

BALTIMORE COUNTY PUBLIC SCHOOLS

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

INFORMATION

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

Appendix I: Draft Master Plan 2004-05 Update

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

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

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

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

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

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

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

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

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

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<p>differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p><u>Goal 5 a) Educate all students with disabilities in accordance with the objectives defined in the student’s Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent possible.</u></p> <p><u>g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.</u></p> <p>j) Integrate technology in the teaching/learning process.</p> <p><u>l) Encourage reading by establishing a minimum goal of 25 books, from the recommended list, that will be read by/to each student during the academic</u></p>	<p>Explore other awareness programs that respect and honor other cultures and develop a plan for implementation</p> <p><u>Conduct an on-line voting experience for elementary and middle school students to promote civic awareness and responsibility to generate data for use in post-election analysis in math and social studies instruction</u></p> <p><u>Continue to promote student enrichment programs such as Mock Trial, Quiz Bowl, Model United Nations, Model Congress, Black Saga, Student Council, and Forensics</u></p> <p style="text-align: center;">Special Education</p> <p><u>Provide collaborative general and special education teacher professional development in the implementation of the VSC. Embed strategies and understandings to assist in meeting the needs of all students</u></p> <p><u>Review the special education external evaluation and develop an action plan</u></p> <p><u>Explore research-based methodologies and interventions to meet the needs of diverse learners</u></p> <p><u>Implement a staff development program for paraeducators addressing roles/responsibilities to promote student learning</u></p> <p><u>Improve reading achievement of students with disabilities in the general education classroom using AIM</u></p> <p><u>Develop demonstration lessons that utilize collaboration and co-teaching models to provide differentiated instruction in all content areas</u></p> <p><u>Improve services for students with disabilities in the Least Restrictive Environment (LRE) by identifying strategies to divert nonpublic placements by utilizing efficient practices and school-based natural supports</u></p>	<p>Exec Dir El and Asst to Supt E & A</p> <p style="text-align: center;"><u>Exec Dir El</u></p> <p style="text-align: center;"><u>Exec Dir Sec and Spec Prog</u></p> <p style="text-align: center;"><u>Exec Dir C & I</u></p> <p style="text-align: center;"><u>Exec Dir Fed & St</u></p> <p style="text-align: center;"><u>Exec Dir C & I</u></p> <p style="text-align: center;"><u>Exec Dir Fed & St and Dir PD</u></p> <p style="text-align: center;"><u>Exec Dir El, Sec, and Fed & St</u></p> <p style="text-align: center;"><u>Exec Dir C & I</u></p> <p style="text-align: center;"><u>Exec Dir Fed & St</u></p>	<p>Jul 04-Jun 05</p> <p style="text-align: center;"><u>Sep 04-Dec 04</u></p> <p style="text-align: center;"><u>Aug 04-Jan 05</u></p> <p style="text-align: center;"><u>Jul 04-Jun 05</u></p> <p style="text-align: center;"><u>Jul 04-Jun 05</u></p> <p style="text-align: center;"><u>Jul 04-Jun 05</u></p> <p style="text-align: center;"><u>Jul 04-Apr 05</u></p> <p style="text-align: center;"><u>Jul 04-Jun 05</u></p> <p style="text-align: center;"><u>Jul 04-Jun 05</u></p> <p style="text-align: center;"><u>Jul 04 – Jun 05</u></p>

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

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

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

Performance Indicator for Goal 1				
1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards.				
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE	
<p><u>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</u></p> <p><u>j) Integrate technology in the teaching/learning process.</u></p> <p><u>t) Provide middle school mathematics teachers with intense professional development opportunities that address content</u></p>	<p><u>School, as well as Lansdowne, Randallstown, Woodlawn, Loch Raven, Towson, Overlea, Kenwood, Sparrows Point, Patapsco, and Dundalk High Schools identified by need based upon MSA/HSA results</u></p>			
	<p><u>Implement an Assessing Curriculum Content for Special Education Students (ACCESS) reading support program at Kenwood, Lansdowne, Milford Mill Academy, Overlea, Parkville, Patapsco, and Woodlawn High Schools</u></p>	<p><u>Exec Dir Sec and Schools</u></p>	<p><u>Aug 04-Jun 05</u></p>	
	<p>Secondary Mathematics</p>	<p>Analyze data from the 2004 MSA in grades 6-8 and provide professional development in MSA content standards and scoring of MSA test items</p>	<p>Exec Dir Sec and Schools</p>	<p>Jun 04-Apr 05</p>
	<p>Continue the Algebra with Assistance course in identified schools based upon the 2003-04 evaluation</p>	<p>Exec Dir Sec</p>	<p>Aug 04-Jun 05</p>	
	<p>Implement the summer math program to accelerate students who are at the proficient level in math to prepare them for pre-Algebra and Algebra I courses</p>	<p>Exec Dir Sec and SSS</p>	<p>Jun 04-Aug 04</p>	
	<p>Secondary Science</p>	<p>Initiate the <u>Implementation of the science plan</u></p>	<p>Dir Sci PreK-12</p>	<p>Aug 04-Jun 05</p>
	<p><u>Middle School</u></p>	<p><u>Design science units for grades 6-8 aligned curriculum with VSC that are problem centered</u></p>	<p><u>Dir Sci PreK-12</u></p>	<p><u>Sep 04-Jun 05</u></p>
	<p><u>Implement whiteboard/tablet technology in middle school science classrooms</u></p>	<p><u>Dir Sci PreK-12</u></p>	<p><u>Sep 04-Jun 05</u></p>	
	<p><u>Implement a virtual science fair in all middle schools</u></p>	<p><u>Dir Sci PreK-12</u></p>	<p><u>Sep 04-Jun 05</u></p>	
	<p><u>Add electronic data acquisition activities to units in grades 6-8</u></p>	<p><u>Dir Sci PreK-12</u></p>	<p><u>Sep 04-Jun 05</u></p>	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Performance Indicator for Goal 1			
1.3 All students scoring a 55 or above on verbal/math PSAT will be counseled into honors or gifted and talented level courses. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p style="color: red; text-decoration: underline;">h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p> <p>n) Use standardized testing results to encourage all students to enroll in challenging course work.</p> <p>r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.</p> <p>u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.</p>	Continue to review course offerings, the master schedules, and staffing to increase the number of honors, gifted and talented, and AP courses	Exec Dir Schools, Sec, and Spec Prog	Jul 04-Dec 04
	Continue to review, evaluate, and adjust the master schedules to implement rigorous course offerings to ensure that low-level courses are eliminated	Exec Dir Schools	Jul 04-Jan 05
	Continue to conduct workshops for staff to use and interpret AP potential in order to identify students for honors, gifted and talented, and AP level courses	Exec Dir Sec and Spec Prog	Aug 04-Mar 05
	Communicate with parents to increase their understanding of the academic potential of their children.	CCO and Exec Dir SSS	Jul 04-Jun 05
	Continue to identify middle school students who require more time to learn the content in reading, math, and science and, based on funding, provide tutoring/small group instruction through an extended school day	Exec Dir Sec and Schools	Aug 04-Jun 05
	Implement programs based on funding	Exec Dir Sec and Fed & St	Sep 04-Jun 05
	Continue to implement a random sampling of 10 secondary schools and approximately 100 students per school to review and evaluate students' transcripts/schedules to ensure student participation in rigorous courses. Report results of the sampling with recommendations for improvements	Exec Dir Schools and Sec	Sep 04-Dec 04
Continue to review and evaluate student participation, report cards, and schedules to support and encourage student movement into and success in rigorous courses	Exec Dir Schools	Jul 04-Jun 05	

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

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

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

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

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

Performance Indicator for Goal 1			
1.4 All students who earn a certificate of attendance will have documented evidence of their attainment of knowledge and skills within their prescribed programs. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.	Continue to provide professional development and school-based technical assistance for administrators, teachers, paraprofessionals, related service providers, school counselors, and other mental health professionals in identifying appropriate curriculum-based assessment options that align with instruction and IEP goals	Exec Dir Sec, Fed & St, and SSS	Aug 04-Mar 05
f) Develop and implement instructional strategies that include multiculturalism and differentiation.	Continue to implement <u>training professional development</u> for school system administrators and aspiring leaders to understand <u>the Alternate Maryland State Assessment (ALT-MSA) ALT-MSA/alternate assessments</u>	Exec Dir Fed & St	Sep 04-Mar 05
m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.	Continue to provide professional development and school-based technical assistance for new administrators, <u>special and general educators, special area teachers (music, art, PE)</u> , paraprofessionals, related service providers, school counselors, and other mental health professionals in using the IEP to drive instruction based on <u>the MSDE content standards and indicators VSC</u>	Exec Dir Fed & St	Sep 04-Mar 05
u) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.	Continue to provide workshops and professional development opportunities on effective baseline and ongoing data collection techniques and methods to support the understanding of this data for parents and professionals who work with students who participate in the <u>state alternative ALT-MSA assessment</u>	Exec Dir Fed & St	Aug 04-Jun 05
x) Provide ongoing support to teachers through professional development opportunities.	Continue to provide professional development in the effective implementation and monitoring of accommodations in the classroom on a daily basis, as well as on mandated assessments	Exec Dir Fed & St	Aug 04-Jun 05
<u>y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.</u>	Utilize quarterly report card/progress reports that <u>include data and</u> clearly document observable and measurable progress over baseline performance	Exec Dir Fed & St	Aug 04-Jun 05
	Provide professional development in the use of <u>the life-skills instructional units that support functional academics guide that supports</u> the <u>MSDE-VSC content standards</u> in order to increase student achievement in the least restrictive environment (LRE)	Exec Dir Fed & St	Aug 04-Jun 05

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

Performance Indicator for Goal 1			
1.4 All students who earn a certificate of attendance will have documented evidence of their attainment of knowledge and skills within their prescribed programs. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Utilize the data results of the post secondary placements for students with certificates in order to assess and access additional post secondary options (baseline data to be developed and collected by June 30, 2004)	Exec Dir Fed & St	Jul 04-Oct 04
<p>Measurement: <u>The baseline percentage of students with disabilities who are candidates for certificates of attendance and who meet or exceed the state standards for the Alternate Maryland School Assessment (ALT-MSA) will be determined in 2004. By 2008, 70% of students with disabilities who are candidates for certificates of attendance will meet or exceed the state standards for the ALT-MSA, and the percentage will increase to 100 % by 2014. The baseline percentage of participating special education students who meet or exceed the State standards for IMAP will be determined for 2002-03.</u> <u>By 2008, 70% of participating special education students will meet or exceed the State standards for IMAP.</u></p>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Performance Indicator for Goal 1			
<u>1-101.9</u> Each middle school will meet or exceed the State average student participation rate in Algebra I. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</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>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.</p> <p>x) Provide ongoing support to new and veteran teachers through professional development opportunities, e.g., <u>Beginning Teacher Induction, Mentoring, and Academic Achievement</u>.</p> <p>t) <u>Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.</u></p>	<p>Continue to offer “Preparing for Algebra” as a summer school intervention for rising ninth graders who have completed middle school without <u>taking Algebra</u> passing the MFMT and who need to refine their skills in preparation for Algebra I</p> <p>Continue to iImplement, based on funding, the Extended Year program for middle school students to accelerate math achievement</p> <p>Continue to develop and refine countywide summative assessments for all middle school mathematics courses</p> <p>Continue to monitor unit/quarterly assessments <u>and</u>, MSA, and MFMT results for students in grades 6 and 7 to identify students for Algebra I in grade 8</p> <p>Continue to maintain business partnerships to encourage community support and student participation in mathematical competitions, e.g., 24 Challenge, Math Counts</p> <p>Print and distribute an informational brochure on the importance of taking Algebra I for distribution to parents at school events</p> <p>Continue to provide professional development in mathematics content, conceptual understanding, and pedagogy</p>	<p>Exec Dir Sec and SSS</p> <p>Exec Dir SSS, Schools, and Dir Math PreK-12</p> <p>Dir Math PreK-12</p> <p>Exec Dir Schools and Dir Math PreK-12</p> <p>Dir Math PreK-12</p> <p>Exec Dir Sec and Dir Math PreK-12</p> <p>Dir Math PreK-12</p>	<p>Jun 04-Aug 04</p> <p>Jun 04-Aug 05</p> <p>Jul 04-Sep 04</p> <p>Nov 04-Jun 05</p> <p>Nov 04-Jun 05</p> <p>Jul 04-Sep 04</p> <p>Aug 04-Jun 05</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Performance Indicator for Goal 1			
<u>1.131.12</u> All students successfully completing Algebra I, biology, English 9, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p> <p>e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.</p> <p>f) Develop and implement instructional strategies that include multiculturalism and differentiation.</p> <p><u>h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</u></p> <p><u>n) Use standardized testing results to encourage all students to enroll in challenging course work.</u></p>	Continue to align BCPS final exams to reflect the content assessed on the High School Assessments	Exec Dir Sec	Jul 04-Dec 04
	Continue to identify under-performing secondary schools in need of support to increase student performance on final exams, by providing site-based professional development and modeling best practices	Exec Dir Schools and Principals	Jul 04-May 05
	Continue to collaborate with higher education to establish cohort graduate classes for science and mathematics teachers to develop content knowledge and pedagogy	Exec Dir Sec and Dir Sci PreK-12	Jul 04-Mar 05
	Continue to implement Unit/Benchmark/Test Bank Assessments in HSA courses	Exec Dir Sec, Dir Sci and Math PreK-12	Jul 04-Dec 04
	Continue to provide professional development for general and special educators in content and strategies for HSA courses	Exec Dir Sec, Fed & St	Jul 04-Jun 05
	Continue to revise and implement curricula to align with HSA Core Learning Goals and integrate differentiation of instructional strategies and attention to learning styles	Exec Dir Sec and Fed & St	Jul 04-Jun 05
	Continue to participate with MSDE in the development of High School Assessments and range findings	Exec Dir Sec, Dir Sci and Math PreK-12	Aug 04-Mar 05
	Continue to develop and implement review packets for HSA courses where student performance did not meet standards	Exec Dir Sec	Jul 04-Dec 04
	<u>Pilot and assess support programs designed to enhance student knowledge of Core Learning Goals</u>	<u>Exec Dir Sec, Dir Sci and Math PreK-12</u>	<u>Jul 04-Jun 05</u>

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

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

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

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

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

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

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

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

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

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

Performance Indicator for Goal 1			
1.131.12 All students successfully completing Algebra I, biology, English 9, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	<p><u>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</u></p> <p style="text-align: center;"><u>Secondary Science</u></p> <p><u>Require usage of developed Review Packets for HSA courses where student performance did not meet standards</u></p> <p><u>Require the use of vocabulary strategies for HSA courses where student performance does not meet standards</u></p>	<p style="text-align: center;"><u>Exec Dir Sec</u></p> <p style="text-align: center;"><u>Exec Dir Sec</u></p> <p style="text-align: center;"><u>Exec Dir Sec</u></p>	<p style="text-align: center;"><u>Upon Grad Req</u></p> <p style="text-align: center;"><u>Upon Grad Req</u></p> <p style="text-align: center;"><u>Upon Grad Req</u></p>
<p>Measurement: <u>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% 2014. The baseline percentage of BCPS students who earn credit and pass the five High School Assessments on the first attempt will be established for 2002–2003. By 2007–2008, 100% of BCPS students will earn credit and pass the five High School Assessments on the first attempt.</u></p>			
<p>Resources: Annual Budget Process <u>Paraprofessionals for the Grade 5 Outdoor Science Program - \$44,092;</u> <u>Supplies and materials for the Grade 5 Outdoor Science Program - \$33,730; and</u> <u>Transportation, drivers, and buses for Grade 5 Outdoor Science Program - \$70,923</u> <u>Science/math teachers for targeted elementary schools - \$1,594,676 (also see Indicator 1.1)</u></p>			
<p>Sources: Operating Budget and Capital Budget</p>			

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

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

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

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

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

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

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

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

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

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

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

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

Performance Indicator for Goal 1			
<u>1.171.16 All IB schools will have at least a 75% pass rate on IB examinations. Seventy-five percent of students participating in the International Baccalaureate (IB) Program will meet or exceed the passing score for all IB examinations.</u> (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p> <p><u>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></p> <p>x) Provide ongoing support to new and veteran teachers through professional development opportunities.</p>	<p>Evaluate 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</p> <p>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)</p> <p>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</p> <p>Participate in scheduled five-year external audit by IBO evaluators</p>	<p>Exec Dir Spec Prog</p> <p>Exec Dir Spec Prog</p> <p>Exec Dir Spec Prog</p> <p>Exec Dir Spec Prog</p>	<p>Jul 04-Dec 04</p> <p>Aug 04-Mar 05</p> <p>Jul 04-Aug 04</p> <p>Jul 04-Jun 05</p>
<p>Measurement: <u>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. Percentage of BCPS high schools with a 75% pass rate on IB exams. Baseline percent will be determined for 2002-03. Percents will be incremented in subsequent years so that by 2007-08, the percent will be 100%.</u></p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Performance Indicator for Goal 2			
2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their third school year. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Continue to diagnose English proficiency for English Language Learners to ensure proper placement.	Purchase and administer state mandated English Language Proficiency assessments; refine data collection and reporting process based on funding. Prioritize support and professional development to schools with the highest percentage of English Language Learners not meeting AYP goals	Exec Dir Sec	Jul 04-Dec 04
b) Provide ESOL services for all English Language Learners not meeting English proficiency levels.	Seek future funding to <u>continue</u> replacing ESOL tutors with <u>certified</u> ESOL teachers	Exec Dir Sec	Sep 04-Dec 04
	Seek future funding for <u>ESOL</u> staffing based on increased enrollments	Exec Dir Sec	Sep 04-Dec 04
c) Facilitate access to appropriate educational and community resources for immigrant families.	<u>Continue to refine and</u> implement new systemwide protocol for translation and interpretation services	Exec Dir Schools, Sec, Principals, and Dir PD	Sep 04-Jun 05
	Continue to provide services for newcomer families at intake conferences, including evening hours and regional locations during peak registration periods	Exec Dir Sec	Jul 04-Jun 05
d) Facilitate interpretation and translation services for parents and families who speak a language other than English to strengthen communication among homes, schools, and the community.	Review facility space needs annually based on the projected ESOL enrollment	Exec Dir Plan & Support Op	Jul 04-Oct 04
	Continue to collaborate with local graduate programs in <u>Teachers of English for Students of Other Languages (TESOL)</u> to provide professional development <u>for their preservice ESOL teachers and to plan professional development in current best practices and national trends for the ESOL staff</u> professional development for ESOL staff and training for preservice ESOL teachers	Exec Dir Sec	Jul 04-Mar 05
e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.	Develop the following curricula to be used in ESOL centers or school-based programs: intermediate middle school ESOL II and high school ESOL I Newcomer. Revise and implement middle school ESOL I Newcomer curriculum	Exec Dir Sec	Jul 04-Jun 05
f) Provide parent orientations on how to access services from the school system.	Seek future funding to <u>conduct evaluation of</u> adjust the delivery of ESOL services <u>based on the evaluation</u>	Exec Dir Sec	Sep 04-Dec 04

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

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

Performance Indicator for Goal 2			
2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their third school year. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Recruit, train, and place parent volunteers of English language learners based on needs assessment	Exec Dir Sec	Jul 04-Jun 05
	Conduct a needs assessment and develop a recommendation for effective recruiting strategies, professional development, and on-site placement of volunteer parents <u>to aid in interpretation and translation for parents</u> of English language learners	Dir PD Exec Dir Sec	Jul 04-Jun 05
<p>Measurement: <u>The 2004 baseline percentage of ELL students who reached the proficiency level on the <i>Idea Proficiency Test</i> (IPT) by the end of their third year in school was 41.2%. By 2008, 75% of third-year ELL students will achieve proficiency on IPT, increasing to 100% by 2014. The baseline percentage of ESOL students who reach the Maryland proficiency level (TBD) on the <i>Idea Proficiency Test</i> (IPT) by the end of their 3rd-school year will be established for 2003-04. By 2007-08, 100% of ESOL students will achieve proficiency on the IPT by the end of their 3rd-school year.</u></p>			
<p>Resources: Annual Budget Process <u>Instructional Salaries – Three year phase-in of certified ESOL teachers for ESOL classes – (3.5 FTEs), \$165,417</u></p>			
<p>Sources: Operating Budget and Capital Budget</p>			

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

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

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

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

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

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

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

Performance Indicator for Goal 3			
3.1 All teachers and paraprofessionals will meet the requirements for "highly qualified," as defined by <i>No Child Left Behind</i> and the <i>Bridge to Excellence in Public Schools Education Act</i> .			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.</p> <p><u>g) Continue a systematic process for the selection of "highly qualified" teachers.</u></p> <p>h) Optimize the use of all technology resources to attract and retain highly qualified teachers and paraprofessionals.</p>	<p>Continue to utilize Data Warehouse to review and analyze teacher quality to equitably assign staff throughout the school system by doing the following:</p> <ul style="list-style-type: none"> • Identifying the percentage of non-tenured or conditionally certified teachers in schools that are more than twice the system average • Reporting teacher transfers, showing tenure status and certification of the teachers transferring into and out of each school • Reporting data on the panels of candidates for each teacher vacancy in each school, showing the tenure status and certification status of each candidate referred to each school • Developing action plans that include recruitment and retention strategies for any school or area with a percentage of non-tenured or provisionally certified teachers more than twice the school system average 	Exec Dir HR	Jul 04-Jun 05
	Continue Resident Teacher program partnerships	Exec Dir HR	Jul 04-Jun 05
	Provide signing bonuses to professionally certificated teachers who accept assignments in targeted schools	Exec Dir HR	Jul 04-Jun 05
	Provide and maintain competitive salaries	Exec Dir HR	Jul 04-Jun 05
	Conduct timely and focused reviews with provisional teachers in targeted schools, assisting them in achieving professional certification standards	Exec Dir HR	Jul 04-Jun 05
	Implement the plan for ensuring that all teachers and paraprofessionals meet the highly qualified standards	Exec Dir HR	Jul 04-Jun 05
	Utilize the Data Warehouse to identify and monitor areas of need and areas of strength; modify activities based on data analysis	Exec Dir HR	Jul 04-Jun 05
	Using an automated tracking system, monitor progress of teachers and paraprofessionals in meeting highly qualified standards	Exec Dir HR	Jul 04-Jun 05

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

Performance Indicator for Goal 3			
3.1 All teachers and paraprofessionals will meet the requirements for "highly qualified," as defined by <i>No Child Left Behind</i> and the <i>Bridge to Excellence in Public Schools Education Act</i> .			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) <u>Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.</u></p> <p>b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.</p> <p>f) Provide a variety of "high quality" professional development opportunities that focus on teachers' and paraprofessionals' assessed needs to ensure that they meet "highly qualified" status by 2005-2006.</p> <p>e) <u>Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.</u></p> <p>g) Continue a systematic process for the selection of "highly qualifies" teachers.</p> <p>j) Provide comprehensive information, access to hardware and software, and professional</p>	<p>Continue to conduct an annual review of guidelines and timelines with teachers and paraprofessionals working to become highly qualified</p>	Exec Dir HR	Jul 04-Jun 05
	<p>Continue to collaborate with employee organizations and representatives of higher education to provide opportunities for paraprofessionals and teachers to meet highly qualified standards</p>	Exec Dir HR and Dir PD	Jul 04-Jun 05
	<p>Continue to recruit and support a high quality instructional staff who meet recognized teaching and certification standards</p>	Exec Dir Spec Prog	Jul 04-Jun 05
	<p>Continue to develop partnerships with science and engineering, trade, and industry groups to provide new technical certification opportunities for teachers</p>	Exec Dir Spec Prog and Dir Sci Pre-K-12	Jul 04-Jun 05
	<p>Offer initial certification and/or advanced coursework opportunities through the Maryland Center for Career and Technology Education Studies (MCCTES), the Community College of Baltimore County (CCBC), Maryland State Department of Education (MSDE), and University of Maryland Eastern Shore (UMES)</p>	Exec Dir Spec Prog	Jul 04-Jun 05
	<p>Identify critical shortage areas (e.g., ESOL, mathematics, reading, science, special education, world languages, school library media)</p>	Exec Dir HR	Jul 04-Jun 05
	<p>Continue utilizing Quality Teacher Incentive Act elements to recruit and retain highly qualified teachers</p>	Exec Dir HR	Jul 04-Jun 05
	<p>Implement specific targeted recruitment strategies (e.g., signing bonuses)</p>	Exec Dir HR	Jul 04-Jun 05
	<p>Continue to use the staffing model for Title I schools and expand the number of schools for which the comprehensive staffing model will be used</p>	Exec Dir HR	Jul 04-Jun 05

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

Performance Indicator for Goal 3			
3.1 All teachers and paraprofessionals will meet the requirements for "highly qualified," as defined by <i>No Child Left Behind</i> and the <i>Bridge to Excellence in Public Schools Education Act</i> .			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
development opportunities to assist identified teachers in meeting the Elementary Secondary Education Act (ESEA) requirements to be "highly qualified."			
Measurement: The 2003 baseline BCPS system-level percentage of teachers meeting the requirements for highly qualified was 88.8%; and paraprofessionals, 39.9%. By 2006, 100% of BCPS teachers and paraprofessionals will meet the requirements for highly qualified. 100% of teachers and paraprofessionals who do not meet the "highly qualified" standards will be identified and will receive an evaluation of their status (2003-2004). Percentage of teachers and paraprofessionals who meet the requirements for "highly qualified" as defined by <i>No Child Left Behind</i> (NCLB) and the <i>Bridge to Excellence in Public Schools Education Act</i> (2003-2004) 75% of teachers and paraprofessionals will meet the highly qualified standards by the end of fiscal year 2004-2005. The percentage of teachers and paraprofessionals who meet the requirements for "highly qualified" as defined by <i>NCLB</i> and the <i>Bridge to Excellence in Public Schools Education Act</i> will increase (2004-2005).			
Resources: Annual Budget Process Instructional Salaries – additional teachers and paraprofessionals as a result of special education enrollment growth (37.8 FTEs). \$1,782,927; All BCPS compensation scales restructured - \$20,709,884; Step increases for all employees \$9,843,939; Health benefits increases - \$14,980,269			
Sources: Operating Budget and Capital Budget			

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

Performance Indicator for Goal 3			
3.2 All teachers and paraprofessionals will participate in "high quality" differentiated professional development, as defined by <i>No Child Left Behind</i> .			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>h)i) Provide comprehensive information and professional development opportunities to support identified paraprofessionals in meeting academic and Maryland ParaPro Test requirements.</p> <p>j) Provide comprehensive information, access to hardware and software, and professional development opportunities to assist identified teachers in meeting the Elementary Secondary Education Act (ESEA) requirements to be "highly qualified."</p> <p>k) Provide staff development opportunities that focus on principals' assessed needs and system priorities.</p> <p>f) Provide a variety of "high quality" professional development opportunities that focus on teachers/ and paraprofessionals' assessed needs to ensure that they meet highly qualified status by 2005-2006.</p> <p>j) Provide comprehensive information and professional development opportunities to</p>	<p>Continue to collect and analyze data from various sources, including student achievement data trends and input from teachers, paraprofessionals, and principals, regarding systemwide needs for professional development among regular educators, special educators, and gifted and talented educators</p> <p>Continue to provide college courses, inservice courses, online courses, <u>tutorials</u>, college partnerships and cohorts for paraprofessionals</p> <p>Continue to provide summer reading/language arts and mathematics academies <u>to provide new teachers with practice in instructional planning with in-school follow-up sessions for new teachers</u></p> <p><u>Provide new teacher follow-up</u> professional development <u>sessions in cluster meetings, inservice courses, and visits to schools by central office personnel</u></p> <p><u>Provide</u> professional development <u>and support to paraprofessionals who are required to take state assessments in order to become highly qualified</u></p>	<p>Dir PD, Research & Assm</p> <p>Dir PD</p> <p>Exec Dir EI and Sec</p> <p>Exec Dir EI and Sec C & I</p> <p><u>Dir PD</u></p> <p>Asst to the Supt E & A and Dir PD</p> <p>Dir PD</p> <p>Dir PD</p>	<p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p><u>Jul 04-Jun 05</u></p> <p><u>Jul 04-Jun 05</u></p> <p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p>
	<p>Continue to offer the Education That is Multicultural (ETM) course to all school-based ETM liaisons and expand course offerings to administrators and teachers</p> <p>Continue to provide <u>ongoing professional development for teacher mentors and math mentors to new teachers in Baltimore Highlands, Chadwick, Deep Creek, Deer Park, Dogwood, Dundalk, Edmondson Heights, Featherbed Lane, Halstead Academy, Hebbville, Hernwood, Johnnycake, Logan, New Town, Powhatan, Randallstown, Riverview, Sandalwood, Sandy Plains, Scotts Branch, Seneca, Winand, Winfield, and Woodholme elementary schools; Deep Creek, Deer Park Middle Magnet, Dundalk, Golden Ring, Holabird, Lansdowne, Loch Raven Academy, Middle River, Old Court, Southwest Academy, Stemmers Run, and Woodlawn middle schools; and Chesapeake, Dundalk, Kenwood, Lansdowne, Milford Mill Academy, Overlea, Randallstown, and Woodlawn high schools identified schools</u></p> <p>Provide professional development <u>for the pool of: teachers as aspiring leaders, new teacher induction, professional development schools</u></p>	<p>Asst to the Supt E & A and Dir PD</p> <p>Dir PD</p> <p>Dir PD</p>	<p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p>

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

Performance Indicator for Goal 3			
3.2 All teachers and paraprofessionals will participate in "high quality" differentiated professional development, as defined by <i>No Child Left Behind</i> .			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p><u>support identified paraprofessionals in meeting academic and Maryland ParaPro Test requirements.</u></p> <p><u>e) Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.</u></p> <p><u>f) Provide a variety of "high quality" professional development opportunities that focus on teachers' and paraprofessionals' assessed needs to ensure that they meet "highly qualified" status by 2005-2006.</u></p> <p><u>k) Provide staff development opportunities that focus on principals' assessed needs and system priorities.</u></p>	<p><u>Continue to track number of participants in cohort partnerships and graduate programs</u></p> <p><u>Continue to utilize the resources of professional development schools to develop and maintain cohorts</u></p> <p><u>Continue to partner with institutions of higher education faculties to ensure that the Professional Development Schools (PDS) address the academic and clinical preparation of interns and the continuous professional development of faculties</u></p> <p><u>Implement the systemwide protocol for creating, deleting, and expanding Professional Development Schools (PDS)</u></p>	<p><u>Exec Dir SecC & I and Dir PD</u></p> <p><u>Dir PD</u></p> <p><u>Dir PD</u></p> <p><u>Dir PD</u></p>	<p><u>Jul 04-Jun 05</u></p> <p><u>Jul 04-Jun 05</u></p> <p><u>Jul 04-Jun 05</u></p> <p><u>Jul 04-Dec 04</u></p>
	<p>Continue to plan and implement focused, recursive monthly professional development sessions for all principals on topics directly related to instructional leadership based on principals' assessed needs and system priorities</p>	<p>Exec Dir Schools and Dir PD</p>	<p>Jul 04-Jun 05</p>
	<p>Continue to refine and implement opportunities for principals to participate in study groups and to network with colleagues, both informally and formally, to follow up monthly professional development initiatives</p>	<p>Exec Dir Schools</p>	<p>Jul 04-Jun 05</p>
	<p>Continue to plan and implement the BCPS Leadership Enhancement professional development initiative for all assistant principals, with emphasis on differentiation, based on assessed needs and system priorities</p>	<p>Dir PD</p>	<p>Jul 04-Jun 05</p>
	<p>Continue to refine and implement the Administrative Induction and Support program for first year principals and assistant principals based on their assessed needs and system priorities</p>	<p>Dir PD</p>	<p>Jul 04-Jun 05</p>

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

Performance Indicator for Goal 3			
3.2 All teachers and paraprofessionals will participate in "high quality" differentiated professional development, as defined by <i>No Child Left Behind</i> .			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
Measurement: <u>Participation in high quality professional development is measured by the MSDE Maryland Survey of Teacher Participation in High-Quality Professional Development. Data from the 2004 state baseline survey are not available at this time. By 2005, 65% of teachers and paraprofessionals will receive high quality professional development; by 2006, 90% and by 2007, 100% as defined by MSDE state performance targets. In 2005-2006, 100% of teachers will participate in principal led HQPD. In 2005-2006, 100% of teachers participating in principal led HQPD (07) 100% of teachers participating in principal led HQPD.</u>			
Resources: <u>Annual Budget Process</u> <u>Fees for paraprofessional tests \$28,000</u>			
Sources: Operating Budget and Capital Budget			

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

Performance Indicator for Goal 3			
3.3 All mathematics teachers in middle schools will demonstrate content mastery through comprehensive testing or will possess a Maryland State Department of Education teaching certificate with an endorsement in secondary mathematics.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
e) Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics. f) Provide a variety of "high quality" professional development opportunities that focus on teachers/ and paraprofessionals' assessed needs to ensure that they meet highly qualified status by 2005-2006.	Continue to collaborate with universities, colleges/community colleges to design programs that prepare teachers to meet the requirements of highly qualified in mathematics and that may lead to a master's degree or equivalent	Exec Dir Sec	Jul 04-Jun 05
	Continue to offer professional development courses for graduate credit in mathematics in order to meet the requirements for highly qualified <u>teachers</u> in mathematics	Exec Dir Sec	Jul 04-Jun 05
	Continue to update teachers with information regarding programs that result in highly qualified status	Exec Dir HR	Jul 04-Jun 05
	Continue to offer preparatory courses for the required tests in mathematics to obtain highly qualified status	Exec Dir Sec	Jul 04-Jun 05
Measurement: <u>In 2003, 57.7% of middle school mathematics teachers met the requirements for highly qualified. By 2005, 75% of middle school mathematics classes will be taught by highly qualified teachers; and 100% by 2006. The baseline percentage of highly qualified math teachers will be established in 2003-2004. By 2005-2006, 100% of middle school math teachers will be highly qualified. In 2007-2008, 100% highly qualified math teachers will be maintained.</u>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

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

Performance Indicator for Goal 3			
3.4 All new teachers in Title I schools will meet the standard of "highly qualified" when hired.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>c) Establish a plan to measure Adequate Yearly progress (AYP) with regard to staffing all schools for all children with "highly qualified" teachers. Identify where the school system currently stands with respect to this goal and develop specific measures of acceptable progress and timelines.</p> <p>e) <u>Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.</u></p> <p>g) Continue a systematic process for the selection of "highly qualified" teachers.</p> <p>h) Optimize the use of all technology resources to attract and retain highly qualified teachers and paraprofessionals.</p>	<p>Continue to advertise and update weekly all teacher vacancies on the BCPS website to reach a wide audience of highly qualified teachers to meet the specific staffing needs of Baltimore County's Title I schools</p> <p>Continue to partner with local universities and MSDE to establish Resident Teaching programs targeting core subject applicants, holding a 3.0 GPA or higher, in critical need subjects</p> <p>Continue to develop a process to allow applicants to electronically file Baltimore County's application for professional employment</p> <p><u>Continue to utilize online recruitment tools to attract highly qualified teachers from around the country</u></p>	<p>Exec Dir HR</p> <p>Exec Dir HR</p> <p>Exec Dir HR</p> <p><u>Exec Dir HR</u></p>	<p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p><u>Jul 04-Jun 05</u></p>
<p>Measurement: <u>In 2003, 86.2% of Title I teachers met the requirements for highly qualified. In 2004, 100% of newly hired teachers in Title I schools met the requirements for highly qualified. 100% of the newly hired teachers in Title I schools will meet the standard of "highly qualified" when hired.</u></p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

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

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

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

Performance Indicator for Goal 4			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Provide attractive, clean, caring, and secure learning environments. b) Implement active character ethics education. c) Utilize the Student Support Services Team to address the needs of students. d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, and law enforcement.	<i>Office of Grounds Services</i> Continue to provide the delivery of all site improvements and grounds	Exec Dir Phy Fac	Jul 04-Jun 05
	Establish Five- Year Turf Repair program to improve safety of athletic fields	Exec Dir Phy Fac	Oct 04-Mar 05
	Update grounds fleet equipment to improve operational safety and efficiency	Exec Dir Phyl Fac	Jul 04-Jun 05
	Replenish "Fibar" material used for safety surfacing on new playgrounds	Exec Dir Phyl Fac	Jul 04-Jun 05
	<i>Office of Operations</i> Increase custodial staffing, supplies, and materials to provide adequate cleaning of the learning environment	Exec Dir Phyl Fac	Jul 04-Jun 05
	Replace aging cleaning equipment	Exec Dir Phy Fac	Jul 04-Jun 05
	Continue to provide safe operation of the physical plant and minor preventive maintenance of mechanical equipment	Exec Dir Phy Fac	Jul 04-Jun 05
	<i>Office of Security</i> Install new closed circuit television systems (CCTV) at six secondary schools	Exec Dir Phy Fac	Jul 04-Jun 05
	Continue to evaluate and expand the School Resource Officers program in secondary schools	Exec Dir SSS	Jul 04-Jun 05
	Continue to partner with Baltimore County Police Department (BCPD) to implement the safety, drug awareness, and resistance programs, grades K-12	Exec Dir SSS	Jul 04-Jun 05
	Collaborate with the Office of Risk Management to implement a comprehensive CTE Risk Management Plan	Exec Dir Spec Prog	Jul 04-Jun 05
	Replace aging security vehicles	Exec Dir Phy Fac	Oct 04-Jun 05

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

Performance Indicator for Goal 4			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p><u>b) Implement active character ethics education.</u></p> <p>c) Utilize the Student Support Services Team to address the needs of students.</p> <p>d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, childcare services, recreational services, and law enforcement.</p> <p>e) Continue inter-department and inter-agency teams to implement schoolwide Safety and Emergency Plans and the countywide Critical Response Plan and Emergency Safety Management Guide.</p> <p><u>k) Communicate to all students and parents the behavioral expectations identified in the Student Handbook and school code of conduct.</u></p>	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 04-Jun 05
	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 04-Sep 04
	Continue to implement and monitor academic-behavior supports including accommodations, modifications, interventions, and strategies to address student behavior and learning through the Student Support Team	Exec Dir SSS	Jul 04-Jun 05
	Continue to implement and monitor ADHD Accommodation Plans to address behavior and learning needs for eligible students through the Student Support Team	Exec Dir SSS	Jul 04-Jun 05
	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 04-Jun 05
	Continue to implement Positive Behavior Intervention and Supports (PBIS) process in schools	Exec Dir SSS	Jul 04-Jun 05
	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 04-Sep 04
	Continue to maintain 14 school-based wellness centers serving 17 schools	Exec Dir SSS	Jul 04-Jun 05
	Continue to provide site-based mental health services in partnership with community mental health providers	Exec Dir SSS	Jul 04-Jun 05
	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 04-Jun 05

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

Performance Indicator for Goal 4			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>e) Continue inter-department and inter-agency teams to implement schoolwide Safety and Emergency Plans and the countywide Critical Response Plan and Emergency Safety Management Guide.</p> <p>f) Provide a continuum of services through alternative education programs.</p> <p>g) Continue the fingerprinting and criminal background checks for all employees.</p> <p>h) Continue the annual Safe Schools Conference.</p>	<p>Continue to provide <u>1.0 full-time baccalaureate school health nurse in each school to assure students ' and families' health screening, health maintenance, management of chronic health conditions, referral for health services, provide emergency care, health counseling, education, and staff wellness programs resources for school nurses to assist students and families in obtaining medical care</u></p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue to work through the Baltimore County Multidisciplinary Team to ensure compliance with all Child Protected Services mandates</p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue the operation of the Safety and Emergency Planning Steering Committee composed of BCPS and Baltimore County staff</p>	Exec Dir SSS	Jul 04-Sep 04
	<p>Continue having all schools and identified facilities develop and post to the system's intranet their annual emergency plans</p>	Exec Dir SSS	Jul 04-Sep 04
	<p>Continue to revise, publish, and train staff in all new procedures added to the Critical Response and Emergency Safety Management Guide</p>	Exec Dir SSS	Jul 04-Sep 04
	<p>Continue to train all members of the four Critical Incident Response Teams each year</p>	Exec Dir SSS	Oct 04-Mar 05
	<p>Continue to maintain alternative schools at the middle and high school levels Home and Hospital programs, Home Teaching programs for students grades K-12, Afternoon Middle School Group Learning Centers, Evening/Saturday High School programs, and Summer School programs</p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue to provide in-school alternative programs, such as Maryland's Tomorrow and Choice</p>	Exec Dir SSS	Jul 04-Jun 05
	<p>Continue to issue Identification Cards to employees</p>	Exec Dir HR	Jul 04-Jun 05
	<p>Continue to fingerprint and initiate pre -employment background checks in accordance with applicable law for all new applicants to BCPS, contractors, and others that may be</p>	Exec Dir HR	Jul 04-Jun 05

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

Performance Indicator for Goal 4			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p><u>a) Provide attractive, clean, caring, and secure learning environments.</u></p> <p><u>h) Continue the annual Safe Schools Conference.</u></p>	<p>required to undergo the background check process</p> <p>Continue to coordinate with Personnel and Hiring Managers to ensure that new applicants, and others required to undergo a background check, are identified before allowing the person to begin employment</p> <p>Continue to utilize Safe Schools Conference Planning Committee to organize, develop, and evaluate the Safe Schools Conference annually and initiate a teacher component of the Safe Schools Conference</p> <p><u>Continue to provide onsite safety inspections and maintain and repair physical education facilities and equipment</u></p>	<p>Exec Dir HR</p> <p>Exec Dir SSS</p> <p><u>Exec Dir Sec and Phy Fac</u></p>	<p>Jul 04-Jun 05</p> <p>Jul 04-Jun 05</p> <p><u>Jul 04-Jun 05</u></p>
<p>Measurement: <u>In 2005, a baseline survey of stakeholders' perceptions of the extent to which schools are safe, orderly, and nurturing environments will be administered. 100% of individuals requiring a background check will have these completed prior to beginning employment. 100% of schools will participate in the annual Safe Schools Conference.</u></p>			
<p>Resources: Annual Budget Process Transitional Center costs <u>(\$1,764,516)</u> – Start-up \$224,000, Ongoing Costs <u>\$170,000</u><u>160,500</u>, <u>Redirected NW/SW Team - \$239,343</u> and <u>Personnel Costs \$1,290,067</u><u>NW/SW Team - New Positions - \$995,888; and Transportation - \$144,785</u> <u>New Town High School additional positions for grades 11 and 12, administration, teachers, building service workers and transportation - \$533,730; Woodholme ES Principal - \$102,122; Bus, physical education equipment, inspection, and repairs - \$50,000</u></p>			
<p>Sources: Operating Budget and Capital Budget</p>			

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

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

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

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

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

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

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

Performance Indicator for Goal 5			
5.1 All high schools will meet the graduation rate established by the State. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to utilize <u>improve</u> a web-based data format wherein principals and Executive Directors of Schools can access and analyze data elements to assess the achievement of students with disabilities and their placement in the least restrictive environment (LRE) and to provide support to principals and schools in improving the achievement of students with disabilities in the least restrictive environment. Monitor and evaluate the use of the data elements	Exec Dir Sec, Fed & St, and Schools	Jul 04-Jun 05
Measurement: The 2003 baseline percentage of BCPS schools that met the state graduation rate standards (90% of grade 12 students) was 88.2%. By 2005, 92% of schools will meet the state graduation standards, and the percentage will increase to 100% by 2008. The baseline percentage of high schools that meet or exceed the Maryland graduation rate standard (TBD) will be established for 2003-04. By 2007-2008, 100% of high schools will meet or exceed the Maryland standard.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

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

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

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

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

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

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

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

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

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

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

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

Performance Indicator for Goal 6			
6.3 Increase the number of parents/guardians participating in Back-To-School Night and student events annually by 10% per school.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.</p> <p>d) Provide media and planning services to schools to promote Back-To-School Night and American Education Week.</p> <p>e) Expand recognition opportunities for students, parents, community, and business partners.</p> <p>g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library.</p>	Continue by geographic area to coordinate a schedule for Back-To-School Night, according to feeder schools within a cluster and optimize parent/guardian opportunities to attend	Exec Dir Schools and Principals	Jul 04-Aug 04
	Continue to provide workshops for staff to increase awareness of and sensitivity to the needs of stakeholders in order to increase parent/guardian/community participation at school events and programs	Exec Dir Schools and Principals	Aug 04-Nov 04
	Publish an annual update of the directory listing community organizations with an interest in helping schools, as well as those organizations that are non-traditional school contacts	CCO	Nov 04
	Continue to seek ways to schedule school events including athletic contests to allow more parents/guardians to attend	Principals	Sep 04-Jun 05
<p>Measurement: In a 2004 sample, 40% of schools increased parent/guardian participation in Back-to-School Night by at least 10%, compared with 2003. By 2008, all schools will have increased participation in Back-to-School Night and student events by 10% annually. The number of parents/guardians participating in Back-To-School-Night and student events will increase by 10% per school (BCPS standard). (04) The number of parents/guardians participating in Back-to-School Night and student events will increase by 10% per school (BCPS Standard). (05)</p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

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

Performance Indicator for Goal 7				
7.1 All schools will develop a results review report that is aligned with the system’s annual results report.				
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE	
<p>a) Train school leadership to help parents, teachers, and students serve as advocates for educational issues.</p> <p>b) Utilize key stakeholders to assist in training parents/guardians about educational issues.</p> <p>c) Provide information and support to principals in the alignment of the <i>Blueprint for Progress</i> with the SIP, the allocation of positions, and the allocation of other resources.</p> <p>d) Encourage parents and community members to participate on the School Improvement Team.</p> <p>e) Encourage teachers to be leaders in the school and community.</p> <p>f) Provide professional development opportunities to school administrators, teachers, and other staff on the roles of parents, staff, and community members in the school improvement process.</p>	Continue to provide professional development for principals in the alignment of all resources to support achievement of the goals in the <i>Blueprint for Progress</i>	Exec Dir Schools and Dir PD	Jul 04-Jun 05	
	Continue to provide professional development to assist parents, students, teachers, administrators, and community members in becoming active advocates for Baltimore County Public Schools	Exec Dir Schools and Dir PD	Jul 04-Jun 05	
	Continue to invite parents, teachers, and community members to serve on School Improvement Teams (SITs) on an ongoing basis	Principals	Sep 04-Jun 05	
	Continue to provide schools with site-specific data from the Data Warehouse for analysis and development of individual school results report	Dir Acc Res & Testing and IT	Oct 04-Nov 04	
	Continue to communicate the individual school results report to stakeholders	Principals	Jan 05	
	Continue to implement a process to get feedback from stakeholders	CCO	Jul 04-Dec 04	
	Continue to monitor that all schools have SITs and monitor their effectiveness	Exec Dir Schools	Sep 04-Jun 05	
	Continue to develop and implement processes to expand stakeholder input into the school improvement plans and communicate the school results reports	Principals	Jul 04-Jun 05	

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

Performance Indicator for Goal 7			
7.1 All schools will develop a results review report that is aligned with the system’s annual results report.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>g) Publish an annual education performance report designed to increase community-wide awareness and advocacy.</p> <p>h) Assist schools’ PTAs, School Improvement Teams, Faculty Councils, and Student Councils in the process of developing leadership skills to improve involvement and decision-making.</p> <p>i) Provide school leadership training in group processes that encourages teachers, staff, parents/guardians, and community members to improve involvement in decision-making.</p> <p>j) Present the results report, which includes the alignment of the results in the SIP, financial information, and student achievement to the parents/guardians and community members of all schools.</p>			
<p>Measurement: In 2004, school-level results reports that were aligned with the system’s annual results report were provided to all schools and those reports were used to develop 2004-2005 school improvement plans. This process will continue annually. Beginning in 2003-2004, 100% of BCPS parents/guardians will indicate their awareness of the results achieved by their schools on a biennial parent awareness survey, and extending through 2007-08.</p>			
<p>Resources: Annual Budget Process – Pilot program for Closed Caption – Education Channel - \$23,000</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

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

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

<p style="color: red; margin: 0;">Performance Indicator for Goal 8</p> <p style="color: red; margin: 0;">8.1 Each office in the Division of Business Services will establish benchmarks and indicators aligned with Performance Goal 8. (BCPS standard)</p> <p style="color: red; margin: 0;">New Indicators have been developed that are aligned with Performance Goal 8.</p>			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p style="color: red; margin: 0;">New Key Strategies have been developed to establish the benchmarks that are aligned with Performance Goal 8.</p>	<p style="color: red; margin: 0;">New performance indicators from 8.4 to 8.20 have been developed and are included in this plan.</p>		
<p style="color: red; margin: 0;">Measurement:</p>			
<p style="color: red; margin: 0;">Resources: Annual Budget Process</p>			
<p style="color: red; margin: 0;">Sources: Operating Budget and Capital Budget</p>			

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

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

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

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

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

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

Performance Indicator for Goal 8			
<p>8.2 All schools and offices will have high-capacity computers at the ratio of:</p> <ul style="list-style-type: none"> ▪ One computer per five students by 2005; ▪ One computer per school-based teacher, administrator, and clerical by 2006; and ▪ One computer per central office administrative/supervisory and clerical staff by 2007. (BCPS standard) 			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p><u>b) Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software.</u></p> <p><u>f) Establish benchmarks for on-board time and on-time service for students eligible for transportation services.</u></p> <p><u>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u></p>	<p>Seek funding through budget process for 1/4 of four-year replacement cycle for one computer per five students</p> <p>Request first half of funding through budget process for one computer per school-based teacher</p> <p>Request first third of funding through budget process for one computer per central office administrative/supervisory and clerical staff</p>	<p>Exec Dir IT</p> <p>Exec Dir IT</p> <p>Exec Dir IT</p>	<p>Sep 04-Dec 04</p> <p>Sep 04-Dec 04</p> <p>Sep 04-Dec 04</p>
<p>Measurement: <u>The 2004 inventory indicated that CPU count of MSDE and BCPS standard computers was 5:1 for students, and 1:1 for teachers, administrators, and clericals. Inventory system will indicate that CPU count of MSDE and BCPS standard computers will be 5 to 1 for students, 1 to 1 for teachers, administrators, and clericals.</u></p>			
<p>Resources: Annual Budget Process</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

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

Performance Indicator for Goal 8			
8.3 The annual operating and capital budgets will be developed and administered in a timely and accurate manner.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<u>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u>	Implement and communicate the process for development of the annual budget process that involves staff and stakeholders	Exec Dir Fiscal Ser	Jul 04
	Continue to provide opportunities for public review and input in the proposed budget prior to Board adoption	Exec Dir Fiscal Ser	Sep 04-Jun 05
	Evaluate and continue to implement the feedback form for all users of the published budget books and CAFR	Exec Dir Fiscal Ser	Apr 05-Jun 05
	Review and adjust budget materials related to required criteria for the Association of School Business Officials (ASBO) Meritorious Budget Awards program	Exec Dir Fiscal Ser	Jan 05-Jun 05
	Review and analyze budget data and develop procedures to increase accuracy of budget forecasts	Exec Dir Fiscal Ser	Jul 04-Jun 05
	Implement recommendation of external auditors	Exec Dir Fiscal Ser	Dec 04-Jun 05
	Provide professional development and technical assistance to school-based personnel on Medicaid encounter data forms	Exec Dir Fiscal Ser	Sep 04-Jan 05
<p>Measurement: In 2004, the operating and capital budgets were submitted for Board approval by the dates required by statute, and the budget to actual variance was 0.69%. This standard of timeliness and a budget to actual variance of 1% or less will be maintained annually. The operating and capital budgets will be submitted for Board approval by the statutorily required dates.</p> <p>Maintain a budget to actual variance of 1% or less.</p> <p>Maintain 2% annual increases in number of purchases completed on procurement card by 2008.</p> <p>The number of electronic catalogs will be increased by 6.</p> <p>Reduce the proportion of special checks issued as compared to the total number of checks, and the percent of W2s that are corrected.</p> <p>Increase by 1% per year the number of schools that will have received the Third Party Billing Certificate of Achievement. (Baseline 95%)</p> <p>Increase the number of encounter data forms entered within 2.5 days.</p> <p>Address 100% audit recommendations.</p>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

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

Performance Indicator for Goal 8			
8.4 The Department of Fiscal Services' staff will effectively and efficiently provide timely access to functional information.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<u>1) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u>	Assist in development of and access to the financial, human resources, and Data Warehouse to access system data for development of financial documents	Exec Dir Fiscal Ser	Jul 04-Jun 05
	Prepare Comprehensive Annual Financial Report (CAFR) within criteria for the Government Finance Officers Association (GFOA) and ASBO Certificates of Excellence	Exec Dir Fiscal Ser	Jul 04-Sep 04
		Exec Dir Fiscal Ser	Jul 04-Jun 05
	Explore and implement processes and software to increase electronic purchasing, electronic submission of payroll data, and electronic access to financial reports	Exec Dir Fiscal Ser	Jul 04-Sep 04
	Evaluate and continue to implement a feedback form for all users related to CAFR	Exec Dir Fiscal Ser	Jul 04-Jun 05
	Implement recommendation of external auditors	Exec Dir Fiscal Ser	Jul 04-Jun 05
	Provide professional development and technical assistance to school-based personnel on Medicaid encounter data forms	Exec Dir Fiscal Ser	Jul 04-Jun 05
	<u>Increase the availability of electronic purchasing and electronic payroll to schools and offices</u>	<u>Exec Dir Fiscal Ser</u>	<u>Jul 04-Jun05</u>
Measurement: <u>The 2004 baseline percentage of end users who were satisfied with the content of the CAFR was 78%. This rate of end user satisfaction will be maintained or increase annually. The baseline percentage of end users who rate the information provided by the BCPS Proposed Operating Budget/Approved Operating Budget as satisfactory will be established in 2005. Establish baseline data on the functionality of the budget book and CAFR</u> <u>Receive ASBO Meritorious Budget Award on Budget Book 2006-08</u> <u>Receive annual certificates of award from GFOA and ASBO on CAFR 2004-08</u>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

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

Performance Indicator for Goal 8			
<p>8.5 The student enrollment projections will have a 99% accuracy rate.</p> <p>8.6 Ninety percent of buses will arrive each day within the established opening/closing window.</p> <p>8.7 All students will have total ride times of less than 3 hours per day.</p> <p>8.8 Each school will provide meal service at optimal capacity.</p>			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>f) Establish benchmarks for on-board time and on-time service for students eligible for transportation services.</p> <p>g) Establish benchmarks for food service operations and copy, print, and distribution services.</p> <p><u>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u></p>	<p>Seek future funding for short-term and long-term resources necessary to support implementation of "best practice" standards in each office</p> <p>Update methodologies for student enrollment projections and demographic trends consistent with state and national standards</p> <p>Seek future funding to support the full-day kindergarten initiative with necessary transportation services</p> <p>Monitor the on-board time and on-time school bus service</p> <p>Continue to provide meal service at the optimal level for each school</p>	<p>Exec Dir Plan and Support Op</p> <p>Exec Dir Plan and Support Op</p> <p>Exec Dir Plan and Support Op</p> <p>Exec Dir Plan and Support Op</p> <p>Exec Dir Plan and Support Op</p>	<p>Jul 04-Dec 04</p> <p>Jul 04-Apr 05</p> <p>Jul 04-Jun 05</p> <p>Aug 04-Jun 05</p> <p>Jul 04-Jun 05</p>
<p>Measurement: <u>In 2004, the student enrollment accuracy rate was 99.94%. A 99% accuracy rate will be maintained annually. The 2004 baseline percentage of buses that arrived each day within the established opening/closing window was 90%. The percentage of buses arriving within the established opening window will be at least 90% annually. The 2004 baseline number of buses that exceeded a maximum ride time of 3 hours was 61. The number of buses that exceed a maximum ride time of 3 hours will not exceed 61 annually. In 2004, the standard and formula for optimal school meal service capacity was established. The baseline percentage of schools that provide meal service at optimal capacity will be determined in 2005. Ninety percent of buses arriving at school within the established arrival/departure window. Percentage of schools meeting maximum meal service capacity. Annual System, September 30 enrollment, will be within 1% of projections. 100% of the students will have a total ride of less than 3 hours per day as logged.</u></p>			
<p>Resources: Annual Budget Process – Lease payments for buses for spare fleet - \$133,187; Buses for Woodholme Elementary School - \$12,544; 40 truck replacements - \$72,075; New drivers for NCLB - \$92,235</p>			
<p>Sources: Operating Budget and Capital Budget</p>			

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

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

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

Performance Indicator for Goal 8			
8.12 All schools will receive equitable staffing allocations in a timely manner.			
8.13 Administrative appointments will be made in a timely manner.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
c) Allocate positions to schools in an equitable adequate manner.	Provide an online instrument for administrative staff to access the Allocation Spreadsheet and the Projected Resource Allocation Sheet	Exec Dir HR	Jul 04-Jun 05
d) Allocate non-salary and grant funds to schools in an equitable manner based on rational formulas and approved qualifications.	Develop an action plan for use during the spring staffing season to improve rate of processing change of status transactions	Exec Dir HR	Jul 04-Nov 04
<u>i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u>	Continue to use the Data Warehouse for accessing and analyzing disaggregated data for tracking and reporting purposes and for assignment of staff to schools and the appointment of school administrators	Exec Dir HR	Jul 04-Jun 05
	Continue to aggressively identify and recruit both internally and externally for administrative positions throughout the year	Exec Dir HR	Jul 04-Jun 05
	<u>Track student disability status and</u> support services staffing ratios	Exec Dir HR and Fed & St	Jul 04-Jun 05
<p style="color: red; margin: 0;">Measurement: In 2005, standards will be established for staffing allocations that are equitable and timely. In 2005, standards will be established for the timeliness of administrative appointments. The first weekly vacancy report after school opening will indicate that all school-based positions are filled. By September, 100% of the percentage of Change of Status transactions will be completed. Increase the number of qualified applicants in the system's pool of administrators over the previous year.</p>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

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

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

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

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

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

Performance Indicator for Goal 8			
8.19 The Wide Area Network, Enterprise Systems, and the telephone system will operate effectively 98% of the time.			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
b)Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software. i) <u>Develop, modify, and monitor business operations to ensure efficient and effective use of resources.</u>	Continue to resolve Customer Service issues successfully and in a timely manner Continue to maintain Wide Area Network availability Continue to maintain Enterprise System availability Continue to maintain telephone system availability	Exec Dir IT Exec Dir IT Exec Dir IT Exec Dir IT	Jul 04-Jun 05 Jul 04-Jun 05 Jul 04-Jun 05 Jul 04-Jun 05
Measurement: <u>In 2005, the baseline percentage of effective operational time for the wide area network, enterprise systems, and the telephone system will be determined. Percentage of issues resolved in 48 hours with customer satisfaction as measured by open ticket time and satisfaction response on work order tickets. System logs will indicate that the network is available to users 98% of time. System logs will indicate that Enterprise Systems are available to users 98% of time. System logs will indicate that the telephone system is fully operational 98% of time.</u>			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			