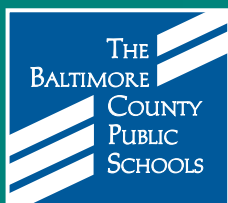




Realizing the Vision



Blueprint for Progress 2011-2012

**FOCUSED ON QUALITY:
COMMITTED TO EXCELLENCE**

Board of Education Resolution November 21, 2000/Adopted January 14, 2003/Last Revised August 9, 2011

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Blueprint for Progress:
for School Year
2011–2012



6901 Charles Street
Towson, Maryland 21204

Introduction

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



*Dr. Joe A. Hairston
Superintendent*

The ***Blueprint for Progress*** provides clear direction for everyone involved in education in Baltimore County. The ***Blueprint for Progress*** is built on a foundation of clear standards, quality instruction, and individual accountability and is the basis for the Master Plan of the Baltimore County Public Schools. The Master Plan defines the actions the school system will take for continued improvement of achievement for all students.

**Our children are our future.
We must teach them well.
They deserve the best.**

Superintendent

Vision

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

Mission

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

Quality Policy

The **Blueprint for Progress** establishes clear standards and expectations for the delivery of quality instruction and support services, individual commitment and accountability, and continuous improvement for the Baltimore County Public Schools.

Goals

- To improve achievement for all students
- To maintain a safe and orderly learning environment in every school
- To use resources effectively and efficiently



Belief Statements

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

Performance Indicators for Goal 1

I.1

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

I.2

All Grade 10 diploma-bound students will participate in the PSAT. (BCPS standard)

I.3

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

I.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)

I.5

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

I.6

All eligible prekindergarten students will have access to a prekindergarten program by the 2007–2008 school year. (State standard)

I.7

All elementary schools will have full-day kindergarten by the 2007–2008 school year. (State standard)

I.8

Students in grades 2–6 will achieve grade level standards on reading assessments. (BCPS standard)

I.9

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

I.10

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

I.11

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

I.12

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

I.13

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

I.14

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

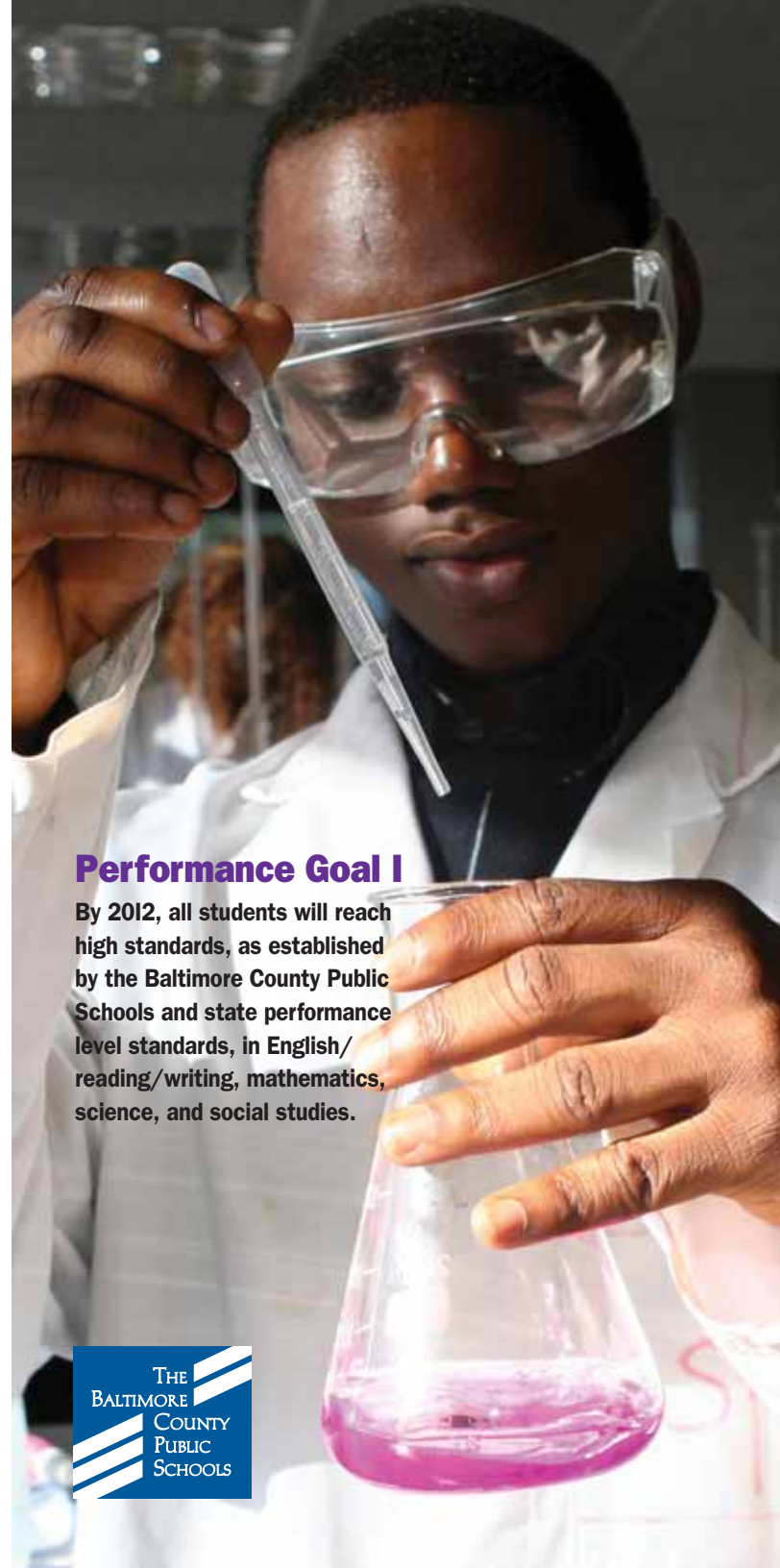
I.15

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

I.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)

(continued on page 6)



Performance Goal 1

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



I.17

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

I.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)

I.19

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

I.20

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

I.21

All schools will achieve an attendance rate of at least 94.0%. (State standard)

Key Strategies for Goal 1

- a) Develop a plan for phasing in prekindergarten programs for eligible students.
- b) Develop a plan for phasing in full-day kindergarten in all elementary schools.
- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.
- e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.
- f) Develop and implement instructional strategies that include multiculturalism and differentiation.
- g) Provide the opportunity for students to participate in music, art, athletic, and extracurricular activities.
- h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
- i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
- j) Integrate technology in the teaching/learning process.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.

- l) Encourage reading by establishing a minimum goal of 25 books from the recommended list that will be read by/to each student during the academic school year.
- m) Develop and implement grade-appropriate assessments for reading and mathematics.
- n) Use standardized testing results to encourage all students to enroll in challenging coursework.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- p) Work with the Community College of Baltimore County (CCBC) to study present participation rates and national standards for the high school administration of the Accuplacer and to identify standards for countywide participation.
- q) Provide parents/guardians and community stakeholder groups with strategies that can be implemented with children to enhance student learning.
- r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.
- s) Enlist parents/guardians and community members in reading efforts at the schools and at home.
- t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.



- u) Provide staff with access to technology essential to collecting, analyzing, and reporting student achievement data.
- v) Continue to develop the data warehouse for the purposes of disaggregating student achievement data, tracking teacher certification and professional development, and reporting on teacher participation in professional development opportunities.
- w) Support teachers in the implementation of reading techniques through professional development opportunities.
- x) Provide ongoing support to new and veteran teachers through professional development opportunities.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.



Performance Goal 2

Performance Indicators for Goal 2

2.1

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

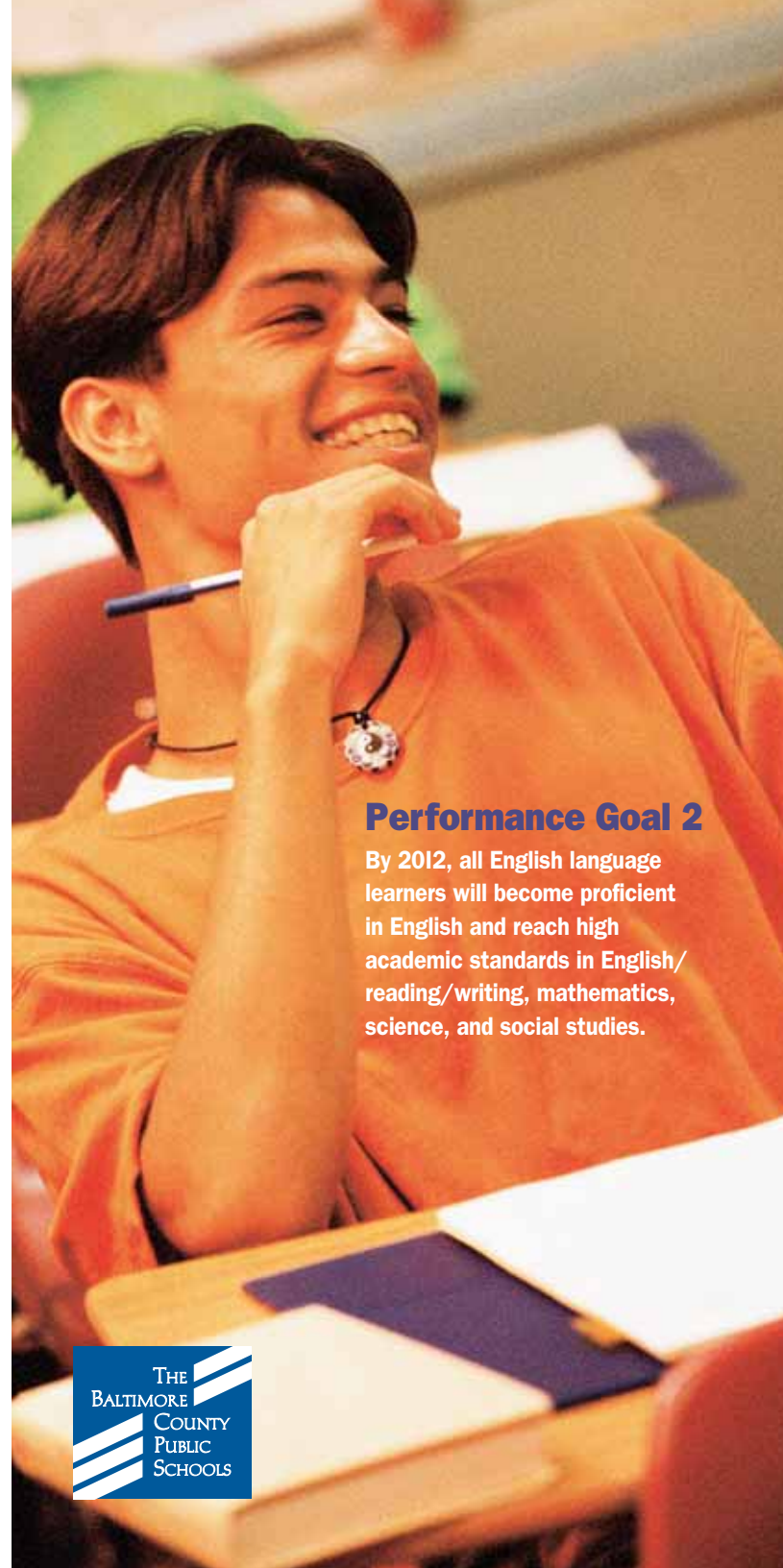
2.2

All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)

Key Strategies for Goal 2

- Continue to diagnose English proficiency for English language learners to ensure proper placement.
- Provide ESOL services for all English language learners not meeting English proficiency levels.
- Facilitate access to appropriate educational and community resources for immigrant families.
- Facilitate interpretation and translation services for parents/guardians and families who speak a language other than English to strengthen communication among homes, schools, and the community.
- Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.
- Provide parent/guardian orientations on how to access services from the school system.

Note: Performance Goals 1 and 2 further address the academic needs of English language learners.



Performance Goal 2

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



Performance Goal 2

Performance Indicators for Goal 3

3.1

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

3.2

All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind and the Maryland Professional Development Standards. (State standard)

3.3

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

3.4

All new teachers in Title I schools will meet the standard of highly qualified when hired. (State standard)

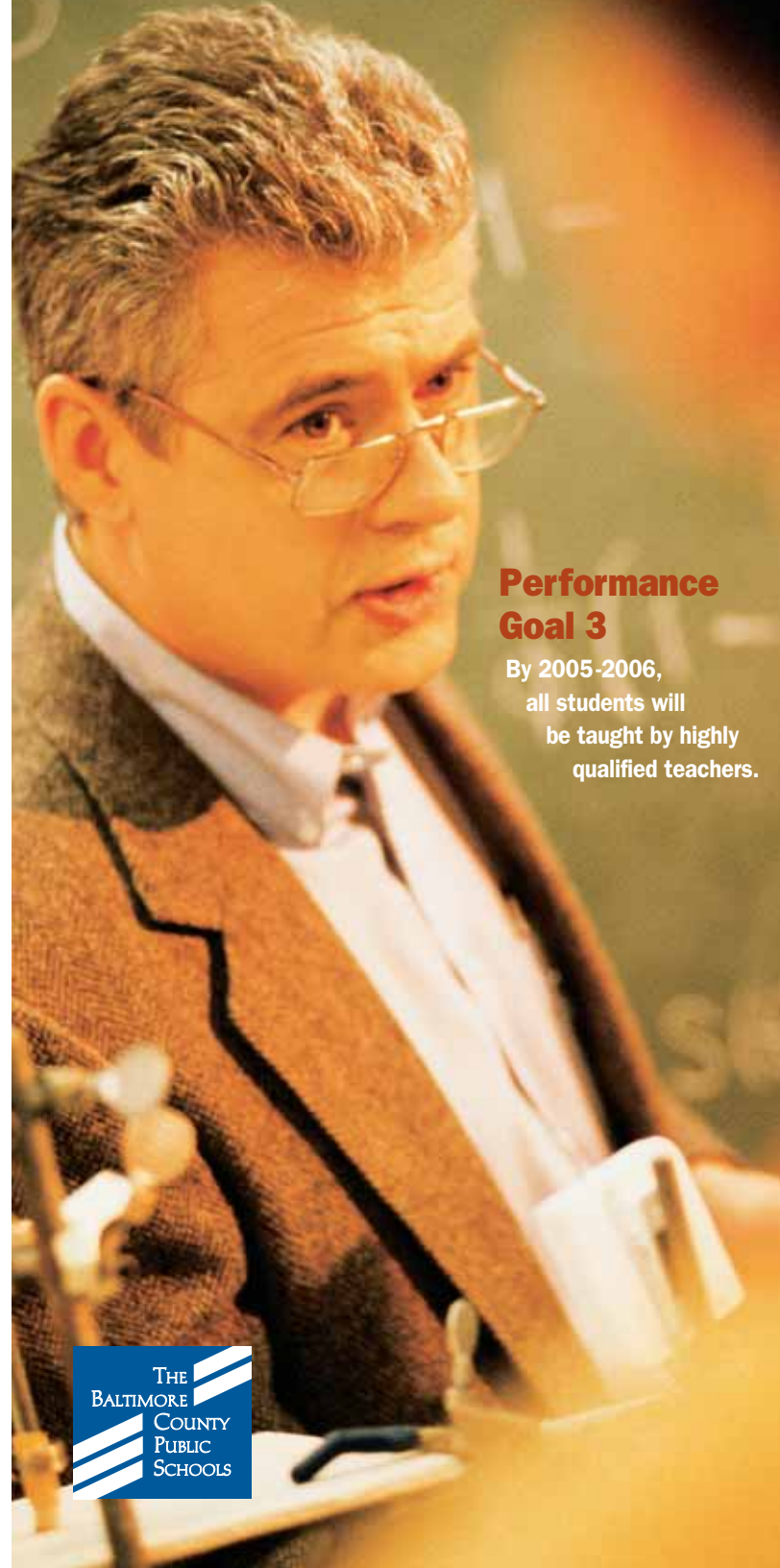
3.5

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

Key Strategies for Goal 3

- a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.
- b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.

- c) Establish a plan to measure Adequate Yearly Progress (AYP) with regard to staffing all schools for all children with highly qualified teachers.
- d) Continue to monitor progress and communicate with parents/guardians about Baltimore County Public Schools having all students taught by highly qualified teachers and paraprofessionals.
- e) Partner with local universities to design and implement a professional development model for middle school mathematics teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.
- f) Provide a variety of high quality professional development opportunities that focus on teachers' and paraprofessionals' assessed needs to ensure that they meet highly qualified status by 2005 – 2006.
- g) Continue a systematic process for the selection of highly qualified teachers.
- h) Optimize the use of all technology resources to attract and retain highly qualified teachers and paraprofessionals.
- i) Provide comprehensive information and professional development opportunities to support identified paraprofessionals in meeting academic and highly qualified requirements.
- j) Provide comprehensive information, access to hardware and software, and professional development opportunities to assist identified teachers in meeting the Elementary Secondary Education Act (ESEA) requirements to be highly qualified.
- k) Provide staff development opportunities that focus on principals' assessed needs and system priorities.



Performance Goal 3

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



Performance Goal 4

Performance Indicators for Goal 4

4.1

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

4.2

All schools will have published expectations of student behavior and parent/guardian responsibilities and involvement. (BCPS standard)

4.3

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

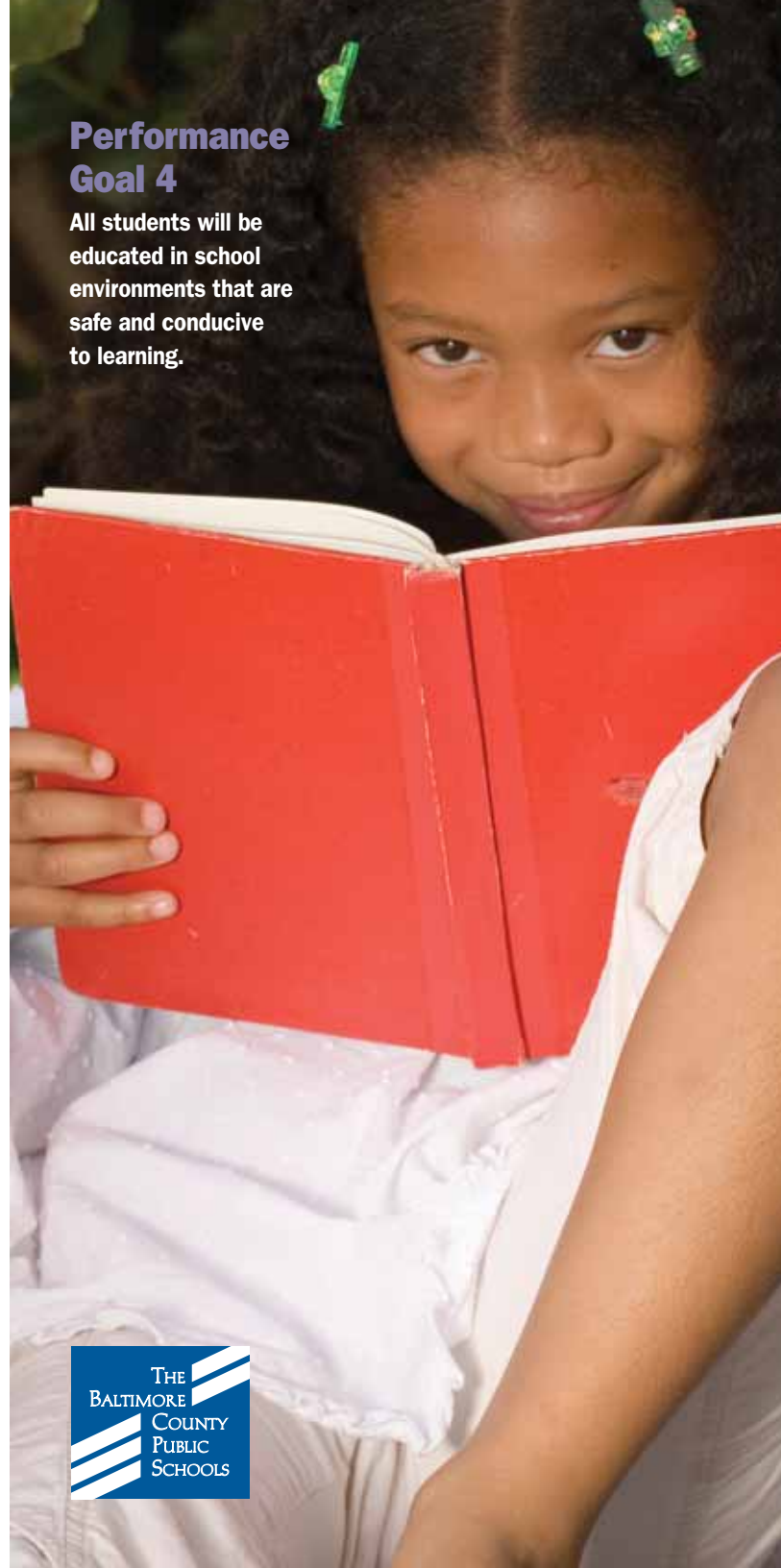
Key Strategies for Goal 4

- a) Provide attractive, clean, caring, and secure learning environments.
- b) Implement active character/ethics education.
- c) Utilize the Student Support Services Team to address the needs of students.
- d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, and law enforcement.
- e) Continue interdepartment and interagency teams to implement schoolwide Safety and Emergency Plans and the countywide Critical Response Plan and Emergency Safety Management Guide.
- f) Provide a continuum of services through alternative education programs.
- g) Continue fingerprinting and criminal background checks for all employees.
- h) Continue the annual Safe Schools Conference.
- i) Establish an action plan in the School Improvement Plan (SIP) for increasing parent/guardian awareness of responsibilities and knowledge of behavior expectations identified in the *Student Handbook* and school code of conduct.
- j) Communicate to all students and parents/guardians the behavioral expectations identified in the *Student Handbook* and school code of conduct.
- k) Identify and train all staff in the implementation of effective student behavior management programs and the *Student Handbook* requirements.



Performance Goal 4

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



Performance Goal 4

Performance Goal 5

Performance Indicators for Goal 5

5.1

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

5.2

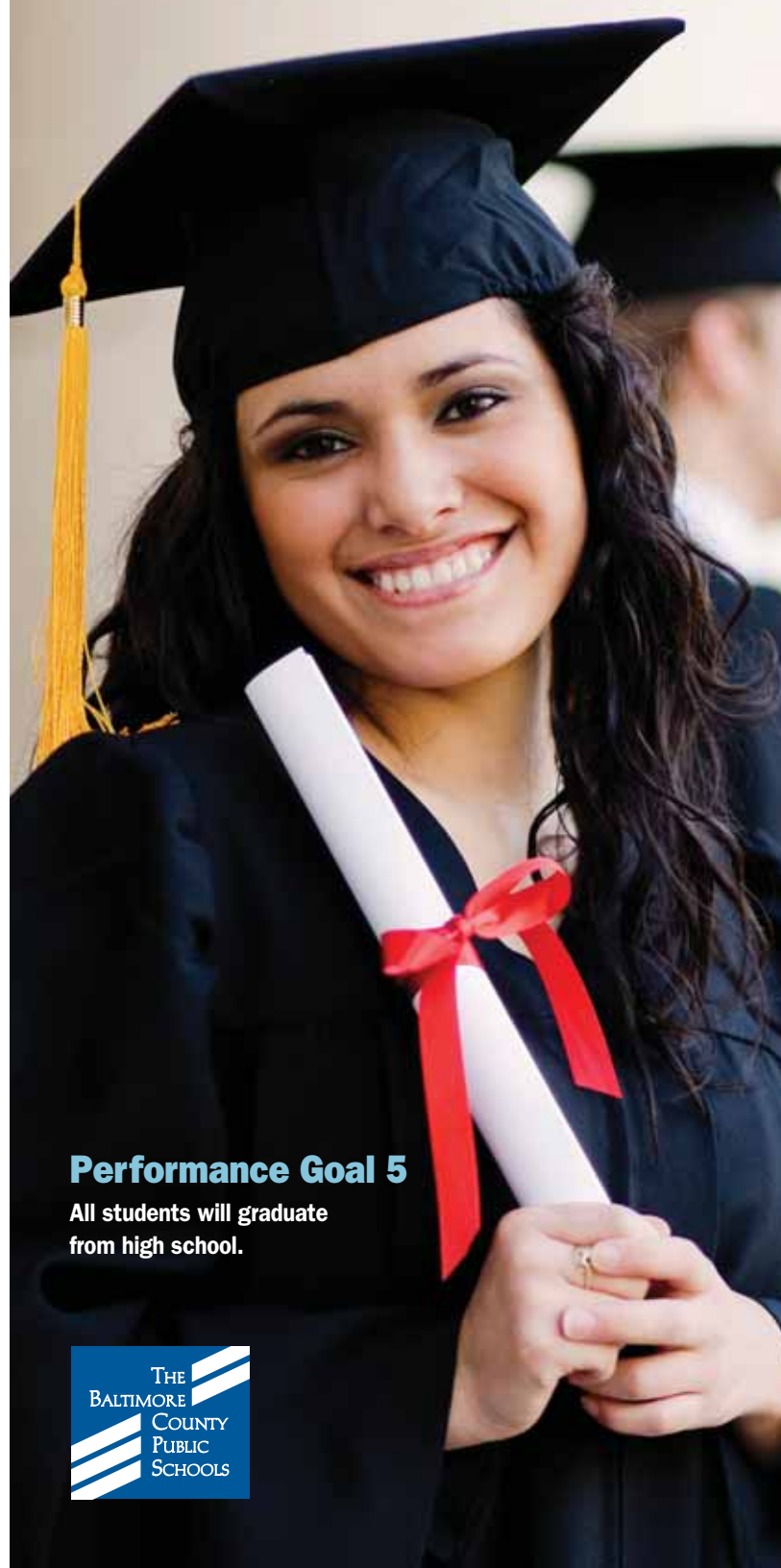
All high schools will have annual dropout rates of less than 3.0%. (State standard)

5.3

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

Key Strategies for Goal 5

- Educate all students with disabilities in accordance with the objectives defined in the students' Individualized Education Programs (IEP) so that they learn the body of knowledge presented in the general education environment to the maximum extent possible.
- Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.
- Increase participation in gifted and talented programs in all schools.
- Develop, in collaboration with students and parents/guardians, a Career Planning Profile of a four-year plan of studies for all Grade 8 students.
- Provide and implement 504 Plans which clearly outline goals, objectives, and accommodations to ensure that students will maximize their educational opportunities.
- Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.



Performance Goal 5

All students will graduate from high school.



Performance Goal 5

Performance Goal 6

Performance Indicators for Goal 6

6.1

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

6.2

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

6.3

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

6.4

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

6.5

Increase parent/guardian, school, business, and community partnerships. (BCPS standard)

6.6

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

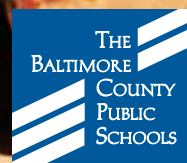
Key Strategies for Goal 6

- Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.
- Educate all new teachers about how to conduct parent/guardian-teacher conferences.
- Provide guidelines and strategies for student-parent/guardian-teacher conferences.
- Provide media and planning services to schools to promote back-to-school night and American Education Week.
- Expand recognition opportunities for students, parents/guardians, community, and business partners.
- Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships.
- Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library.
- Encourage business partnerships that support and complement the educational program.



Performance Goal 6

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



Performance Indicators for Goal 7

7.1

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

Key Strategies for Goal 7

- a) Train school leadership to help parents/guardians, teachers, and students serve as advocates for educational issues.
- b) Utilize key stakeholders to assist in training parents/guardians about educational issues.
- c) Provide information and support to principals in the alignment of the *Blueprint for Progress* with School Improvement Plans (SIP), the allocation of positions, and the allocation of other resources.
- d) Encourage parents/guardians and community members to participate on the school improvement team.
- e) Encourage teachers to be leaders in the school and community.
- f) Provide professional development opportunities to school administrators, teachers, and other staff on the roles of parents/guardians, staff, and community members in the school improvement process.
- g) Publish an annual educational performance report designed to increase community-wide awareness and advocacy.
- h) Assist schools' PTAs, school improvement teams, faculty councils, and student councils in the process of developing leadership skills to improve involvement in decision making.
- i) Provide school leadership training in group processes that encourages teachers, staff, parents/guardians, and community members to improve involvement in decision making.
- j) Present the results report, which includes the alignment of the results in the SIP, financial information, and student achievement, to the parents/guardians and community members of all schools.



Performance Goal 7

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



Performance Indicators 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)

8.2

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

8.3

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

8.4

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



8.5

The student enrollment projections will have a 99.0% accuracy rate. (BCPS standard)

8.6

Ninety percent of buses will arrive each day within the established opening/closing window. (BCPS standard)

8.7

All students will have total ride times of less than three hours per day. (BCPS standard)

8.8

Each school will provide meal service at optimal capacity. (BCPS standard)

8.9

The BCPS employee attendance rate will meet or exceed the system standard. (BCPS standard)

8.10

Copy and Print Services will operate at optimal capacity. (BCPS standard)

8.11

The Capital Improvement Program will align with the distribution of instructional programs. (BCPS standard)

8.12

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

8.13

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

8.14

The number of Equal Employment Opportunity (EEO) complaints will be reduced. (BCPS standard)

8.15

All administrative and supervisory personnel will receive training so that master agreements will be implemented effectively. (BCPS standard)

(continued on page 22)

Performance Goal 8

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



8.16

All employees and retirees will have effective information regarding employee benefits. (BCPS standard)

8.17

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

8.18

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

8.19

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

Key Strategies for Goal 8

- a) Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction.
- b) Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software.
- c) Allocate positions to schools in an equitable and adequate manner.
- d) Allocate non-salary and grant funds to schools in an equitable manner based on rational formulas and approved qualifications.
- e) Develop systemwide 5, 10, and 15-year comprehensive maintenance plans based on the condition of the individual facility's profile and establish short, mid, and long-range solutions.
- f) Establish benchmarks for on-board time and on-time service for students eligible for transportation services.
- g) Establish benchmarks for food service operations and copy, print, and distribution services.
- h) Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers.
- i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.



Glossary of Terms

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

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

Adequate Yearly Progress (AYP) is the way student performance is measured and reported by the State of Maryland. AYP is based upon the Maryland School Assessment (MSA) and attendance or graduation rates. AYP is determined not only for schools and school systems but for disaggregated data sets, e.g., race/ethnicity, free and reduced priced meals, special education, and limited English proficient.

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

Alternate Maryland School Assessment (Alt-MSA) is designed for students with disabilities who are unable to participate in the Maryland School Assessment (MSA) even when accommodations are provided.

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

High School Assessments (HSA) are state-mandated tests in Algebra/Data Analysis, Biology, and English administered to measure student achievement in each of these subjects. Beginning with the class of 2009, students are required to pass the high school assessments to receive a high school diploma. The Government HSA is no longer administered.

Highly Qualified Teacher

A highly qualified teacher:

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

(continued on next page)

Glossary of Terms (continued)

Highly Qualified Paraprofessional

A highly qualified paraprofessional:

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

High Quality Professional Development Opportunities

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

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

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

Performance Level Standards indicate the state's three achievement levels: basic, proficient, and advanced. All students should be at the proficient or advanced levels.

Seating Capacity is the actual number of students that the building can accommodate based on the state-rated capacity formula plus the number of students who can be accommodated by onsite relocatable classrooms.



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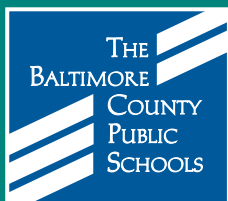
The *Blueprint for Progress* is aligned with the following:

- No Child Left Behind Act
- Bridge to Excellence in Public Schools Education Act
- Maryland Visionary Panel for Better Schools' Report: **Achievement Matters Most**
- Maryland Education Reform Act 2010.

Blueprint for Progress:
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The Master Plan 2011-2012 of the Baltimore County Public Schools can be found on the school system's Web site: www.bcps.org



Baltimore County Public Schools

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