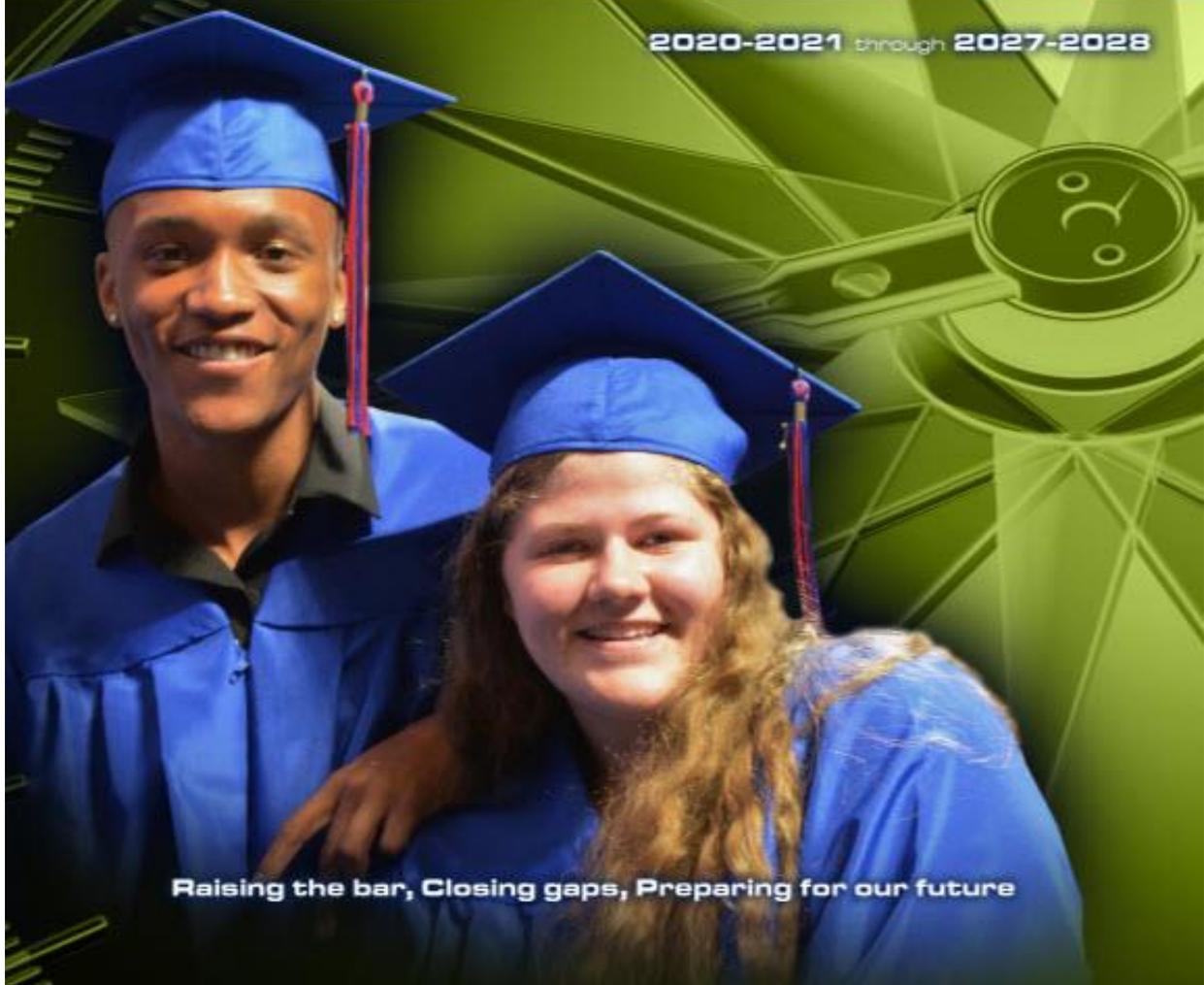




THE COMPASS

OUR PATHWAY TO EXCELLENCE

2020-2021 through 2027-2028



Raising the bar, Closing gaps, Preparing for our future



**RAISING THE BAR, CLOSING GAPS,
PREPARING FOR OUR FUTURE**

**BOARD OF EDUCATION
OF BALTIMORE COUNTY**

Kathleen S. Causey, *Chair*
Erin Hager, Ph.D.
Julie C. Henn, *Vice Chair*
Moalie S. Jose
Russell T. Kuehn
Lisa A. Mack
Rodney R. McMillion

John H. Offerman, Jr.
Cheryl E. Pasteur
Josh Muhumuza, *Student Member*
Lily R. Rowe
Makeda Scott
Darryl L. Williams, Ed.D. *Secretary-Treasurer and Superintendent*



VISION, PURPOSE, AND CORE VALUES 4

INTRODUCTION..... 5

COMMUNITY VOICE 6

THE COMPASS: OUR PATHWAY TO EXCELLENCE—OVERVIEW 7

RAISING THE BAR, CLOSING GAPS, PREPARING FOR OUR FUTURE..... 8

LEARNING, ACCOUNTABILITY, AND RESULTS10

SAFE AND SUPPORTIVE ENVIRONMENT.....15

HIGH-PERFORMING WORKFORCE AND ALIGNMENT OF HUMAN CAPITAL.....20

COMMUNITY ENGAGEMENT AND PARTNERSHIPS24

OPERATIONAL EXCELLENCE27

COMPASS COMMITMENTS.....32

Vision, Purpose, and Core Values

Vision: Baltimore County Public Schools will be among the highest performing school systems in the nation as a result of raising the bar, closing gaps, and preparing every student for the future.

Purpose: Baltimore County Public Schools will increase achievement for all students while preparing a variety of pathways to prepare students for career and college, in a safe, orderly, and caring environment for students and staff.

Core Values:

- Learning is our core purpose.
- Effective teaching is the most essential factor in student learning.
- Leadership matters. Effective leaders support learning and optimum performance at all levels.
- BCPS is committed to equity. We will do whatever it takes to ensure that every student learns and succeeds, regardless of race, ethnicity, gender, orientation, socioeconomic status, language proficiency, or disability.
- Every student will be successful when provided with high expectations and appropriate supports.
- A high-performing workforce is essential to BCPS becoming a world-class school system.
- Trusting relationships and commitment to our core values will foster learning at all levels.
- Students, parents, employees, community members, and all BCPS stakeholders comprise Team BCPS.
- Every member of Team BCPS has value and makes important contributions towards BCPS becoming a world-class school system.
- Positive and productive relationships among all members of Team BCPS are built through meaningful communication and engagement.
- All members of Team BCPS are partners in raising the bar, closing gaps, and preparing for our future, and are vital to our success.

Introduction

Dear Team BCPS,

My approach to leading Baltimore County Public Schools (BCPS) has been significantly shaped by my own background of attending predominantly black public schools in the District of Columbia, as well as my undergraduate training at Hampton University, a historically black college in Virginia. These formative experiences established the importance of high expectations for all students including children of color, the impact that dedicated and skilled educators can have on person's life, and the absolute power of being both nurtured and academically challenged.

Throughout my tenure of urban and suburban educational leadership, one fact has always been clear. Investing in children comes down to individuals coming together and sharing the same values. Our commitment to equity means that we recognize student differences, and we rise to meet students where they are, in order to promote their success. There are no shortcuts, but the recipe is simple: surround students and schools with classroom supports, and insist on ongoing, meaningful professional development to help adults meet student needs.

The Compass: Our Pathway to Excellence plots our course toward raising the academic bar, closing gaps based on student groups, and preparing each child for a bright and successful future. It will not be easy. Workforce expectations continue to increase. Our growing enrollment faces barriers from structural racism to persistent poverty, the challenges of learning English, and increasing needs for special education services. And our communities are reeling from the impacts of the novel coronavirus pandemic.

But we can and we will ensure that every school is preparing students for careers and college. Partnering strategically with our elected officials, our local businesses, community organizations, and of course with BCPS families and staff, *The Compass* sets forth our goals for the next eight years.

Our success depends on our continued efforts to build relationships within school communities, as well as engaging the greater community. Already, I can see the power of our 5 on 5 meetings, which bring the leaders of our five bargaining units together in conversation with cabinet members for productive problem solving across the organization. Each division is also convening a chief's action group composed of a cross-section of stakeholders who advise staff on priority work and provide new opportunities for constructive two-way communication. I welcome and encourage support and involvement from every member of Team BCPS in the service of our children.

Sincerely,
Darryl L. Williams, Ed.D.
Superintendent

Community Voice

An extensive public outreach effort guided the development of *The Compass: Our Pathway to Excellence* from July through December 2019. Dr. Williams established expectations for two-way feedback from the start by convening the first meeting of his tenure with student leaders from across the county. Additional formal and informal opportunities followed which provided opportunities to hear priorities from students, staff, community members, elected officials, and the business community.

The 100-Day Entry Plan period spanned July 1 through October 8, 2019. BCPS leaders facilitated four workgroups, each focused on a goal area from the previous strategic plan, *Blueprint 2.0: Our Way Forward, 2013-2014 through 2017-2018*: academics, safety and security, communication, and organizational effectiveness. Workgroups included BCPS students, parents, teachers, staff, community members, and educational experts, who identified strengths and challenges.

Team BCPS is fortunate to have the generous support and involvement of an informed community. Dr. Williams held 10 Community Conversations during September and October 2019, each hosted by a high school and open to the public. Two were held in each region of the county. Input from the more than 200 participants focused on the following topics: programming for students; student behavior; overcrowded schools; transportation; staff recruitment, retention, and diversity; pedagogy, or teaching approaches, especially concerning student diversity, English for speakers of other languages, and special education services; and transparency.

The resulting [Report on the 100-Day Entry Plan](#) compiled recommendations from the four workgroups to Dr. Williams, as well as feedback from the 10 Community Conversations. From these efforts, five priorities emerged to guide Dr. Williams' [FY2021 operating budget proposal](#), as well as the basis of this strategic plan:

- **Learning, Accountability, and Results:** Increase achievement for all students while preparing a variety of pathways to prepare students for career and college.
- **Safe and Supportive Environment:** Provide a safe, orderly, and caring environment for students and staff.
- **High-Performing Workforce and Alignment of Human Capital:** Recruit and retain a qualified, highly effective and diverse workforce, and create a systemwide professional development plan to improve work performance.
- **Community Engagement and Partnerships:** Communicate, engage, and partner with our families and communities.
- **Operational Excellence:** Ensure resources are aligned to our system priorities and are distributed efficiently, effectively, and equitably.

The Compass: Our Pathway to Excellence—Overview

Our goal is simple—preparing each child to graduate ready to enter their chosen career, career training, military training, or credit-bearing college coursework. Our work is to provide the necessary supports from preschool through high school that will deliver on this promise.

As we begin this strategic plan, our schools are welcoming more than 115,000 students who are diverse in every way imaginable – in terms of their race and ethnicity as well as their eligibility and participation in programs that support English acquisition and physical, cognitive, learning, and behavioral differences. Our students hail from over 140 countries, speaking more than 125 languages.

We embrace the challenges set forth by the pandemic and celebrate the diversity of our students. To this end, we have crafted *The Compass* with an awareness of the students and families we serve as well as the supports each student deserves. That is what we mean by equity: meeting individual student needs, which requires teamwork among both schools and offices. Our collective efforts now to prioritize high-quality teaching and appropriate supports in every classroom, promote positive school climate and morale, and properly staff schools will close our achievement gaps.

As described, all facets of Team BCPS shaped the development of five strategic plan focus areas:

- Learning, Accountability, and Results
- Safe and Supportive Environment
- High-Performing Workforce and Alignment of Human Capital
- Community Engagement and Partnerships
- Operational Excellence

For each strategic plan focus area, *The Compass* provides key initiatives and strategies. We also recognize that there are many facets to our work. While we will hold ourselves accountable for progress on the strategies in each key initiative, there is a wealth of additional, related work that we are leading in order to achieve our goals.

Toward that end, schools and offices will align their School Progress Plans and Office Progress Plans to the strategic plan focus areas through action steps and plans for professional development and implementation. Ongoing reviews and updates of action steps and plans for professional development and implementation will ensure forward progress.

Raising the Bar, Closing Gaps, Preparing for Our Future

The Baltimore County Public Schools' vision is to be among the highest performing school systems in the nation as a result of raising the bar, closing gaps, and preparing every student for the future. To actualize this vision, Team BCPS has integrated a continuous improvement process that incorporates a Plan, Do, Study, Act (PDSA) cycle¹. PDSA provides a structure for continuous improvement by identifying, implementing, and measuring the effectiveness of focused actions and supports to meet the specific needs of our students, staff, and communities. Equity is at the center of the BCPS PDSA cycle, as it is our purpose to ensure that we increase access, opportunity, and achievement for all students while preparing students for a variety of career and college pathways. BCPS has a responsibility to eliminate the conditions which marginalize students. Achievement trends demonstrate inequities across student groups, with our lowest performing student groups not making the adequate growth needed to accelerate achievement and close gaps.



BCPS leadership has engaged in a continuous improvement process that incorporates a PDSA cycle to identify and disrupt conditions and practices which lead to inequities in achievement. During the 2019-2020 school year, system and school leaders collaborated to create a comprehensive needs assessment process rooted in the PDSA cycle. Each school team analyzed the school's unique strengths and opportunities for growth through individualized data stories and a root cause analysis process. Grounded in these data, schools with support and guidance from the Division of School Support and Achievement (DSSA), developed a School Progress Plan (SPP) using evidenced-based strategies (Plan). Throughout the year, school teams implement (Do) their SPP to improve outcomes for students and include focused high-quality professional learning opportunities to increase teacher effectiveness. School teams, with the support of DSSA, monitor progress (Study) of their SPP to make timely and data informed adjustments (Act).

To align with the continuous improvement work of schools, Team BCPS offices and departments will develop goals and action steps as part of the newly revised Office Progress Plans. The Office Progress Plans are structured similarly to the SPP to promote ongoing continuous improvement across divisions through the PDSA cycle. These documents will be aligned with the overarching key initiatives identified in *The Compass: Our Pathway to Excellence*.

¹ Cohen-Vogel, L., Tichnor-Wager, A., Allen, D., Harrison, C., Kainz, K., Socal, A.R., & Wang, Q. (2014). "Implementing educational innovations at scale: Transforming researchers into continuous improvement scientists." *Education Policy* 1-21. Retrieved from: <https://doi.org/10.1177/0895904814560886>

Beginning in 2019-2020, the DSSA created the Instructional Core Team (ICT), a cross-divisional, differentiated, support model. With a focus on equity, the ICT analyzes school data to identify needs, works collaboratively with the principal to align and implement supports, and works to monitor and evaluate the effectiveness of these supports. Annually, the ICT identifies schools to participate in a comprehensive data and root cause analysis and targeted supports process. Schools exit from the support process when there are systems and structures that can be sustained by the principal and their leadership team.

BPCS continues to build and strengthen its organizational capacity to advance equity and drive systemic transformation. Feedback from leaders at all levels of the organization is essential to the BCPS continuous improvement cycle. The creation of Professional Learning Communities (PLC) supports this important shift in how BCPS is changing practices to improve outcomes and move the equity work of schools from theory to practice. The goal of the PLCs is for principals in feeder patterns to engage in robust professional learning which includes multiple perspectives and an awareness, knowledge, and understanding of how to lead using an equity lens. PLCs were designed to reaffirm a powerful message-that equity is not an add-on or optional work, but rather, ensuring equity is the work.

Looking forward, BCPS must remain focused on its equity imperative, codified in Board Policy 0100, and continue with urgency the work required to transform BCPS into a system that effectively serves all students and families.



Learning, Accountability, and Results

Focus Area Summary:

Increase achievement for all students while preparing a variety of pathways to prepare students for career and college.

Excellence in student achievement is grounded in effective and responsive teaching of a rigorous, inclusive curriculum aligned to standards. To promote high levels of achievement for all students and close existing gaps, the system will work to increase students' access and opportunity to pathways that prepare them for college and career.

Equity in Action:

We are committed to ensure that all students have equitable access to rigorous, high quality, and highly effective instruction regardless of race, receipt of special services, socio-economic status, English learner status and/or zip code. Our data indicate existing teaching and learning practices must be interrupted, examined and strengthened to be inclusive, relevant and responsive to students of color, English Learners, students with disabilities, and students who are experiencing poverty. Therefore, we commit to (1) focus on culturally responsive and relevant teaching and learning, (2) increase the diversity of our curriculum writer workforce, and (3) use data-based decision making to target where increased supports are needed for marginalized students and identified schools.

Key Initiative 1: Teaching and Learning Framework

The BCPS Teaching and Learning Framework outlines the expectations for effective first instruction and rigorous learning for every child in every classroom, every day. It is grounded in BCPS Policy 0100: Equity and includes components from research and best practices including Charlotte Danielson's Framework for Teaching, Mike Schmoker's Focus: Elevating the Essentials to Radically Improve Student Learning and the Center for Applied Special Technology's principles of Universal Design for Learning (UDL). In BCPS, all students must have daily access to learning that is accessible, rigorous, relevant, and responsive and prepares them for the future. Work on the revised Teaching and Learning Framework began in fall 2019 and ended in winter 2020.

In BCPS, learning is our core purpose. The 21st century demands that we develop students into globally competitive individuals who have high levels of literacy across all disciplines and content areas. The Teaching and Learning Framework is structured around the concepts of



learning, accountability, and results and is designed to support our core purpose and the system strategic plan by answering the following questions:

- What do we believe about teaching and learning in BCPS?
- Based on those beliefs, what are our expectations?
- What qualitative and quantitative evidence will we collect and monitor to measure progress toward meeting expectations?

The Teaching and Learning Framework:

- Articulates the core beliefs and expectations of teaching and learning in BCPS.
- Develops a common language to facilitate instructional conversations among educators, students, parents, and caregivers to drive continuous improvement.
- Provides resources to support high-quality first instruction.
- Ensures a consistent approach to monitoring teaching and learning.

Strategies: How will this initiative be implemented?

Strategy 1a: Provide systemic and ongoing professional learning on the Teaching and Learning Framework to administrators, teachers and all central office staff.

Strategy 1b: Ensure greater alignment between each office's core work and the Teaching and Learning Framework through the Office Progress Plans.

Strategy 1c: Institutionalize professional learning communities in every school to facilitate ongoing examination of teaching and learning for continuous improvement.

Key Initiative 2: New Curricula in Elementary English Language Arts (ELA) and Mathematics

In order to increase student achievement, it is critical to begin with a solid foundation for our youngest learners. Students and teachers must have access to high-quality instructional materials aligned with the rigor of college and career-ready standards to ensure equitable access to meeting and exceeding expectations in literacy and mathematics.

In ELA, a comprehensive literacy instructional program begins with the foundational skills including concepts of print, phonological awareness, phonics and word recognition, and fluency. Each of these strands must be taught systematically and explicitly in order to ensure students leave primary grades as skillful and strategic readers, capable of comprehending and responding to complex text across the disciplines. Last year we implemented a new, comprehensive foundational skills curriculum in Kindergarten and Grade 1. Expanding this curriculum to Grades 2 and 3 will ensure all students in Kindergarten through Grade 3 receive



high-quality instruction in all strands of foundational literacy with consistent, standards-aligned materials. This will raise the bar for student achievement in primary grades and ensure all students have access to systematic, explicit, and evidence-based foundational skills instruction.

In mathematics, student achievement data have been of significant concern within BCPS. After an external review of our mathematics curriculum, it was determined that a complete overhaul was necessary to ensure that every student in every classroom had access to high-quality instructional materials aligned with the focus, coherence, and rigor of the college and career-ready standards for mathematics. At the elementary level, new mathematics curriculum materials will ensure that students have access to instruction aligned to the major work of the grade level and will provide distributed practice of procedural fluency and complex problem solving to address mathematical modeling and reasoning. This new curriculum will ensure alignment between the written, taught and assessed curriculum and increase achievement overall while closing gaps for students currently underserved. Beginning in the 2020-2021 school year, students will have access to the Bridges curriculum. Teachers in these grade levels will participate in ongoing professional learning to ensure fidelity of implementation and deepen understanding of the focus, coherence, and rigor expected within grade level standards.

Strategies: How will this initiative be implemented?

Strategy 2a: Fully implement Open Court foundational skills curriculum in all classrooms in Kindergarten through Grade 3 including all instructional materials and ongoing, intensive professional learning and coaching support for teachers, reading specialists, and special educators.

Strategy 2b: Fully implement Bridges mathematics curriculum in all classrooms including all instructional materials and ongoing, intensive professional learning and coaching support for teachers, math resource teachers, and special educators.

Strategy 2c: Provide professional learning for all school-based leaders on monitoring fidelity of implementation of system curricular materials including observation tools, data analysis and assessment protocols, and ongoing coaching support.

Key Initiative 3: English for Speakers of Other Languages (ESOL), Advanced Academics and Gifted and Talented (GT), and Special Education Programming and Supports

English learners continue to struggle to demonstrate proficiency, and achievement gaps continue to widen. There is a rapid increase in English learner enrollment in BCPS and an increase in the number of students waiving these services. The needs of this growing population require a deepening of general educator and content teacher understanding in strategies that work best for English learners.



In Advanced Academics and Gifted and Talented programming, students identified as African American, Hispanic and students receiving special services are underrepresented. Baltimore County Public Schools conducts universal screening in Grades 3 and 5. In Grade 3, universal screening results in students being provided access to advanced curricula in English language arts and mathematics. In Grade 5, universal screening results in students being placed in Gifted and Talented courses in Grade 6 in English language arts, mathematics, social studies, and science. Although screening processes are in place, there is underrepresentation for some racial student groups and for students receiving special services. As a result, staff within BCPS need professional learning in equitable identification strategies in order to close this gap by identifying the potential talents of students in underrepresented groups.

Strategies: How will this initiative be implemented?

Strategy 3a: Build general education and content teachers' knowledge of necessary supports for English learners through ongoing and targeted professional learning.

Strategy 3b: Provide professional learning to Advanced Academics facilitators, teachers, and principals in equitable identification strategies for Gifted and Talented/Advanced Academic pathways.

Strategy 3c: Provide instruction and support to all students receiving special education services to the full rigor of content and grade level standards.

Key Initiative 4: Disciplinary Literacy

Disciplinary literacy provides all students with opportunities to interact with text in meaningful ways across disciplines. This key initiative requires embedding literacy activities into the curricula across content areas. Literacy is the foundation of learning and creates the basis upon which students comprehend and communicate what they have learned. Disciplinary literacy helps all students develop skills in reading, writing, and discourse within and across disciplines.

BCPS started this important work in 2017-2018 and continues to write and revise curricula that incorporate culturally responsive content across the disciplines. As new curricula are developed, it is essential to have ongoing professional learning provided to instructional leaders and teachers to ensure they understand how to implement this integrated literacy approach across content areas. However, professional learning in disciplinary literacy is not enough in isolation. It must be coupled with an emphasis on building strong foundational literacy skills in the primary grades as well as evidence-based supports to scaffold material so all students can access and master the content. These foundational skills and scaffolded instructional practices are engaging to students at all levels and allow for various entry points and opportunities for accelerated growth so all students can be successful and achieve mastery.



Strategies: How will this initiative be implemented?

Strategy 4a: Focus on foundational literacy and early interventions to close achievement gaps as they first emerge.

Strategy 4b: Establish a cross-discipline, standards-based literacy framework and provide professional learning to schools.

Strategy 4c: Provide literacy supports for striving readers and for students who need accelerated learning.

Key Initiative 5: Service and Support Model for Schools

Schools are the hubs of the community and the places where learning comes to life. Educators work tirelessly to provide social-emotional and instructional supports to individual students to meet their specific needs every day. The support model should be designed to utilize central office expertise to offer service and supports that promote highly effective practices in schools.

The service and support model will include two main components: (1) systemic professional learning options for all staff and (2) targeted, job-embedded coaching, modeling and support on an as-needed basis. All offices will provide systemic professional learning options aligned to the Teaching and Learning Framework and a specific area of educator expertise. Options will be provided in order to reach the maximum number of school-based staff. Targeted, comprehensive support will also be offered through the Instructional Core Team.

Job-embedded coaching, modeling, and support will be provided through the Residency Resource Teacher model. Under this model, schools identified for targeted support will be assigned staff with particular instructional expertise. Assigned staff will reside with the school staff for an identified length of time in order to provide daily, ongoing support and coaching. Principals will work with their executive director and central office staff in order to craft a sustainability plan once each residency ends. While some resource teachers are in residency at specific schools, other staff will be available for as-needed support across schools not currently assigned a resident resource teacher. This Residency Resource Teacher model has been in place since August 2018. Beginning in August 2019, an additional layer of support was created. The Instructional Core Team was instituted in order to identify schools for targeted support and to monitor the effectiveness of the supports provided.



Strategies: How will this initiative be implemented?

Strategy 5a: Provide ongoing, targeted professional learning experiences on a systemic level aligned to the Teaching and Learning Framework in order to support and improve educator effectiveness.

Strategy 5b: Implement the Residency Resource Teacher Support Model across all offices and divisions to provide as-needed, job-embedded professional coaching, modeling and support.

Strategy 5c: Institute the Instructional Core Team to identify and monitor the effectiveness of the tiered and differentiated supports provided to schools.



Safe and Supportive Environment

Focus Area Summary:

Provide a safe, orderly, and caring environment for students and staff.

Baltimore County Public Schools is committed to fostering safe, secure, and supportive learning and working environments in which students and staff have the resources and supports necessary to succeed. This will be accomplished by continuously improving safety and security measures in all schools and offices, expanding available social-emotional supports, engaging students and staff in activities that promote positive school and workplace climates, and encouraging relationships that are mutually respectful and supportive.

Equity in Action:

We are committed to examining and interrupting intentional and unintentional personal, professional, and institutional beliefs and how they manifest through our actions/impact practices to inequitably affect students. Our data indicate we must focus on interrupting inequitable systems and processes which lead to Black/African American, Hispanic, students with disabilities, and English Learners being disproportionately referred for alternative placement, suspension, and special education services.



Key Initiative 1: Student and Staff Supports

Educational research shows that for students and adults, equal measures of cognitive and emotional intelligence are critical for life-long success. Research supports the importance of intellectual development and it must be paired with good physical, mental, social, and emotional well-being². These combined factors reduce absenteeism, promote healthy lifestyles, and improve student and staff performance.

The social and emotional well-being of students has been and will continue to be a systemwide priority. BCPS has expanded student support efforts by providing students with equitable access to mental and physical health resources through increasing the number of school counselors, school nurses, school psychologists, and school social workers. Additionally, BCPS adopted national standards for school counseling services and increased external partnerships with behavioral health agencies. BCPS established a Discipline Workgroup to focus efforts on school climate, one of the system's top priorities. The workgroup examined student discipline as outlined in the Student Handbook, Board of Education Policies, and Superintendent's Rules and recommended revisions to each document. BCPS launched the Culture of Care initiative and the Mind Over Matters campaign, ongoing efforts designed to promote mental health and physical wellness for students and staff. The system also expanded the development of Community Schools to provide equitable opportunities and access to wraparound services, including physical and mental health supports for students and families within the school system. BCPS also offered Youth Mental Health First Aid professional learning to all school stakeholders.

It is expected that a supportive environment will be established across all BCPS schools and work environments that cultivates social-emotional competence and capacity for all students and employees. Furthermore, a community of students and adults engaged in ongoing social-emotional learning will be established; one in which a culture of mutual respect, support, and appreciation will be created and will be evident in and across all schools and offices.

Strategies: How will this initiative be implemented?

Strategy 1a: Develop and implement behavioral resources and practices that are instructive, restorative, developmentally appropriate, and equitably applied.

Strategy 1b: Facilitate connections to ensure BCPS students and staff members have at least one supportive person within their school and/or workplace.

Strategy 1c: Integrate social-emotional learning into a multi-tiered system of academic and behavioral supports that are deployed to ensure that all student needs are met.

²- Gerli, F., Bonesso, S., & Pizzi, C. (2015). Boundaryless career and career success: The impact of emotional and social competencies. *Frontiers in Psychology*, 6. doi:10.3389/fpsyg.2015.01304



Key Initiative 2: Positive School and Workplace Climates

A positive school culture and climate is necessary for all students to thrive and engage in the educational process so they can flourish academically, socially, and emotionally. In accordance with requirements of the federal Every Student Succeeds Act (ESSA), the establishment of a positive school culture and climate supports the building of positive relationships, high expectations, and effective instructional engagement that utilizes inclusive practices, so all students succeed. Promoting equitable practices reduces disproportionate outcomes and increases attendance and graduation completion rates. Positive workplace climates and employee perceptions of the organizational climate can lead to higher levels of commitment and performance. When established, significant improvements in the provision of services and supports to all BCPS students and staff are expected. An ecological approach directed at the whole school, with the school in turn drawing its resources and influences from the whole community and serving to address the needs of the whole child, fosters greater alignment, integration, and collaboration between education and health to improve each child's cognitive, physical, social, and emotional development.

The Division of School Climate and Safety was established in 2018 with a mission focused on aligning efforts and unifying the work of school safety with school climate and student services. This alignment has furthered BCPS' commitment to concentrate on providing and maintaining learning and workplace climates that are positive, safe, and supportive for all constituents within BCPS. BCPS expanded positive school and workplace climate efforts by developing and implementing a framework for social and emotional learning (SEL) and expanding SEL professional development opportunities for staff. BCPS also bolstered its implementation of restorative practices, mindfulness, Positive Behavior Interventions and Supports (PBIS), and Conscious Discipline. BCPS also developed and implemented Board of Education Policy and Superintendent's Rule 5470: Wellness. The policy and corresponding rule support a coordinated approach to school health. Additionally, BCPS established a system-level wellness committee, and schools and offices have an identified wellness liaison.

It is expected that within every BCPS learning space, students and adults will acquire and apply social-emotional skills that provide them equitable opportunities and access to engage deeply in cognitively demanding and collaborative work. Positive student-student, student-adult, and adult-adult relationships and connections will strengthen equity in beliefs, policies, programs, and practices.

Strategies: How will this initiative be implemented?

Strategy 2a: Develop and implement adult and student social-emotional learning standards that will guide all BCPS systemic policies, programs, and practices.



Strategy 2b: Provide staff and students with opportunities to examine, analyze, and develop/enhance their own social-emotional and cultural competence skills that are grounded in equity.

Strategy 2c: Select a wellness model that addresses the whole school, whole community, and whole child to create alignment that includes integration and collaboration between internal and external stakeholders to improve student and staff cognitive, physical, social, and emotional development.

Key Initiative 3: Safe and Secure Environments for Learning and Working

The safety and security of the environment in which daily tasks are executed can directly impact productivity and efficiency. A safe and secure learning and working environment strengthens the culture and climate while enhancing the performance of students and staff. Considerations for a safe physical space include the implementation of safety procedures and protocols, adherence to safety standards, and adoption of hardening strategies such as structural modifications, new school design, and use of safety and security technology and equipment while maintaining an emotionally safe environment.

BCPS staff routinely collaborate and engage with external partners to foster a safe and equitable environment for teaching and learning, while supporting the physical and social-emotional wellness of students and staff. BCPS addresses a safe and secure environment by assigning staff to consult with administrators on safety and security matters, ensuring that all visitors are screened before accessing BCPS buildings, installing and monitoring cameras, administering staff and student identification badges, utilizing door swipes to limit access to schools and buildings, conducting and analyzing safety and security assessments for continuous improvement, conducting building security checks, and using data to inform the development of procedures and protocols.

While following federal, state, and local guidelines, BCPS will design new schools and retrofit existing schools using safety standards that enhance building security.

Strategies: How will this initiative be implemented?

Strategy 3a: Research, develop, and enhance safety protocols and regulations for schools and office complexes.

Strategy 3b: Enhance building security by incorporating hardening strategies that are balanced with physically appealing spaces that are conducive to learning.



Key Initiative 4: Emergency Preparedness

In understanding the core principles of emergency management: prevention, preparedness, response, mitigation, and recovery, it is critical that BCPS prepares students, staff, and other stakeholders. This preparation is a contributing factor leading to safe and supportive learning and working environments. Emergencies, man-made or natural (i.e. threat, fire, gas leak, tornado, flooding), can happen anywhere and anytime. Therefore, everyone must be prepared to respond quickly and efficiently to address whatever situation is at hand. With proper preparation, the impact of emergencies on learning and working environments will be lessened.

The BCPS Comprehensive Safety Plan was developed to provide guidance for students, staff, and other stakeholders to enable them to successfully utilize the core principles of emergency management. BCPS has an established track record of addressing emergencies by ensuring each school and office develops a Site-Based Emergency Plan, uses a Safety and Emergency Management Team approach, practices safety drills, and employs established Universal Emergency Response Procedures. Quantitative milestones have been used to ensure that schools and offices are compliant with system goals and expectations as well as county, state, and federal guidelines and requirements.

BCPS will expand the use of qualitative safety measures of efficiency and enhance safety-related professional learning in order to engage and secure all students and staff in an equitable manner.

Strategies: How will this initiative be implemented?

Strategy 4a: Develop, implement, and monitor efficiency standards for each specific drill type.

Strategy 4b: Identify and/or develop and implement required professional learning for members of school and office-based Safety and Emergency Management Teams.





High-Performing Workforce and Alignment of Human Capital

Focus Area Summary:

Recruit and retain a qualified, highly effective and diverse workforce, and create a systemwide professional development plan to improve work performance.

Defining goals and monitoring progress in this goal area will position the system to best support student needs and ensure equitable learning and working environments for all students and staff.

Equity in Action:

We are committed to using an equity lens in our recruitment, hiring, retention, and promotion processes. Our data indicate the need to examine, interrupt, and redesign systems and structures which will lead to a workforce that is aligned with the diversity of our students by focusing on recruiting and retaining educators of color.

Key Initiative 1: Recruitment Source and Partnerships

The establishment of diverse recruitment sources and partnerships will provide a foundation for acquiring robust candidate pools of applicants to fill identified vacancies. A single source or even a small number of sources for recruitment in today's job market is not enough to reach and attract the largest, most qualified candidate pools.

Robust partnerships with colleges and universities support workforce development strategies and provide for an exchange of professional learning that produces a pipeline of effective new professionals. Baltimore County Public Schools has 68 Professional Development Schools (PDS) in partnership with seven local colleges and universities and places nearly 600 interns per year into student teaching internships.

Organizations are competing for scarce talent pools. Therefore, multiple recruitment strategies must be established, consistently applied, and monitored for effectiveness. The number of qualified candidates should be tracked and reviewed periodically to measure the effectiveness of the recruitment methods and established partnerships. The recruitment methods BCPS uses today or has used in the past include job boards, the webpage, direct contact with qualified applicants, career fairs, university job fairs, virtual job fairs, social media, employee referrals, targeted print advertising, email campaigns, temp-to-hire initiatives, and partnerships with local organizations and communities. BCPS plans to expand the recruitment methods to include



additional virtual job fairs, improving branding and networking, and focusing on promotions and internal transfer. Tracking methodologies will be established and data from the applicant hiring system will be reviewed periodically in order to make informed decisions regarding recruitment over the course of this strategic plan.

Graduating interns are recruited into teaching positions, and in 2018-2019, nearly one-third of PDS interns accepted teaching positions in BCPS. Successfully recruiting more interns into teaching positions in BCPS would enable the system to capitalize on the resources committed to intern preparation and produce more beginning teachers familiar with BCPS communities, curricula, and instructional best practices. Establishing new partnerships in high-need communities within the system would enable pre-service teachers to learn to teach in contexts more similar to where they are likely to begin their teaching careers.

Strategies: How will this initiative be implemented?

Strategy 1a: Define quality measures of success and build successful monitoring tools for tracking effectiveness of recruitment sources and methods.

Strategy 1b: Build an intern tracking system in order to increase the number of interns who become new hires in BCPS.

Strategy 1c: Expand Professional Development Schools, especially partnerships with Historically Black Colleges and Universities (HBCUs), which provide college internships, and with a focus on high-need schools.

Key Initiative 2: Teacher Retention and Reduction of Vacancies

Recruiting and retaining effective teachers is critical to ensuring a high-quality teacher for every student and building thriving school communities. Nationally and locally, teacher attrition is a challenge and the reasons teachers cite for their decision to stay or leave should inform the design of teacher workloads and the programs that support beginning teachers.

BCPS provides the Peer Review and Assistance (PAR) program and the Staff Development Teacher program to provide peer support for new teachers. Teacher supports include co-planning, co-teaching, opportunities to observe their peers and debrief those observations, and feedback on observations of their teaching. Administrators are provided with information about the developmental needs of new teachers and opportunities for new teachers to receive support from the BCPS induction program.

Approximately 10 percent of new teachers leave BCPS each year, and by year five, nearly 50 percent have left the system³, which is consistent with national teacher attrition data. In order to improve the retention of teachers, it will be important to better understand why teachers choose to leave and to improve coaching for new teachers around areas cited by new teachers as

³-Source: BCPS Division of Human Resources



concerns, such as student discipline, instructional planning, and meeting the needs of students with individualized education programs (IEPs). System leaders will collaboratively review teacher exit survey data as well as PAR data in order to proactively identify support needs with the goal of reducing teacher attrition.

Strategies: How will this initiative be implemented?

Strategy 2a: Analyze BCPS teacher exit survey data and design a coaching program for PAR consulting teachers, department chairs, and staff development teachers designed to enable peer coaching to better address teacher-identified needs.

Strategy 2b: Engage building administrators in providing targeted support for new teachers, including regular check-ins, and scheduling new teachers to have fewer preparations and a dedicated classroom space instead of having them work across multiple classrooms.

Strategy 2c: Coordinate the design of new teacher support programs across the system to clarify roles and responsibilities within support programs and use teacher retention and performance data to continually improve support efforts and design responsive programming.

Key Initiative 3: Teacher Absence

Research supports that teacher absence rates can have a negative impact on student achievement. The impact of teacher absenteeism is also felt directly by individual coworkers, teams, and the organization. Financially, there is also an impact on the school system due to the cost of benefits, substitutes, and administrative time to address teacher absenteeism. Reducing teacher absences requires the close monitoring of intermittent absences related to personal and/or family illness and requires reviewing teacher absence data in order to identify schoolwide trends.

One of the absence management programs in the Office of Employee Absence and Risk Management (OEARM) is the Employee Attendance Monitoring Program (EAMP). The EAMP monitors intermittent absences due to personal and/or family illness for employees at risk of not meeting or failing to meet the employee attendance standard established by BCPS. Attendance is considered an essential function of all positions at BCPS.

Average teacher absence rates have been increasing over the last three school years. A key initiative to reduce teacher absences is to provide a more streamlined approach to the current EAMP and increase the use of the EAMP by school-based administrators in collaboration with OEARM. This will increase and promote building awareness among teachers and administrators and will also stress the importance of teacher attendance and support a solid tracking system for teacher absences. Training for building administrators on leave approval, particularly regarding approval of other board business leave, will help to clarify the leave approval process and improve data analysis capability at the system level. Additionally, creating more flexibility in



the scheduling of professional learning and meetings involving school-based staff can also reduce the time that teachers are absent from classrooms.

Strategies: How will this initiative be implemented?

Strategy 3a: Communicate the established employee attendance standard to teachers and streamline the EAMP process and procedures for BCPS administrators. Provide training for BCPS administrators.

Strategy 3b: Incorporate an electronic absence management system for leave requests, approvals, and time record-keeping in order to better analyze BCPS absence data and trends.

Strategy 3c: Enhance scheduling options for professional learning opportunities and meetings to lessen the impact on instructional time.

Key Initiative 4: Grow Our Own

Grow Our Own teacher programs and initiatives help address teacher shortages, retention issues, and teacher diversity. Hiring internal candidates who are already living and working in Baltimore County is a great way to ensure quality educators are working in our schools. Motivated, well-qualified candidates are among our own paraprofessional workforce. Similarly, the same opportunity exists with current BCPS students. Identifying various initiatives will support efforts to increase an educator workforce that is representative of the student population BCPS serves as well as promote employee growth and development.

The Grow Our Own Steering Committee was formed in February 2020 to lead and oversee strategies to recruit and retain a qualified, highly effective and diverse workforce. This committee includes human resources representatives, organizational development partners, and school administrators to ensure all aspects of teacher supports are considered as programs are developed. This group will guide the strategies outlined in the key initiative.

The creation of various pathways allows potential students and teachers of color to enter a teaching career with BCPS in a manner that best fits their trajectory. Establishing additional partnerships with two-year and four-year institutions, as well as historically black colleges and universities, will increase access to pathways. Additionally, the development of data supports will allow individual tracking and evaluation of the Grow Our Own initiatives.

Strategies: How will this initiative be implemented?

Strategy 4a: Offer a certification program tailored specifically for BCPS paraeducators interested in completing a teacher preparation program and obtaining a teaching position with BCPS upon completion of all certification requirements.



Strategy 4b: Award current BCPS high school graduates with scholarships to enroll in a Maryland-approved teacher preparation program and start a teaching career with BCPS.

Strategy 4c: Implement a robust reporting system that reduces data processing time and provides timely, actionable data to track and measure professional growth of paraeducators.

Strategy 4d: Increase the diversity of college and university partnerships.



Community Engagement and Partnerships

Focus Area Summary:

Communicate, engage, and partner with our parents and communities.

Strong and successful schools are supported by engaged families, neighbors, and businesses.

Every school deserves investment and involvement from the greater community to meet student needs and prepare our future workforce.

Equity in Action:

We are committed to engaging and communicating with our parents and families for whom English is not their native language to increase access to and participation in meaningful and relevant information and supports by providing translated resources and partnering with diverse partners. Our data indicate the need to interrupt and examine systems and structures which inhibit us from meeting the linguistic and cultural diversity of our students, families, and communities.

Key Initiative 1: Family Engagement and Outreach

Parents and guardians are every child's first teachers. Parent University provides online and in-person learning opportunities to empower parents, strengthen the relationships between homes and schools, promote meaningful parent involvement in student learning, and support the staff who work closely with parents.



In 2018-2019, Parent University presented 102 workshops, engaged 1,549 Parentmobile visitors, and produced seven Parent University shows⁴. By 2027, Parent University will reach a broader audience by tapping into trusted family networks, especially those serving parents and guardians of students living in poverty, students of color, and students who speak languages other than English.

Strategies: How will this initiative be implemented?

Strategy 1a: Maximize the impact of workshops through collaborations with family-serving organizations.

Strategy 1b: Maximize the reach of Parent University by collaborating with the Title I and ESOL (English for Speakers of Other Languages) offices.

Key Initiative 2: Community Partnerships

Organizations and businesses in Baltimore County invest time and resources in school success. These partnerships augment staff capacity, enable innovative learning opportunities, and connect students to authentic learning and development through mentoring, volunteering, student work experiences, and scholarships.

In 2018-2019, BCPS partnered with 128 organizations through Parent University, career and technical education, special education, The Education Foundation, and the annual BCPSfest. By 2027, BCPS will establish a robust partner network that meets the needs of both schools and organizations.

Strategies: How will this initiative be implemented?

Strategy 2a: Identify new partners to meet school needs.

Strategy 2b: Create a structure for partnerships, including expectations that align school needs with partner interests.

Key Initiative 3: Parent and Guardian Satisfaction

Parents and guardians entrust BCPS with their children. They have many school options, and they deserve easy access to information and resources about BCPS and schools. This transparency is facilitated through ongoing opportunities for face-to-face engagement as well as bcps.org, BCPS-TV, social media, the weekly e-newsletter, the Team BCPS blog, the BCPS Now mobile app, and automated messages (phone, email, and text).

In 2018-2019, 79.8 percent of parents and guardians agreed that "Information and results data are available and easily accessible" on the 2019 Stakeholder Survey. By 2027, BCPS will increase parent and guardian satisfaction of transparency by further expanding communication strategies.

4-Source: BCPS Department of Communications and Community Outreach



Strategies: How will this initiative be implemented?

Strategy 3a: Consult school leaders and hard-to-reach parents and guardians for new communication strategies.

Strategy 3b: Attend professional development activities and network with other school systems to enhance communication strategies.

Key Initiative 4: Multilingual Outreach

BCPS celebrates the multifaceted diversity of our students, who represent 140 countries and speak over 125 languages (September 30, 2019). During the past decade, our population of English learners increased 166.4 percent, requiring new strategies for communicating with parents and guardians in many languages⁵.

In addition, while graduation rates for English learners have improved each year since 2015, the graduation rate for English learners was 58.39 percent for the Class of 2019, far below the overall BCPS graduation rate of 87.64 percent. Better communication with parents and guardians who speak languages other than English will support increased student achievement.

In 2018-2019, a vendor translated 52 documents for schools and offices to communicate with families in about a dozen languages. The Department of Communications and Community Outreach works closely with the Office of English for Speakers of Other Languages (ESOL) to prioritize needs, make progress, and plan long-term strategies. By 2027, BCPS will support schools and offices with the ability to provide in-house, same-day Spanish translations to communicate with the majority of families who speak languages other than English, as well as building the capacity of all staff to improve multilingual outreach.

Strategies: How will this initiative be implemented?

Strategy 4a: Identify the most essential documents to translate for parents and guardians systemwide and have them translated and made easily accessible.

Strategy 4b: Build internal capacity to communicate with families who speak languages other than English.

5-Source: BCPS Department of Communications and Community Outreach



Operational Excellence

Focus Area Summary:

The system commits to continuously improving organizational systems, processes, and technologies to best support teaching and learning and create environments that effectively, efficiently, and equitably serve students, staff, and the broader school community.

Equity in Action:

We are committed to providing consistent available access to resources (e.g. facilities, staff, materials, and technology) to interrupt inequities regardless of race, socioeconomic status, and location. Our data indicate we need to focus on identifying different areas of the county which need targeted resources to ensure all students have high quality educational opportunities.

Key Initiative 1: Financial Resource Management

Financial management is focused on expenditures because the school system generates very little revenue. BCPS manages appropriated resources to benefit the greatest number of students for the greatest number of instructional days each school year. Unused funds lapse at the end of each fiscal year. The Offices of Budget and Reporting, the Controller, Purchasing and Payroll each have critical responsibilities in monitoring and recording instructional costs and obligating and disbursing funds in the most equitable and cost-effective manner. The Department of Fiscal Services manages the allocation of unrestricted funds to establish an equitable baseline for every student. Additional resources are allocated based on student needs according to grant provisions. This is an ongoing initiative that is constantly reviewed and improved.

Strategies: How will this initiative be implemented?

Strategy 1a: Monitor school and office budgets to maximize appropriate use of resources as planned.

Strategy 1b: Accurately record and report on expenditures.

Strategy 1c: Procure resources timely and at competitive prices to increase efficiencies.

Key Initiative 2: Network Capacity Upgrade

BCPS Learning is largely delivered through the use of online resources to implement blended learning. The Department of Information Technology (DoIT) recognizes the need for stable, reliable network access. Currently BCPS has fully deployed wired and wireless networks that have full access to the Internet. While these networks are strong and reliable in general, the need for and use of them is constantly increasing. Over the next eight years, BCPS DoIT will monitor and upgrade network infrastructure to meet this rising demand.

Strategies: How will this initiative be implemented?

Strategy 2a: Upgrade the wireless infrastructure in secondary schools to increase capacity.

Strategy 2b: Upgrade the wired network at the elementary schools to increase capacity.

Strategy 2c: Upgrade the BCPS Internet filter to increase offsite reliability in a variety of home internet environments.





Key Initiative 3: Improve School Facilities Systemwide

All school buildings need to provide for the latest technologies and accommodate the best teaching techniques as well as create environments that effectively, efficiently, and equitably serve students, staff, and the broader school community. Therefore, capital improvements must be made in many school buildings throughout the county to modernize the facilities and address these needs.

Strategies: How will this initiative be implemented?

Strategy 3a: Assess the existing condition of all school buildings in the system to establish their current status in relationship to condition, enrollment, equity, and capacity.

Strategy 3b: Establish the improvements needed to each building to bring it up to an established standard.

Strategy 3c: Calculate and track the average age of all the school buildings in BCPS.

Key Initiative 4: Implementation of BCPS Sustainability Plan

Sustainability is a principle upheld by individuals, institutions, corporations, and governments, with the intent of finding balance between the environment, the community, and the economy. Leading by example, the BCPS Department of Facilities Management and Strategic Planning has developed a Sustainability Management Plan with the mission of establishing sustainable school facilities and encouraging student environmental stewardship. As with many institutions, this Sustainability Plan delivers a cyclical structure of benefits that impacts all students, faculty, and staff. By establishing a sustainability-focused learning environment, our students will have a framework of processes and practices to help them become responsible citizens of tomorrow.

Encouraging environmental stewardship teaches students how to become more aware of how their daily actions impact their natural surroundings, in addition to the buildings they occupy. In turn, by facilitating this awareness, the reduction of their environmental impact can help preserve natural resources in the surrounding areas.

Reducing these overall environmental impacts directly affects facility expenditures, such as energy consumption, solid waste management, and water consumption. By efficiently managing these financial resources, the Department of Facilities Management and Strategic Planning may have the ability to redirect resources to instructional needs and purposes which provides more resources devoted to shaping our students into responsible citizens. By implementing a Sustainability Plan, the BCPS Department of Facilities Management and Strategic Planning is providing the catalyst for this continuous cycle of benefits and establishes a sustainable future for our students.



Strategies: How will this initiative be implemented?

Strategy 4a: Create a cultural shift toward sustainability by developing and integrating processes and practices which influence student and staff behavior and focus on balancing long-term considerations with short term needs.

Strategy 4b: Encourage and assist more schools to become Maryland Association for Environmental and Outdoor Education (MAEOE) certified Green Schools.

Key Initiative 5: Maintain Schools in a State of Good Repair

School facilities should be in a state of good repair to maintain their ability to function as originally designed. The age of school facilities varies significantly. Due to limited resources, maintenance has been deferred resulting in older facilities being in less than ideal condition. The objective of this initiative is to correct all school building system deficiencies. This will enable every school building to be capable of providing required instructional programs.

Strategies: How will this initiative be implemented?

Strategy 5a: Maximize percentage of work requests completed within 60 days of receipt.

Strategy 5b: Replace building systems and assets that are past their useful life.





Key Initiative 6: Transportation Staffing and Training

The mission of the Office of Transportation is to provide safe and efficient school transportation services in an environment that fosters positive social interaction and allows students to be successful learners, which directly aligns with Operational Excellence. BCPS bus driver staffing numbers reflect the national trend of bus driver shortages. Since 2018, recruitment efforts for bus drivers and bus attendants in BCPS has kept pace with employee turnover; however, a significant number of pre-existing vacancies remain. The Office of Transportation is committed to implementing enhanced staffing and training practices that effectively address recruitment and retention and reduce the number of transportation vacancies.

To address recruitment and retention, the Office of Transportation will continue building employee capacity through professional development opportunities, additional employee engagement pathways, and delivering operational practices that are transparent and responsive to employee input. The Office of Transportation will continue to strengthen its partnership with the Office of Staffing to improve recruitment and retention strategies in addition to identifying and implementing effective onboarding practices and processes for newly hired staff.

Progress relevant to building employee capacity, engagement pathways, and operational practices will be monitored by professional learning verification, through bus lot meetings, and via employee feedback. Progress specifically relevant to recruitment and retention strategies will be measured by route coverage, vacancies, employee recruitment statistics, and employee feedback. A comprehensive approach to data monitoring will inform practice and better support efficient and effective operations.

Strategies: How will this initiative be implemented?

Strategy 6a: Enhance and sustain effective recruitment practices.

Strategy 6b: Build capacity and employee engagement efforts to strengthen retention.

Strategy 6c: Enhance professional learning and onboarding practices.



COMPASS COMMITMENTS

Focus Area 1: Learning, Accountability, and Results

Progress Indicators	Compass Commitments
English Language Arts / Literacy Achievement	<ul style="list-style-type: none"> Increase the percentage of students meeting or exceeding the State of Maryland's ELA/Literacy standards for college and career readiness.
Mathematics Achievement	<ul style="list-style-type: none"> Increase the percentage of students meeting or exceeding the State of Maryland's Mathematics standards for college and career readiness. Increase the number of Grade 8 students participating and successfully completing Algebra 1 in middle school.
Science Achievement	<ul style="list-style-type: none"> Increase the percentage of students meeting or exceeding the State of Maryland's Science assessment standards.
Social Studies Achievement	<ul style="list-style-type: none"> Increase the percentage of students meeting or exceeding the State of Maryland's Social Studies assessment standards.* *Dependent on assessment availability
Equity Access to Advanced Coursework	<ul style="list-style-type: none"> Close the gap between student groups in gifted and talented (GT) identification.
English Learner Progress	<ul style="list-style-type: none"> Increase the percentage of English Learner students making progress toward English proficiency.
College and Career Readiness	<ul style="list-style-type: none"> Increase the percentage of BCPS graduates who meet the State of Maryland's standards for college and career success.

Focus Area 2: Safe and Supportive Environment

Progress Indicators	Compass Commitments
Student Engagement	<ul style="list-style-type: none"> Increase student attendance and reduce the number of students who are chronically absent. Increase the percentage of students who respond favorably to Stakeholder Survey items in the areas of student support and belonging.
Safe and Supportive Learning Environment	<ul style="list-style-type: none"> Close gaps between student groups in suspension rates to reduce disproportionate impact for overrepresented students. Increase the percentage of students who respond favorably to Stakeholder Survey items in the areas of social-emotional well-being and physical safety. Ensure the emergency preparedness of schools.

COMPASS

COMMITMENTS

Focus Area 3: High-Performing Workforce and Alignment of Human Capital

Progress Indicators	Compass Commitments
High-Performing Workforce	<ul style="list-style-type: none"> • Increase teacher retention through proactive measures that maximize the system’s human capital capacity. • Promote higher levels of teacher attendance through employee and supervisor training and wellness activities. • Increase the percentage of teachers working within their area of certification through efforts to recruit and retain in national critical shortage areas.

Focus Area 4: Community Engagement and Partnerships

Progress Indicators	Compass Commitments
Family and Community Engagement	<ul style="list-style-type: none"> • Maintain high levels of family and community engagement and increase the effective use of partner resources.
Multilingual Outreach	<ul style="list-style-type: none"> • Increase the resources provided to serve non-English speaking students and their families.

Focus Area 5: Operational Excellence

Progress Indicators	Compass Commitments
Fiscal Responsibility	<ul style="list-style-type: none"> • Increase efficiencies in fiscal processes and improve the effectiveness of practices through technology improvements and the implementation of new procedures.
Physical Resource Management and Sustainability	<ul style="list-style-type: none"> • Ensure adherence to BCPS’ Sustainability standard for energy consumption to support the effective use of physical resources. • Support safe and secure buildings through increased maintenance efficiencies in addressing and resolving building repairs and routine maintenance.
Information Technology Support and Services	<ul style="list-style-type: none"> • Decrease the time required to resolve technical assistance requests to support efficient operations in schools and offices.
School Utilization	<ul style="list-style-type: none"> • Optimize utilization levels that support safe and secure environments and minimize the impact of overcrowding.
Transportation Effectiveness	<ul style="list-style-type: none"> • Increase the percentage of daily bus runs arriving within an established window.