

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 10, 2010

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **MASTER PLAN UPDATE**

ORIGINATOR: Thomas Rhoades, Executive Director, Research, Accountability, and Assessment

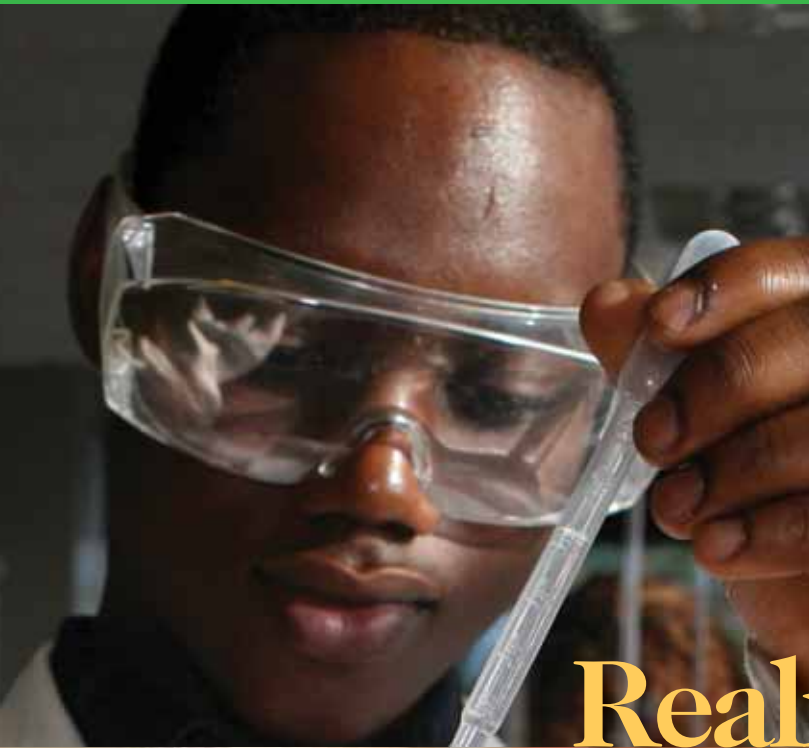
RESOURCE PERSONS:

INFORMATION

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

The Master Plan is accessible on the Baltimore County Public Schools' Web site at <http://www.bcps.org/board/exhibits/2010/081010Exhibit N.PDF>.

Attachment – Master Plan Update



Realizing the Vision



Master Plan 2010-2011

**FOCUSED ON QUALITY:
COMMITTED TO EXCELLENCE**

Originally approved by Baltimore County Board of Education July 8, 2003 / revised August 10, 2010

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	SYSTEM Curriculum and Instruction		
a) Develop a plan for phasing in prekindergarten programs for eligible students.	Continue to implement a curriculum management plan that produces high quality curriculum guides to promote alignment and content rigor, provides a consistent format for guides to focus and normalize systemwide use, and provides review and evaluation procedures to determine its usefulness in supporting the achievement of all students	Assoc Supt C & I	Jul 10-Jun 11
b) Develop a plan for phasing in full-day kindergarten in all elementary schools.	Continue to implement a comprehensive professional development plan, which provides central control and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of needed knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement	Assoc Supt C & I	Jul 10-Jun 11
c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.	Continue to build the Articulated Instruction Module (AIM) as curriculum is written, rewritten, or developed by inputting objectives, activities, and assessment items and providing professional development on AIM's use in the classroom and by parents/guardians and students	Assoc Supt C & I	Jul 10-Jun 11
	Continue professional development on effective strategies to ensure differentiation of instruction/assessments and opportunities for acceleration for all students	Assoc Supt C & I	Jul 10-Jun 11
	Continue to provide instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study	Assoc Supt C & I	Jul 10-Jun 11
d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.	Coordinate and implement the College Board Strategic Professional Development Plan to improve the depth of teachers' instructional skills	Exec Dir Spec Prog	Jul 10-Jun 11
e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught	Continue to offer school-based and systemwide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students	Assoc Supt C & I	Jul 10-Jun 11
f) Develop and implement instructional strategies that include multiculturalism and differentiation.			

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g) Provide the opportunity for students to participate in music, art, athletic, and extracurricular activities.	Continue to provide professional development and require the use of academic English in all oral and written communications by students, teachers, and other staff to provide the foundation for academic excellence	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to integrate Web-based digital content resources (databases, evaluated Internet resources, Safari Montage videos, and Web 2.0 tools) into curriculum and instruction to enhance and differentiate instruction to meet the needs of all learners	Exec Dir STEM	Jul 10-Jun 11
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 incorporate grammar, mechanics, and language usage into all instruction	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to intensify instructional focus on the components of reading and effective written language use and provide professional development to support reading and written language instruction across content areas to improve student achievement on the MSA and HSA	Exec Dir Liberal Arts	Jul 10-Jun 11
i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.	Continue to update the Strive for 25 Web site of recommended K – 12 book lists and use Destiny Library Manager to track student reading participation	Exec Dir STEM	Jul10-Jun 11
	Provide opportunities for students to demonstrate their acquisition and processing of knowledge through writing, creating products, and performing	Assoc Supt C & I	Jul 10-Jun 11
j) Integrate technology in the teaching/learning process.	Continue parent/guardian outreach through the <i>Parent School Library Card</i> program to promote family involvement in literacy achievement	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement recommendations of the Middle School Task Force as appropriate	Assoc Supt C & I	Jul 10-Jun 11
	Continue to monitor and support best practices using the <i>Guide for Inclusive Education</i>	Exec Dir Liberal Arts	Jul 10-Jun 11
l) Encourage reading by establishing a minimum goal of 25 books from the recommended list that will be read by/to each student during the academic school year.	Continue to conduct demonstration lessons and coaching for teachers to share research-based instructional practices and to enable teachers to provide differentiated instruction in reading, English, mathematics, science, and social studies	Assoc Supt C & I	Jul 10-Jun 11

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<p>m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.</p> <p>n) Use standardized testing results to encourage all students to enroll in challenging coursework.</p> <p>o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p> <p>p) Work with the Community College of Baltimore County (CCBC) to study present participation rates and national standards for the high school administration of the Accuplacer and to identify standards for countywide participation.</p> <p>q) Provide parents/guardians and community stakeholder groups with strategies that can be implemented with children to enhance student learning.</p>	Continue to design, deliver, and manage a dynamic repository/library of rigorous digital content that provides a “click away” access to multimedia, print, and interactive resources; best practices and demonstration lessons; research-based professional development; assessments; and a collaborative workspace for teacher feedback	Exec Dir STEM	Jul 10-Jun 11
	Continue to distribute documents that provide the educational philosophy of BCPS and grade-level expectations	Assoc Supt C & I	Sep 10-Jun 11
	Ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment	Exec Dir Liberal Arts	Aug 10-Jun 11
	Provide collaborative professional development for general and special education teachers in the implementation of the Maryland State Curriculum and Core Learning Goals (CLG) with embedded strategies and knowledge based on the concepts of universal design for learning to assist in meeting the needs of all students	Assoc Supt C & I	Jul 10-Jun 11
	Continue to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings	Exec Dir Liberal Arts Exec Dir PD	Jul 10-Jun 11
	Continue to implement, as appropriate, the special education external evaluation recommendations and monitor the overrepresentation of minority students in special education with specific disabilities	Exec Dir Liberal Arts	Jul 10-Jun 11
	Provide staff, students, and parents/guardians with 24/7 anytime/anywhere access to school library media collections, evaluated Web sites, and digital content via the Destiny Library Manager public access catalog and the Library Information Services digital content portal in order to promote independent reading and to support homework assignments	Exec Dir STEM	Jul 10-Jun 11
	Apply research-based methodologies and interventions to meet the needs of diverse learners	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement a staff development program for paraprofessionals addressing roles/responsibilities to promote student learning	Assoc Supt C & I	Jul 10-Jun 11

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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.	Improve reading achievement of all students, including students with disabilities, in the general education classroom in all grades using the <i>Response to Intervention (RTI)</i> model and reading instruction aligned with the Maryland State Curriculum	Exec Dir Liberal Arts	Jul 10-Jun 11
	Utilize collaboration and co-teaching models to provide differentiated instruction in all content areas	Assoc Supt C & I	Jul 10-Jun 11
	Monitor the implementation of Individual Education Plans (IEPs) through the Program Review and Support Process	Exec Dir Liberal Arts	Jul 10-Jun 11
s) Enlist parents/guardians and community members in reading efforts at the schools and at home.	Implement the Web-based IEP format mandated by Maryland State Department of Education	Exec Dir Liberal Arts	Sep 10-Jun 11
	Continue to implement assistive technology to support the achievement of all students	Assoc Supt C & I	Aug 10-Jun 11
t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.	Provide access to school library media resources by Lexile reading and interest levels via the Destiny Library Manager online public access catalog	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement Kurzweil 3000 for increased curricular access and to support the achievement of students with disabilities in the four core content areas	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to provide support to schools on the use of interactive technologies and provide professional development opportunities for monitoring and measuring the impact on instruction and performance of students with disabilities	Exec Dir STEM	Jul 10-Jun 11
u) Provide staff with access to technology essential to collecting, analyzing, and reporting student achievement data.	Continue to provide disability awareness training to ensure that all staff are aware of the needs and supports necessary for students with IEPs	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to develop, refine, and monitor systemwide short-cycle and benchmark assessments in grades 3 – 10	Assoc Supt C & I	Jul 10-Jun 11
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.	Maximize access to professional development opportunities by offering 24/7 anytime/anywhere access to Web-based learning modules, videos, distance learning, and online learning communities	Assoc Supt C & I	Jul 10-Jun 11

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w) Support teachers in the implementation of reading techniques through professional development opportunities. x) Provide ongoing support to new and veteran teachers through professional development opportunities. y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.	Continue to provide curriculum and instructional services and support to BCPS-designated priority schools	Assoc Supt C & I Asst Supt of Schools	Jul 10-Jun 11
	Continue to provide professional development to teachers and administrators in the effective use of technology resources and digital content to support instruction and professional learning; e.g., Professional ProQuest Education database that provides access to 800 academic journals and teacher wikis	Exec Dir STEM	Jul 10-Jun 11
	Implement systemwide technical assistance to ensure compliance with federal and state requirements for schools identified for improvement	Asst Supt of Schools Exec Dir RAA	Jul 10-Jun 11
	Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP)	Asst Supt of Schools	Jul 10-Jun 11
	Provide support to schools as needed, particularly to low-performing schools	Asst Supt of Schools	Jul 10-Jun 11
	Continue to provide American Recovery and Reinvestment Act (ARRA; federal stimulus funds) funded and regular Title I supported transfer options and/or supplemental education services for eligible students as required by NCLB	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to institute a cabinet-level review of any school that fails to make AYP	Superintendent's Cabinet	Aug 10-Feb 11
	Continue to implement a systemwide independent reading component in language arts in all eligible Title I schools including continuing the implementation of the Reading Research Laboratories	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to implement the ARRA-funded Take Home Libraries as an independent reading practice and parent/guardian involvement program in Title I schools	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to implement extended-day/extended-year services and ARRA-funded enhancements, such as Take Home Libraries and Math Solutions professional development, that provide acceleration and enrichment opportunities for students in all eligible Title I schools	Exec Dir Spec Prog	Jul 10-Jun 11

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	Continue to provide site-based comprehensive professional development services to assist teachers in making data-driven instructional decisions via the Title I instructional coaches	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to provide site-based professional development services to assist teachers in differentiating instruction to meet the needs of highly able/gifted students attending Title I schools via the gifted and talented CATALYST resource teachers	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to monitor the use of the technology resources provided to Title I schools with ARRA funding to determine the need for additional professional development for integrating technology into classroom instruction to improve student engagement and to differentiate instruction	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement family involvement outreach programs through coordinated efforts among the offices of Title I, Alternative Education, and Early Childhood Education to facilitate preschool transitions for students attending Title I schools	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to provide ongoing professional development opportunities for Title I instructional coaches and gifted and talented CATALYST resource teachers	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to enhance teacher capacity through ARRA-funded professional development in mathematics for instructional coaches, gifted and talented CATALYST resource teachers, and classroom teachers in Title I schools	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to provide ARRA-funded leadership training and knowledge of research-based practices associated with the Whole Child Framework for Title I principals	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to enhance teacher capacity to differentiate instruction, increase student engagement, and provide student-centered learning opportunities through the use of ARRA-funded technology in Title I schools to meet the needs of 21 st century learners and increase student achievement	Exec Dir Spec Prog	Jul 10-Jun 11
	Provide after-school tutoring and conduct homework clubs in homeless shelters to support services to nonpublic, neglected, and homeless students	Exec Dir Spec Prog Exec Dir SSS	Jul 10-Jun 11

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	Continue to provide information to parents/guardians about access to MSA and HSA facts, strategies, score explanations, and test samples through mailings, publications, the BCPS Web site, The Education Channel programming, and select electronic media	CCO Exec Dir RAA	Jul 10- Jun 11
	Continue to provide technical assistance to administrators and teachers on measurement, analysis of disaggregated student data results from the MSA, and the application of the findings to student learning in the classroom	Assoc Supt C & I Exec Dir RAA	Jun 10-Dec 11
	Continue to publish and update grade-level curriculum and instructional expectations for Web-based and/or print distribution by schools to parents/guardians	Assoc Supt C & I	Jul 10-Jun 11
	Continue to implement the articulation between elementary and middle schools and between middle and high schools	Assoc Supt C & I Asst Supt of Schools	Aug 10-Apr 11
	Monitor the implementation of the scope and sequence of information literacy skills aligned with the Maryland Library Media State Curriculum, the Maryland Technology Literacy Standards for Students, and the Standards for the 21st Century Learner	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement the Maryland Measure of Student Technology Literacy to assess student literacy skills in alignment with the Maryland Technology Literacy Standards for Students and the Maryland State Curriculum and as required by the No Child Left Behind Act of 2001	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide professional development for teachers and administrators in the use of instructional technology to meet the literacy proficiency standards outlined in the Maryland Technology Standards for Teachers and the Maryland Technology Standards for School Administrators to assist them in understanding the standards and how they relate to their professional growth and contribute to increased student learning	Exec Dir STEM Exec Dir PD	Jul 10-Jun 11
	Develop and implement a data-based plan to address gaps in student technology literacy through integration of technology into the curriculum, changes in daily instruction, in-school support by technology integration teachers, and professional development	Exec Dir STEM	Jul 10-Jun 11

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	Continue to implement the Maryland Teacher Technology Inventory and the Maryland School Administrator Technology Inventory to determine technology literacy as required by the No Child Left Behind Act	Exec Dir STEM	Jul 10-Jun 11
	Develop and implement a data-based plan to address gaps in teacher and administrator technology literacy through professional development aligned with the Maryland Technology Standards for Teachers and the Maryland Technology Standards for School Administrators to effect change in instructional practice	Assoc Supt C & I	Jul 10-Jun 11
	Provide computers for use at after-school tutoring and homework clubs held in homeless shelters to provide students with access to updated technology	Exec Dir SSS	Jul 10-Jun 11
	Revise and implement the approved plan for providing a keyboarding program for students in Grade 4 in order to build motor patterns and efficiency in keyboarding and to increase productivity	Exec Dir STEM	Jul 10-Jun 11
	Continue to promote and enhance a comprehensive interscholastic athletic program which is inviting to all students and supports increased student achievement as an extension of the classroom	Exec Dir SSS	Aug 10-Jun 11
	Continue to promote and enhance the interscholastic athletic experience for students with or without disabilities through participation in the Allied Sports Program	Exec Dir SSS	Aug 10-Jun 11
	Note: Performance Indicator 1.12 further addresses preparing students to be successful on the HSAs		
	Early Childhood and Elementary English/Language Arts, Reading, and Writing		
	Continue professional development on the research-based components of the comprehensive early literacy program including phonemic awareness, phonics, fluency, vocabulary, and comprehension	Exec Dir Liberal Arts	Jun 10-Jun 11
	Continue the implementation of a PreK – 12 written language program	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue implementation of a comprehensive grammar curriculum in PreK – 12	Exec Dir Liberal Arts	Jul 10-Jun 11

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	Continue to provide professional development to support the implementation of the grammar components of the language arts curriculum for all elementary teachers	Exec Dir Liberal Arts Exec Dir PD	Jul 10-Jun 11
	Continue to provide professional development to elementary teachers and administrators to connect the implementation of rigorous, engaging English/language arts, reading, and writing instruction with preparation of students for success on the English HSA	Exec Dir Liberal Arts	Jun 10-Jun 11
	Continue to expand inclusive service options for students in early childhood programs, such as community-based services and inclusive early childhood classrooms for three-, four-, and five-year old children through collaborative planning and programming	Exec Dir Liberal Arts	Jun 10-Jun 11
	Complete implementation of the Early Childhood Accountability System to measure results for preschool, prekindergarten, and kindergarten children who have IEPs and utilize results to develop strategies for improving services and instruction to improve student outcomes	Exec Dir Liberal Arts	Jun 10-Jun 11
	Ensure the provision of Child Find and related services as documented by the BCPS Notice of Services for parent/guardian-placed students in approved private/parochial schools located in Baltimore County	Exec Dir Liberal Arts	Jun 10-Jun 11
	Continue the use of the Dynamic Indicators of Basic Early Literacy Skills as an early childhood screening and progress monitoring tool to adjust instruction and provide appropriate support and interventions in order to prevent early reading failure	Exec Dir Liberal Arts	Jun 10-Jun 11
	Maintain the student-teacher ratios for grades kindergarten to 2 at 21:1 for allocating positions to schools	Assoc Supt C & I	Jun 10-Aug 11
	Continue to implement the comprehensive <i>Response to Intervention</i> model (<i>RTI</i>) to promote research-based strategies and provide ongoing assessment, early identification, and support for students who are at risk of reading failure in all elementary schools	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to provide professional development in <i>RTI</i> to library media, PreK – 5 special educators, and English language learners' teachers to assist in the implementation of these programs to support the achievement of all students	Exec Dir Liberal Arts Exec Dir PD	Jul 10-Jun 11

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	Continue to use research-based interventions to provide accelerated reading/English/language arts instruction at identified schools for students in grades 4 and 5, implement short-cycle and benchmark assessments, monitor the instructional program, and make adjustments as needed	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to produce model lessons demonstrating instructional best practices on Safari Montage	Assoc Supt C & I	Jul 10-Jun 11
	Continue to identify and integrate technology-based resources for early childhood learning and elementary English/language arts, reading, and writing	Exec Dir Liberal Arts Exec Dir STEM	Jul 10-Jun 11
	Elementary Mathematics		
	Continue to monitor the implementation of a rigorous core curriculum and instructional materials from Scott Foresman-Addison Wesley and <i>Investigations</i> emphasizing algebraic concepts aligned with the Maryland State Curriculum to support the mathematics achievement of all students	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide school-based professional development to support the effective implementation of the mathematics curriculum for elementary teachers of mathematics by using system video resources	Exec Dir STEM Exec Dir PD	Jul 10-Jun 11
	Continue to provide professional development for mathematics teachers in the use of technology to include training on calculators, <i>SuccessNet</i> , and technology integration to support the achievement of all students	Exec Dir STEM Exec Dir PD	Jul 10-Jun 11
	Continue to provide professional development for administrators, support personnel, and new and veteran teachers on the effective implementation of the elementary mathematics curriculum aligned to the Maryland State Curriculum to support the achievement of all students	Exec Dir STEM Exec Dir PD	Jul 10-Jun 11
	Continue to develop, refine, and monitor systemwide short-cycle and benchmark assessments in grades 3 – 5	Exec Dir STEM	Jul 10-Jun 11

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	Implement and monitor the new prekindergarten mathematics curriculum and revise, as needed	Exec Dir STEM	Jul 10-Jun 11
	Provide systemwide professional development for all prekindergarten mathematics teachers to ensure the effective implementation of the new prekindergarten mathematics curriculum	Exec Dir STEM	Jul 10-Jun 11
	Provide support to Title I schools through professional development for instructional coaches, gifted and talented CATALYST resource teachers, and mentors, and provide assistance in selecting and implementing intervention programs	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement Project SEED in elementary schools to provide professional development, modeling, and coaching to teachers in incorporating higher-level mathematics into their instructional program through fourteen-week and three-week modeling plans	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement the 24 Challenge Math Competition and expand school participation	Exec Dir STEM	Sep 10-Mar 11
	Continue to integrate the best practices of mathematics into the curriculum and provide teachers with professional development that includes mathematics content and modeling and coaching of these effective, research-based instructional practices	Exec Dir STEM	Jul 10-Jun 11
	Continue to monitor and support teachers in the use of electronic mathematics resources such as Safari Montage, Explore Learning Gizmos, FASTTMath, First in Math, etc.	Exec Dir STEM	Jul 10-Jun 11
	Continue to offer and expand the Maryland State Department of Education approved course offerings for Developing Mathematics Ideas	Exec Dir STEM	Jul 10-Jun 11
	Continue to work with local colleges and universities to support the Master’s degree programs in education for the teaching of mathematics at the elementary level	Exec Dir STEM	Jul 10-Jun 11
	Continue to work with The Education Channel to produce the mathematics programming for Homework Helpers	Exec Dir STEM	Jul 10-Jun 11
	Integrate mathematics projects and applications into the elementary STEM Fair	Exec Dir STEM	Jul 10-Jun 11

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	Elementary Science		
	Continue to implement departmentalization of science instruction at grades 3 – 5	Exec Dir STEM	Jul 10-Jun 11
	Incorporate expository reading materials and instructional strategies for writing in grades PreK – 5 to supplement problem-based science units	Exec Dir STEM	Jul 10-Jun 11
	Continue to integrate language arts and mathematics strategies into science instruction	Exec Dir STEM	Jul 10-Jun 11
	Continue implementation of the Starlab traveling planetarium program	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement the elementary science, technology, engineering, and mathematics (STEM) Fair for students in grades 3 – 5	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide science and technology professional development for the STEM science resource teachers to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11
	Continue to design and implement problem-based learning units for grades PreK – 5 that incorporate design and technology concepts and electronic data acquisition activities aligned with the Maryland State Curriculum	Exec Dir STEM	Jul 10-Jun 11
	Provide professional development to elementary science teachers to connect the implementation of rigorous, hands-on, engaging science instruction with preparation of students for success on the MSA and Biology HSA	Exec Dir STEM	Jul 10-Jun 11
	Provide consultation services and professional development for all non-Title I schools choosing to design and utilize science labs	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide outdoor, hands-on experiences for grades 1-5 aligned with the Maryland State Curriculum at Camp Puh'tok, Days Cove, Oregon Ridge, and community streams to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement the Grade 5 Eco-Trekkers outdoor science program at Marshy Point and Miami Beach Parks for all Grade 5 students and provide professional development for teachers on implementing the program to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11

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	Continue to implement the Grade 4 outdoor science unit, Eco-Scouts, which is aligned with the Maryland State Curriculum and involves a schoolyard habitat component to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11
	Embed the Grade 1 Primary Talent Development (PTD) modules within the revised Grade 1 science curriculum and implement these, as designed, to include portfolio review. Explore additional opportunities to embed PTD modules within the Grade 2 science curriculum	Exec Dir STEM	Jul 10-Jun 11
	Develop and pilot a PreK science component to the existing K-2 Primary Talent Development Program	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement the Grade 2 Eco-Detectives unit that is aligned with the Maryland State Curriculum that will contain a field study component to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11
	Continue to expand upon the course offerings for the Elementary Summer Science Institute with increased emphasis on Maryland Technology Standards, in partnership with the Community College of Baltimore County (CCBC)	Exec Dir STEM	Jul 10-Jun 11
	Continue to support the implementation of the course, Using Technology to Teach Science, to be offered to all elementary science cohorts and the Elementary Summer Science Institute (ESSI)	Exec Dir STEM	Jul 10-Jun 11
	Continue to develop and implement science STEM unit differentiation for students enrolled in gifted and talented programs in grades 1 – 5	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement the plan for building and replenishing elementary science kits to ensure effective delivery of hands-on curriculum activities in elementary science classrooms	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement the BioEYES Science Outreach Program in Grade 5 science classrooms in Title I schools, and continue to investigate the possibility of expansion to middle and high school science classrooms	Exec Dir STEM	Jul 10-Jun 11

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Elementary Social Studies		
	Continue to expand the annual Black Saga program through partnerships with local museums and historic sites such as the Reginald F. Lewis Museum of African American History and Culture and the Benjamin Banneker Historic Park and through the use of technology to enhance the competition	Exec Dir Liberal Arts	Aug 10-Feb 11
	Continue to implement a plan to provide professional development to elementary teachers to develop understanding of the core elementary social studies concepts that lead to students' success on the benchmark assessments	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to implement a <i>Teaching American History in Maryland</i> grant project, in partnership with UMBC, that incorporates inquiry-based history instruction at the elementary level	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to integrate language arts and mathematics strategies into social studies instruction	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to integrate technology resources and digital content into the elementary social studies curriculum, and provide professional development	Exec Dir STEM	Jul 10-Jun 11
	Middle School English/Language Arts, Reading, and Writing		
	Provide support for the following schools in the restructuring planning or implementation phases of school improvement, Deer Park Middle Magnet School, Lansdowne Middle School, Old Court Middle School, and Southwest Academy, in order to improve student achievement in English/language arts, reading, and writing; to prepare students to pass the reading MSA; to monitor Maryland State Curriculum implementation for rigorous instruction; and to increase participation and pass rates in rigorous courses such as honors and gifted and talented	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue AVID program implementation for rigorous instruction in select middle schools to improve student achievement in English/language arts, reading, and writing; to prepare students to pass the English HSA; and to increase participation and pass rates in rigorous courses such as honors and gifted and talented	Exec Dir Spec Prog	Jul 10-Jun 11

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Provide professional development focused on reading, writing, and language usage strategies for use across content areas to improve student achievement on the MSA	Exec Dir Liberal Arts Asst Supt of Schools	Jul 10-Jun 11
	Provide professional development to middle school teachers and administrators to connect the implementation of rigorous, engaging English/language arts, reading, and writing instruction with preparation of students for success on the MSA	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement a professional development program for all middle school reading and language arts teachers that focuses on increasing their knowledge of research-based reading and writing strategies and appropriate implementation of curriculum to support the achievement of all students	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to offer middle and high school vertical teams pre-Advanced Placement (AP) professional development workshops in writing, language, analytical reading, and argumentation	Exec Dir Liberal Arts	Oct 10-Jun 11
	Assess identified students in grades 5 – 8 to determine students’ needs for an accelerated reading/English/language arts program	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to provide teachers and administrators with professional development to support the implementation of the <i>Language!</i> intervention program	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement the <i>Language!</i> intervention program on an as-needed basis for identified students, and regularly monitor students’ progress through the use of both internal and external assessments	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to provide in-school modeling of instruction and coaching for middle school teachers to ensure quality of implementation of the <i>Language!</i> intervention program	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to provide accelerated instruction for middle school students in grades 7 and 8 who are experiencing a one- to two-year delay in the development of reading/English/language arts skills and monitor the instructional program and make adjustments as needed	Exec Dir Liberal Arts	Jul 10-Jun 11

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to refine the implementation of the Grade 6 reading program for all students systemwide to include differentiation for readers to support the achievement of all students	Exec Dir Liberal Arts Asst Supt of Schools	Jul 10-Jun 11
	Refine the implementation of the grades 7 and 8 reading program to include differentiation for readers to support the achievement of all students	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to refine and compact the Grade 6 gifted and talented reading curriculum and add enrichment activities and materials	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to ensure that appropriate Maryland State Curriculum and CLG indicators are addressed in English/language arts and reading curricula	Exec Dir Liberal Arts	Jul 10-Jun 11
	Revise the middle school language arts curriculum for a comprehensive literature and composition program with vertical alignment in grades K – 12	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to develop, refine, and monitor systemwide short-cycle and benchmark assessments in grades 6 – 8	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to implement short-cycle and benchmark assessments in reading and language arts and analyze the results to determine implications for instruction	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to develop and phase in implementation of a comprehensive grammar curriculum in grades 6 – 8	Exec Dir Liberal Arts	Aug 10-Jun 11
	Provide professional development to support the implementation of the grammar components of the language arts curriculum for all secondary teachers	Exec Dir Liberal Arts Exec Dir PD	Jul 10-Jun 11
	Continue to refine and ensure the implementation of a K – 12 written language program	Exec Dir Liberal Arts	Jul 10-Jun 11
	Produce model lessons demonstrating best practices in reading and language arts instruction for use on Safari Montage	Exec Dir Liberal Arts	Jul 10-Jun 11
	Identify activities that integrate the use of technology resources and digital content into the middle school English/language arts, reading, and writing curriculum, and provide professional development activities	Exec Dir Liberal Arts Exec Dir STEM	Jul 10-Jun 11

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Middle School Mathematics		
	Provide support for the following schools in the restructuring planning or implementation phases of school improvement, Deer Park Middle Magnet School, Lansdowne Middle School, Old Court Middle School, and Southwest Academy, in order to improve student achievement in mathematics to prepare students for success on the MSA; to pass the Algebra/Data Analysis HSA; to monitor Maryland State Curriculum implementation for rigorous instruction; and to increase participation and pass rates in rigorous courses such as AP, honors, and gifted and talented	Exec Dir STEM	Jul 10-Jun 11
	Continue AVID program implementation for rigorous instruction in select middle schools to improve student achievement in mathematics to prepare students for success on the MSA, to pass the Algebra/Data Analysis HSA, and to prepare students for successful participation in AP, honors, and gifted and talented courses	Exec Dir Spec Prog	Jul 10-Jun 11
	Analyze data from the 2010 MSA in grades 6 – 8 in order to determine the professional development needs for improving student achievement on MSA content standards and scoring of MSA test items	Assoc Supt C & I Asst Supt of Schools Exec Dir RAA	Jul 10-Jun 11
	Continue to review the middle school mathematics curriculum to align with the Maryland State Curriculum and prepare students for Algebra I	Exec Dir STEM	Jun 10-Jun 11
	Continue to develop, refine, and monitor systemwide short-cycle and benchmark assessments in grades 6 – 8	Exec Dir STEM	Jun 10-Jun 11
	Continue to provide professional development to middle school teachers and administrators to connect the implementation of rigorous, hands-on, engaging mathematics instruction with preparation of students for success on the Algebra/Data Analysis HSA such as Algebraic Thinking booster sessions and Algebraic Thinking school-based support teachers	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement Algebraic Thinking mathematics curriculum in grades 6 – 8 in all middle schools to prepare students for success in Algebra I and to pass the Algebra/Data Analysis HSA	Exec Dir STEM	Jul 10-Jun 11

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue the Algebra with Assistance course in middle schools as needed based upon the 2009 – 2010 evaluation of state performance	Exec Dir STEM	Jul 10-Jun 11
	Continue to develop continuing professional development courses that focus on a variety of instructional strategies for teaching middle school mathematics concepts	Exec Dir STEM	Jul 10-Jun 11
	Integrate language arts strategies into mathematics instruction	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement Cognitive Tutor mathematics intervention at targeted middle schools to prepare students for success in Algebra I and to pass the Algebra I/Data Analysis HSA	Exec Dir STEM	Jul 10-Jun 11
	Continue to support teachers in the use of the Maryland State Department of Education online HSA course aligned with the Maryland State Curriculum through the use of e-Learning	Exec Dir STEM	Jul 10-Jun 11
	Support the use of the online tutoring program, Apangea Learning, at several middle schools including Deer Park Middle Magnet, Deep Creek Middle, Lansdowne Middle, Southwest Academy, and Woodlawn Middle, and expand to other middle schools as requested	Exec Dir STEM	Jul 10-Jun 11
	Continue to monitor and support teachers in the use of electronic mathematics resources such as Safari Montage, Explore Learning Gizmos, Geometer Sketchpad, First in Math, etc.	Exec Dir STEM	Jul 10-Jun 11
	Continue to monitor and support teachers in the use of technology to include training on graphing calculators, TI Navigator Systems, TI-Nspire Systems, and computer integration to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11
	Continue to work with local colleges and universities to support the Master’s degree programs in education for the teaching of mathematics at the middle school level	Exec Dir STEM	Jul 10-Jun 11
	Continue to support programs such as Math Counts and the 24 Challenge in all schools	Exec Dir STEM	Jul 10-Jun 11

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to support the summer mathematics program to accelerate students who are at the basic and proficient levels in mathematics to prepare them for pre-Algebra and Algebra I courses	Exec Dir STEM Exec Dir SSS	Jul 10-Jun 11
	Continue to work with The Education Channel to produce the mathematics programming for Homework Helpers and produce mathematics training videos for use with Safari Montage	Exec Dir STEM	Jul 10-Jun 11
	Continue to integrate STEM into grades 6 – 8	Exec Dir STEM	Jul 10-Jun 11
	Continue to integrate mathematics projects and applications into the STEM Fair	Exec Dir STEM	Jul 10-Jun 11
	Middle School Science		
	Continue to design problem-based science units for grades 6 – 8 that are aligned with the Maryland State Curriculum to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide professional development to middle school teachers and administrators to connect the implementation of rigorous, hands-on, engaging science instruction with preparation of students for success on the MSA and Biology HSA	Exec Dir STEM	Jul 10-Jun 11
	Continue to support the implementation of whiteboard/tablet and other types of instructional technology in middle school science classrooms by creating exemplary science lessons for each middle school unit	Exec Dir STEM	Jul 10-Jun 11
	Continue to incorporate reading and written language strategies into all problem-based science units in grades 6 – 8	Exec Dir STEM	Jul 10-Jun 11
	Implement end-of-unit benchmark assessments for all problem-based science units in grades 6 – 8 to monitor students' progress in preparation for the MSA and Biology HSA and to determine instructional modifications based on student performance	Exec Dir STEM	Jul 10-Jun 11
	Continue to work with the Offices of Mathematics PreK – 12 and Career and Technology Education (CTE) to integrate STEM in grades 6 – 8	Exec Dir STEM	Jul 10-Jun 11

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to implement a Secondary STEM Fair in all middle schools	Exec Dir STEM	Jul 10-Jun 11
	Continue to add electronic data acquisition activities to units in grades 6 – 8	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement student summer enrichment programs in science and technology as a component of the STEM Grant	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement a professional development program that is individualized and differentiated for middle school science teachers as part of the STEM Grant	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement a summer science leadership program for middle school science department chairs	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide professional development to middle school science teachers through the Middle School Summer Science Institute with increased emphasis on Maryland Technology Standards	Exec Dir STEM	Jul 10-Jun 11
	Middle School Social Studies		
	Continue to review existing social studies programs and curricula to determine their effect on accelerating academics and eliminating achievement gaps. Continue to adjust the curricula, as needed	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to revise the middle school social studies program to ensure that students are prepared to the pass the Government HSA	Exec Dir Liberal Arts	Jul 10-Jun 11
	Implement the newly revised Grade 7 World Cultures curriculum guide aligned with the Maryland State Curriculum	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to sponsor student enrichment programs such as Black Saga, Quiz Bowl, and History Day	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement a <i>Teaching American History in Maryland</i> grant project in partnership with UMBC	Exec Dir Liberal Arts	Sep 10-Jun 11

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to integrate reading strategies that support the comprehension of informational text and components of writing instruction within the social studies curriculum to enhance the achievement of all students on MSA	Exec Dir Liberal Arts	Sep 10-Jul 11
	Administer systemwide final examinations for middle school social studies courses and use the resulting data to determine strengths and weaknesses of the instructional program and to modify instruction	Exec Dir Liberal Arts	Sep 10-Jun 11
	Revise and implement short-cycle and benchmark assessments for all social studies programs of study, using resulting data to evaluate student achievement, to determine successes of instructional programs, and to modify instruction	Exec Dir Liberal Arts	Jul 10-Jun 11
	Provide professional development on the essential core concepts and skills that must be incorporated within instruction and assessment and use this framework to determine social studies prerequisites	Exec Dir Liberal Arts	Jul 10-Jun 11
	Support the pre-AP College Board social studies workshops	Exec Dir Liberal Arts	Sep 10-Jun 11
	Support AP vertical teaming by implementing the suggestions within the <i>Social Studies Gifted and Talent Progression of Skills Grades 6 – 12</i>	Exec Dir Liberal Arts	Sep 10-Jun 11
	Implement AVID and strategies of similar and higher rigor within all programs of study with special focus on analysis, synthesis, and evaluation	Exec Dir Liberal Arts	Sep 10-Jun 11
	Identify activities that integrate the use of technology resources and digital content into the middle school social studies curriculum, and provide professional development in the use of these activities	Exec Dir STEM	Jul 10-Jun 11
	High School English, Reading, and Writing		
	Support Dundalk High and Woodlawn High schools’ restructuring plans to improve student achievement in English, reading, and writing; to prepare students to pass the English HSA; to monitor and assess Advancement Via Individual Determination (AVID) program implementation for rigorous instruction; and to increase participation and pass rates in rigorous courses such as honors and gifted and talented	Exec Dir Liberal Arts	Jul 10-Jun 11

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to provide professional development to high school English teachers with focused attention on beginning teachers to support the achievement of all students	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to revise the high school English curriculum for a comprehensive literature and composition program with vertical alignment in grades K – 12	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to assess identified students in grades 8 – 10 to determine students’ needs for an accelerated reading/English/language arts program	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to provide teachers and administrators with extensive professional development to support the implementation of the <i>Language!</i> intervention program	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement the <i>Language!</i> intervention program and regularly monitor students’ progress through the use of both internal and external assessments	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to provide in-school modeling of instruction and coaching for teachers to ensure quality of implementation of the <i>Language!</i> intervention program	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to develop and phase in implementation of a comprehensive grammar curriculum in grades 9 – 12	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to provide professional development to support the implementation of the grammar components of the language arts curriculum for all secondary teachers	Exec Dir Liberal Arts Exec Dir PD	Jul 10-Jun 11
	Continue to encourage the formation of speech and debate teams to motivate students to read, research, and orate	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to develop and implement a professional development program for all high school reading teachers that focuses on increasing their knowledge and use of research-based reading strategies to support the achievement of all students	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement the summer school reading and writing program for students who are entering Grade 9 and are performing at the basic level	Exec Dir Liberal Arts	Jun 10-Aug 11

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Review and refine high school English and reading courses listed in the <i>Course Registration Guide</i> to ensure that all high school English and reading courses are supported by rigorous curricula	Exec Dir Liberal Arts	Jun 10-Aug 11
	Produce model lessons demonstrating best practices in reading and language arts instruction on Safari Montage	Exec Dir Liberal Arts	Jul 10-Jun 11
	Identify activities that integrate the use of technology resources and digital content into the high school English, reading, and writing curriculum, and provide professional development in the use of these activities	Exec Dir Liberal Arts Exec Dir STEM	Jul 10-Jun 11
	High School Mathematics		
	Monitor Dundalk High and Woodlawn High schools’ restructuring plans to improve student achievement in mathematics to prepare students to pass the Algebra/Data Analysis HSA; to monitor and assess AVID program implementation for rigorous instruction; and to increase participation and pass rates in rigorous courses such as AP, honors, and gifted and talented	Exec Dir STEM	Jul 10-Jun 11
	Provide staff development for algebra teachers in instructional strategies that support student achievement on BCPS short-cycle and benchmark assessments and final exams	Exec Dir STEM	Jul 10-Jun 11
	Provide staff development for algebra teachers in instructional strategies featured in the Algebraic Thinking courses	Exec Dir STEM	Jul 10-Jun 11
	Provide staff development for Algebra and Data Analysis Adapted and Algebraic Functions Adapted teachers in strategies that support student achievement	Exec Dir STEM	Jul 10-Jun 11
	Develop instructional materials to support the delivery of HSA courses in all schools including evening school and summer school	Exec Dir STEM	Jul 10-Jun 11
	Monitor the implementation of the Algebra and Data Analysis Adapted and Algebraic Functions Adapted courses for students identified through the IEP team process and ESOL recommendations	Exec Dir STEM	Jul 10-Jun 11

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Incorporate the use of college preparatory strategies by integrating them into curriculum development and professional development opportunities	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement vocabulary strategies for Algebra/Data Analysis HSA courses	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments	Exec Dir STEM	Jul 10-Jun 11
	Continue to assist schools in making course recommendations to ensure that students scoring basic acquire the skills and content needed to pass the Algebra/Data Analysis HSA	Exec Dir STEM	Jul 10-Jun 11
	Continue to support the attainment of skills and knowledge in algebra/data analysis through the use of e-Learning, including an online student course and an online professional development course for mathematics teachers to use in instruction including acceleration for students	Exec Dir STEM	Jul 10-Jun 11
	Continue to work with local colleges and universities to support the Master’s degree programs in education for the teaching of mathematics at the secondary level	Exec Dir STEM	Jul 10-Jun 11
	Provide support and professional development to Chesapeake STEM Academy with the implementation of the Mathematics Pathway, STEM integration, Project Innovation curriculum, and Virtual Learning integration into the mathematics program	Exec Dir STEM	Jul 10-Jun 11
	NOTE: Performance Indicator 1.10 further addresses preparing students to pass the Algebra/Data Analysis HSA		
	High School Science		
	Continue to design inquiry-based science lessons that are aligned with the Maryland High School Core Learning Goals and support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide individualized professional development for high school teachers and administrators in order to connect the implementation of rigorous, relevant, hands-on, engaging science instruction with the preparation of students for success on the Biology HSA and lifelong experiences following high school	Exec Dir STEM	Jul 10-Jun 11

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Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to support the implementation of instructional technology, including e-Learning, virtual learning, and other types of innovative strategies, in high school science classrooms by creating exemplary science lessons for each high school science unit	Exec Dir STEM	Jul 10-Jun 11
	Implement short-cycle, benchmark, and end-of-unit assessments in the high school core subject areas (biology, chemistry, physics, earth/space science, environmental science) in order to monitor students' progress, make instructional decisions, and prepare students for success on the Biology HSA	Exec Dir STEM	Jul 10-Jun 11
	Continue to work with the Offices of Mathematics and Career and Technology Education to integrate STEM into the high school science curricula	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement a Secondary STEM Fair for all high schools and expand to incorporate more mathematics, engineering, and technology components	Exec Dir STEM	Jul 10-Jun 11
	Continue the Master's degree and certificate program with UMBC in inquiry-based pedagogy leading to dual certification, certificate endorsements, and/or highly qualified status	Exec Dir STEM	Jul 10-Jun 11
	Continue to foster partnerships with universities and the business community leading to rich and sustainable relationships that support instruction, provide opportunities for students and teachers, and clarify understanding of the 21 st century learning skills necessary to compete in a dynamic global economy	Exec Dir STEM	Jul 10-Jun 11
	Continue to develop and refine instructional materials to support the delivery of Biology HSA courses in all schools including the Evening High School and Summer School programs	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement vocabulary strategies in all science subjects and particularly for the Biology HSA	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide curriculum support and professional development to the Chesapeake STEM Academy to support classroom instruction, virtual learning, and continued integration of STEM	Exec Dir STEM	Jul 10-Jun 11

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Expand components of virtual learning to additional high schools (Western School of Technology and Woodlawn High)	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide professional development to high school science teachers through the high school summer science institutes with increased emphasis on Maryland Teacher Technology Standards	Exec Dir STEM	Jul 10-Jun 11
	High School Social Studies		
	Maintain professional development for American Government teachers with focused attention toward Grade 9 teachers	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to review and refine high school social studies courses listed in the <i>Course Registration Guide</i> to ensure that all high school social studies courses are supported by rigorous instruction	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to provide professional development on the curricular framework of essential core concepts and skills that must be incorporated within instruction and assessment and use this framework to determine prerequisites	Exec Dir Liberal Arts	Sep 10-Jun 11
	Continue to implement the Government short-cycle and benchmark assessments	Exec Dir Liberal Arts	Jul 10-Jun 11
	Implement AVID and strategies of similar and higher rigor within all programs of study with special focus on analysis, synthesis, and evaluation	Exec Dir Liberal Arts	Sep 10-Jun 11
	Continue to sponsor student enrichment programs such as Mock Trial, Model United Nations (Grade 10), Live Your Dreams (Grade 9), Government Awareness Program (Grade 12), and Model Congress	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to offer the pre-AP College Board social studies workshops	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to implement the suggestions within the <i>Social Studies Gifted and Talented Progression of Skills Grades 6 – 12</i>	Exec Dir Liberal Arts	Aug 10-Jun 11

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to use community resources and activities such as local government, colleges and universities, museums, and non-profit organizations	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to implement a <i>Teaching American History in Maryland</i> grant program in partnership with UMBC	Exec Dir Liberal Arts	Jul 10-Jun 11
	Embed the use of resources from the Reginald F. Lewis Museum of Maryland African American History and Culture to support the achievement of all students	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement the <i>Re-teaching Manual for American Government</i> for students who require additional support to pass the HSA	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to revise and develop curriculum guides for social studies elective courses	Exec Dir Liberal Arts	Aug 10-Jun 11
	Provide guidance and support to schools regarding successful completion of Bridge Plan for Academic Validation Projects for eligible students	Exec Dir Liberal Arts Exec Dir RAA	Jul 10-Jun 11
	Continue to implement an accurate and timely process for the evaluation of Bridge Plan for Academic Validation Projects	Exec Dir Liberal Arts Exec Dir RAA	Jul 10-Jun 11
	Identify activities that integrate the use of technology resources and digital content into the high school social studies curriculum, and provide professional development in the use of these activities	Exec Dir Liberal Arts Exec Dir STEM	Jul 10-Jun 11
	Department of Special Programs, PreK – 12 Gifted & Talented Education and Magnet Program		
	Continue to support the systemwide implementation of board policy, rule, and procedures for the gifted and talented (GT) program for monitoring and reporting of student participation and retention	Exec Dir Spec Prog	Sep 10-Jun 11
	Continue to support the implementation of graduate-level cohort programs for teachers to develop competencies in GT education	Exec Dir Spec Prog	Sep 10-Jun 11

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to provide ongoing, systemwide professional development in the effective use of differentiated instruction to meet the needs of students enrolled in gifted and talented programs	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue to implement and support the GT articulation between elementary and middle schools and between middle and high schools	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue to implement and support comprehensive GT services at the elementary, middle, and high school levels	Exec Dir Spec Prog	Aug 10-Jun 11
	Ensure that all high school special program courses are listed in the <i>Course Registration Guide</i> and are supported by rigorous curricula	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue to implement the <i>Gifted and Talented Education Program Handbook of Procedures for Implementing the Gifted and Talented Program in Elementary Schools, Middle Schools, and High Schools</i>	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to provide professional development in the effective use of the school referral and review process in order to improve the identification of GT students	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to collaborate with offices to provide GT services to address the needs of English language learners and twice exceptional learners	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to provide professional development resources and support for the CATALYST gifted and talented education resource teachers in all schoolwide Title I elementary schools	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue and expand the MESA (Mathematics Engineering Science Achievement) program in the following elementary, middle, and high schools: Chadwick, Deer Park, Eastwood Center, Hebbville, Powhatan, Seneca, and Winands elementary schools; Catonsville, Deer Park, Southwest Academy, Windsor Mill, and Woodlawn middle schools; and Chesapeake, Eastern Technical, Sollers Point, and Woodlawn high schools	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue to provide ongoing review of the support for the Primary Talent Development (PTD) program for all students PreK – 2 to support access to and achievement in GT education	Exec Dir Spec Prog	Aug 10-Jan 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Continue to provide ongoing, differentiated Primary Talent Development professional development to PreK – 2 teachers to facilitate systemwide implementation of the program	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue to analyze implementation of and access to magnet programs	Exec Dir Spec Prog	Aug 10-Jun 11
	Identify activities that integrate the use of technology resources and digital content into the PreK – 12 gifted and talented education and magnet curriculum, and provide professional development in the use of these activities	Exec Dir STEM	Jul 10-Jun 11
	Provide homework assistance and MSA and HSA preparation to students residing in homeless shelters	Exec Dir SSS	Aug 10-Jun 11
	Department of Special Programs, PreK – 12 Health, Physical Education, and Dance		
	Continue to offer after-school and systemwide professional development on research-based instructional strategies for teachers in health education, physical education, and dance to support the participation and achievement of all students	Exec Dir Fine Arts	Aug 10-Jun 11
	Continue to analyze the participation data of students involved with extra-curricular activities to develop programs to increase student involvement	Exec Dir Fine Arts	Aug 10-Jun 11
	Identify activities that integrate the use of technology resources and digital content into the PreK – 12 health, physical education, and dance curriculum, and provide professional development in the use of these activities	Exec Dir Liberal Arts Exec Dir STEM Exec Dir Fine Arts	Jul 10-Jun 11
	Library Information Services		
	Continue to use client feedback and user statistics to provide data for updating the Web portal OnLINE: The Librarians Network for the Essential Curriculum of evaluated Internet resources, to directly support the PreK – 12 Essential Curriculum for a diverse population and learning styles	Exec Dir STEM	Jul 10-Jun 11
	Provide 24/7 access to school library media collections for staff, students, and their families through a Web-based Online Public Access Catalog (OPAC) and database portal	Exec Dir STEM	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	to resources that support achievement in all content areas		
	Continue to provide professional development to all school and office personnel in the effective and efficient instructional uses of Web-based digital content (databases, Internet resources, Safari Montage, Web conferencing, podcasting, and Web 2.0 tools)	Exec Dir STEM	Jul 10-Jun 11
	Continue to monitor COMAR 13A.04.05.01 to ensure quality instructional resources for diverse populations and learning preferences	Exec Dir Spec Prog	Jul 10-Jun 11
	Maintain the “Strive for 25” Web site as a resource to support the systemic initiative to increase student independent reading of 25 books per student by developing recommended reading lists based on the Education That is Multicultural guidelines and to meet the needs of a diverse student population	Exec Dir STEM	Jul 10-Jun 11
	Continue to develop and revise K – 12 Online Research Models to promote best practices in engaging student problem solving by integrating information and technology literacies with curriculum content standards in reading, English, science, mathematics, language arts, and social studies	Exec Dir STEM	Jul 10-Jun 11
	Produce model lessons on Safari Montage demonstrating best practices in information and technology literacies integration and instruction	Exec Dir STEM	Jul 10-Jun 11
	Facilitate virtual field trips and collaboration with experts using SafariLive Web conferencing to support teaching and learning	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide information and research services through the Professional Research Library in order to support staff and teacher knowledge acquisition through their use of educational resources and professional literature	Exec Dir STEM	Jul 10-Jun 11
	Instructional Technology		
	Continue to provide support to school-based elementary technology integration teachers who support teachers in the implementation of effective strategies for integrating technology into classroom instruction	Exec Dir STEM	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)			
	Provide for the integration of technology into the written curriculum through the alignment of the Maryland State Curriculum with the Maryland Teacher Technology Standards and by providing technology integrationists to support curriculum writing teams	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide online AP and general education courses for students as outlined in the <i>BCPS Guidelines and Procedures Manual for Online Courses</i>	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide an online database of Curriculum-Based Technology Integration Activities as models of best practices in integrating technology into existing and new BCPS curricula	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide online collaborative communication tools for all staff through the use of Desire2Learn, Elluminate, PBWorks, VoiceThread, and other Web 2.0 tools	Exec Dir STEM	Jul 10-Jun 11
	Continue to facilitate the BCPS Instructional Software and Web-based Resources Evaluation Process to provide quality resources for improving both student achievement and instruction while providing equity and standardization of resources	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide support to teachers as they design and implement model lessons demonstrating best practices in the integration of technology into teaching and learning	Exec Dir STEM	Jul 10-Jun 11
	Implement an action research project focusing on the use of technology interventions to improve student learning in order to determine their effectiveness in increasing student performance and help schools meet their school improvement goals	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide in-school professional development to teachers as they learn to use new technologies and new instructional strategies to support 21 st century learning	Exec Dir STEM	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)
Measurement: On the 2008 – 2009 MSA, diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I met or exceeded Maryland School Assessment (MSA) standards as follows: elementary school reading MSA, 88.2%; elementary school mathematics MSA, 85.6%; middle school reading MSA, 81.6%; middle school mathematics MSA, 70.3%; English MSA, 83.9%; and Algebra/Data Analysis MSA, 85.5%. NOTE: English 10 and Algebra I MSA serve dual purposes as the HSA for graduation requirements and the MSA for AYP purposes.
Resources: Annual Budget Process
Sources: Operating Budget Non-instructional staffing for West Towson Elementary School, \$565,405; Increase to non-salary school budgets, \$205,828; Imagine Discovery Charter School, \$647,925; Reduction in instructional materials funding, (\$1,000,000). American Recovery and Reinvestment Act (ARRA) \$31,340 – Title I Part D Prevention and Intervention Programs for Children who are Neglected, Delinquent, or At-Risk ARRA \$110,000 - Education of Homeless Children and Youth, Recovery Act ARRA \$1,740,100 (two-year grant) – Take Home Libraries and Professional Development ARRA \$1,602,386 (two-year grant) – Math Solutions Professional Development ARRA \$539,968 (two-year grant) – Principals’ Leadership Academy ARRA \$2,000,000 (two-year grant) – Extended-day, Extended-year Program Enhancements ARRA \$1,164,913 (two-year grant) – Mandatory Reservations (parent/guardian involvement, school improvement, neglected children, nonpublic, and homeless) ARRA \$8,546,750 (two-year grant) – Title I School Level Allocations ARRA \$825,173 (two-year grant) – Administrative Costs

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.2 All Grade 10 diploma-bound students will participate in the PSAT. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to pay registration fees for all students in grades 9 and 10 to take the PSAT	Exec Dir RAA	Jul 10-Nov 11
	Continue to identify and implement strategies to increase the number of students in grades 9 and 10 who take the PSAT	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue to identify students in grades 9 and 10 who did not take the PSAT and monitor them for follow up and participation in grades 10 and 11	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue to communicate the importance and benefits of participation in PSAT to students in grades 8 and 9 and their parents/guardians through school counselor meetings	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue to analyze data to determine specific subgroup populations of students that are underrepresented in participating in the PSAT. Implement intervention strategies for these subgroups	Exec Dir Spec Prog Exec Dir RAA	Sep 10-Jan 11
	Continue to provide CollegeEd to students in Grade 7 to inform them about PSAT and about career opportunities and appropriate course selections needed to attend college	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue to provide professional development for English and mathematics department chairs using PSAT/NMQST: Summary of Answers and Skills (SOAS) in identification of AP potential students and instructional alignment for improving students' performances	Exec Dir Spec Prog	Mar 10-Apr 11
	Coordinate professional development for principals, counselors, English and mathematics department chairs, and SAT coordinators and teachers on how to maximize the use of PSAT/SAT data to improve student achievement	Exec Dir Spec Prog	Sep 10-Feb 11
Measurement: In 2008 – 2009, 84.5% of Grade 10 diploma-bound students participated in the PSAT.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.3 All students scoring a 55 or above on critical reading/mathematics PSAT will enroll in honors or gifted and talented level courses. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to review course offerings, master schedules, and staffing to increase the number of honors, gifted and talented, and regular and online AP courses	Exec Dir Spec Prog Asst Supt of Schools	Jul 10-Jun 11
	Continue to review, evaluate, and adjust the master schedules to implement rigorous course offerings and to provide academic support in HSA core content areas	Asst Supt of Schools	Jul 10-Jun 11
	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 Spec Prog	Apr 10-Nov 10
	Continue to identify students who are not enrolled in AP level courses for assignment to AP level courses for 2010-2011 using the Fall 2009 PSAT/AP Potential results	Exec Dir Spec Prog	Apr 10-Nov 10
	Monitor schools in their use of PSAT/SAT Potential results in order to identify students for placement in increasingly more rigorous courses such as honors, gifted and talented, AP, and IB	Exec Dir Spec Prog	Aug 10-Jun 11
	Communicate with parents/guardians, staff, and the community to enhance understanding of the academic opportunities for all students to be successful using a variety of communication vehicles to disseminate information	Exec Dir Spec Prog CCO Asst Supt of Schools	Jul 10-Jun 11
	Continue to identify middle school students who require more time to learn the content in reading, writing, mathematics, and science and, based on funding, provide tutoring/small group instruction through an extended school day	Exec Dir Liberal Arts Exec Dir STEM Asst Supt of Schools	Aug 10-Jun 11
	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 Spec Prog Asst Supt of Schools	Sep 10-Dec 10
	Continue to review and evaluate student participation, report cards, and schedules to support and encourage student movement into and success in rigorous courses	Asst Supt of Schools	Jul 10-Jun 11
	Ensure diverse course offerings by differentiating curricula	Assoc Supt C & I Asst Supt of Schools	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1 1.3 All students scoring a 55 or above on critical reading/mathematics PSAT will enroll in honors or gifted and talented level courses. (BCPS standard)
Measurement: In 2008 – 2009, 97.7% of students scoring a 55 or above on the critical reading PSAT and 92.3% of students scoring a 55 or above on the mathematics PSAT were enrolled in honors or gifted and talented level courses.
Resources: Annual Budget Process
Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.4 All students who earn a Certificate of Attendance will have documented evidence of their attainment of knowledge and skills within their prescribed programs. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide professional development and school-based technical assistance for administrators, teachers, paraprofessionals, related-service providers, school counselors, and other mental health professionals in identifying appropriate curriculum-based assessment options that align with instruction and IEP goals	Exec Dir Liberal Arts	Aug 10-Mar 11
	Continue to implement professional development for school system administrators and aspiring leaders to understand the Alternate Maryland School Assessment (Alt-MSA)	Exec Dir Liberal Arts	Sep 10-Mar 11
	Continue to provide professional development and school-based technical assistance for new administrators, special and general educators, special area teachers, paraprofessionals, related-service providers, school counselors, and other mental health professionals in using the IEP to drive instruction based on the Maryland State Curriculum	Exec Dir Liberal Arts	Sep 10-Mar 11
	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/guardians and professionals who work with students who participate in the Alt-MSA	Exec Dir Liberal Arts	Aug 10-Jun 11
	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 Liberal Arts	Aug 10-Jun 11
	Continue to utilize quarterly report card/progress reports to document observable and measurable progress on IEP goals	Exec Dir Liberal Arts	Aug 10-Jun 11
	Provide professional development in the use of functional life skills (functional academics) that support the Maryland State Curriculum in order to increase student achievement in the least restrictive environment	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to assess and access additional post-secondary options for students attaining Certificates of Attendance	Exec Dir Liberal Arts	Jul 10-Jun 11
	Produce model lessons demonstrating best practices in the co-teaching model and differentiated instruction on Safari Montage	Exec Dir Liberal Arts Exec Dir PD	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1			
1.4 All students who earn a Certificate of Attendance will have documented evidence of their attainment of knowledge and skills within their prescribed programs. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Provide classroom-based interactive technology to support instructional achievement and assistive technology using ARRA funding	Exec Dir Liberal Arts	Jul 10-Sep 11
Measurement: In 2008 – 2009, 71.0% of students earned a Certificate of Attendance and scored proficient or advanced in reading on the Alt-MSA; and 66.1% of students earned a Certificate of Attendance and scored proficient or advanced in mathematics on the Alt-MSA.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget American Recovery and Reinvestment Act (ARRA) \$190,000 – Classroom-based interactive technology			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.5 All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA). (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue school partnerships for the purposes of collaborative planning, sharing of best practices, exchange of methods of data collection, and documentation techniques to monitor student progress	Exec Dir Liberal Arts	Aug 10-Jun 11
	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 Liberal Arts	Aug 10-Jun 11
	Provide training and support to all school testing coordinators on online and traditional aspects of the administration of the Alt-MSA	Exec Dir RAA	Jul 10-Jun 11
	Continue to collaborate with the Citizens' Advisory Council for Special Education to provide frequent and meaningful formats for parent/guardian 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 Liberal Arts	Aug 10-Jun 11
Measurement: In 2008 – 2009, 88.1% of participating special education students met or exceeded state standards for the grades 3 – 10 reading Alt-MSA; and 80.2% of participating special education students met or exceeded state standards for the grades 3 – 10 mathematics Alt-MSA.			
Resources: Annual Budget Process Converted 17 Infants & Toddlers 10-month positions to 12-month positions, \$220,942.			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.6 All eligible prekindergarten students will have access to a prekindergarten program by the 2007–2008 school year. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Ensure that all eligible students have access to prekindergarten	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement criteria for eligibility in all prekindergarten programs and develop and implement a plan to ensure that parents/guardians and community members are aware of the eligibility criteria	Exec Dir Liberal Arts Asst Supt of Schools	Jul 10-Jun 11
	Support schools as they recruit students and communicate with parents/guardians regarding the purpose and philosophy of the prekindergarten program	Exec Dir Liberal Arts Asst Supt of Schools	Jul 10-Jun 11
	Provide professional development on the components of an effective prekindergarten program to administrators and teachers	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement the early entrance into prekindergarten guidelines	Exec Dir Liberal Arts	Jul 10-Jun 11
Measurement: In 2008 – 2009, 100% of eligible prekindergarten students had access to BCPS prekindergarten programs.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.7 All elementary schools will have full-day kindergarten by the 2007–2008 school year. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to support the implementation of full-day kindergarten for both general and special education students	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to provide year-long, one-on-one professional development to teachers new to full-day kindergarten to assist with effective room environment, model lessons, planning, and co-teaching	Exec Dir Liberal Arts	Sep 10-Jun 11
	Continue to support schools in the implementation of the early entrance to kindergarten guidelines	Exec Dir Liberal Arts	Jul 10-Jun 11
	Develop and implement professional development for paid kindergarten helpers	Exec Dir Liberal Arts	Jul 10-Jun 11
Measurement: All elementary schools have full-day kindergarten.			
Resources: Annual Budget Process			
Sources: Operating Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.8 Students in grades 2–6 will achieve grade level standards on reading assessments. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Monitor students meeting grade level reading standards on MSA and short-cycle and benchmark assessments	Exec Dir Liberal Arts Asst Supt of Schools	Jul 10-Jun 11
	Continue to provide systemwide professional development on reading and language arts and written language assessments for principals, assistant principals, mentors, special educators, reading specialists, related-service providers, and classroom reading teachers to support the achievement of all students	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to analyze disaggregated assessment data to identify students not meeting grade level standards and apply instructional adjustments	Asst Supt of Schools Principals	Jul 10-Jun 11
	Continue the use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or other valid and reliable screening measures as a diagnostic component for the identification of student strengths and needs in basic early reading skills	Exec Dir Liberal Arts	Aug 10-Jun 11
	Assess identified students in Grade 5 to determine students' needs for an accelerated reading/English/language arts program in Grade 6	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to refine and implement the Grade 6 reading program in all middle schools	Exec Dir Liberal Arts	Jul 10-Jun 11
	Implement centralized Title I extended-day/year program at schoolwide Title I schools	Exec Dir Spec Prog Exec Dir SSS	Jul 10- Jun 11
	Increase staffing in support of the academic progress of students	Exec Dir Liberal Arts	Oct 10-Jun 11
Measurement: Data for student achievement on system benchmark assessments are not yet available.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget American Recovery and Reinvestment Act (ARRA) \$77,888 – Staffing in support of the academic progress of students			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.9 Each middle school will meet or exceed the county benchmark measure for the student participation rate in Algebra I. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to offer pre-Algebra as a summer school intervention for rising Grade 8 students who have not yet taken Algebra I and who need to refine their skills in preparation for Algebra I	Exec Dir STEM Exec Dir SSS	Jul 10-Jun 11
	Continue to review the middle school mathematics curriculum for alignment to the Maryland State Curriculum and for the preparation of all students for Algebra I	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement Algebraic Thinking mathematics curriculum in grades 6 – 8 in all middle schools to prepare students for success in Algebra I and to pass the Algebra/Data Analysis HSA	Exec Dir STEM	Jul 10-Jun 11
	Continue to refine systemwide short-cycle and benchmark assessments for all middle school mathematics courses	Exec Dir STEM	Jul 10-Jun 11
	Continue to monitor short-cycle and benchmark assessments and MSA results for students in grades 6 and 7 to identify students for Algebra I in Grade 8	Exec Dir STEM Asst Supt of Schools	Jul 10-Jun 11
	Continue to maintain business partnerships to encourage community support and student participation in mathematical competitions (e.g., 24 Challenge, Math Counts)	Exec Dir STEM	Jul 10-Jun 11
	Continue to disseminate the Algebra informational brochure for distribution to parents/guardians at school events on the importance of taking Algebra I	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide professional development in mathematics content, conceptual understanding, and pedagogy to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11
Measurement: In 2008 – 2009, 56.9% of students in Grade 8 had taken Algebra I.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.10 All students will pass the Algebra/Data Analysis Maryland High School Assessment (HSA) by the end of Grade 9. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Provide support to high schools in analyzing assessment data and provide professional development in using results to improve student achievement and target instruction	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement the Algebra I curriculum in all secondary schools to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide systemwide professional development on the Algebra I curriculum to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11
	Provide staff development for algebra teachers in support of using instructional strategies that build upon techniques featured in the middle school Algebraic Thinking courses	Exec Dir STEM	Jul 10-Jun 11
	Provide staff development for teachers of Algebra and Data Analysis Adapted and Algebraic Functions Adapted in instructional strategies that support student achievement	Exec Dir STEM	Jul 10-Jun 11
	Continue to support and monitor schools using the Carnegie Learning Cognitive Tutor Algebra I program to improve student achievement	Exec Dir STEM	Jul 10-Jun 11
	Continue to monitor and support teachers in the use of electronic mathematics resources such as Safari Montage, Exploring Learning Gizmos, Geometer Sketchpad, Fathom, etc.	Exec Dir STEM	Jul 10-Jun 11
	Continue to develop review materials for HSA courses to provide intervention strategies for students performing at the basic level	Exec Dir STEM	Jul 10-Jun 11
	Support teachers in the use of e-Learning and the Maryland State Department of Education online HSA Algebra course aligned with the Maryland State Curriculum	Exec Dir STEM	Jul 10-Jun 11
	Continue to assist less-experienced teachers to improve instructional practices by having them observe a master teacher's class in place of performing a duty assignment	Exec Dir STEM Asst Supt of Schools	Jul 10-Jun 11
	Continue to monitor the implementation of the two high school mathematics courses, Algebra/Data Analysis Adapted and Algebraic Functions Adapted, to support the achievement of students recommended through the IEP team process and recommended ELL as they progress through Algebra I and prepare for the Algebra/Data Analysis HSA	Exec Dir STEM	Jul 10-Jun 11
	Continue to support schools as they implement collaborative planning time for teams of Algebra I teachers to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.10 All students will pass the Algebra/Data Analysis Maryland High School Assessment (HSA) by the end of Grade 9. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to collaborate with the Office of Science PreK – 12 and the Office of Career and Technology Education to implement and monitor the G9 STEM program in the high schools	Exec Dir STEM	Jul 10-Jun 11
	Facilitate an electronic learning community to support algebra teachers in the implementation of the curriculum	Exec Dir STEM	Jul 10-Jun 11
Measurement: In 2008 – 2009, 71.2% of students passed the Algebra/Data Analysis HSA by the end of Grade 9.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1			
1.11 All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide experiences for all students in fine arts by allocating teaching positions to schools to deliver these programs to support child development	Exec Dir Fine Arts	Aug 10-Jun 11
	Continue to develop, refine, and assess fine arts curricula aligned with the K – 8 Maryland State Curriculum and CLG to meet high school graduation requirements	Exec Dir Fine Arts	Jul 10-Jun 11
	Continue to conduct fine arts professional development experiences for teachers in art, theatre, music, and dance to support the achievement of all students	Exec Dir Fine Arts	Aug 10-Apr 11
	Provide professional development in differentiated instruction in the fine arts and arts integration in core subjects to assist in meeting the learning needs of all students	Exec Dir Fine Arts	Jul 10-Jun 11
	Continue to implement and update the BCPS Fine Arts Initiative Strategic Plan and explore additional opportunities to enhance teaching and learning in the arts at all levels of instruction	Exec Dir Fine Arts	Jun 10-Jun 11
	Continue to provide enrichment programs in art, music, theatre, and dance	Exec Dir Fine Arts	Jul 10-Jun 11
	Continue to repair and replace instructional equipment for fine arts; e.g., music instruments, dance floors, kilns	Exec Dir Fine Arts	Jul 10-Jun 11
	Continue to partner with business, community, and professional organizations to provide opportunities for public display of students’ work and opportunities to perform publicly in art, music, theatre, and dance; e.g., Walters Art Museum, Baltimore Symphony Orchestra, Baltimore County government events	Exec Dir Fine Arts	Jul 10-Jun 11
	Continue to partner with business, community, and professional organizations (e.g., Dance Educators Training Institute, Baltimore Museum of Art, Walters Arts Museum) to provide professional opportunities for fine arts teachers	Exec Dir Fine Arts	Jul 10-Jun 11
	Continue to provide fine arts magnet programs at Deer Park Middle Magnet, Loch Raven Academy, Parkville Middle, Southwest Academy, Sudbrook Magnet Middle, Halstead Academy, Carver Center for Arts and Technology, Chesapeake High, Lansdowne High, and Patapsco High and Center for the Arts	Exec Dir Fine Arts	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1			
1.11 All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Identify activities that integrate the use of technology resources and digital content into the fine arts curriculum and provide professional development in the use of these activities	Exec Dir STEM Exec Dir Fine Arts	Jul 10-Jun 11
Measurement: In 2008 – 2009, 92.3% of students acquired one fine arts credit by passing a course that is driven by the Maryland Content Standards.			
Resources: Annual Budget Process			
Sources: Operating Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to align BCPS final exams to reflect the content assessed on the HSAs	Assoc Supt C & I	Jul 10-Jun 11
	Continue to identify underperforming secondary schools in need of support to increase student performance on final exams by providing site-based professional development and modeling best practices	Asst Supt of Schools	Jul 10-May 11
	Continue to collaborate with institutions of higher education to establish cohort graduate classes for science and mathematics teachers to develop content knowledge and pedagogy	Exec Dir Liberal Arts Exec Dir STEM	Jul 10-Jun 11
	Continue to implement short-cycle and benchmark assessments in HSA courses and analyze results for instructional and curricular implications	Exec Dir Liberal Arts Exec Dir STEM	Jul 10-Jun 11
	Continue to provide professional development for general and special educators in content knowledge and strategies for HSA courses	Exec Dir Liberal Arts Exec Dir STEM	Jul 10-Jun 11
	Continue to revise and implement curricula to align with HSA Core Learning Goals and integrate differentiation of instructional strategies and attention to learning styles	Assoc Supt C & I	Jul 10-Jun 11
	Continue to participate with Maryland State Department of Education in range finding and in the development of HSA	Exec Dir Liberal Arts Exec Dir STEM	Jul 10-Jun 11
	Continue to implement review packets for HSA courses where student performance did not meet standards	Exec Dir Liberal Arts Exec Dir STEM	Jun 10-Jun 11
	Pilot and assess support programs designed to enhance student knowledge of Core Learning Goals	Assoc Supt C & I	Jul 10-Jun 11
	Increase staffing to include highly qualified general education teachers to co-teach algebra with special educators in self-contained classrooms	Assoc Supt C & I	Oct 10-Jun 11
	Retain highly qualified special education staff to support instruction for students with disabilities	Assoc Supt C & I	Oct 10-Jun 11
	High School English, Reading, and Writing		
	Continue to implement and monitor English 9 and 10 short-cycle and benchmark assessments	Exec Dir Liberal Arts	Aug 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement and refine high school English and reading courses listed in the <i>Course Registration Guide</i> to ensure that all high school English, reading, and writing courses are supported by rigorous curricula	Exec Dir Liberal Arts	Sep 10-Jun 11
	Analyze short-cycle and benchmark assessment data for English for instructional and curricular implications	Exec Dir Liberal Arts	Jul 10-Jun 11
	Provide professional development to English 10 teachers with focused attention toward beginning teachers to support the achievement of all students	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to revise the high school English curriculum to align with the Maryland State Curriculum and to integrate differentiation of instructional strategies, attention to learning styles, and strategies recommended by the AVID program	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to offer College Board pre-AP English professional development workshops for teachers, guidance counselors, and principals focused on reading, writing, and language instruction to support the achievement of all students	Exec Dir Liberal Arts	Sep 10-Jun 11
	Continue to update grades 9 and 10 English final exams to reflect changes to the Maryland State Curriculum and HSA	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement reading/English/written language intervention and support courses in grades 9 and 10	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to assess identified students in grades 5 – 10 to determine students’ needs for an accelerated reading/English/language arts program	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to provide <i>Language!</i> interventions for identified students and monitor student progress regularly	Exec Dir Liberal Arts	Jul 10-Jun 11
	Incorporate grammar, mechanics, and usage into all instruction	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to provide professional development to the teachers of the <i>Language!</i> intervention to ensure effective implementation	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to provide in-school modeling of instruction, coaching, and support to teachers to ensure quality of implementation of the acceleration program	Exec Dir Liberal Arts	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Produce model lessons demonstrating best practices in reading and language arts instruction posted on Safari Montage	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to use <i>Fast Track</i> or <i>Language!</i> intervention to provide accelerated instruction for identified students in grades 7 and 8 who are experiencing a two-year delay or more in the development of reading/English/language arts skills. Monitor the instructional program and make adjustments as needed	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP)	Assoc Supt C & I	Jul 10-Jun 11
	Continue to implement a professional development program for all high school reading and English teachers that focuses on increasing their knowledge and use of research-based reading and English/written language strategies to support the achievement of all students	Exec Dir Liberal Arts	Jul 10-Apr 11
	Identify activities that integrate the use of technology resources and digital content into the English, reading, and writing curriculum and provide professional development in the use of these activities	Exec Dir STEM	Jul 10-Jun 11
	High School Algebra		
	Continue to develop, refine, and monitor systemwide short-cycle and benchmark assessments and final exams in grades 9 – 12	Exec Dir STEM	Jul 10-Jun 11
	Continue to develop review materials for HSA courses to provide intervention strategies for students performing at the basic level	Exec Dir STEM	Jul 10-Jun 11
	Continue to develop instructional materials to support the delivery of HSA courses in all schools including evening school and summer school	Exec Dir STEM	Jul 10-Jun 11
	Continue to support schools in the implementation of the Bridge Plan for Academic Validation for students who have not passed the Algebra and Data Analysis HSA	Exec Dir STEM	Jul 10-Jun 11
	Monitor the implementation of the Algebra and Data Analysis Adapted and Algebraic Functions Adapted courses for students identified through the IEP team process and ESOL recommendations	Exec Dir STEM	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to conduct range-finding activities on student responses to BCPS short-cycle and benchmark assessments and final exams	Exec Dir STEM	Jul 10-Jun 11
	Continue to assist schools in restructuring algebra classes to include additional assistance periods for struggling Algebra I students	Exec Dir STEM	Jul 10-Jun 11
	Pilot and assess supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide staff development for algebra teachers in instructional strategies that support student achievement on BCPS short-cycle and benchmark assessments and final exams	Exec Dir STEM	Jul 10-Jun 11
	Provide staff development for Algebra and Data Analysis Adapted and Algebraic Functions Adapted teachers in instructional strategies that support student achievement	Exec Dir STEM	Jul 10-Jun 11
	Continue to use college preparatory strategies through integration into curriculum development and professional development opportunities	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement Algebraic Thinking mathematics curriculum in grades 6 – 8 in all middle schools to prepare students to pass the Algebra/Data Analysis HSA	Exec Dir STEM	Jul 10-Jun 11
	Continue to offer Preparing for Algebra as a summer school intervention for incoming Grade 9 students who have completed middle school without taking algebra and who need to refine their skills in preparation for Algebra I	Exec Dir STEM Exec Dir SSS	Jul 10-Jun 11
	Continue to offer the pre-AP College Board mathematics workshops	Exec Dir STEM	Jul 10-Jun 11
	High School Social Studies		
	Maintain professional development of American Government teachers with focused attention toward beginning Grade 9 teachers and the infusion of reading and writing components into instruction	Exec Dir Liberal Arts	Aug 10-Jun 11
	Monitor departmental use of short-cycle and benchmark assessments and final examination data to analyze and modify instruction and determine applications of the HSA Test Review Packet of Grade 9 American Government as a re-teaching tool	Exec Dir Liberal Arts	Aug 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement the Government short-cycle and benchmark assessments to alter instruction to meet the needs of each student to ensure success on the HSA	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to sponsor student enrichment programs such as Mock Trial (grades 9-12), Model United Nations (UN) (Grade 10), Live Your Dreams (Grade 9), Government Awareness Program (Grade 12), and Model Congress (Grade 9)	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to offer the pre-AP College Board social studies workshops	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to implement the suggestions within the <i>Social Studies Gifted and Talented Progression of Skills Grades 6 – 12</i> manuals/guides	Exec Dir Liberal Arts	Aug 10-Jun 11
	Continue to use community resources and activities such as local government, colleges and universities, museums, and non-profit organizations	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement the <i>Teaching American History in Maryland Institute</i> in partnership with UMBC	Exec Dir Liberal Arts	Jul 10-Jun 11
	Implement resources from the Reginald F. Lewis Museum of Maryland African American History and Culture to support the achievement of all students	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to use the <i>Re-teaching Manual for American Government</i> to assist students who require additional support to pass the HSA	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue the analysis of resources and instructional strategies in the social studies curriculum in order to update curricular documents	Exec Dir Liberal Arts	Jul 10-Jun 11
	High School Science		
	Continue to administer BCPS short-cycle and benchmark assessments	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement review packets for biology as part of the preparation for the Biology HSA	Exec Dir STEM	Jul 10-Jun 11
	Implement the newly revised Grade 8 GT Science and high school Earth/Space Science, GT Biology, and Physics curricula	Exec Dir STEM	Jul 10-Jun 11
	Continue to require the use of vocabulary strategies for MSA and HSA courses	Exec Dir STEM	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement Contemporary Problems in Biology, a theme-based biology course that employs problem-based learning, to provide appropriate assistance to students who need to pass the Biology HSA	Exec Dir STEM	Jul 10-Jun 11
	Continue to support schools in the implementation of the Bridge Plan for Academic Validation for biology students who have not passed the Biology HSA	Exec Dir STEM	Jul 10-Jun 11
	Implement the Biology Re-teaching Guide in order to provide additional lessons and strategies for students who require additional support to pass the Biology HSA	Exec Dir STEM	Jul 10-Jun 11
	Continue to conduct item analysis of student responses on the short-cycle and benchmark assessments and utilize data from item analysis to make instructional decisions	Exec Dir STEM	Jul 10-Jun 11
	Continue to design problem-based science units aligned with the Maryland State Curriculum for biology, chemistry, and environmental science	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement professional development opportunities for teachers to expand the application of the whiteboard/tablet and other types of instructional technology in order to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11
	Continue to encourage the implementation of STEM-related activities in all high schools and continue to hold a Secondary STEM Fair involving students from all high schools	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide a comprehensive K – 12 course of study in science to prepare students to pursue four credits of high school science	Exec Dir STEM	Jul 10-Jun 11
	Continue to develop electronic data acquisition and other types of electronic activities for all secondary science courses	Exec Dir STEM	Jul 10-Jun 11
	Provide summer high school science institutes for teachers for training in content, pedagogy, and delivery of instruction for teaching high school science to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11
	Continue to develop, pilot, and refine end-of-year exams in all required science courses and all science elective courses	Exec Dir STEM	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1			
1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Provide professional development to enable teachers to include reading and writing strategies in instruction	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement electronic curricula (e-Curricula) in Concepts of Physical Science, biology, chemistry, and physics to expand the application of interactive instructional technology to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11
	Continue to develop and refine curricula for the Virtual Learning Environment at Chesapeake High School and expand components of virtual learning to other high schools in the district	Exec Dir STEM	Jul 10-Jun 11
	Continue to partner with local colleges, universities, community colleges, and the business community to provide real-world experiences for teachers and students to extend and apply learning in science during the school year and over the summer	Exec Dir STEM	Jul 10-Jun 11
	Align science curricula to national and state environmental literacy standards in grades PreK – 12	Exec Dir STEM	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1 1.12 All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt. (BCPS standard)
Measurement: In 2008 – 2009, students in the class of 2009 successfully completing Algebra I, Biology, English 10, and Government passed the Maryland High School Assessments by the end of Grade 12 as follows: Algebra/Data Analysis HSA, 88.2%; Biology HSA, 85.2%, English HSA, 85.9%; and Government HSA, 92.9%.
Resources: Annual Budget Process
Sources: Operating Budget STEM mobile laptop carts in middle and high schools, \$1,000,000 in non-recurring cost; File server replacements in 24 high schools, \$420,000 in non-recurring cost. American Recovery and Reinvestment Act (ARRA) \$960,000 – Highly qualified general education teachers to co-teach algebra with special educators in self-contained classrooms ARRA \$25,794,339 – Highly qualified special education staff to support instruction for students with disabilities

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.13 All high schools will meet or exceed the national average of a 7.0% participation rate on the Advanced Placement (AP) examinations. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to use AP Potential data to identify and counsel students into AP courses	Exec Dir Spec Prog	Aug 10-Mar 11
	Continue to provide parents/guardians and students with information to increase AP enrollment by 5.0%	Exec Dir Spec Prog CCO Asst Supt of Schools	Aug 10-Apr 11
	Develop and implement a plan to increase AP course participation in high schools	Exec Dir Spec Prog	Feb 10-Jun 11
	Continue to increase the number of AP course offerings in all high schools. Establish a minimum of 12 AP offerings in all high schools. Utilize online AP courses as appropriate	Exec Dir Spec Prog	Sep 10-Jun 11
	Increase AP instructional materials to schools striving to reach the AP course offering standard of a minimum of 12 courses per school	Exec Dir Spec Prog	Sep 10-Oct 10
	Increase professional development on the use of PSAT/SAT data to inform instruction using College Board tools and data reports to increase student access to courses and to increase participation and performance on AP exams	Exec Dir Spec Prog	Oct 10-Feb 11
	Coordinate professional development for AVID school coordinators on using the PSAT/SAT AP Potential Tool and provide opportunities for AVID school coordinators to share best practices to increase AVID students' participation in AP courses	Exec Dir Spec Prog	Oct 10-Dec 10
	Provide professional development to increase the development and implementation of AP Summer Bridge Programs in targeted schools	Exec Dir Spec Prog	Oct 10-Jun 11
	Monitor AVID students' participation in AP courses and AP exams in order to monitor the impact of the program on student achievement and college readiness	Exec Dir Spec Prog	Jul 10-Jun 11
	Coordinate links among gifted and talented, honors, and Pre-AP courses in middle school and early high school years	Exec Dir Spec Prog	Aug 10-Jun 11
	Coordinate AP Summer Institute to train new and continuing AP teachers. Increase participation opportunities for AP professional development. Increase opportunities for AP teachers to facilitate school-based professional development in specific content areas	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue to integrate rigorous instructional strategies, including College Board and AVID strategies, into the curriculum guides	Exec Dir Spec Prog	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.13 All high schools will meet or exceed the national average of a 7.0% participation rate on the Advanced Placement (AP) examinations. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Maintain existing partnership with College Board to provide professional development in AP content, AP mentoring cadres, higher-level thinking strategies, scoring, and parent/guardian outreach	Exec Dir Spec Prog	Sep 10-May 11
	Monitor secondary school master schedules and staffing to ensure AP courses are being offered in all schools	Exec Dir Spec Prog	Aug 10-Sep 11
	Support the implementation of AP Calculus and AP Statistics courses at all high schools	Exec Dir Spec Prog	Jul 10-Jun 11
Measurement: In 2008 – 2009, 70.8% of high schools met or exceeded the national average of a 7.0% participation rate on the AP examinations. Also in 2008 – 2009, 14.2% of the total number of enrolled high school students took at least one AP exam.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.14 All high schools will have at least 70.0% of their students who take Advanced Placement (AP) examinations achieve passing scores. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue vertical teaming to support skills, expectations, and activities supporting success on AP examinations	Exec Dir Spec Prog	Aug 10-Mar 11
	Use the PSAT/SAT Potential Tool to identify students who are eligible to enroll in AP courses	Exec Dir Spec Prog	Dec 10-Feb 11
	Continue to recruit teachers to serve as readers for AP examinations	Exec Dir Spec Prog	Aug 10-Mar 11
	Continue to organize student and teacher participation in conferences sponsored by the College Board	Exec Dir Spec Prog	Aug 10-Mar 11
	Continue to organize parent/guardian groups for disseminating information and providing home support for AP students	Exec Dir Spec Prog	Aug 10-Mar 11
	Continue to collaborate with local institutions of higher education to provide graduate-level professional development for teachers of all AP courses	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to recruit AP teachers and provide professional development to teach AP courses to support the achievement of all students	Asst Supt HR Exec Dir Spec Prog	Jul 10-Jun 11
	Coordinate and facilitate increased professional development opportunities for AP teachers to share AP best teaching practices and student support strategies	Exec Dir Spec Prog	Oct 10-Mar 11
	Continue to offer pre-AP and AP professional development workshops focused on writing, rhetoric, argumentation, analytical reading, and grammar via the College Board partnership and the College Board Professional Development Strategic Plan	Exec Dir Spec Prog	Sep 10-Apr 11
	Continue to offer pre-AP and AP interdisciplinary workshops focused on argumentation and the writing process for social studies and English teachers to support the achievement of all students	Exec Dir Spec Prog	Sep 10-Apr 11
	Continue the support network program for new Advanced Placement mathematics teachers to enhance the implementation of the Advanced Placement curricula and tests	Exec Dir Spec Prog	Aug 10-Jun 11
	Increase AP student support sessions for all students enrolled in AP courses	Exec Dir Spec Prog	Mar 10-Apr 11

SCHOOL YEAR 2010 – 2011 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1
1.14 All high schools will have at least 70.0% of their students who take Advanced Placement (AP) examinations achieve passing scores. (BCPS standard)
Measurement: In 2008 – 2009, 37.5% of high schools had at least 70.0% of students take AP examinations and achieve passing scores.
Resources: Annual Budget Process
Sources: Operating Budget

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.15 All students who participate in the International Baccalaureate (IB) program will complete the IB diploma requirements. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Refine and continue to implement an action plan to address IB initiatives in magnet programs	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to analyze the effectiveness of the efforts to recruit and retain students in the IB diploma program	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to implement activities for grades 9 and 10 pre-IB students and their parents/guardians that provide exposure to rigorous coursework and 24/7 online information resources in order to recruit participation in the diploma program	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue to implement activities for grades 11 and 12 IB diploma students and parents/guardians for retention in the IB diploma program	Exec Dir Spec Prog	Aug 10-Jun 11
Measurement: In 2008 – 2009, 10.5% of students who participated in the IB program completed the IB diploma requirements.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1			
1.16 Seventy-five percent of students participating in the International Baccalaureate (IB) program will meet or exceed the passing score for all IB examinations. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to analyze the effectiveness of activities designed to improve student performance on individual IB exams; modify, as needed; and continue to research additional strategies for improvement of student performance	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to provide professional development for new IB teachers and professional development updates for current IB teachers and coordinators in accordance with rules of the International Baccalaureate Organization (IBO) to support the achievement of all students	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue to review data reports to determine increase or decrease from the previous year's baseline pass rate for each IB subject exam. Continue to utilize data reports for exam pass rates, exam evaluator feedback reports, system data, and school walk-throughs to evaluate root causes for performance below the standard and below anticipated increases; and continue to identify best practices	Exec Dir Spec Prog	Jul 10-Dec 10
	Continue to implement recommendations from the five-year external evaluation by IBO evaluators conducted in 2005 – 2006 and make adjustments accordingly	Exec Dir Spec Prog	Jul 10-Jun 11
Measurement: In 2008 – 2009, 49.7% of students participating in the IB program passed the IB examinations.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicators for Goal 1			
1.17 All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)			
1.18 All high schools will meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue College Ed, a 12-week College Board course, that will provide all Grade 7 students and their families with college information to enable them to make informed post-secondary decisions	Exec Dir Spec Prog	Sep 10-Mar 11
	Monitor the implementation of College ED in middle schools to ensure equity of access to a curriculum that is designed to increase student awareness of college opportunities and to promote a college-ready culture	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue training of middle school counselors and identified staff to assist in the delivery of the College Ed program to support the achievement of all students	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue the College Board partnership agreement and professional development plan to promote achievement and enable all students to meet their maximum potential on standardized testing such as the PSAT, SAT, and Advanced Placement exams	Exec Dir Spec Prog	Sep 10-May 11
	Continue to identify and promote instructional practices that lead to student success on formal assessments such as PSAT/SAT or ACT, AP, MSA, HSA, and systemwide final exams	Exec Dir Spec Prog	Jul 10-Jun 11
	Use disaggregated data from system reports, the College Board District and School Integrated Data Reports, and the SAT Planning Guide as tools to inform planning, implementation, and monitoring of differentiated and rigorous instruction to improve student achievement as well as participation and performance on the SAT	Exec Dir Spec Prog	Aug 10-May 11
	Coordinate monitoring of AVID students' readiness (aligned with school-based support) and participation on SAT in order to increase student participation and achievement on the SAT	Exec Dir Spec Prog	Sep 10-Jun 11
	Continue to identify, disseminate, and implement best practices to eliminate the achievement gaps	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue professional development to enhance the integration of SAT skills into daily instruction	Exec Dir Spec Prog	Aug 10-Mar 11
	Provide the <i>SAT Official Study Guide</i> and the <i>Preparation for SAT Guide</i> to all high schools to improve the delivery of instruction and to increase student performance on the SAT	Exec Dir Spec Prog	Aug 10

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicators for Goal 1			
1.17 All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)			
1.18 All high schools will meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Expand college partnerships to include Accuplacer PSAT, SAT, and AP support and to increase curricular collaboration as students transition from high school to college	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue to offer the SAT online preparation course for all high school students	Exec Dir Spec Prog	Jun 10-Jul 11
	Increase students' and parents'/guardians' knowledge of the benefits of ACT with the support of school counselors	Exec Dir Spec Prog	Jun 10-Jul 11
Measurement:			
Performance Indicator 1.17 In 2008 – 2009, 62.5% of high schools met or exceeded the national average for participation in the SAT. No high schools met or exceeded the national average for participation in the ACT.			
Performance Indicator 1.18 In 2008 – 2009, 41.7% of high schools met or exceeded the national combined average on the SAT; and 37.5% of high schools met or exceeded the national composite ACT score.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.19 All high schools whose students take the placement test will meet or exceed scores on the Accuplacer that enable students to enroll in college-level courses at two-year colleges. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to partner with CCBC to assist students in pursuing post-secondary education	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to purchase Accuplacer to promote career/college counseling and parallel enrollment	Exec Dir Spec Prog	Aug 10-Jun 11
	Continue to coordinate with the College Board to provide professional development for English and mathematics department chairs and reading contacts on reading, grammar/writing, and mathematics as measured on Accuplacer	Exec Dir Spec Prog	Jul 10-Jun 11
	Collaborate with CCBC to implement the courses College Readiness: Reading, Writing, and Mathematics	Exec Dir Liberal Arts Exec Dir STEM Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to coordinate with the Tech Prep Consortium and CCBC to support the implementation of Accuplacer exams to assist Career and Technology Education (CTE) students in pursuing post-secondary education	Exec Dir STEM	Jul 10-Apr 11
	Continue to provide staff development for CTE teachers to integrate reading, writing, and mathematics strategies into CTE curricula to increase academic achievement	Exec Dir STEM	Jul 10-Jun 11
Measurement: In 2008 – 2009, high school students who took the Accuplacer were college ready or on track to enroll in college-level courses at two-year colleges as follows: 16.7%, mathematics; 84.5%, English; and 49.7%, reading.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.20 All high school students identified as Career and Technology Education concentrators will meet or exceed standards for both cumulative and technical grade point averages (GPA). (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to disaggregate and analyze achievement data and to assist schools to identify and meet the needs of students and align CTE programs with established goals and standards to support the achievement of all students	Exec Dir STEM	Jul 10-Jun 11
	Continue to revise CTE program proposals for career completer programs to meet Maryland State Department of Education requirements, to upgrade low performing CTE programs, and to align programs with career clusters	Exec Dir STEM	Jul 10-Jun 11
	Continue to infuse business and industry technical skill standards into curriculum content, competency profile development, and instructional activities for all CTE programs	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement strategies to support student success on industry certification exams and AP exams related to CTE programs	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide and upgrade equipment, technology, and instructional resources for CTE programs using local and federal funds	Exec Dir STEM	Jul 10-Jun 11
	Continue to provide technical support to maintain or expand work-based learning opportunities, particularly for schools restructuring to smaller learning communities and magnet programs	Exec Dir STEM	Jul 10-Jun 11
	Continue to implement components of CTE courses that involve students in online collaboration and resource sharing	Exec Dir STEM	Jul 10-Jun 11
Measurement: In 2008 – 2009, 62.9% of career and technology education students earned an overall GPA of at least 2.0; and 77.2% of career and technology education students earned a technical GPA of at least 2.0.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 1

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

Performance Indicator for Goal 1			
1.21 All schools will achieve an attendance rate of at least 94.0%. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to communicate attendance expectations to parents/guardians and students to ensure regular, on-time attendance of students	Exec Dir SSS	Aug 10-Jun 11
	Continue to utilize the attendance manual to assist school personnel with developing and implementing systematic approaches to improve student attendance by providing a foundation for good attendance patterns that will follow students throughout their educational career	Exec Dir SSS	Aug 10-Jun 11
	Continue to facilitate access to appropriate educational and community resources for families, including homeless and immigrant families	Exec Dir SSS	Aug 10-Jun 11
	Continue to strengthen communications and mutual support between families and school personnel through home visits; student, parent/guardian, or team conferences; and other strategies to use at home so that students may succeed in school	Exec Dir SSS	Aug 10-Jun 11
	Continue to implement programs based on need, such as Project Attend, and attendance committees to improve student attendance	Exec Dir SSS	Aug 10-Jun 11
	Continue to intervene and refer chronic absentee cases to the local school Student Support Team (SST), Project Attend, District Court, or the State’s Attorney’s office	Exec Dir SSS	Aug 10-Jun 11
	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 10-Jun 11
	Continue to provide staff with up-to-date technology to collect, analyze, and report student attendance and achievement data	Exec Dir SSS	Aug 10-Jun 11
	Continue to review the 20.0% list with school administrators and other school personnel in order to develop and implement school plans for proactive attendance strategies	Exec Dir SSS	Aug 10-Jun 11
	Continue to identify and implement strategies to address barriers to student attendance through the Attendance Work Group	Exec Dir SSS	Aug 10-Jun 11
	Continue to assist and monitor schools that did not meet AYP due to attendance	Exec Dir SSS	Aug 10-Jun 11

SCHOOL YEAR 2010 – 2011 - *Blueprint for Progress - Performance Goal 1*

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

Performance Indicator for Goal 1 1.21 All schools will achieve an attendance rate of at least 94.0%. (State standard)
Measurement: In 2008 – 2009, 81.8% of schools achieved the state attendance standard of 94.0%.
Resources: Annual Budget Process
Sources: Operating Budget and Capital Budget

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 2

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

Performance Indicator for Goal 2			
2.1 All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Continue to diagnose English proficiency for English language learners to ensure proper placement.	Continue to purchase and administer the state-mandated English language proficiency assessments. Prioritize support and professional development to schools with the highest percentage of English language learners not meeting AYP goals	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to hire certified English for Speakers of Other Languages (ESOL) teachers as the student population of English language learners grows	Asst Supt HR	Jul 10-Jun 11
b) Provide ESOL services for all English language learners not meeting English proficiency levels.	Continue to implement the protocol for translating, publishing, and distributing key system documents	Exec Dir Liberal Arts Asst Supt of Schools	Jul 10-Jun 11
	Continue to operate the ESOL Service Center Model for Secondary ESOL Centers to standardize services for English language learners	Exec Dir Liberal Arts	Jul 10-Jun 11
c) Facilitate access to appropriate educational and community resources for immigrant families.	Continue to provide professional development for non-ESOL staff including building administrators, content teachers, and special educators	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement training sessions for ESOL staff to increase knowledge of federal regulations pertaining to services for ESOL students	Exec Dir Liberal Arts	Jul 10-Jun 11
d) Facilitate interpretation and translation services for parents/guardians and families who speak a language other than English to strengthen communication among homes, schools, and the community.	Continue to facilitate home school communication by publishing key system documents in other languages	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to provide services for newcomer families at intake conferences in ESOL intake centers and regional locations during peak registration periods	Exec Dir Liberal Arts	Jul 10-Jun 11
e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.	Continue to review projected ESOL enrollment to accommodate students in their home schools when appropriate	Exec Dir Liberal Arts Exec Dir Plan & Support Op	Jul 10-Jun 11
	Continue to collaborate with local graduate programs in Teachers of English for Students of Other Languages (TESOL) to provide professional development	Exec Dir Liberal Arts	Jul 10-Jun 11
f) Provide parent/guardian orientations on how to access services from the school system.	Continue to develop and revise content-based curricula for PreK – 12 English language learners	Exec Dir Liberal Arts	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 2

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

Performance Indicator for Goal 2			
2.1 All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to evaluate annually the ESOL program and services based upon program guidelines and student achievement, and analyze evaluation results to adjust the program, as needed	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to implement recruiting strategies, professional development, and training to aid in interpretation and translation for family members of English language learners	Exec Dir Liberal Arts	Jul 10-Jun 11
	Facilitate access to English courses at CCBC for parents/guardians so they may continue to support their children’s academic performance through improved skills in conversational English	Exec Dir Liberal Arts	Jul 10-Jun 11
Measurement: In 2008 – 2009, 76.5% of English language learners receiving ESOL services attained English proficiency by the end of their fourth school year.			
Resources: Annual Budget Process			
Sources: Operating Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 2

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

Performance Indicator for Goal 2			
2.2 All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	NOTE: Performance Goals 1 and 2, in accordance with the No Child Left Behind Act, further address the academic needs of English language learners		
	Continue to implement reading intervention curricula for English language learners and monitor student progress	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to include ESOL teachers with general education teachers in systemwide professional development initiatives in core subject areas	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to provide professional development for ESOL teachers in collaboration with resource personnel from English, language arts, science, mathematics, and social studies to align ESOL instruction with best practices to support the achievement of English language learners on MSA and HSA	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to provide professional development for all BCPS personnel, including administrators and teachers, speech language pathologists, school psychologists, IEP chairs, school-based clericals, and paraprofessionals on second language acquisition and differentiation strategies	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue school-based and regional bilingual parent/guardian information sessions for families	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to recruit and train interpreters/translators	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue course offerings for all staff on strategies for working with English language learners and their families	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to identify and purchase bilingual reading materials for lending libraries in resource centers for families of English language learners	Exec Dir Liberal Arts Exec Dir PD	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - *Blueprint for Progress - Performance Goal 2*

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

Performance Indicator for Goal 2 2.2 All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)
Measurement: In 2008 – 2009, 57.7% of diploma-bound English language learners met or exceeded MSA reading standards; and 66.3% met or exceeded MSA mathematics standards.
Resources: Annual Budget Process
Sources: Operating Budget

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 3

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

Performance Indicator for Goal 3			
3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.</p> <p>b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.</p> <p>c) Establish a plan to measure Adequate Yearly Progress (AYP) with regard to staffing all schools for all children with highly qualified teachers.</p> <p>d) Continue to monitor progress and communicate with parents/guardians about Baltimore County Public Schools having all students taught by highly qualified teachers and paraprofessionals.</p> <p>e) Partner with local universities to design and implement a professional development model for middle school mathematics teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.</p>	<p>Continue to utilize the data warehouse to review and analyze teacher status to equitably assign staff throughout the school system by doing the following:</p> <ul style="list-style-type: none"> • Identifying the percentage of non-tenured or conditionally certified teachers in schools that are more than twice the system average • Reporting teacher transfers, and showing tenure status and certification of the teachers transferring into and out of each school • Reporting data on the panels of candidates for each teacher vacancy in each school and showing the tenure status, certification, and highly qualified status of each candidate referred to each school • Developing action plans that include recruitment and retention strategies for any school or area with a percentage of non-tenured or conditionally certified teachers more than twice the school system average 	Asst Supt HR	Jul 10-Jun 11
	Continue Maryland Approved Alternative Preparation Program partnerships	Asst Supt HR	Jul 10-Jun 11
	Continue to provide reimbursement of relocation expenses to professionally certified teachers in critical shortage areas who accept assignments in targeted schools	Asst Supt HR	Jul 10-Jun 11
	Provide and maintain competitive salaries	Asst Supt HR	Jul 10-Jun 11
	Conduct timely and focused reviews in targeted schools, assisting them in achieving professional certification standards	Asst Supt HR	Jul 10-Jun 11
	Continue to implement the staffing plan for ensuring that all teachers and paraprofessionals meet the highly qualified standards	Asst Supt HR	Jul 10-Jun 11
	Continue to monitor progress of teachers and paraprofessionals in meeting highly qualified standards using an automated tracking system	Asst Supt HR	Jul 10-Jun 11
	Continue to conduct an annual review of guidelines and timelines with teachers and paraprofessionals working to become highly qualified	Asst Supt HR	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 3

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

Performance Indicator for Goal 3			
3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
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 employee organizations and representatives of higher education to provide opportunities for paraprofessionals and teachers to meet highly qualified standards	Asst Supt HR Exec Dir PD	Jul 10-Jun 11
	Continue to recruit and support a high quality instructional staff who meet recognized teaching and certification standards	Asst Supt HR	Jul 10-Jun 11
g) Continue a systematic process for the selection of highly qualified teachers.	Continue to develop partnerships with science and engineering, trade, and industry groups to provide new technical certification opportunities for teachers	Exec Dir Liberal Arts Exec Dir STEM	Jul 10-Jun 11
	Continue to offer initial certification and/or advanced coursework opportunities through the Maryland Center for Career and Technology Education Studies, Community Colleges of Baltimore County, Maryland State Department of Education, University of Maryland Eastern Shore, University of Maryland Baltimore County, University of Maryland University College, Towson University, Johns Hopkins University, Stevenson University, and Valley City State University	Exec Dir STEM	Jul 10-Jun 11
h) Optimize the use of all technology resources to attract and retain highly qualified teachers and paraprofessionals.	Continue to identify and monitor critical shortage areas, e.g., ESOL, mathematics, reading, science, special education, and world languages	Asst Supt HR	Jul 10-Jun 11
	Continue utilizing Quality Teacher Incentive Act elements to recruit and retain highly qualified teachers	Asst Supt HR	Jul 10-Jun 11
i) Provide comprehensive information and professional development opportunities to support identified paraprofessionals in meeting academic and highly qualified requirements.	Continue to use the staffing model for Title I schools	Asst Supt HR	Jul 10-Jun 11
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.			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 3

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

Performance Indicator for Goal 3			
3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
k) Provide staff development opportunities that focus on principals' assessed needs and system priorities.			
Measurement: In 2008 – 2009, 96.4% of teachers and 96.0% of paraprofessionals met the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.			
Resources: Annual Budget Process Salary increments per union agreement (step increases), \$16,082,575; Salary restructuring implemented in FY2010 per union agreement, \$11,529,714; Cost decrease for benefits for full-time employees and retirees, (\$2,014,830).			
Sources: Operating Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 3

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

Performance Indicator for Goal 3			
3.2 All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Implement, monitor, and report on a comprehensive, systemwide professional development plan that includes assessing staff development needs and providing a coordinated systemic delivery of professional development to improve student achievement	Exec Dir PD	Jul 10-Jun 11
	Develop, implement, and monitor evaluation procedures to measure the effectiveness of professional development activities in relation to planned teacher and student outcomes using multiple sources of information	Exec Dir PD	Jul 10-Jun 11
	Continue to plan and implement professional development sessions for all school-based personnel on topics directly related to assessed needs and system priorities	Exec Dir PD	Jul 10-Jun 11
	Continue to refine and implement professional development and networking opportunities for principals and assistant principals, both formally and informally, through the Principals' and Assistant Principals' Professional Development Program	Exec Dir PD Asst Supt of Schools	Jul 10-Jun 11
	Continue to offer the Education That is Multicultural (ETM) course to all school-based ETM liaisons and expand professional development opportunities to administrators and teachers based on a trainer-of-trainers model	Exec Dir Spec Prog	Jul 10-Jun 11
Measurement: The number of teachers and paraprofessionals who receive high quality professional development, as required by No Child Left Behind and defined by MSDE.			
Resources: Annual Budget Process			
Sources: Operating Budget			

SCHOOL YEAR 2010 – 2011 - 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. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to collaborate with universities, colleges, and community colleges to implement programs that prepare teachers to meet the requirements of highly qualified in mathematics and that may lead to a Master’s degree or equivalent	Exec Dir STEM	Jul 10-Jun 11
	Continue to offer professional development courses for graduate credit in mathematics in order to meet the requirements for highly qualified teachers in mathematics	Exec Dir STEM	Jul 10-Jun 11
	Continue to update teachers with information regarding programs that result in highly qualified status	Asst Supt HR	Jul 10-Jun 11
	Continue to offer preparatory courses and review sessions for the tests required to obtain highly qualified status in mathematics	Exec Dir STEM	Jul 10-Jun 11
	Provide coaching and professional development for middle school teachers who are implementing Algebraic Thinking	Exec Dir STEM	Jul 10-Jun 11
Measurement: In 2008 – 2009, 98.9% of middle school mathematics teachers demonstrated content mastery through comprehensive testing or possessed a Maryland State Department of Education teaching certificate with an endorsement in secondary mathematics.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 3

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

Performance Indicator for Goal 3			
3.4 All new teachers in Title I schools will meet the standard of highly qualified when hired. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to advertise and update weekly all teacher vacancies on the BCPS Web site to reach a wide audience of highly qualified teachers to meet the specific staffing needs of Baltimore County’s public schools	Asst Supt HR	Jul 10-Jun 11
	Continue to partner with local universities and Maryland State Department of Education to establish Maryland Approved Alternative Preparation Programs in critical need subjects (e.g., mathematics, science, English, world languages, and special education)	Asst Supt HR	Jul 10-Jun 11
	Continue to develop a process to allow applicants to electronically file the BCPS application for professional employment	Asst Supt HR	Jul 10-Jun 11
	Continue to utilize online recruitment tools to attract highly qualified teachers from around the country	Asst Supt HR	Jul 10-Jun 11
	Continue to implement the Great Beginnings Program which facilitates early hiring of December graduates and provides for long-term co-teaching with an experienced teacher	Asst Supt HR	Dec 10-May 11
Measurement: In 2008 – 2009, 100% of new teachers in Title I schools met the standard of highly qualified when hired.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - *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 each school year or upon request if there are changes to a teacher’s qualifications during the school year. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Provide data-entry services for teacher credential analysis and reporting	Asst Supt HR	Jul 10-Jun 11
	Continue to disseminate and communicate appropriate educational background and certification information to parents/guardians and principals in the Title I schools	Asst Supt HR	Jul 10-Jun 11
	Continue to make the Maryland School Performance Program report which includes teacher certification and highly qualified status data available to all parents/guardians and the community	Asst Supt HR Exec Dir RAA	Jul 10-Jun 11
Measurement: In 2008 – 2009, 100% of parents/guardians of students in Title I schools were notified of their children’s teachers’ qualifications.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 4

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

Performance Indicator for Goal 4			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Provide attractive, clean, caring, and secure learning environments.	Continue to provide scheduled site improvements and grounds maintenance activities	Exec Dir Phy Fac	Jul 10-Jun 11
	Continue to implement the five-year turf repair program to improve safety of athletic fields	Exec Dir Phy Fac	Jul 10-Jun 11
b) Implement active character ethics education.	Ensure appropriate staffing, supplies, and materials to maintain a healthy educational environment	Exec Dir Phy Fac	Jul 10-Jun 11
c) Utilize the Student Support Services Team to address the needs of students.	Provide for the safe delivery of services of the physical plant and execute minor preventive maintenance of mechanical equipment	Exec Dir Phy Fac	Jul 10-Jun 11
	Continue to evaluate and coordinate the School Resource Officer Program in secondary schools	Exec Dir SSS	Jul 10-Jun 11
d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, and law enforcement.	Continue to partner with the Baltimore County Police Department to implement the safety, drug awareness, and resistance programs, including gang awareness and prevention, in grades K – 12	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide character education and violence and substance abuse awareness and prevention within the health education program	Exec Dir SSS Exec Dir Fine Arts	Jul 10-Jun 11
e) Continue inter-department and inter-agency teams to implement schoolwide Safety and Emergency Plans and the countywide Critical Response Plan and Emergency Safety Management Guide.	Continue to provide <i>How To Establish a Character Education Program in your School: A Handbook for School Administrators</i> and other resources to develop and implement a character-building process as an integral component of the school improvement plan and extracurricular programs	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide professional development and assistance to Student Support Team chairpersons and school staff on the Student Support Team process and the development, implementation, and monitoring of Student Support Plans and 504 Plans	Exec Dir SSS	Jul 10-Jun 11
f) Provide a continuum of services through alternative education programs.	Continue to develop, implement, and monitor academic and behavioral interventions through the Student Support Team and instructional support teachers	Exec Dir SSS	Jul 10-Jun 11
g) Continue fingerprinting and criminal background checks for all employees.	Continue to monitor individual student 504 Plans for eligible students through the Student Support Team	Exec Dir SSS	Jul 10-Jun 11
h) Continue the annual Safe Schools Conference.			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 4

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

Performance Indicator for Goal 4			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>i) Establish an action plan in the School Improvement Plan (SIP) for increasing parental/guardian awareness of their responsibilities and knowledge of behavior expectations identified in the <i>Student Handbook</i> and school code of conduct.</p> <p>j) Communicate to all students and parents/guardians the behavioral expectations identified in the <i>Student Handbook</i> and school code of conduct.</p> <p>k) Identify and train all staff in the implementation of effective student behavior management programs and the <i>Student Handbook</i> requirements.</p>	Continue to update and provide the <i>Positive Behavior Planning Guide</i> (to include bullying, harassment, and intimidation) to school administrators and school staff to develop and implement positive behavior planning in each school, center, and program	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide professional development and assistance for implementation of the Positive Behavioral Interventions and Supports process	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide psychological consultation, assessment, and intervention services to address student behavior and learning needs for all students	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide support at the Bridge Center for new students enrolling in schools in the Southwest and Northwest areas to help ensure a smooth transition into a comprehensive community school	Exec Dir SSS	Jul 10-Jun 11
	Continue support of the Spring Grove Hospital Center to provide services to students who reside within Baltimore County	Exec Dir SSS	Jul 10-Jun 11
	Continue support of the Crossroads Center to provide student services that will focus on appropriate school behaviors as well as academic and other appropriate supports. Continue to develop a plan for an additional center	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide school-based wellness centers in schools with identified need for enhanced health services in partnership with the Baltimore County Department of Health	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide school-based mental health services in partnership with community mental health providers	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide and evaluate the services of Department of Social Services' social workers in schools to assist students and families in accessing mental health care and other social services programs	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide a full-time baccalaureate school health nurse in each school to ensure students' and families' health screening, health maintenance, management of chronic health conditions, referral for health services, and provide emergency care, health counseling, education, and staff wellness programs	Exec Dir SSS	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 4

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

Performance Indicator for Goal 4			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide orientation and training to school health services personnel to ensure the delivery of a safe, comprehensive school health services program that reflects current best practices and is in compliance with Board of Nursing requirements	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide services and health screenings that prevent communicable diseases, including immunizations and targeted health screenings, in partnership with the Baltimore County Department of Health	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide training in cardiopulmonary resuscitation (CPR), first aid, and bloodborne pathogens to employees as required by state law	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide and maintain Automated External Defibrillators (AED) in each school and designated offices and to provide required CPR/AED training for staff at each site	Exec Dir SSS	Jul 10-Jun 11
	Continue to work through the Baltimore County Multidisciplinary Team to ensure compliance with all Child Protective Services mandates	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, mental health services, and law enforcement	Exec Dir SSS	Jul 10-Jun 11
	Continue the operation of the Safety and Emergency Planning Steering Committee composed of BCPS and Baltimore County inter-agency partners	Exec Dir SSS	Jul 10-Jun 11
	Continue to have all schools and identified facilities develop and post to the system's Intranet their annual safety/emergency plans	Exec Dir SSS	Jul 10-Jun 11
	Provide professional development for teachers of students in grades PreK – 12 about the safe and ethical use of information, technologies, and Web 2.0 tools that are aligned with both the Maryland State Curriculum and Core Learning Goals and the BCPS Telecommunications Policy and Rule (6202)	Assoc Supt C & I	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 4

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

Performance Indicator for Goal 4			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to revise, publish, and train staff in all new procedures added to the <i>Critical Response and Emergency Safety Management Guide</i> at the annual Safe Schools Conference and when required	Exec Dir SSS	Jul 10-Jun 11
	Continue to train all members of the four Critical Incident Response Teams each year	Exec Dir SSS	Oct 10-Mar 11
	Continue to maintain alternative schools at the middle and high school levels, Home and Hospital programs, Home Teaching programs for students in grades K – 12, Afternoon Middle School Group Learning Centers, Evening/Saturday High School programs, and Summer School programs	Exec Dir SSS	Aug 10-Jun 11
	Continue to provide in-school alternative programs, such as Maryland's Tomorrow, Life Works, and AdvancePath Academy	Exec Dir SSS	Sep 10-Jun 11
	Continue to issue identification cards to support staff and increase the number of classified employees who are issued identification cards	Exec Dir Phy Fac	Jul 10-Jun 11
	Continue to fingerprint and initiate required pre-employment background checks, in accordance with current policy and procedures, for all new applicants to BCPS, volunteers, contractors, and others who may be required to undergo the background check process and be cleared before beginning employment in accordance with applicable law	Asst Supt HR	Jul 10-Jun 11
	Continue to utilize the Safe Schools Conference Planning Committee to organize, develop, and evaluate the Safe Schools Conference annually and initiate a teacher-parent/guardian component of the Safe Schools Conference	Exec Dir SSS	Jul 10-Jun 11
	Conduct asbestos surveys in all school buildings on a three-year cycle	Exec Dir Phy Fac	Jul 10-Jun 11
	Continue to provide on-site safety inspections and maintain and repair physical education facilities and equipment	Exec Dir Fine Arts Exec Dir Phy Fac	Jul 10-Jun 11
	Continue to provide ongoing safety and content-specific professional development so that all teachers of weight training courses will be Bigger Faster Stronger (BFS) certified	Exec Dir Fine Arts	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 4

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

Performance Indicator for Goal 4			
4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to monitor the fully implemented indoor air quality program, <i>Tools for Schools</i>	Exec Dir Phy Fac	Jul 10-Jun 11
Measurement: In 2008 – 2009, 100% of the schools were represented at a conference on providing a safe, orderly, and nurturing environment; 100% of the schools maintained an emergency plan; and 100% of the schools had a buzzer, card, or partnership as part of security measures.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - 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/guardian responsibilities and involvement. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to include parents/guardians, students, and community members on the School Improvement Planning Committee and systemwide Student Handbook Committee	Exec Dir SSS	Aug 10-Jun 11
	Continue to communicate and collaborate with students, parents/guardians, PTAs, advisory groups, and community members regarding behavior expectations and parental/guardian responsibilities and involvement in maintaining a positive learning environment	Exec Dir SSS	Jul 10-Jun 11
	Continue to seek strategies for reducing long-term suspension/expulsion rates for any of the nine offenses identified as major offenses by Maryland State Department of Education	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide training for teachers and administrators to ensure student compliance with the discipline code, specifically bullying, harassment, and intimidation offenses	Exec Dir SSS	Jul 10-Jun 11
	Continue to provide ongoing professional development for teachers and support staff, including paraprofessionals and bus drivers, in establishing and maintaining a positive, orderly, and nurturing environment	Exec Dir SSS Exec Dir PD Exec Dir Plan & Support Op	Jul 10-Jun 11
	Provide professional development on classroom management at the New Teacher Induction program	Exec Dir PD	Jul 10-Jun 11
	Continue to provide workshops on positive disciplinary interventions including conflict resolution, peer mediation, and crisis intervention for administrators, teachers, and paraprofessionals	Exec Dir SSS	Jul 10-Jun 11
Measurement: In 2008 – 2009, 100% of schools had published expectations of student behavior and parental/guardian responsibilities and involvement.			
Resources: Annual Budget Process			
Sources: Operating Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 4

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

Performance Indicator for Goal 4			
4.3 Staff, students, parents/guardians, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue implementation of a school-to-home telephone notification system and continue to support schools' use of that system to help support and promote a safe and conducive learning environment	CCO	Jul 10-Jun 11
	Evaluate the effectiveness of the school-to-home telephone notification system and propose adjustments, as necessary	CCO	Jul 10-Jun 11
	Continue to provide opportunities at the local school level for stakeholders to express satisfaction and receive information	Asst Supt of Schools	Jul 10-Jun 11
	Continue to implement parent/guardian support services in all communities, and internally evaluate their effectiveness	Assoc Supt C & I Asst Supt of Schools	Jul 10-Jun 11
	Continue to provide air quality investigation and reporting when air quality emergencies occur	Exec Dir Phy Fac	Jul 10-Jun 11
	Continue to administer printed and online stakeholders' satisfaction surveys	CCO	Jul 10-Jun 11
	Promote examples of safe school environments within BCPS in printed publications and the media and on the Web site	CCO	Jan 11-May 11
	Continue to provide assistance to parents/guardians, students, and staff to ensure a smooth transition when students who have been home-schooled enroll in BCPS	Exec Dir SSS	Jul 10-Jun 11
Measurement: In 2008 – 2009, staff, students, parents/guardians, and community members expressed satisfaction with the learning environment, climate, and school facilities as follows: academic, 79.3%; safe and orderly, 77.2%; and parent/guardian involvement, 74.9%.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 5

All students will graduate from high school.

Performance Indicator for Goal 5				
5.1 All high schools will meet the graduation rate established by the state. (State standard)				
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE	
a) Educate all students with disabilities in accordance with the objectives defined in the students' Individualized Education Programs (IEP) so that they learn the body of knowledge presented in the general education environment to the maximum extent possible.	Continue to communicate to secondary students and parents/guardians the graduation and testing requirements (including HSA) for receiving a diploma	Asst Supt of Schools Exec Dir Spec Prog	Jul 10-Jun 11	
	Provide academic supports for students who need to pass the English, Algebra/Data Analysis, Government, and Biology HSAs	Exec Dir Liberal Arts Exec Dir STEM Asst Supt of Schools	Jul 10-Jun 11	
	Continue to implement, evaluate, and update the Career Planning Profile/Four-Year Plan with students throughout the high school experience	Exec Dir Spec Prog	Aug 10-Jun 11	
	Continue to monitor secondary course enrollment, credit completion, and testing requirements to ensure that students meet graduation requirements	Asst Supt of Schools Exec Dir Spec Prog	Jul 10-Jun 11	
	b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.	Continue to communicate graduation requirements and coursework expectations to parents/guardians of secondary students	Assoc Supt C & I Asst Supt HR Exec Dir SSS	Aug 10-Jun 11
		Ensure rigorous course offerings by differentiating and eliminating low-level courses	Assoc Supt C & I	Jul 10-Jun 11
	c) Increase participation in gifted and talented programs in all schools.	Continue to distribute the <i>Course Registration Guide</i> to all students and families in grades 8 – 11	Assoc Supt C & I	Dec 10
		Continue to provide counseling in graduation and career development to secondary students in individual and group settings at least annually	Exec Dir Spec Prog	Aug 10-Jun 11
	d) Develop, in collaboration with students and parents/guardians, a Career Planning Profile of a four-year plan of studies for all Grade 8 students.	Continue to provide a quality physical education program and comprehensive health education program that supports the physical, mental, and social development of all students	Exec Dir Spec Prog	Aug 10-Jun 11
		Continue to provide consultation and professional staff development to school staff on the implementation of 504 Plans to support student achievement	Exec Dir SSS	Jul 10-Jun 11
e) Provide and implement 504 Plans which clearly outline goals, objectives, and accommodations to ensure that students will maximize their educational opportunities.	Continue to provide professional development activities to support general and special educators and paraprofessionals in the use of inclusive practices as detailed in the <i>Guide for Inclusive Education</i>	Exec Dir Liberal Arts	Jul 10-Jun 11	
	Support schools in using the State of Special Education Web-based tool for analyzing data to address critical questions and subsequent planning for improved achievement	Exec Dir Liberal Arts	Jul 10-Jun 11	
f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.				

SCHOOL YEAR 2010 – 2011 - 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
	and performance of students with disabilities in the least restrictive environment		
	Continue to monitor all students' transcripts to ensure that students take and pass the HSAs and meet all other graduation requirements	Exec Dir SSS	Jul 10-Jun 11
	Continue to monitor graduating student cohorts to ensure that all graduating students will meet the graduation requirements	Exec Dir SSS	Jul 10-Jun 11
	Continue the Co-Teaching Initiative at specified schools to plan and implement professional development for staff to ensure greater access of students with IEPs to the general education classroom	Exec Dir Liberal Arts	Aug 10-Jun 11
Measurement: In 2008 – 2009, the systemwide graduation rate was 83.7%.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - 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 3.0%. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to use the data warehouse to access information on attendance, suspensions, course selection, grades, standardized tests, and retention to develop appropriate intervention strategies	Exec Dir SSS	Jul 10-Jun 11
	Continue to implement professional development initiatives (PreK – 12) based on the understanding of different learning preferences, multiple intelligences, differentiating instruction, and utilizing instructional technology to engage all students	Assoc Supt C & I	Jul 10-Jun 11
	Continue to provide summer school courses and programs to support increased and accelerated student achievement	Exec Dir SSS	Jul 10-Aug 11
	Continue to provide HSA assistance and Bridge Plan project support to high school students enrolled in summer school	Exec Dir SSS	Jul 10-Aug 11
	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, Elementary Extended-Year Program Initiative, Home and Hospital, and CTE programs	Assoc Supt C & I Exec Dir SSS	Jul 10-Aug 11
	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 10-Jun 11
	Continue the collaboration with CCBC to implement the Gateway Partnership for middle schools	Exec Dir SSS	Aug 10-Jun 11
	Continue to provide staffing for the Maryland’s Tomorrow program in the five high schools with greater than 3.0% dropout rate (Kenwood, Patapsco, Sparrows Point, Chesapeake, and Dundalk, which are AdvancePath Academy sites)	Exec Dir SSS	Aug 10-Jun 11
	Continue to monitor each high school’s placement of students in alternative and evening high school programs	Exec Dir SSS Asst Supt of Schools	Aug 10-Jun 11
	Continue to validate a predictive model for identifying students who are at risk of dropping out and develop individual and school plans through the use of Student Support Teams	Exec Dir SSS Asst Supt of Schools Exec Dir RAA	Aug 10-Jun 11

SCHOOL YEAR 2010 – 2011 - *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 3.0%. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement strategies to encourage students to remain in school as a result of recommendations from the Dropout Work Group	Exec Dir SSS	Jun 10-Aug 11
	Continue to promote the use of the exit interviews with students planning to withdraw prior to graduation in order to reduce the dropout rate, direct students to other educational opportunities, and gather data on why students exit BCPS schools	Exec Dir SSS	Jun 10-Aug 11
	Continue to develop and disseminate an informational packet of resources on how students who withdraw prior to graduation can continue to access educational services	Exec Dir SSS	Jun 10-Aug 11
Measurement: In 2008 – 2009, the annual dropout rate was 3.7%.			
Resources: Annual Budget Process			
Sources: Operating Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 5

All students will graduate from high school.

Performance Indicator for Goal 5			
5.3 All graduates will meet the college course entrance requirements for the University System of Maryland or the Maryland Career and Technology Education Career Completer Requirements, or both. (State standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement strategies to encourage students with disabilities to pursue two- and four-year college options	Assoc Supt C & I	Jul 10-Jun 11
	Implement CTE programs to assist students in meeting college entrance and/or CTE completer requirements to increase the number of dual completers	Exec Dir STEM	Jul 10-Jun 11
	Continue to evaluate enrollment data to determine student participation in and completion of CTE programs	Exec Dir STEM	Sep 10
	Target CTE programs with low enrollment and implement strategies to increase enrollment in these programs	Exec Dir STEM	Jul 10-Jun 11
	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	Assoc Supt C & I	Jul 10-Jun 11
	Continue to assist teachers in identifying and employing strategies that impact positively on enhancing achievement of minority, under represented, and special needs populations that address the diversity of the Baltimore County community to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Assoc Supt C & I Asst Supt of Schools	Jul 10-Jun 11
	Monitor students participating in AVID to ensure that they are meeting college course entrance requirements and accessing available scholarships	Assoc Supt C & I Asst Supt of Schools	Jul 10-Jun 11
Measurement: In 2008 – 2009, 88.6% of students met the college course entrance requirements for the University System of Maryland and/or the Maryland Career and Technology Education Career Completer Requirements.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicators for Goal 6			
6.1 All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)			
6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)			
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 about how to conduct parent/guardian-teacher conferences.</p> <p>c) Provide guidelines and strategies for student-parent/guardian-teacher conferences.</p> <p>d) Provide media and planning services to schools to promote back-to-school night and American Education Week.</p> <p>e) Expand recognition opportunities for students, parents/guardians, community, and business partners.</p> <p>f) Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships.</p>	Continue to implement Board Policy 1270 which states that schools, parents/guardians, and families have a mutual responsibility to work together in order to increase student achievement	Assoc Supt C & I	Aug 10-Jun 11
	Continue to implement the Parental Outreach, Attendance Notification, and Emergency Communication System to deliver messages to parents/guardians through automated telephone and e-mail communication	CCO	Jul 10-Jun 11
	Implement a new two-way communications vehicle for school-based personnel, "Take-A-Break with Dr. Hairston," an informal video of the Superintendent's response to questions posed by school-based personnel accessible on Safari Montage	CCO	Jul 10-Jun 11
	Solicit input and feedback from stakeholders to assure that necessary information is being communicated in an efficient, timely, and effective manner	CCO CIO	Jul 10-Feb 11
	Continue to implement requirements in NCLB for informing and involving parents/guardians in the education of children attending Title I schools by notifying families of their right to inquire about the qualifications of their children's teachers; informing families whenever their children are taught for more than four weeks by a teacher who is not yet highly qualified; and meeting NCLB requirements for parent/guardian compacts and involving families in an annual review of the Parent/Guardian Family Involvement Policy 1270	Asst Supt of Schools Asst Supt HR Exec Dir PD	Jul 10-Jun 11
	Continue to implement requirements in NCLB by providing prompt notification to parents/guardians of students enrolled in schools identified for improvement	Asst Supt of Schools Exec Dir RAA	Jul 10-Jun 11
	Continue to publish the <i>Message to Community</i> , <i>Classroom to Community Express</i> and other publications as appropriate to communicate the goals and accomplishments of the school system and the superintendent's budget priorities to parents/guardians and stakeholders	CFO CCO	Nov 10-Jan 11
	Revise current publications and implement a "Contact Us" form on the Web site to help create transparency within the school system and promote timely feedback to parents/families, community members, and others	CCO	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicators for Goal 6			
6.1 All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)			
6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library. h) Encourage business partnerships that support and complement the educational program.	Facilitate home-school communication by publishing key system documents in other languages	Exec Dir Spec Prog	Jul 10-Jun 11
	All schools will continue to embed in their school improvement plans specific strategies for home-school communication	Asst Supt of Schools	Aug 10-Jun 11
	Continue to implement student-parent/guardian-teacher-led conferences	Asst Supt of Schools	Aug 10-Jun 11
	Continue to provide parents/guardians with updated guidelines and strategies for successful student-parent/guardian-teacher conferences and communication	Exec Dir PD	Aug 10-Jun 11
	Continue to provide professional development and technical support to new and current teachers to conduct effective student-parent/guardian-teacher conferences including addressing student achievement relative to established standards	Exec Dir PD	Aug 10-Jun 11
	Continue to provide administrators with information about multicultural infusion, diversity, and cultural sensitivity to promote positive relationships among students, parents/guardians, and professional staff in schools	Exec Dir Spec Prog Exec Dir PD	Jul 10-Jun 11
	Continue to provide interpersonal skills training for all clerical staff to facilitate positive home-school interactions and a welcoming school environment	Exec Dir PD	Jul 10-Mar 11
	Continue to communicate graduation requirements and coursework expectations to parents/guardians	Assoc Supt C & I	Aug 10-Jun 11
	Continue to communicate and collaborate with students, parents/guardians, PTAs, advisory groups, and community members regarding behavior expectations and parental/guardian responsibilities and involvement in maintaining a positive learning environment	Exec Dir SSS	Jul 10-Jun 11
	Continue to implement college awareness programs directed toward all students, especially first generation, economically disadvantaged, and those enrolled in gifted and talented programs, and their parents/guardians	Assoc Supt C & I Exec Dir SSS	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - *Blueprint for Progress - Performance Goal 6*
Engage parents/guardians, business, and community members in the educational process.

<p>Performance Indicator for Goal 6 6.1 All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard) 6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)</p>
<p>Measurement: Performance Indicator 6.1 In 2008 – 2009, 100% of schools provided home-school communication to all parents/guardians. Performance Indicator 6.2 In 2008 – 2009, 100% of schools increased the number of student, parent/guardian, and teacher conferences.</p>
<p>Resources: Annual Budget Process</p>
<p>Sources: Operating Budget</p>

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 6

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

Performance Indicator for Goal 6			
6.3 Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Create and advertise the availability of a "Speakers Bureau" to enable the community to receive first-hand information about BCPS	CCO	Jul 10-Jun 11
	Plan and implement additional opportunities to provide content area learning experiences for parents/guardians and interested community members to assist in acquiring the content knowledge required to support students' academic achievement	Assoc Supt C & I	Jul 10-Apr 11
	Plan and implement opportunities to provide parents/guardians and interested community members assistance in acquiring knowledge of Web-based tools and activities that enrich mathematics instruction and identifying technology resources that support students' academic achievement	Exec Dir STEM	Jul 10-Jun 11
	Provide the Style to Content Learning Preferences Inventory, a survey for students that is designed to assist parents/guardians and teachers with identifying the specific ways in which individual students learn; and assist teachers, administrators, and curriculum staff with developing and evaluating differentiated curriculum and instruction	Exec Dir Spec Prog Exec Dir PD	Jul 10-Jun 11
	Continue to collaborate with PTAs, advisory groups, community, and businesses to ensure diverse stakeholder involvement	Asst Supt of Schools CCO	Sep 10-May 11
	Explore offering English classes for parents/guardians who are English language learners so that they may continue to support their children's academic performance	Exec Dir Liberal Arts	Jul 10-Jun 11
	Continue to use the resource centers to provide support and materials to parents/guardians, teachers, and community members in helping their children achieve academically	Exec Dir PD	Aug 10-Jun 11
	Continue to implement parent/guardian support services in all communities and internally evaluate their effectiveness	Assoc Supt C & I Asst Supt of Schools	Jul 10-Jun 11
	Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g., AVID, National Honor Society, National Merit Scholars, Science Fair, Black Saga, Mock Trial, Destination Imagination, 24 Challenge, CTE Student Recognition Dinner, work-based learning employer/employee appreciation events, and elementary and secondary STEM fairs)	Assoc Supt C & I Asst Supt of Schools	Sep 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.3 Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide training through the Aspiring Leaders and Leadership Development programs to assist school-based administrators with developing effective home-school communication	Exec Dir PD	Aug 10-May 11
	Continue to provide training for pupil personnel workers, social workers, and school counselors to prepare them to participate in non-traditional outreach to parents/guardians through activities such as home visits and community-based partnerships and outreach programs	Exec Dir SSS	Jul 10-May 11
Measurement: In 2008 – 2009, 100% of schools increased learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.4 Increase parent/guardian attendance at school-based events and activities such as back-to-school nights and school improvement teams. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Implement school improvement process guidelines for site-based selection of parents/guardians on school improvement teams and parent/guardian involvement in decision-making processes	Asst Supt of Schools	Sep 10-Jun 11
	Continue to invite parents/guardians, teachers, and community members to serve on school improvement teams	Asst Supt of Schools	Sep 10-Jun 11
	Continue to share best practices at systemwide principals' meetings focusing on the National Standards for Family-School Partnerships adopted by the National PTA and implement appropriate strategies through school improvement plans	Asst Supt of Schools	Sep 10-Jun 11
	Continue to use the National Standards for Family-School Partnerships to structure and monitor parent/guardian involvement goals in school improvement plans (SIP) and to enhance effective home-school partnerships to improve student achievement	Asst Supt of Schools	Jul 10-Jun 11
	Continue to include parents/guardians, students, and community members on the School Improvement Planning Committee and systemwide <i>Student Handbook</i> committee	Exec Dir SSS	Jul 10-Jun 11
	Continue to schedule school events including athletic contests to allow more parents/guardians to attend	Asst Supt of Schools	Sep 10-Jun 11
	Continue to coordinate by geographic area and according to feeder schools within a cluster a schedule for back-to-school nights to optimize parent/guardian opportunities to attend	Asst Supt of Schools	Jul 10-Aug 10
	Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g., AVID, National Honor Society, National Merit Scholars, Science Fair, Black Saga, Mock Trial, Destination Imagination, 24 Challenge, CTE Student Recognition Dinner, work-based learning employer/employee appreciation events, and elementary and secondary STEM fairs)	Assoc Supt C & I Asst Supt of Schools	Sep 10-Jun 11
	Continue to offer family services to assist schools in developing meaningful involvement strategies for parents/guardians and community, including families from other countries, through the Early Intervention and Family Literacy Programs	Exec Dir Liberal Arts Exec Dir SSS	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.4 Increase parent/guardian attendance at school-based events and activities such as back-to-school nights and school improvement teams. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide workshops for staff to increase awareness of and sensitivity to the needs of stakeholders in order to increase parent/guardian and community participation at school events and programs	Asst Supt of Schools Exec Dir PD	Aug 10-Jun 11
Measurement: In 2008 – 2009, 100% of schools increased parent/guardian attendance at school-based events and activities such as back-to-school nights and school improvement teams.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.5 Increase parent/guardian, school, business, and community partnerships. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Plan, implement, and monitor outreach to parents/guardians, community leaders, and organizations to develop and maintain partnerships; promote partnerships to staff	CCO Exec Dir PD	Jul 10-Jun 11
	Continue to solicit business and community partnerships through chambers of commerce, rotary clubs, etc., to support student achievement	Administrative Process Officer	Jul 10-Jun 11
	Continue to collaborate with PTAs and advisory groups to conduct systemwide parent/guardian education meetings	Assoc Supt C & I Asst Supt of Schools CCO	Jul 10-Jun 11
	Continue to recruit and retain volunteers to support the instructional program and student achievement. Communicate the variety of opportunities available to prospective and current volunteers	CCO	Jul 10-Jun 11
	Provide schools and business/community partners with an opportunity to create and promote their partnerships through distribution of a directory listing of organizations with an interest in helping schools, as well as those organizations that are non-traditional school contacts	CCO	Jul 10-Jun 11
	Develop an online resource to promote school and business/community partnerships	CCO	Jul 10-Jun 11
	Continue to partner with business and community organizations to provide opportunities for public display of students' work and opportunities to perform publicly in art, music, theater, and dance (e.g., Walters Art Museum, BSO, Baltimore County government events)	Assoc Supt C & I	Jul 10-Jun 11
	Continue the partnership with the Baltimore County Department of Recreation and Parks so that students have productive after-school activities	Assoc Supt C & I	Jul 10-Jun 11
	Continue a partnership with the Baltimore County Public Library to promote student use of community resources to support reading achievement, reading motivation, and information literacy	Exec Dir STEM	Sep 10-Jun 11
	Continue collaboration with the Baltimore County Public Library to promote student independent reading	Exec Dir STEM	Mar 10-Jun 11

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.5 Increase parent/guardian, school, business, and community partnerships. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to facilitate the students' and families' use of Baltimore County Public Library's 24/7 Web-based reference service, digital content, and other public library resources and services	Exec Dir STEM	Jul 10-Jun 11
	Continue Internet safety awareness initiatives for both student and families through partnerships with local community resources and services	Exec Dir STEM	Jul 10-Jun 11
	Continue the award-winning First Library Card Campaign to build parent/guardian connections with public and school library resources that foster early literacy achievement for kindergarten children	Exec Dir STEM	Jul 10-Jun 11
	Support social services such as before- and after-school programs, health services, adult education, and counseling	Assoc Supt C & I	Jul 10-Jun 11
	Support academic enrichment programs sponsored and administered by community-based organizations	Assoc Supt C & I	Jul 10-Jun 11
Measurement: In 2008 – 2009, 100% of schools increased parent/guardian, school, business, and community partnerships.			
Resources: Annual Budget Process			
Sources: Operating Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 6
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6			
6.6 Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Establish key communications (individuals and groups who can cultivate and share school-based and systemwide information and accomplishments) within and outside the organization	CCO	Jul 10-Jun 11
	Develop formal requirements, vehicles, and protocols for communication including establishing key system messages to communicate specific information (e.g., special initiatives, program, and policy changes) to all stakeholder groups	CCO	Jul 10-Jun 11
	Collaborate with business community members to disseminate to the public information about student successes	CCO	Jul 10-Jun 11
	Team with the BCPS Education Foundation to create opportunities for philanthropic promotion and support of school-system initiatives and successes	CCO	Jul 10-Jun 11
	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 10-Jun 11
	Continue to provide recognition opportunities for teachers, volunteers, retirees, and others in collaboration with employee groups, businesses, and community members	CCO	Jul 10-Jun 11
	Publish biannually an AVID/College Board Newsletter	Exec Dir Spec Prog	Jul 10-Jun 11
	Continue to provide opportunities for parents/guardians to participate in and celebrate student success in programs (e.g., AVID, National Honor Society, National Merit Scholars, Science Fair, Mock Trial, Destination Imagination, Black Saga, 24 Challenge, and CTE Student Recognition Dinner); and continue to promote celebratory school news to media and community stakeholders	Assoc Supt C & I Asst Supt of Schools CCO	Jul 10-Jun 11
	Continue to provide training through the Aspiring Leaders and Leadership Development programs to assist school-based administrators with developing effective home-school and community-wide communication about school and student successes	Asst Supt of Schools Exec Dir PD	Sep 10-Jun 11

SCHOOL YEAR 2010 – 2011 - *Blueprint for Progress - Performance Goal 6*
Engage parents/guardians, business, and community members in the educational process.

Performance Indicator for Goal 6 6.6 Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. (BCPS standard)
Measurement: In 2008 – 2009, 100% of schools increased communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes.
Resources: Annual Budget Process
Sources: Operating Budget

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 7

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

Performance Indicator for Goal 7			
7.1 All schools will develop a results review report that is aligned with the system’s annual results report. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Train school leadership to help parents/guardians, teachers, and students serve as advocates for educational issues.	Continue to publish the <i>Maryland School Performance Program Report</i> , which includes state, local, and individual schools’ information	Exec Dir RAA	Dec 10-Mar 11
	Continue to communicate individual school results of the <i>Maryland School Performance Program Report</i> to parents/guardians and stakeholders	Asst Supt of Schools	Jul 10-Jun 11
b) Utilize key stakeholders to assist in training parents/guardians about educational issues.	Continue to communicate the individual school results report to stakeholders based on the <i>BCPS Blueprint for Progress Report on Results</i>	Asst Supt of Schools	Jan 11
	Continue to develop and implement processes to expand stakeholder input into the school improvement plans, and communicate the school results reports	Asst Supt of Schools	Jul 10-Jun 11
c) Provide information and support to principals in the alignment of the <i>Blueprint for Progress</i> with School Improvement Plans (SIP), the allocation of positions, and the allocation of other resources.	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>	Asst Supt of Schools Exec Dir PD	Jul 10-Jun 11
	Continue to invite parents/guardians, teachers, and community members to serve on school improvement teams	Asst Supt of Schools	Sep 10-Jun 11
	Continue to monitor that all schools have school improvement teams and monitor their effectiveness	Asst Supt of Schools	Sep 10-Jun 11
d) Encourage parents/guardians and community members to participate on the school improvement team.	Continue to suggest and promote opportunities highlighting individuals and programs within the school system in local, national, and international media and education journals	CCO	Jul 10-Jun 11
	Continue to provide schools with site-specific data from the data warehouse for analysis and development of school improvement plans	Exec Dir RAA CIO	Oct 10-Jun 11
e) Encourage teachers to be leaders in the school and community.	Continue to integrate Positive Behavior Planning and Character Education into the School Improvement Plan (SIP) as determined by school needs	Exec Dir SSS	Jul 10-Jun 11
	Maintain an International Organization for Standardization (ISO) 9001:2008 certified quality management system to continually improve the operational effectiveness and the delivery of the quality of services provided by the divisions of curriculum and instruction and business services	Exec Dir RAA	Jul 10-Jun 11
f) Provide professional development opportunities to school administrators, teachers, and other staff on the roles of parents/guardians, staff, and community members in the school improvement process.			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 7

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

Performance Indicator for Goal 7			
7.1 All schools will develop a results review report that is aligned with the system’s annual results report. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
<p>g) Publish an annual educational 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 in 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>			
Measurement: In 2008 – 2009, 100% of schools received school-level data and communicated student-level achievement results to the community.			
Resources: Annual Budget Process			
Sources: Operating Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 8

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

Performance Indicator for Goal 8			
8.1 All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
a) Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction.	Continue to assess and modify the role of the instructional technology resource teachers in providing support to administrators, liaisons, technology integration teachers, and other instructional staff as they continue to integrate technology resources into teaching and learning based on the <i>Maryland Technology Standards for School Administrators</i> , the <i>Maryland Technology Standards for Teachers</i> , and the <i>Maryland Teacher Professional Development Standards</i>	Exec Dir STEM	Jul 10-Jun 11
b) Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software.	Continue to provide regularly scheduled professional development and support at the school and system level for elementary technology integration teachers and technology liaisons and alternates so they can better serve the needs of their schools' staff and students as they integrate instructional technology into classroom instruction for 21 st century learners	Exec Dir STEM	Jul 10-Jun 11
c) Allocate positions to schools in an equitable and adequate manner.	Continue to offer differing levels of professional development at the school and system level to meet the basic, application, and integration skills of teachers in integrating technology into instruction to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented	Exec Dir STEM	Jul 10-Jun 11
d) Allocate non-salary and grant funds to schools in an equitable manner based on rational formulas and approved qualifications.	Continue to provide regularly scheduled professional development and support at the school and system level for elementary library media specialists and teachers in order to infuse information literacy and student research competencies within the K – 12 curriculum that will prepare students for 21 st century work and academic readiness	Exec Dir STEM	Jul 10-Jun 11
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.	Continue to offer online technology integration institutes for both elementary and secondary teachers which focus on using technology in the teaching of science and mathematics	Exec Dir STEM	Jul 10-Jun 11
f) Establish benchmarks for on-board time and on-time service for students eligible for transportation services.	Revise and continue to offer the online institute Using Technology to Teach Reading and Writing Across the Curriculum for elementary and secondary teachers to improve instruction and meet the needs of diverse learners	Exec Dir Liberal Arts Exec Dir STEM	Jul 10-Jun 11
	Use the Maryland Teacher Technology Inventory and the Maryland School Administrator Technology Inventory to assist teachers and administrators in planning professional growth activities related to the use of instructional technology and to assist central office staff in the planning of systemwide professional development in the integration of instructional technology	Exec Dir STEM	Jul 10-Jun 11

SCHOOL YEAR 2010 – 2011 - 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
g) Establish benchmarks for food service operations and copy, print, and distribution services. h) Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers. i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.	Continue to offer graduate-level cohort programs for teachers to develop as leaders in instructional technology and library media, and provide an online graduate-level cohort program in instructional technology	Exec Dir STEM	Jul 10-Jun 11
	Coordinate the work of the Curriculum and Instruction Technology and Learning Steering Committee and the subcommittees on hardware/AV equipment, Web 2.0 software, and research so that technology tools and resources can be piloted and adopted across the system as Enterprise solutions that meet the Board of Education Telecommunications Policy and Superintendent’s rule and align with the Maryland SC and the 21 st Century Skills Framework	Exec Dir STEM	Jul 10-Jun 11
	Expand the Virtual Learning initiative while using new technologies such as virtual worlds, gaming, and computer simulation to broaden the experience of student learning while increasing students’ motivation to learn and the ability to master and retain concepts	CIO	Jul 10-Jun 11
	Continue to implement a graduate Certificate Program in School Leadership in Technology, in collaboration with the Johns Hopkins University, for school-based teachers and administrators who work together to build capacity within the school for the effective use of technology and effective pedagogy for developing 21 st Century learners	Exec Dir STEM	Jul 10-Jun 11
	Continue to generate, interpret, and use data (library collection analysis, digital content, and Web site usage statistics, etc.) to guide library information systems and support to teachers, students, and their families	Exec Dir STEM	Sep 10-Jun 11
	Continue to provide 24/7 access to school library media collections and digital content for staff, students, and their families	Exec Dir STEM	Jul 10-Jun 11
	Continue to increase teacher access to digital content for technology integration for daily classroom instruction through the use of digital content (Safari Montage, databases, Internet sources, and Web 2.0 tools), the Internet, and the Intranet connections	Exec Dir STEM	Sep 10-Jun 11

SCHOOL YEAR 2010 – 2011 - 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
	Continue to provide professional development and support to school-based technology liaisons in maintaining hardware and software inventories	Assoc Supt C & I	Jul 10-Jun 11
	Continue to provide resources and professional development activities for specific technology, equipment, and software programs in CTE and special education	Exec Dir STEM	Jul 10-Jun 11
	Review the implementation of the BCPS <i>Framework for Technology Implementation 2008 – 2011</i> to meet the new guidelines in the Maryland Technology Plan 2007 – 2012	Assoc Supt C & I CIO	Jul 10-Jun 11
	Continue the development of a professional development Web application that tracks and reports professional development activities for all school-based personnel	CIO	Jul 10-Jun 11
	Continue to upgrade Human Resources system to version 3.8	CIO	Jul 10- Jan 11
Measurement: In 2008 – 2009, all students, teachers, and office staff had access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process.			
Resources: Annual Budget Process Technology infrastructure, core equipment for new data center, \$300,000 in non-recurring cost.			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 8

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

Performance Indicator for Goal 8			
8.2 All schools and offices will have high-capacity computers at the ratio of: 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
	Continue to seek funding to maintain the four-year replacement cycle for one computer per five students	CIO	Jul 10-Jun 11
	Continue to provide professional development to all school and office personnel in the effective and efficient instructional uses of Web-based digital content (databases, Internet resources, Safari Montage, Web conferencing, podcasting, and Web 2.0 tools)	Exec Dir STEM	Jul 10-Jun 11
Measurement: In 2008 – 2009, all schools and offices had high-capacity computers at the following ratios: students to computers, 3.4 to 1; teachers to computers, 1 to 1; administrators to computers, 1 to 1; clericals to computers, 1 to 1; and supervisory personnel to computers, 1 to 1.			
Resources: Annual Budget Process Reduction in PC replacement funds, (\$1,000,000).			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 8

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

Performance Indicator for Goal 8			
8.3 The annual operating and capital budgets will be developed and administered in a timely and accurate manner. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to implement and communicate the process for development of the annual budget process that involves staff and stakeholders	CFO	Jul 10-Jun 11
	Continue to provide opportunities for public review and input in the proposed budget prior to board adoption	CFO	Sep 10-Jun 11
	Continue to use the feedback forms in the published budget books	CFO	Jul 10-Jun 11
	Review and adjust budget materials related to required criteria for the Association of School Business Officials (ASBO) and the Government Finance Officers Association's (GFOA) Meritorious Budget Awards programs	CFO	Jan 11-Jun 11
	Review and analyze budget data, and develop procedures to increase accuracy of budget forecasts	CFO	Jul 10-Jun 11
	Adjust the budget development and decision-making processes to increase connections to curriculum goals and strategic priorities by using various assessment tools including ranking, cost-benefit analysis, and other measures of effectiveness	CFO	Jul 10-Jun 11
Measurement: In 2008 – 2009, the standard of timeliness and a budget to actual variance of 1.0% or less was maintained at 0.79%; and the operating and capital budgets were submitted for board approval by the dates required by statute.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - Blueprint for Progress - Performance Goal 8

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

Performance Indicator for Goal 8			
8.4 The Department of Fiscal Services' staff will effectively and efficiently provide timely access to functional information. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Assist in the development of and access to the financial, human resources, and data warehouse to access system data for development of financial documents	CFO	Jul 10-Jun 11
	Prepare the Comprehensive Annual Financial Report (CAFR) within criteria for the Government Finance Officers Association's (GFOA) and the Association of School Business Officials' (ASBO) Certificates of Excellence	CFO	Jul 10-Sep 10
	Continue to use feedback forms from all CAFR users	CFO	Jul 10-Jun 11
	Continue to implement processes and software to increase electronic purchasing, electronic submission of payroll data, and electronic access to financial reports	CFO	Jul 10-Jun 11
	Continue to provide professional development and technical assistance to school-based personnel on the Medicaid encounter data forms	CFO	Jul 10-Jun 11
Measurement: In 2008 – 2009, 95.0% of end users were satisfied with the content of the Comprehensive Annual Financial Resources.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - 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 Indicators for Goal 8			
8.5 The student enrollment projections will have a 99.0% accuracy rate. (BCPS standard)			
8.6 Ninety percent of buses will arrive each day within the established opening/closing window. (BCPS standard)			
8.7 All students will have total ride times of less than three hours per day. (BCPS standard)			
8.8 Each school will provide meal service at optimal capacity. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to update methodologies for student enrollment projections and demographic trends consistent with state and national standards	Exec Dir Plan & Support Op	Jul 10-Apr 11
	Support the full-day kindergarten initiative with necessary transportation services	Exec Dir Plan & Support Op	Jul 10-Jun 11
	Continue to monitor the on-board time and on-time school bus service	Exec Dir Plan & Support Op	Aug 10-Jun 11
	Continue to provide meal service at the optimal level for each school	Exec Dir Plan & Support Op	Jul 10-Jun 11
	Install exhaust emissions control devices on 24 school buses	Exec Dir Plan & Support Op	Jul 10-Jun 11
Measurement:			
Performance Indicator 8.5 In 2008 – 2009, the student enrollment projections had a 99.7% accuracy rate.			
Performance Indicator 8.6 In 2008 – 2009, 96.7% of buses arrived each day within the established opening/closing window.			
Performance Indicator 8.7 In 2008 – 2009, 95.7% of students had total ride times of less than three hours per day.			
Performance Indicator 8.8 In 2008 – 2009, 80.0% of secondary schools met the maximum meal service capacity.			
Resources: Annual Budget Process			
Busing cost for school transfer option, \$634,738; Expanded special education bus routes to Baltimore Lab, Forbush, and Trellis schools, \$79,742.			
Sources: Operating Budget Capital Budget			
American Recovery and Reinvestment Act (ARRA) \$399,935 – Exhaust Emissions Control			

SCHOOL YEAR 2010 – 2011 - 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 Indicators for Goal 8			
8.9 The BCPS employee attendance rate will meet or exceed the system standard. (BCPS standard)			
8.10 Copy and Print Services will operate at optimal capacity. (BCPS standard)			
8.11 The Capital Improvement Program will align with the distribution of instructional programs. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to use data to prioritize and identify resources necessary to increase employee attendance rates	Exec Dir Plan & Support Op	Jul 10-Jun 11
	Continue to support school-based administrators in the implementation of the Employee Attendance Monitoring Program	Exec Dir Plan & Support Op	Jul 10-Jun 11
	Maintain sufficient human and material resources to support student learning priorities and optimal print capacity from Copy and Print Services	Exec Dir Plan & Support Op	Jul 10-Jun 11
	Continue to collect feedback from clients on quality and timeliness of Copy and Print Services	Exec Dir Plan & Support Op	Jul 10-Jun 11
	Continue to develop and publish an annual Educational Facilities Master Plan that aligns capital budget and instructional programmatic initiatives	Assoc Supt C & I Exec Dir Phy Fac Exec Dir Plan & Support Op	Jul 10-Jun 11
	Continue to access school profile information through the data warehouse	Exec Dir Plan & Support Op	Aug 10-Jun 11
Measurement:			
Performance Indicator 8.9 In 2008 – 2009, the employee attendance rate was 95.6%.			
Performance Indicator 8.10 In 2008 – 2009, Copy and Print Services operated at optimal capacity with the production of 50.8 million copies, which exceeded the established standard of 46.7 million impressions (copies).			
Performance Indicator 8.11 In 2008 – 2009, the Capital Improvement Program was aligned with the distribution of instructional programs through the annual updates to the Educational Facilities Master Plan.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - 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 Indicators for Goal 8			
8.12 All schools will receive equitable staffing allocations in a timely manner. (BCPS standard)			
8.13 Administrative appointments will be made in a timely manner. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to provide an online instrument for administrative staff to access the Allocation Spreadsheet and the Projected Resource Allocation Sheet	Asst Supt HR	Jul 10-Jun 11
	Continue to use the data warehouse for accessing and analyzing disaggregated data for tracking and reporting purposes, for assignment of staff to schools, and for the appointment of school administrators	Asst Supt HR	Jul 10-Jun 11
	Continue to identify and recruit aggressively for administrative positions both internally and externally	Asst Supt HR	Jul 10-Jun 11
Measurement:			
Performance Indicator 8.12 In 2008 – 2009, 99.8% of teacher positions and 96.4% of instructional assistant positions were filled based on projected enrollment.			
Performance Indicator 8.13 In 2008 – 2009, there were 37 qualified candidates in the system’s pool of principals, which exceeded the minimum standard of 20; and there were 83 qualified candidates in the system’s pool of assistant principals, which exceeded the minimum standard of 45.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - 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 Indicators for Goal 8			
8.14 The number of Equal Employment Opportunity (EEO) complaints will be reduced. (BCPS standard)			
8.15 All administrative and supervisory personnel will receive training so that master agreements will be implemented effectively. (BCPS standard)			
8.16 All employees and retirees will have effective information regarding employee benefits. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue EEO professional development	Asst Supt HR	Jul 10-Jun 11
	Continue to provide professional development to managers, supervisors, and administrators to increase knowledge and familiarity with the negotiated agreements and appraisal processes	Asst Supt HR	Jul 10-Jun 11
	Continue to improve client service on both of the Office of Benefits' Web sites	Asst Supt HR	Jul 10-Jun 11
	Continue to respond promptly to employees' and retirees' inquiries via the Web site and telephone	Asst Supt HR	Jul 10-Jun 11
Measurement:			
Performance Indicator 8.14 In 2008 – 2009, there were 10 Equal Employment Opportunity complaints, which were 16 fewer than in the previous 2007 – 2008 school year.			
Performance Indicator 8.15 In 2008 – 2009, 382, or 40.6%, managerial/supervisory personnel received training so that master agreements could be implemented effectively.			
Performance Indicator 8.16 In 2008 – 2009, 8,861 employees opted-in the Employee Self-Service Web site, which exceeded the goal of a 5.0% annual increase.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - 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 Indicators for Goal 8			
8.17 All BCPS facilities will be operational in the school year at a level that meets or exceeds the 2002-2003 baseline. (BCPS standard)			
8.18 Reduce the number of schools in which full-time equivalent (FTE) enrollment of students exceeds seating capacity (state-rated capacity plus available relocatable seats). (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to plan, design, and construct new school buildings to meet the needs of the student population	Exec Dir Phy Fac	Jul 10-Jun 11
	Continue to research state school facility requirements and effective building design in order to recommend new school construction plans	Exec Dir Phy Fac	Jul 10-Jun 11
	Continue to implement the comprehensive outdoor maintenance plan for grounds, housekeeping services, and mechanical/critical equipment services	Exec Dir Phy Fac	Jul 10-Jun 11
	Continue to monitor the operational days for all BCPS facilities	Exec Dir Phy Fac	Jul 10-Jun 11
Measurement:			
Performance Indicator 8.17 In 2008 – 2009, 99.9% of schools were operational, which exceeded the 2002 – 2003 baseline standard of 91.9%.			
Performance Indicator 8.18 In 2008 – 2009, 16 of 105 elementary schools, no middle schools, and 2 of 24 high schools had FTE enrollments exceeding seating capacity.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			

SCHOOL YEAR 2010 – 2011 - 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			
8.19 The Wide Area Network, Enterprise Systems, and telephone system will operate effectively 98.0% of the time. (BCPS standard)			
KEY STRATEGIES	ACTIVITIES	RESPONSIBILITY	DATE
	Continue to resolve customer service issues in a timely manner	CIO	Jul 10-Jun 11
	Continue to maintain Wide Area Network availability	CIO	Jul 10-Jun 11
	Continue to maintain Enterprise System availability	CIO	Jul 10-Jun 11
	Continue to maintain telephone system availability	CIO	Jul 10-Jun 11
	Continue to participate in a joint effort with the county to develop a disaster recovery site	CIO	Jul 10-Jun 11
Measurement: In 2008 – 2009, 99.9% of the time the Wide Area Network (WAN), Enterprise Systems (ES), and telephones operated effectively; and 99.9% of the time customer issues related to the WAN, ES, and telephone issues were resolved within 48 hours.			
Resources: Annual Budget Process			
Sources: Operating Budget and Capital Budget			