</b> Annual Budget Process<br><u>Proposed: Expansion of digital copier services - \$68,700</u>   |  |                                     |   |
| <b>Sources:</b> Operating Budget and Capital Budget   |  |                                     |   |



## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 6* Engage parents/guardians, business, and community members in the educational process.

| Performance Indicator for Goal 6<br>6.2 Increase the number of volunteers and tutors in support of student achievement annually by 10% per school. (BCPS standard) |   |  |  |
|--|---|--|--|
| KEY STRATEGIES   | ACTIVITIES  | RESPONSIBILITY                             | DATE                                     |
| e) Expand recognition opportunities for students, parents, community, and business partners.   | Continue to collaborate with PTA, advisory groups, community, and businesses to ensure diverse stakeholder involvement  | Exec Directors, Principals, Staff, and CCO | Jul <del>0405</del> -Jun <del>0506</del> |
| f) Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships.                               | <u>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</u>   | <u>Exec Dir Spec Prog</u>                  | <u>Aug 05-Jun 06</u>                     |
| g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiative with the Baltimore County Public Library.                       | Continue collaboration with the Baltimore County Public Library to promote summer reading and increase student independent reading  | Exec Dir Spec Prog                         | Mar <del>0506</del> -Jun <del>0506</del> |
|  | Continue to facilitate the use of Baltimore County Public Library's 24/7 web-based reference service, fee-based databases, and other public library resources and services  | Exec Dir Spec Prog                         | Jul <del>0405</del> -Jun <del>0506</del> |
|  | <u>Expand-Continue</u> the Get Carded Campaign implemented at Deep Creek Middle School <del>to-and</del> Woodlawn Middle School to facilitate use of both school and public library resources   | Exec Dir Spec Prog                         | Sep <del>0406</del> -Nov <del>0406</del> |
| h) Encourage business partnerships that support and complement the educational program.  | Continue the First Library Card Campaign to build parent connections with public and school library resources that foster early literacy achievement of their kindergarten children   | Exec Dir Spec Prog                         | Jul <del>0405</del> -Jun <del>0506</del> |
|  | <u>Establish-Continue</u> a <del>processpartnership</del> with the Baltimore County Public Library <del>that would facilitate students, Gr. 1-12, to obtain their own public library card to</del> <u>promote student use of community resources to support reading achievement, reading motivation, and information literacy</u> | Exec Dir Spec Prog                         | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to recruit and retain volunteers to support the instructional program and student achievement  | CCO  | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to provide recognition opportunities for teachers, volunteers, retirees, and others in collaboration with employee groups, business, and community members   | CCO  | Sep <del>0405</del> -Jun <del>0506</del> |

## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 6*

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

| Performance Indicator for Goal 6  |   |  |  |
|---|---|--|--|
| 6.2 Increase the number of volunteers and tutors in support of student achievement annually by 10% per school. (BCPS standard)  |   |  |  |
| KEY STRATEGIES  | ACTIVITIES  | RESPONSIBILITY                                     | DATE   |
| a) Provide professional development to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.<br><br>g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiative with the Baltimore County Public Library. | <u>Expand-Continue to offer</u> family services to assist schools in developing meaningful involvement strategies for parents/guardians/community, including families from other countries, e.g., HIPPY, Aliza Brandwine Center (ABC) and Even Start  | Exec Dir SSS and EI                                | Jul <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |
|   | Continue to solicit business and community partnerships through Chambers of Commerce, Rotary Clubs, etc. to support student achievement   | CCO  | Jul <del>04</del> <sup>05</sup> -Jun <del>05</del> <sup>06</sup> |
|   | Continue to collaborate with PTA and advisory groups to conduct countywide parent education meetings  | Bd of Ed, Exec Dir Schools, and CCO                | Sep <del>04</del> <sup>05</sup> -May <del>05</del> <sup>06</sup> |
|   | <u>Continue to provide outreach to parents and community through the Education Channel 73, BCPS website, and parentmobile regarding curriculum and program information, policies, and student achievement</u>   | <u>CCO, Dir PD, and Exec Dir Tech</u>              | <u>Aug 05-Jun 06</u>   |
|   | <u>Continue to utilize the community resource centers in providing training for parents, teachers, and community members in helping their children academically</u>   | <u>Dir PD</u>                                      | <u>Aug 05-Jun 06</u>   |
|   | <u>Implement a pilot program for the Parental Outreach, Attendance Notification, and Emergency Communication System to deliver messages to parents through automatic telephone and e-mail communication. The system will be piloted at the following schools: Deer Park Middle, Golden Ring Middle, Milford Mill Academy, Old Court Middle, Overlea High, Randallstown High, Southwest Academy, and Woodlawn High</u> | <u>Exec Dir Schools and Asst to Supt E &amp; A</u> | <u>Sep 05-Jun 06</u>   |
| <b>Measurement:</b> In a 2004 sample, 72% of schools increased volunteers and tutors in support of student achievement by at least 10%, compared with 2003. By <del>2007</del> <sup>2008</sup> , all schools will have increased volunteers and tutors by 10% annually.   |   |  |  |
| <b>Resources:</b> Annual Budget Process<br><u>Expand the library “Get Carded” program to Woodlawn Middle School – \$6,160; Bilingual reading materials for five resource centers – \$7,500 (also see Indicator 2.2).</u>  |   |  |  |
| <b>Sources:</b> Operating Budget and Capital Budget   |   |  |  |

## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 6*

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

| Performance Indicator for Goal 6   |   |  |  |
|--|---|--|--|
| 6.3 Increase the number of parents/guardians participating in Back-To-School Night and student events annually by 10% per school. (BCPS standard)  |   |  |  |
| KEY STRATEGIES   | ACTIVITIES  | RESPONSIBILITY                           | DATE                                     |
| a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.<br><br>d) Provide media and planning services to schools to promote Back-To-School Night and American Education Week.<br><br>e) Expand recognition opportunities for students, parents, community, and business partners.<br><br>g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library. | Continue by geographic area to coordinate a schedule for Back-To-School Night, according to feeder schools within a cluster and optimize parent/guardian opportunities to attend  | Exec Dir Schools and Principals          | Jul <del>0405</del> -Aug <del>0405</del> |
|  | Continue to provide workshops for staff to increase awareness of and sensitivity to the needs of stakeholders in order to increase parent/guardian/community participation at school events and programs                            | Exec Dir Schools and Principals          | Aug <del>0405</del> -Nov <del>0405</del> |
|  | Publish <u>and distribute</u> an annual update of the directory listing community organizations with an interest in helping schools, as well as those organizations that are non-traditional school contacts                        | CCO                                      | Nov <del>0405</del>                      |
|  | Continue to schedule school events including athletic contests to allow more parents/guardians to attend  | Principals                               | Sep <del>0405</del> -Jun <del>0506</del> |
|  | <u>Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g., Science Fair, Black Saga, Mock Trial, Odyssey of the Mind, 24 Challenge, and CTE Awards Ceremony)</u> | <u>Exec Dir of C &amp; I and Schools</u> | <u>Sep 05-Jun 06</u>                     |
| <b>Measurement:</b> In a <u>2003-2004</u> sample, <u>59% of elementary schools, 61% of middle schools, and 56% of high schools</u> <del>40% of schools</del> increased parent/guardian participation in Back-to-School Night by at least 10%, compared with <u>2002-2003</u> . <u>The 2004-2005 data will be available in the Summer 2005.</u> By <u>2007-2008</u> , all schools will have increased participation in Back-to-School Night and student events by 10% annually.   |   |  |  |
| <b>Resources:</b> Annual Budget Process  |   |  |  |
| <b>Sources:</b> Operating Budget and Capital Budget  |   |  |  |

## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 7*

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

| Performance Indicator for Goal 7  |  |                                 |                   |
|---|--|---------------------------------|-------------------|
| 7.1 All schools will develop a results review report that is aligned with the system's annual results report. (BCPS standard)   |  |                                 |                   |
| KEY STRATEGIES  | ACTIVITIES   | RESPONSIBILITY                  | DATE              |
| a) Train school leadership to help parents, teachers, and students serve as advocates for educational issues.<br><br>b) Utilize key stakeholders to assist in training parents/guardians about educational issues.<br><br>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.<br><br>d) Encourage parents and community members to participate on the School Improvement Team.<br><br>e) Encourage teachers to be leaders in the school and community.<br><br>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. | <u>Continue to publish the <i>Maryland School Performance Report</i> which includes state, local, and individual schools' information</u>  | Dir A.R.T.                      | Jul 05-Jun 06     |
|   | <u>Continue to communicate individual school results of the <i>Maryland School Performance Report</i> to parents and stakeholders</u>  | Exec Dir Schools and Principals | Jul 05-Jun 06     |
|   | Continue to communicate the individual school results report to stakeholders <u>based on the BCPS <i>Blueprint for Progress Report on Results</i></u>                                      | Exec Dir Schools and Principals | Jan 0506          |
|   | Continue to develop and implement processes to expand stakeholder input into the school improvement plans and communicate the school results reports                                       | Principals                      | Jul 0405-Jun 0506 |
|   | Continue to provide professional development for principals in the alignment of all resources to support achievement of the goals in the <i>Blueprint for Progress</i>                     | Exec Dir Schools and Dir PD     | Jul 0405-Jun 0506 |
|   | Continue to invite parents, teachers, and community members to serve on School Improvement Teams (SITs) <u>on an ongoing basis</u>   | Principals                      | Sep 0405-Jun 0506 |
|   | Continue to monitor that all schools have SITs and monitor their effectiveness   | Exec Dir Schools                | Sep 0405-Jun 0506 |
|   | Continue to provide professional development to assist parents, students, teachers, administrators, and community members in becoming active advocates for Baltimore County Public Schools | Exec Dir Schools, CCO           | Jul 0405-Dec 0405 |
|   | Continue to provide schools with site-specific data from the Data Warehouse for analysis and development of individual school results report   | Dir A.R.T. and Exec Dir Tech    | Oct 0405-Nov 0405 |
|   | Continue to implement a process to get feedback from stakeholders  | CCO                             | Jul 0405-Jun 0506 |
|   | <u>Continue to integrate Positive Behavior Intervention Systems (PBIS) and Character Education into the School Improvement Plan (SIP)</u>  | Exec Dir SSS                    | Jul 05-Jun 06     |

**SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 7***

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

| <b>Performance Indicator for Goal 7</b>  |                   |                       |             |
|--|-------------------|-----------------------|-------------|
| 7.1 All schools will develop a results review report that is aligned with the system's annual results report. (BCPS standard)  |                   |                       |             |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b> | <b>RESPONSIBILITY</b> | <b>DATE</b> |
| g) Publish an annual education performance report designed to increase community-wide awareness and advocacy.<br><br>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.<br><br>i) Provide school leadership training in group processes that encourages teachers, staff, parents/guardians, and community members to improve involvement in decision making.<br><br>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. |                   |                       |             |
| <b>Measurement:</b> In 2003-2004, school-level results reports that were aligned with the system's annual results report were provided to all schools and those reports were used to develop 2004-2005 school improvement plans. This process will continue annually.  |                   |                       |             |
| <b>Resources:</b> Annual Budget Process  |                   |                       |             |
| <b>Sources:</b> Operating Budget and Capital Budget  |                   |                       |             |

## SCHOOL YEAR 2005–2006 - *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 with professional development opportunities for using and integrating technology into curriculum and instruction.<br><br>h) Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers.<br><br>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources. | Continue to assess and modify the role of the instructional technology (IT) resource teachers in providing support to administrators, liaisons, technology integration teachers, and other instructional staff as they learn to integrate technology into teaching and learning   | Exec Dir Spec Prog            | Jul <del>0405</del> -Jun <del>0506</del> |
|  | <u>Continue to offer professional development programs for school-based elementary technology integration teachers and all technology integration liaisons to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u>   | <u>Exec Dir Spec Prog</u>     | <u>Jul 05-Jun 06</u>                     |
|  | <u>Pilot and evaluate the Digital Portfolio program for elementary technology integration teachers to determine its effective use for all teachers</u>  | <u>Exec Dir Spec Prog</u>     | <u>Jul 05-Jun 06</u>                     |
|  | Continue to evaluate, revise, and offer the Technology Integration Institutes, Levels I and II for elementary, middle, and high school teachers to improve instruction and meet the needs of diverse learners <u>and convert all institutes into an online format</u>   | Exec Dir Spec Prog            | Jul <del>0405</del> -Jun <del>0506</del> |
|  | <u>Continue to offer differing levels of professional development for teachers as they develop skills in integrating technology into instruction to support the achievement of all students including ethnic groups, special education, English Language Learners, FARMs, and gifted and talented</u>   | <u>Exec Dir Spec Prog</u>     | <u>Jul 05-Jun 06</u>                     |
|  | <u>Continue to collaborate in the development of technology integration professional development for specific content areas</u>   | <u>Exec Dir Spec Prog</u>     | <u>Jul 05-Jun 06</u>                     |
|  | Continue to develop, pilot, and implement online assessment tools to determine administrator technology competencies related to the National Educational Technology Standards for Administrators (NETS-A) and <del>the teacher technology competencies related to the Maryland Teacher Technology Standards (MTTS) and the BCPS Technology Skills Continuum</del> <u>Maryland Technology Standards for Administrators</u> | Exec Dir Spec Prog            | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to offer graduate-level cohort programs for teachers to develop leaders in instructional technology and library media <u>and explore online graduate-level cohort programs in instructional technology</u>   | Exec Dir Spec Prog and Dir PD | Jul <del>0405</del> -Jun <del>0506</del> |

## SCHOOL YEAR 2005–2006 - *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 with professional development opportunities for using and integrating technology into curriculum and instruction.  | Collaborate with the Department of Technology to develop a data cube of library media program data (collection, staffing, technology) that correlates with student achievement research  | Exec Dir Spec Prog and Tech        | Sep <del>04</del> 05-Jun <del>05</del> 06 |
|  | Continue to develop, pilot, and implement e-Learning <del>system (web-based instruction and communication) initiatives</del> to provide <del>an online alternatives alternate delivery system</del> for professional growth <u>in the effective use of technology</u> for teachers, paraprofessionals, and other instructional staff | Exec Dir Tech and Dir PD           | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|  | <u>Continue to develop, pilot, and implement e-Learning Communities for identified groups of educators to provide forums for collaboration and the sharing of resources to share common concerns</u>   | <u>Exec Dir Spec Prog</u>          | <u>Jul 05-Jun 06</u>                      |
|  | Expand the websites to provide teachers, paraprofessionals, and other instructional staff with access to resources related to the integration of technology and information literacies into instruction to improve the teaching/learning process   | Exec Dir Spec Prog and Tech        | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|  | Increase student, staff, and parent 24/7 access to school library media collections through a system <del>management system, i.e., web-based automation software</del>   | Exec Dir Spec Prog                 | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|  | Continue to increase teacher access to electronic information for technology integration for daily classroom instruction through the use of <del>CDs, server-based resources, videos, and technology-based resources</del> <u>the Internet and the Intranet</u>  | Exec Dir Spec Prog                 | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|  | <u>Implement a systemwide web-based IEP system during the 2005-2006 school year</u>  | <u>Exec Dir Spec Prog and Tech</u> | <u>Sep 05-Jun 06</u>                      |
|  | Continue to provide resources and professional development activities for specific technology, equipment, and software programs in CTE and special education   | Exec Dir Spec Prog and Fed & St    | Jul <del>04</del> 05-Jun <del>05</del> 06 |
|  | Continue to integrate math, science, and technology into professional staff development opportunities for all staff to enable effective and efficient utilization of instructional equipment and software  | Exec Dir Tech and Exec Dir C & I   | Jul <del>04</del> 05-Jun <del>05</del> 06 |

**SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 8***

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

| <b>Performance Indicator for Goal 8</b>   |  |  |   |
|---|--|--|---|
| 8.1 All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process. (BCPS standard)                                    |  |  |   |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b>  | <b>DATE</b>   |
|   | Revise <u>and implement</u> the <i>Framework for Technology Implementation 2002-2005</i> to meet new state <u>and national technology standards</u><br><br><u>Pilot online the Princeton Review Assessment in grades 3-8</u> | Exec Dir Tech and<br>Exec Dir Spec Prog<br><br><u>Dir A.R.T. and Exec</u><br><u>Dir Sec and EI</u> | <del>Jul 04</del> <u>Feb 05</u> -Jun 0506<br><br><u>Jun 05-Jul 06</u> |
| <b>Measurement:</b> The 2003-2004 inventory indicated that CPU count of MSDE and BCPS standard computers was <u>53.9</u> :1 for students and 1: <del>4</del> <u>0.95</u> for teachers, <u>1:0.99</u> for administrators, and <u>1:0.99</u> for clericals. |  |  |   |
| <b>Resources:</b> Annual Budget Process<br><u>Proposed: Financial and HR systems - \$653,000 (one time), \$1,500,000 (redirect)</u>   |  |  |   |
| <b>Sources:</b> Operating Budget and Capital Budget   |  |  |   |



## SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 8*

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

| <b>Performance Indicator for Goal 8</b><br>8.2 All schools and offices will have high-capacity computers at the ratio of:<br>③ One computer per five students by 2005;<br>③ One computer per school-based teacher, administrator, and clerical by 2006; and<br>③ One computer per central office administrative/supervisory and clerical staff by 2007. (BCPS standard)   |  |                |  |
|---|--|----------------|--|
| KEY STRATEGIES  | ACTIVITIES   | RESPONSIBILITY | DATE                                     |
| b) Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software.<br><br>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.   | Seek funding <del>to continue the through budget process for 1/4 of</del> four-year replacement cycle for one computer per five students | Exec Dir Tech  | Sep <del>0405</del> -Dec <del>0405</del> |
|   | Request first half of funding through budget process for one computer per school-based teacher   | Exec Dir Tech  | Sep <del>0405</del> -Dec <del>0405</del> |
|   | Request first third of funding through budget process for one computer per central office administrative/supervisory and clerical staff  | Exec Dir Tech  | Sep <del>0405</del> -Dec <del>0405</del> |
| <b>Measurement:</b> The <del>2003-2004</del> inventory indicated that <del>central processing unit (CPU) count of MSDE and BCPS standard computers was 91% of schools met the</del> 5:1 for students, and <del>95% of teachers met the 1:1 for teachers</del> , <del>99% of</del> administrators <del>met the 1.1</del> , and <del>99% of</del> clericals <del>met the 1.1 of central processing unit (CPU) count of MSDE and BCPS standard computers</del> . |  |                |  |
| <b>Resources:</b> Annual Budget Process   |  |                |  |
| <b>Sources:</b> Operating Budget and Capital Budget   |  |                |  |

**SCHOOL YEAR 2005–2006 - *Blueprint for Progress - Performance Goal 8***

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

| <b>Performance Indicator for Goal 8</b>   |   |                       |   |
|---|---|-----------------------|---|
| 8.3 The annual operating and capital budgets will be developed and administered in a timely and accurate manner. (BPCS standard)  |   |                       |   |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b> | <b>DATE</b>                               |
| i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.   | Implement and communicate the process for development of the annual budget process that involves staff and stakeholders                                   | Exec Dir Fiscal Ser   | Jul <del>0405</del>                       |
|   | Continue to provide opportunities for public review and input in the proposed budget prior to Board adoption  | Exec Dir Fiscal Ser   | Sep <del>0405</del> -Jun <del>0506</del>  |
|   | Evaluate and continue to use the feedback forms in the published budget books   | Exec Dir Fiscal Ser   | <del>Apr-Jul</del> 05-Jun <del>0506</del> |
|   | Review and adjust budget materials related to required criteria for the Association of School Business Officials (ASBO) Meritorious Budget Awards program | Exec Dir Fiscal Ser   | Jan <del>0506</del> -Jun <del>0506</del>  |
|   | Review and analyze budget data and develop procedures to increase accuracy of budget forecasts  | Exec Dir Fiscal Ser   | Jul <del>0405</del> -Jun <del>0506</del>  |
| <b>Measurement:</b> In <del>2003</del> -2004, the operating and capital budgets were submitted for Board approval by the dates required by statute, and the budget to actual variance was 0.69%. This standard of timeliness and a budget to actual variance of 1% or less will be maintained annually. |   |                       |   |
| <b>Resources:</b> Annual Budget Process   |   |                       |   |
| <b>Sources:</b> Operating Budget and Capital Budget   |   |                       |   |

**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 8**

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

| <b>Performance Indicator for Goal 8</b>  |   |                       |   |
|--|---|-----------------------|---|
| 8.4 The Department of Fiscal Services' staff will effectively and efficiently provide timely access to functional information. (BCPS standard)   |   |                       |   |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b> | <b>DATE</b>   |
| m) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.  | Assist in development of and access to the financial, human resources, and Data Warehouse to access system data for development of financial documents            | Exec Dir Fiscal Ser   | Jul <del>0405</del> -Jun- <del>0506</del>                   |
|  | Prepare Comprehensive Annual Financial Report (CAFR) within criteria for the Government Finance Officers Association (GFOA) and ASBO Certificates of Excellence   | Exec Dir Fiscal Ser   | Jul <del>0405</del> -Sep <del>0405</del>                    |
|  | Evaluate and continue to implement a feedback form for all users related to CAFR  | Exec Dir Fiscal Ser   | Jul <del>0405</del> -Jun <del>0506</del>                    |
|  | Explore and implement processes and software to increase electronic purchasing, electronic submission of payroll data, and electronic access to financial reports | Exec Dir Fiscal Ser   | Jul <del>0405</del> -Sep- <del>0405</del> Oct <del>05</del> |
|  | Provide professional development and technical assistance to school-based personnel on Medicaid encounter data forms  | Exec Dir Fiscal Ser   | Jul <del>0405</del> -Jun <del>0506</del>                    |
|  | Increase the availability of electronic purchasing and electronic payroll to schools and offices  | Exec Dir Fiscal Ser   | Jul 04-Jun05  |
| <b>Measurement:</b> The <del>2003</del> -2004 baseline percentage of end users who were satisfied with the content of the CAFR was 78%. This rate of end user satisfaction will be maintained or increase annually. The baseline percentage of end users who rate the information provided by the BCPS Proposed Operating Budget/Approved Operating Budget as satisfactory <del>will be</del> <del>was</del> established in <del>2003-2004</del> <del>2005</del> . |   |                       |   |
| <b>Resources:</b> Annual Budget Process<br><b>Proposed:</b> <u>Two Internal Control Analysts - \$149,500</u>   |   |                       |   |
| <b>Sources:</b> Operating Budget and Capital Budget  |   |                       |   |

**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 8**

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

| <b>Performance Indicator for Goal 8</b><br>8.5 The student enrollment projections will have a 99% accuracy rate. (BCPS standard)<br>8.6 Ninety percent of buses will arrive each day within the established opening/closing window. (BCPS standard)<br>8.7 All students will have total ride times of less than 3 hours per day. (BCPS standard)<br>8.8 Each school will provide meal service at optimal capacity. (BCPS standard)   |  |                            |  |
|--|--|----------------------------|--|
| KEY STRATEGIES   | ACTIVITIES   | RESPONSIBILITY             | DATE                                     |
| f) Establish benchmarks for on-board time and on-time service for students eligible for transportation services.   | <u>Continue to</u> update methodologies for student enrollment projections and demographic trends consistent with state and national standards | Exec Dir Plan & Support Op | Jul <del>0405</del> -Apr <del>0506</del> |
| g) Establish benchmarks for food service operations and copy, print, and distribution services.  | <del>Seek future funding to</del> Support the full-day kindergarten initiative with necessary transportation services                          | Exec Dir Plan & Support Op | Jul <del>0405</del> -Jun <del>0506</del> |
| i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.  | <u>Continue to</u> monitor the on-board time and on-time school bus service  | Exec Dir Plan & Support Op | Aug <del>0405</del> -Jun <del>0506</del> |
|  | Continue to provide meal service at the optimal level for each school  | Exec Dir Plan & Support Op | Jul <del>0405</del> -Jun <del>0506</del> |
| <b>Measurement:</b> <u>The BCPS September 20 projected enrollments will be within 1% of the actual enrollments. In 2004-2005, the established opening/closing window for 90% of buses will be maintained. In 2003-2004, 99.75% of student riders had a total ride time of fewer than three hours per day, and in 2004-2005 that percentage will be maintained. In 2003-2004, the optimal meal service capacity of 3.5 students per minute was established, and in 2004-2005, the optimal meal service capacity will be maintained.</u> |  |                            |  |
| <b>Resources:</b> Annual Budget Process<br><u>Proposals: Bus drivers and attendants - \$810,300 and 72 additional and replacement buses - \$201,000</u>  |  |                            |  |
| <b>Sources:</b> Operating Budget and Capital Budget  |  |                            |  |

**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 8**

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

| <b>Performance Indicator for Goal 8</b>   |   |  |  |
|---|---|--|--|
| 8.9 The BCPS employee attendance rate will meet or exceed the County standard. (BCPS standard)  |   |  |  |
| 8.10 Copy and Print Services will operate at optimal capacity. (BCPS standard)  |   |  |  |
| 8.11 The Capital Improvement Program will align with the distribution of instruction programs. (BCPS standard)  |   |  |  |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b>                                      | <b>DATE</b>                              |
| e) Develop systemwide 5-, 10-, 15-year comprehensive maintenance plans based on the condition of the individual facility's profile and establish short-, mid-, and long-range solutions.<br><br>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.   | <u>Continue to</u> use data to prioritize and identify resources necessary to increase employee attendance rates  | Exec Dir Plan & Support Op                                 | Jul <del>0405</del> -Jun <del>0506</del> |
|   | <u>Implement the Employee Attendance Monitoring Program</u>   | <u>Exec Dir Plan &amp; Support Op</u>                      | <u>Jul 05-Jun 06</u>                     |
|   | Maintain sufficient human and material resources to support optimal print capacity in Copy and Print Services   | Exec Dir Plan & Support Op                                 | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to collect feedback from clients on quality and timeliness of copy and print shop services   | Exec Dir Plan & Support Op                                 | Jul <del>0405</del> -Jun <del>0506</del> |
|   | <u>Update-Develop</u> and publish an annual five-year Capital Improvement Program (CIP) that aligns capital budget and instructional programmatic initiatives | Exec Dir Phy Fac, Plan & Support Op, Fiscal Ser, and C & I | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to access school profile information through the Data Warehouse  | Exec Dir Plan & Support Op                                 | Aug <del>0405</del> -Jun <del>0506</del> |
| <b>Measurement:</b> <u>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.</u> |   |  |  |
| <b>Resources:</b> Annual Budget Process<br><u>Proposed: Time reporting system - \$1,680,000 (one time)</u>  |   |  |  |
| <b>Sources:</b> Operating Budget and Capital Budget   |   |  |  |

**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 8**

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| <b>Performance Indicator for Goal 8</b>  |   |                          |  |
|--|---|--------------------------|--|
| 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)  |   |                          |  |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b>    | <b>DATE</b>                              |
| c) Allocate positions to schools in an equitable adequate manner.  | <u>Continue to</u> provide an online instrument for administrative staff to access the Allocation Spreadsheet and the Projected Resource Allocation Sheet   | Exec Dir HR              | Jul <del>0405</del> -Jun <del>0506</del> |
| d) Allocate non-salary and grant funds to schools in an equitable manner based on rational formulas and approved qualifications.   | Track student disability status and support services staffing ratios  | Exec Dir HR and Fed & St | Jul <del>0405</del> -Jun <del>0506</del> |
| i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.  | Continue to use the Data Warehouse for accessing and analyzing disaggregated data for tracking and reporting purposes and for assignment of staff to schools and the appointment of school administrators | Exec Dir HR              | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to aggressively identify and recruit both internally and externally for administrative positions   | Exec Dir HR              | Jul <del>0405</del> -Jun <del>0506</del> |
| <b>Measurement:</b> In <del>2004</del> -2005, standards will be established for staffing allocations that are equitable and timely. In <del>2004</del> -2005, standards will be established for the timeliness of administrative appointments. |   |                          |  |
| <b>Resources:</b> Annual Budget Process<br><u>Proposed: Human Resources support - \$117,800</u>  |   |                          |  |
| <b>Sources:</b> Operating Budget and Capital Budget  |   |                          |  |

**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 8**

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| <b>Performance Indicator for Goal 8</b>   |  |                       |  |
|---|--|-----------------------|--|
| 8.14 The number of Equal Employment Opportunity (EEO) complaints will be reduced. (BCPS standard)   |  |                       |  |
| 8.15 Master agreements will be effectively implemented. (BCPS standard)   |  |                       |  |
| 8.16 All employees and retirees will have effective information regarding employee benefits. (BCPS standard)  |  |                       |  |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b> | <b>DATE</b>                              |
| i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.   | Continue EEO professional development  | Exec Dir HR           | Jul <del>0405</del> -Sep <del>0406</del> |
|   | <b>Establish a Diversity Council that will support schools and business units in addressing diversity issues</b>   | Exec Dir HR           | <b>Jul 05-Jun 06</b>                     |
|   | Continue to provide professional development to managers, supervisors, and administrators to increase their knowledge and familiarity with the negotiated agreements and appraisal processes | Exec Dir HR           | Jul <del>0405</del> -Sep <del>0406</del> |
|   | Continue to improve client service on both of the Benefits Office's websites   | Exec Dir HR           | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to promptly respond to employees' and retirees' inquiries via the website and telephone   | Exec Dir HR and Tech  | Jul <del>0405</del> -Jun <del>0506</del> |
| <b>Measurement:</b> The 2003- <del>2004</del> baseline of EEO complaints was <del>116, and in 2004, there were</del> 113. <del>The 2004-2005 data will be available in the Summer 2005.</del> -The number of EEO complaints will <del>continue to decrease</del> <b>be reduced by 5%</b> . In 2005, the standard for effective implementation of master agreements will be established. The baseline percentage of employees and retirees who rate information regarding benefits as effective will be established by survey in 2005. |  |                       |  |
| <b>Resources:</b> Annual Budget Process   |  |                       |  |
| <b>Sources:</b> Operating Budget and Capital Budget   |  |                       |  |

**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 8**

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

| <b>Performance Indicator for Goal 8</b>   |  |                       |  |
|---|--|-----------------------|--|
| 8.17 All Baltimore County facilities will be operational in the school year at a level that meets or exceeds the 2002-2003 baseline. (BCPS standard)  |  |                       |  |
| 8.18 The number of schools that exceed current standards for student capacity will be reduced. (BCPS standard)  |  |                       |  |
| <b>KEY STRATEGIES</b>   | <b>ACTIVITIES</b>  | <b>RESPONSIBILITY</b> | <b>DATE</b>                              |
| 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.<br><br>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.   | Continue to plan, design, and <del>build-construct</del> new school buildings to meet the needs of <del>an-increasingthe</del> student population  | Exec Dir Phy Fac      | Jul <del>0405</del> -Jun <del>0506</del> |
|   | Continue to research state school facility requirements and effective building design in order to recommend new school construction plans  | Exec Dir Phy Fac      | Jul <del>0405</del> -Jun <del>0506</del> |
|   | <del>Implement</del> Continue to implement the comprehensive outdoor maintenance plan for <del>outdoor-site-improvement-of</del> grounds, <del>housekeeping services, and mechanical/critical equipment services-maintenance</del> | Exec Dir Phy Fac      | Jul <del>0405</del> -Jun <del>0506</del> |
|   | <del>Continue to</del> monitor the operational days for all BCPS facilities  | Exec Dir Phy Fac      | Jul <del>0405</del> -Jun <del>0506</del> |
| <b>Measurement:</b> In 2003-2004, all BCPS facilities were operational at a level that met the 2002-2003 baseline. This standard of operational performance will be met or exceeded annually. In 2003-2004, BCPS met the standards of less than 42% ( <del>BCPS 39.8%</del> ) of elementary schools, less than 50% ( <del>BCPS 57.7%</del> ) of middle schools, and less than 79% ( <del>BCPS 79.2</del> ) of high schools exceeding MSDE school capacity standards. These standards for school capacity will be maintained annually. |  |                       |  |
| <b>Resources:</b> Annual Budget Process<br><del>Proposals: Energy equipment service agreement - \$369,500; asbestos survey - \$250,000 (one time); comprehensive maintenance plan implementation - \$123,500; and mowing equipment - \$90,000 (one time)</del><br><del>Additional maintenance staff for schools - \$49,883; Utility cost increases - \$3,110,413</del>  |  |                       |  |
| <b>Sources:</b> Operating Budget and Capital Budget   |  |                       |  |



**SCHOOL YEAR 2005–2006 - Blueprint for Progress - Performance Goal 8**

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

| <b>Performance Indicator for Goal 8</b>  |   |                       |  |
|--|---|-----------------------|--|
| 8.19 The Wide Area Network, Enterprise Systems, and the telephone system will operate effectively 98% of the time. (BCPS standard)   |   |                       |  |
| <b>KEY STRATEGIES</b>  | <b>ACTIVITIES</b>   | <b>RESPONSIBILITY</b> | <b>DATE</b>                              |
| b) Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software.<br><br>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.  | Continue to resolve Customer Service issues successfully and in a timely manner | Exec Dir Tech         | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to maintain Wide Area Network availability                             | Exec Dir Tech         | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to maintain Enterprise System availability                             | Exec Dir Tech         | Jul <del>0405</del> -Jun <del>0506</del> |
|  | Continue to maintain telephone system availability                              | Exec Dir Tech         | Jul <del>0405</del> -Jun <del>0506</del> |
| <b>Measurement:</b> <u>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.</u> In 2004-2005, the baseline percentage of effective operational time for the wide area network, enterprise systems, and the telephone system <del>will be determined</del> was established as 98%. |   |                       |  |
| <b>Resources:</b> Annual Budget Process<br><u>Proposals: Disaster recovery site - \$300,000 (one time) and school system core switches - \$290,000 (one time)</u>  |   |                       |  |
| <b>Sources:</b> Operating Budget and Capital Budget  |   |                       |  |